

COLUMBIA COLLEGE OF SOUTH CAROLINA

**FACULTY MANUAL
2014/2015**

Columbia College is an EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER, and as such pledges that it will not discriminate in employment on the basis of race, color, sex, religion, national origin, age or handicap. In addition, it is our policy to provide a working environment in which employees are free from discomfort or pressure resulting from ridicule and/or verbal harassment either relating to such distinctions or simply resulting from a lack of consideration for a fellow human being.

Important Notice:

THIS HANDBOOK IS NOT A CONTRACT

This employee handbook contains various rule, policies, and procedures relating to employment. Many of the provisions are summaries of federal, state, and municipal laws. Such laws change from time to time. Furthermore, Columbia College finds it necessary or advisable to alter its rules, policies and procedures from time to time. Therefore, the provisions of Columbia College's manual and personnel policies are subject to change by the college at any time. **NOTHING IN THIS HANDBOOK OR IN ANY OF THE COLLEGE'S PERSONNEL POLICIES SHALL BE DEEMED TO CONSTITUTE A CONTRACT OF EMPLOYMENT.**

FOREWORD

The Faculty Handbook is designed to provide information concerning the policies and procedures of Columbia College that are of special concern to the faculty and concerning the benefits you are entitled to as an employee. It is intended to be useful as a book for general reference.

Revisions to the handbook policies may occur at any time and are subject to such change when proper notification of that change has been given. Under normal circumstances, these policies will be corrected on an annual basis. Changes will be made and distributed as often as deemed necessary to keep the handbook current. These general policies and procedures are not meant to be contractual.

Changes may occur by action of the Board of Trustees, by action of the President, by action of the faculty, or by action by external agencies affecting any of the policies in a manner beyond the control of the college.

Office of the Provost

Please note that faculty development applications and sabbatical applications are available online at: <http://www.columbiacollegesc.edu/faculty/dev/>

In addition, many other forms and calendars are available online at: <http://www.columbiasc.edu/faculty/forms.asp>

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Part I. Mission, History, Charter, and By-Laws

Institutional Mission Statement

(Approved Spring 1999)

Columbia College, a women's college related to the United Methodist Church, educates students in the liberal arts tradition. The College provides educational opportunities that develop students' capacity for critical thought and expression, life-long learning, acceptance of personal responsibility, and commitment to service and social justice. In furtherance of its mission, the College is responsive to the needs of students, the communities to which it belongs, and the greater global society.

Columbia College encompasses the Women's College established in 1854 and the Evening College and Graduate School serving women and men. Columbia College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics, and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances on technology; and learning environments that extend beyond the classroom.

The Women's College Mission Statement (added 11/09)

Columbia College recognizes the historical and powerful significance in higher education of providing women with a rich, transformative tradition of engaged learning in the liberal arts. Dedicated to academic excellence, social and cultural awareness, spiritual growth, physical wellness, inspiring leadership, and multiple opportunities that bridge learning and living in a complex, diverse world, the College embraces the challenge of educating women to cultivate their voices as rigorous, discerning scholars; confident, vital citizens of a global community; and active, innovative leaders.

Evening College Mission Statement (added 11/09)

The Evening College provides a high quality, rigorous and accessible liberal arts and professional education to women and men. Through flexible scheduling the Evening College offers a variety of majors adapted to the needs of professional adults. Evening College programs capitalize on the experiences the adult learner brings to the classroom. Faculty understand and are responsive to the needs of the adult learner. Evening College students join an engaged learning community characterized by a commitment to academic excellence and social responsibility. Graduates of the Evening College are leaders in their professions, communities, homes, and places of worship.

Graduate School Mission Statement (added 11/09)

The Graduate Council has approved the following mission statement for Columbia College's Graduate School: the Graduate School at Columbia College offers master's degree programs and advanced courses designed for professional women and men. Graduate learning in the liberal arts tradition integrates rigorous academic study with the development and enhancement of professional skills. The Graduate School draws on the expertise of the Columbia College faculty in all disciplines and on the extended academic community. Faculty respect diverse student life experiences and incorporate them into course design and learning. Graduate students are encouraged and supported in further studies, career leadership, and leadership in their communities.

History of Columbia College

Founded in 1854 by members of the South Carolina Methodist Conference, Columbia College is one of the South's oldest institutions for the higher education of women. Throughout its 150 year history, the College has remained steadfast in its commitments to women's intellectual potential and women's active participation in society.

Columbia Female College formally opened in October 1859 on Plain Street (now Hampton) in a four-storied college facility, Italian Renaissance in style and topped with a cupola. Its first faculty was comprised of ten women and six men under the Presidency of the Reverend Whitefoord Smith, D.D., a prominent Methodist minister. In the College's second academic year, South Carolina seceded from the Union and the Civil War began. The College survived the fire that accompanied Union General William T. Sherman's capture of Columbia on February 18, 1865, largely through the efforts of music faculty member W.H. Orchard who stood guard at the facility throughout General Sherman's occupation.

The trustees closed the College after the war and leased the building as a hotel. It reopened in 1873 during one of the most turbulent decades in the state's history. The College confronted the uncertainties of the post-war era as it attempted to recruit students and meet operating expenses. With dwindling enrollments and escalating debts, the Trustees rented the facility to Dr. J.L. Jones, the college's first lay President in 1878. The Conference resumed its control of the College upon Jones' resignation in 1881. Former students promptly organized the Columbia College Alumnae Association, the fifth organization of women's college alumnae in the country, to provide support for their alma mater.

As the College approached the end of the nineteenth century, a measure of financial stability returned. New academic standards were adopted that resulted in the offering of the Bachelor of Arts, Bachelor of English, and Bachelor of Science degrees, along with a post-graduate degree providing the Master of Arts. In the early 1900s the enrollment swelled. The need for a larger physical plant resulted in the College's relocation to an area north of the city in the Eau Claire section. Benefactors F. H. Hyatt and John T. Sloan donated a forty-acre site in Eau Claire in 1904, and college officials erected a \$125,000 facility that opened a year later. In 1909, fire destroyed the facility. A new institution opened in September 1910.

College officials sought recognition by the Southern Association of Schools and Colleges and understood the necessity for an adequate financial base and strong academic standards. Columbia College launched impressive fundraising drives in the 1920s and 1930s. A successful endowment campaign to match a \$50,000 gift by Methodist philanthropist Benjamin N. Duke of North Carolina was concluded in 1927. By the mid 1930s, two additional drives raised over a quarter of a million dollars, a startling amount in a state numbed by the exigencies of the Great Depression. New academic initiatives included the adoption of a point system for graduation requirements, the termination of the preparatory department and the "conditional" admission provision, the establishment of an Honors program, and the erection of the college's first separate library building. These measures resulted in Southern Association accreditation in 1938.

Substantial changes occurred in the decades following World War II. Sixteen veterans on the "G.I. Bill" became Columbia College students in 1947. The College graduated its first male student in 1951, and for the next two decades a small group of men enrolled as day students. A serious threat to the College's survival arose in the 1940s when the Methodist Conference adopted a controversial plan that merged Columbia College and Wofford College under a single college administration at Wofford. The dedicated efforts of Columbia College alumnae and friends resulted in the Conference's decision in 1950 to reinstate Columbia College as an

autonomous institution.

President R. Wright Spears became the catalyst for revitalizing Columbia College in the 1950s. Under his leadership enrollment soared and a building program was launched that added a new library, science building, student center, physical education center, and dormitories. On February 12, 1964, fire gutted a significant portion of the campus, resulting in a \$2 million loss. President Spears set the tone for the restoration of the College, pointing out to students that, "Nothing has happened this night that cannot be rebuilt." In the dramatic rebuilding that ensued, Columbia College welcomed its first African-American students in 1966.

The institution that emerged in the years after the fire signaled the onset of the College's modern era. Well aware of the major social and economic changes impacting on women's experiences, the College created a comprehensive career planning office, added internship programs to link classroom experiences to the workplace, established a major in Business Administration, and began a Women's Evening College for adult working women. In the 1980s, under the leadership of President Ralph T. Mirse, the college launched its first global initiatives with academic links to institutions in South American and Korea. A special focus on women's leadership development, spearheaded by President Peter T. Mitchell, led to the establishment of the Johnnie Cordell Breed Leadership Center for Women in 1993. Throughout the period from 1964 to the 1990s, Columbia College graduates seized opportunities now open to women and assumed prominent roles in business, public service, law, and medicine. Elizabeth Johnson Patterson, class of 1961, became the first woman from South Carolina elected to a full term in Congress, and Karen Johnson Williams, class of 1973, became the first woman to serve on the Fourth Circuit of the United States Court of Appeals.

In recent years faculty members and programs have received national recognition and praise. Since 1994 Columbia College has been ranked consistently by U.S. News and World Report as one of the top ten regional liberal arts colleges in the South. The College received the prestigious Hesburg Award for "innovative faculty development enriching undergraduate learning" in 1996.

In 1997 Phyllis O. Bonanno became the College's first woman president. In 1999, following President Bonanno's resignation, the Board of Trustees appointed James H. Rex as interim President. Under his leadership, the college continued to pursue the visionary strategic plan that reaffirmed Columbia College's commitment to liberal arts higher education for women, provides a global emphasis to the curriculum, increases programs for graduate study, and establishes an expanded coeducational Evening College.

In 2001, the Board of Trustees selected, Caroline Bagby Whitson as the new president of Columbia College. Dr. Whitson has focused attention of the core issues of stabilizing enrollment and growing endowment while maintaining the student-centered learning environment that is its hallmark.

Alma Mater

The Columbia College Alma Mater was written by Dr. J.M. Arial.

We sing the praise of her we love;
We lift on high her name in song,
White as the gleaming stars above,
Columbia, Mother, great and strong.
She who has been, shall ever be,
Wise, good, and true eternally;
No stain shall touch the purity of our Columbia College.

Her virtues we acclaim today.
That all men might this of her deem
Her mission is to light the way
With learning's clearest, sweetest gleam.
Her gentle heart has made her great;
Her breath is love, she knows no hate;
Her faith that God controls her fate,
Makes brave our own Columbia.

And here we pledge our love to thee
No matter what the years may bring,
Or what in life our lots shall be,
Columbia, we the glory sing.
We love thee for thy zealous care,
For lofty aims to thee so dear,
Our hearts shall ever breathe this prayer,
"God keep our own Columbia."

By-Laws

The By-Laws of Columbia College adopted by the Board of Trustees contain two main divisions: The Board of Trustees and the College. The first deals with the constitution and organization of the Board, its officers and committees, their duties and function. The second outlines the organization and internal administration of the College.

Name

The corporate name of the institution is THE COLUMBIA COLLEGE.

Charter of Columbia College

An Act to Incorporate the Columbia Female College

Passed December 21, 1854

- I. BE IT ENACTED BY THE SENATE AND HOUSE OF REPRESENTATIVES NOW MET AND SITTING IN GENERAL ASSEMBLY, AND BY THE AUTHORITY OF THE SAME, that Andrew Wallace, James S. Guignard, John Bryce, Robert Bryce, W. W. Walker, Thomas H. Wade, S. S. McCully, Dr. Alexander N. Talley, Dr. John W. Parker, Dr. John H. Boatwright, William Glaze, John Veal, W. B. Johnston, Dr. Whitefoord Smith, Nicholas Talley, William Martin, William Crook William H. Fleming, Hilliard C. Parsons, John I. Whiteman, Colin Murchison, John A. Porter, Claudius H. Pritchard, Dr. Jos. Cross, Samuel Leard, and Dr. Robert J. Boyd, and their successors in office, be and they are hereby, created and constituted a body politic and corporate, by the name and style of "The Trustees of the Columbia Female College," for the purpose of organizing, establishing, governing and conducting a Seminary of Learning in the town of Columbia, in the State of South Carolina, and that the said body politic and corporate, by the said name of "The Trustees of the Columbia Female College," shall be capable and liable, in law and equity, to sue and be sued, to plead and be impleaded, to use a common seal, and to make all such by-laws and rules as they may deem necessary and proper for the regulations, government and conduct of said Seminary of Learning: PROVIDED, said by-laws and rules be not repugnant to the Constitution and Laws of this State, or of the United States.
- II. That the said Board of Trustees are, and shall be, authorized to appoint such officers as they may think necessary and proper for the organization and government of their own body, and also all the officers, professors, tutors, and instructors of, and in, said College, and to remove the same at pleasure, and to exercise such general control and supervision over the officers, instructors, affairs and government of said College, as they may deem advisable.
- III. That the said Trustees and their successors shall have and hold all the estate, and funds now belonging to said College, and all property, funds, money, donations, legacies and devices which may hereafter be granted, conveyed, bequeathed, devised or given to said College. And the said Trustees shall make an Annual Report to the South Carolina

Annual Conference of all moneys received and expended by them for and during the term of the preceding fiscal year.

- IV. That the said Trustees shall be appointed or chosen for the term of two years by the "South Carolina Annual Conference," now being part of the Methodist Episcopal Church, South, and until a new election shall be made at the next regular meeting of said conference; and said Annual Conference shall have power and authority to fill all vacancies in said Board of Trustees, which shall occur or be occasioned by death, resignation or otherwise; PROVIDED, that said Board of Trustees may fill such vacancy by the said South Carolina Annual Conference, at a regular meeting thereof.

In the Senate House, the twenty-first day of December, in the year of our Lord one thousand eight hundred and fifty-four, and in the seventy-ninth year of the sovereignty and independence of the United States of America.

Robert F. W. Aliston
President of the Senate
James Simon
Speaker House of Representatives

An Act to amend an act entitled "An Act to Incorporate the Columbia Female College" Approved December 21, 1854, 12 Statutes, 290.

- I. Be it enacted by the General Assembly of the State of South Carolina (a Concurrent Resolution allowing this Bill to be introduced having been passed by a two-thirds vote of each House, as required by the Constitution): That the name of the said corporation be, and the same is hereby, changed from the Trustees of the Columbia Female College to "The Columbia College."
- II. That said corporation be, and it is hereby, authorized and empowered to sell and convey its real property in the City of Columbia, and to locate its college at some point in the vicinity of Columbia.
- III. That all bequests or gifts in other forms to the said corporation in its former name be, and they are hereby, authorized to be transferred to said corporation in its new name as herein enacted.

Approved February 20th, A.D. 1904.

An Act to amend an Act entitled " An Act to Incorporate the Columbia Female College Appearing as Act No.4185 of the Acts of 1854, and amended by an act entitled " An Act to Incorporate the Columbia Female College," appearing as act No. 366, of the act of 1914.

- I. Trustees to Report to and Be Elected by Both Conferences. Be it enacted by the General Assembly of the State of South Carolina; That Sections III and IV of said Act be, and the same is hereby, amended, so that said sections when amended shall read as follows:
- II. That the said trustees and their successors shall have and hold all the estate, property, funds, money, donations, legacies and devices which may hereafter be granted, conveyed, bequeathed, devised or given to said college in trust, nevertheless, for the use and benefit of said college. And the said trustees shall make an annual report to the South Carolina Annual Conference of the Methodist Episcopal Church, South, and the Upper South Carolina Annual Conference of the Methodist Episcopal Church, South.
- III. That the said trustees shall be appointed or chosen for the term of two years by the "South Carolina Annual Conference," and the "Upper South Carolina Conference," each choosing such proportion of such

trustees as they have here-to-fore or may hereafter fix; now being part of the Methodist Episcopal Church, South, and until a new election shall be made at the next regular meeting of said Conference, and said Annual Conference shall have power and authority to fill all vacancies in said Board of Trustees may fill any vacancy occurring by death or otherwise; which appointment so made shall continue in force until an appointment or election shall be made to fill such vacancy by the said Conferences, at a regular meeting thereof.

Acts, 1854, XII Stats., 331
Approved March 25, 1916

BYLAWS OF COLUMBIA COLLEGE (revised 11/2009)

ARTICLE I THE MISSION OF COLUMBIA COLLEGE

Columbia College, a women's college related to the United Methodist Church, educates students in the liberal arts tradition. The college provides educational opportunities that develop students' capacity for critical thought and expression, life-long learning, acceptance of personal responsibility and commitment to service and social justice. In furtherance of its mission, the college is responsive to the needs of students, the communities to which it belongs and the greater global society.

Columbia College encompasses the Women's College established in 1854 and the Evening College and Graduate School serving women and men. Columbia College is noted for faculty who foster academic excellence through collaborative teaching and learning; a vital learning community in which character, ethics and values are cultivated; the study of leadership enhanced by opportunities for practical application; programs that capitalize on advances in technology; and learning environments that extend beyond the classroom.

Adopted April 9, 1999

ARTICLE II THE BOARD OF TRUSTEES

Section 1. Definition. The Board of Trustees is the governing body of Columbia College and is empowered to make such policies, as it deems advisable for the effective operation of the college, in accordance with the Charter.

Section 2. Membership. The Board of Trustees of Columbia College consists of up to thirty-one members, elected every two years by the South Carolina Annual Conference, Southeastern Jurisdiction, The United Methodist Church, after nomination by the Conference Board of Higher Education and Campus Ministry, and upon consultation with the Columbia College Board of Trustees. The term of office for trustees shall be four (4) years. The Board shall be divided into four classes composed of either six or seven members. Those elected shall be eligible for reelection to a maximum tenure of twelve (12) consecutive years. After a full tenure of service, a former trustee shall be ineligible for reelection for at least two (2) years. The Board of Trustees by a two-thirds majority vote may remove a Trustee from office because of dereliction of duties and responsibilities, moral turpitude or financial malfeasance. Prior to a call for a vote for removal, a member or members of the Executive Committee, as appointed by the Board Chair, shall contact the Trustee.

Board members shall disclose any potential conflicts of interest that may arise as a result of their service as trustees by filing of signed conflict of interest forms with the college.

Section 3. Meetings. Unless otherwise ordered by the Board, meetings shall be held three times per year meeting in the fall, spring, and summer. A majority of the Board shall constitute a quorum for the transaction of business.

- A. An agenda for each meeting shall be prepared jointly by the President of the College and the Chair of the Board and shall be distributed to the Board members not later than ten days in advance of the meeting.
- B. Other meetings may be held by action of the Board or upon call by the Executive Committee or the Chair of the Board after at least ten days notice, for the transaction of business stated in the call.
- C. The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the transaction of Columbia College in all cases to which they are applicable and in which they are not inconsistent with these bylaws or any special rules that the Board of Trustees may adopt.

Section 4. Officers. The officers of the Board shall be a Chair, a Vice-Chair and a Secretary, elected for two-year terms at the spring meeting of the Board, taking office on May 1.

CHAIR. WITHIN THIRTY DAYS AFTER THE ELECTION OF A CHAIR OR UPON THE OCCURRENCE OF A VACANCY, THE CHAIR SHALL APPOINT THE CHAIR AND MEMBERS OF THE STANDING COMMITTEES OF THE BOARD, EXCEPT THE EXECUTIVE COMMITTEE, AND SHALL SERVE AS EX OFFICIO MEMBER OF EACH STANDING COMMITTEE. THE CHAIR SHALL PRESIDE AT MEETINGS OF THE BOARD AND OF THE EXECUTIVE COMMITTEE, SHALL CALL SPECIAL MEETINGS AS DEEMED NECESSARY AND SHALL REPRESENT THE BOARD OF TRUSTEES AT PUBLIC MEETINGS OF THE COLLEGE. THE CHAIR MAY NOT HAVE CONTRACTUAL, EMPLOYMENT OR PERSONAL/FAMILIAL FINANCIAL INTEREST IN THE COLLEGE.

VICE-CHAIR. THE VICE-CHAIR SHALL PRESIDE OVER MEETINGS OF THE BOARD IN THE ABSENCE OF THE CHAIR AND SHALL PERFORM SUCH OTHER DUTIES OF THE CHAIR AS THE BOARD, THE EXECUTIVE COMMITTEE OR THE CHAIR MAY REQUEST.

SECRETARY. THE SECRETARY SHALL (1) RECORD THE MINUTES OF ALL MEETINGS OF THE BOARD AND THE EXECUTIVE COMMITTEE AND (2) CARRY OUT THE WILL OF THE BOARD WITH RESPECT TO THE CORRESPONDENCE OF THE BOARD AND THE SAFEKEEPING OF COLLEGE RECORDS, THE MINUTES OF THE BOARD OF TRUSTEES, ANNUAL AUDITS AND SUCH OTHER ITEMS AS ARE STRICTLY THE PROPERTY OF THE BOARD.

Section 5. Responsibilities. It shall be the responsibility of the Board of Trustees to hold all property of the college, determine the mission of the college, provide for its administration, establish policies for its operation, including the review and adoption of the annual budget of the college, and secure financial support to ensure its success. The Board ensures that the financial resources of Columbia College are used to provide sound educational programs. The Trustees delegate to the President and the Officers of the college

the responsibility for carrying out financial policies.

Section 6. Standing Committees. Standing Committees of the Board of Trustees shall be an Academic Affairs Committee; a Business Affairs Committee; an Advancement Committee; the Committee on Trusteeship; an Executive Committee; a Real Estate, Buildings, and Grounds Committee; a Student Affairs Committee; and an Investment Committee. Membership on Standing Committees shall be distributed so as to include all members of the Board.

A majority of the members of a committee shall constitute a quorum for the transaction of committee responsibilities. The vote of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Within the powers conferred on a committee, a committee may adopt rules for the conduct of its own business, create subcommittees and keep minutes of its meetings. In fulfilling its responsibilities, it may initiate and coordinate study and action groups composed of both trustees and non-trustees. Each standing committee shall report to the Board on its activities since the last regular or special meeting of the Board.

A. Academic Affairs Committee. The Academic Affairs Committee shall consist of six members, who are appointed by the Chair of the Board for two-year terms and are eligible for reappointment. A quorum shall be four members.

This Committee shall have as its responsibility the review and initiation of Board policy concerning the academic matters of the college. This Committee shall consult with the President, the Provost and other appropriate individuals.

B. Advancement Committee. The Advancement Committee shall consist of six Trustee members (who may also serve on one of the other committees) appointed by the Chair of the Board for two-year terms and eligible for reappointment. This Committee may also include in its membership as many as five members who are not members of the Board but may represent the following groups: alumnae, faculty and/or community. A quorum shall be four trustee members.

This Committee shall have as its responsibility the review and initiation of Board policy concerning fund-raising, alumnae activities and other matters pertaining to financial support of all aspects of the college and any of its activities. This Committee shall consult with the President, Vice President for Advancement, Executive Director for Alumnae Relations, the Executive Director of Public Relations and other appropriate individuals, groups or organizations.

C. Business Affairs Committee. The Business Affairs Committee shall consist of eight members, who are appointed by the Chair of the Board for two-year terms and are eligible for reappointment. A quorum shall be five members.

This Committee shall have as its responsibility the review and initiation of Board policy concerning the business affairs of the college including finances, purchase and sale of college property, and facilities management. This Committee shall consult with the President of the College, the Vice President for Finance, and other appropriate individuals.

D. Committee on Trusteeship. The Committee on Trusteeship shall consist of four members and the President of the College, and will be chaired by the Vice Chair of the Board. The committee will serve as

liaison between the board and the on-campus planning committee in the strategic planning process of the college. Goals for this committee are:

- To assist the president in identifying, interviewing, and inviting new trustees.
- To assure the appropriate profile/diversity of new members.
- To educate prospective board members on expectations and commitments and assist in the orientation of new trustees.
- To establish a yearly “self audit” evaluation for each board member (indicating on each audit term length remaining.)
- To review and implement plans for maintaining effective trustees (retreats, ideas of interest, PR programs, trustee renewal meeting.)
- To assist the administration with development of effective agendas for board meetings (identification of interesting topics for exploration, for example.)

E. Executive Committee. The Executive Committee shall consist of nine members to include the Chair of the Board, the Vice-Chair, the Secretary, the Chair of each of the Standing Committees, with the remaining members at large who shall be nominated from the floor and elected by the Board of Trustees at the organizational meeting for a term of three years. A quorum shall be five members. Meetings shall be subject to call by the Chair or by action of any four members of the Committee. The Committee shall make a report of all its actions to the next succeeding regular meeting of the Board.

The Executive Committee of the Board functions as the previously established ad hoc nominating committee for the purpose of nominating the slate of officers for the board.

The Executive Committee shall have full power and authorization when, in the committee’s opinion, action on policy decisions cannot await a meeting of the full Board to do any and all things in relation to the affairs of the college, except it may not take any action which changes the academic or fiscal policies of the college or elect its President.

F. Real Estate, Buildings, and Grounds. The Real Estate, Buildings, and Grounds Committee shall consist of at least three members (who may serve on other committees). They are appointed by the Chair of the board for two-year terms and are eligible for reappointment. A quorum shall be two members.

The Real Estate, Buildings, and Grounds Committee shall review for recommendation to the Board policy concerning action on all matters dealing with the erection, alteration, or destruction of any buildings or grounds owned by the College either on or off the campus of the College, and policy dealing with acquisition or disposition of the real estate, its management, or rental. This committee shall familiarize itself with all real estate owned by the College and shall approve acceptance of all bids submitted on work to be done on College buildings, grounds, and real estate.

G. Student Affairs Committee. The Student Affairs Committee shall consist of six members, who are appointed by the Chair of the Board for two-year terms and are eligible for reappointment. A quorum shall consist of four members.

This Committee shall have as its responsibility the review and initiation of Board policy concerning student recruitment, selection, quality, and enrollment diversity; as well as student activities including religious programs, residence hall usage, recreation and entertainment and student government. This committee shall consult with the President, the Provost and Vice President for Academic Affairs, the

Vice President for Enrollment Management, the Dean of Students, and other appropriate individuals.

- H. Investment Committee. The Investment Committee shall consist of seven members, four trustees and three non-trustees, who are appointed by the Chair of the Board for two-year terms and are eligible for reappointment. A quorum shall be a majority of the members of the Committee.

This Committee shall have as its responsibility the development and review of an investment and distribution policy that maximizes the value of the college's endowment assets while providing for the financial needs of the college. The Committee shall describe an appropriate risk posture, select asset managers, and engage other such professionals as is deemed appropriate for the proper management of endowment assets.

Section 7. Special Committees. The Chair of the Board shall appoint special committees as required to carry out the orderly and comprehensive responsibilities of the Board of Trustees, when deemed necessary by the Chair of the Board, or by direction of the Board, except for the Nominating Committee hereinafter provided for.

ARTICLE III OFFICERS OF THE COLLEGE

Section 1. Officers. The officers of Columbia College shall be the President, the Provost and Vice President for Academic Affairs, the Vice President for Finance (who shall also hold the title of Treasurer), the Vice President for Advancement, and the Vice President for Enrollment Management. Upon approval by the Board of Trustees, the President may create or eliminate such additional officers as is deemed necessary for the efficient administration of the college. The President is elected by the Board of Trustees and is responsible to it. All other officers are elected by the Board on their nomination by the President. All administrative officers serve on annual contract and are responsible to the President. Should the President be away from the college, the order of chief administrative responsibility shall be: 1) the Provost and Vice President for Academic Affairs; 2) the Vice President for Finance. (See appendix for the Organizational Chart)

- A. President. The President is the chief executive officer of the college, and is responsible for administering the policies established by the Board of Trustees and for the total work of the college. The President shall (1) represent the college at public meetings; (2) nominate the officers of the administration; (3) appoint the members of the Faculty; (4) have authority to veto any action of the Faculty when, in his/her judgment, such action is not in harmony with the aims and laws of the college, or when he/she may deem such action to be detrimental to the best interest of the college, and in every such instance shall submit to the Faculty in writing the reasons for setting aside their action, which shall be recorded in the minutes of the Faculty; (5) appoint all committees of the college except those committees elected by the Faculty; and (6) designate two additional persons in order of succession to be in charge, during the absence from campus of the President.

In the event of the extended absence or disability of the President, the Executive Committee of the Board of Trustees shall designate the Acting President until the next regular meeting of the Board.

- B. Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs is responsible for the core activities of the college, including all educational affairs in the women's college, the evening college, and the graduate program – faculty, curriculum, instructional programs, and academic support to include the library, the registrar, and computer services. The Provost and Vice President for

Academic Affairs will oversee institutional planning, research, and assessment of administrative objectives and academic learning outcomes; supervise specified areas of strategic importance to the college; and shall perform such other duties as the President may designate. The Provost and Vice President for Academic Affairs is the second executive officer of the college and is responsible for college operations in the absence of the President.

- C. Vice President for Finance. The Vice President for Finance is the chief financial officer and treasurer of the college and is responsible for planning, implementing, and administering fiscal policies and the overall management of the college's business operations, facilities, and capital and financial assets; and shall perform other such duties as the President may designate. The Vice President for Finance reports to the President and works closely with other members of the President's senior staff, the Board of Trustees, faculty, staff, and students. The Vice President for Finance oversees the management of the business office, plant operation and maintenance, and auxiliary enterprises; oversees budget formation and management; and manages assets, including the endowment portfolio. The Vice President for Finance is responsible for the operations of the college in the absence of the President and the Provost.
- D. Vice President for Advancement. The Vice President for Advancement is charged with providing resources annually for budget support, by increasing the endowment, soliciting support for programs currently on the budget, and raising capital funds for additional building projects on the master plan. The Vice President for Advancement will oversee the external constituent affairs of the college -alumnae relations and public relations; and shall perform other such duties as the President may designate. The Vice President for Advancement is responsible for the operations of the college in the absence of the President, Provost, and Vice President for Finance.
- E. Vice President for Enrollment Management. The Vice President for Enrollment Management is responsible for planning, implementing, and administering policies designed to market the college to potential students, to retain current students; and other duties as the President may designate. The Vice President for Enrollment Management reports to the President and works closely with other members of the President's senior staff, the Board of Trustees, faculty, staff, and students. The Vice President for Enrollment Management oversees the management of the admissions office, student life, financial aid and athletics, and manages historical and trend data associated with these operations. The Vice President for Enrollment Management is responsible for the operations of the college in the absence of the President, Provost, Vice President for Finance, and Vice President for Advancement.

Section 2. Reports of Officers. The President shall make timely reports to the Board of Trustees of the work, conditions, and needs of the college, and of any other matters of concern to the Trustees. Other officers shall make reports to the Board of Trustees through the President.

ARTICLE IV

The Faculty

Section 1. The faculty of Columbia College is employed to teach and to engage in the instructional program of the college and is empowered to enact such regulations as it deems necessary to maintain high standards of academic work.

Any action of the Faculty may be subject to review by the Board of Trustees.

Section 2. Membership. The Faculty of Columbia College shall comprise all persons holding the academic rank

of instructor or above. Certain administrative officers and staff members whose work is definitely related to the academic work of the college may be granted academic rank by the Board of Trustees.

Section 3. Meetings. The Faculty shall schedule regular monthly meetings during the academic year. Special meetings may be held on the call of the President or at the written request of five members of the Faculty, after consultation with the President. The Faculty shall elect annually a chair, who shall preside at all faculty meetings.

Section 4. Organization. To perform its duties in the areas of responsibility delegated to it by the Board of Trustees, the Faculty shall organize such committees as it thinks desirable and to govern itself in matters not contrary to the Bylaws of Columbia College.

Section 5. Academic Freedom. The college supports the principles of academic freedom in agreement with the 2000 Supreme Court finding that academic freedom consists both of the liberty of students and faculty members from restraints on thought, expression, and association in the academy and of the freedom of the college to make decisions about how and what to teach.

ARTICLE V APPEALS

All persons connected with Columbia College -officers, faculty, other employees or students-have the right of appeal to the Board of Trustees through the President.

ARTICLE VI FISCAL YEAR

The fiscal year of Columbia College shall begin on July 1 and shall close on June 30.

ARTICLE VII INDEMNIFICATION

The college shall indemnify any and all persons who may serve the college or who have served the college at any time as Trustee, executive or administrative officer, member of the teaching or administrative staffs or their subordinates and all other agents of the college and their respective heirs, administrators, successors and assigns, against any and all expenses, including amounts paid upon judgments, counsel fees and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons or any of them in connection with the defense and settlement of any claim, action, suit or proceeding in which they, or any of them, by reason of being or having been a Trustee, executive or administrative officer, member of the teaching or administrative staffs or their subordinates or any other agent of the college provided:

- A. No indemnification shall be made in relation to any matter as to which such person shall be adjudged in such action, suit or proceeding, without such judgment being reversed, to have been liable for gross misconduct in performance of his or her duties as such person;
- B. No indemnification shall be made unless, in the judgment of the Trustees, such person conducted himself or herself in good faith, and reasonably believed, in the conduct of his or her official duties, that he or

she was acting in the best interest of the college;

- C. That in the event of an out-of-court settlement, the indemnification herein shall apply only when the Board of Trustees or the Executive Committee of the Board shall approve such settlement and reimbursement as being in the best interest of the college.

The college will purchase and maintain insurance to protect it against its liabilities under this bylaw provision.

ARTICLE VIII
Amendment of the Bylaws

After ten days' notice, the Bylaws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of a majority of the full membership of the Board, except the Bylaws may not fix the number of trustees to serve on the Board of Trustees.

REVISED IN ACCORDANCE WITH BOARD OF
TRUSTEES' ACTION November 6, 2009

Part II. Governance and Organization of the College

Board of Trustees

(See appendix for list of current Board members)

The Columbia College, a private college for women and affiliated with the United Methodist Conference of South Carolina, is a not-for-profit corporation chartered under the laws of the State of South Carolina. The purposes of the College are set forth in both the Charter and the By Laws which govern the College. Through its local churches, the South Carolina Conference provides a measure of financial assistance on a voluntary basis for the programs of the state's United Methodist-related colleges. Income is also derived from endowment, tuition, and fees, as well as from gifts from individuals and foundations.

The authority for the operation and maintenance of the institution is vested in a volunteer and non-perpetuating Board of Trustees composed of twenty-seven members. Board members, nominated by the Board of Higher Education and Campus Ministry and elected by the Conference, may serve three four-year terms. Even though the membership of the Board is elected by the South Carolina Annual Conference of the United Methodist Church, the Board holds title to the College and exercises its own independent judgment with respect to its own affairs. As the highest governing body, the Board is responsible for the effective operation of the College and establishes such policy as may be necessary for the proper conduct and governance of the College.

At the request of the Board of Trustees, one member of the student body and two members of the faculty serve as consultative representatives to the Board. The Chair and Vice Chair of the faculty represent the faculty at board meetings and at meetings of the academic affairs committee and the business affairs committee of the Board. Although they have no voting privileges, they do have the privilege of speaking to the Board concerning matters of general interest to the student body and the faculty.

The Office of the Provost

The Provost is responsible for advocacy, leadership and evaluation of

- Academic Divisions
- Library and Information Technology Services
- The Registrar's Office
- Student Affairs

In addition, the Provost has responsibility for working with division heads and faculty committees to ensure the highest levels of integrity and quality in:

- Instruction
- Curriculum
- Faculty Evaluation
- Division Head Evaluation
- Academic Advising and Course Scheduling
- Orientation
- Faculty Research, Scholarship, and Creative Endeavors
- Interdisciplinary programs

The Office of the Provost has administrative responsibility for
Faculty Personnel Files
Faculty Pay Systems
Curriculum Files
Clarification of Academic Policies
Mediation of Student Complaints
Awarding of Academic Honors

Academic Division Heads

(added 11/2009)

The Academic Division Head provides leadership to the Division. In collaboration with division faculty, the Division Head suggests and develops the general direction of the division, through the following:

1. Promoting good working relationships among the division's faculty.
2. Initiating programs that take advantage of current circumstances.
3. Promoting awareness of the latest campus, state, and national trends that may affect division programs.
4. Promoting attaining the highest accreditation standards that relate to division programs.
5. Supporting high academic standards.

Serves as liaison between the division and the administration:

1. Prepare the division's strategic plan and annual updates.
2. Prepare and revise the division's budget as required.
3. Prepare the annual division report. This report should include the following:
 - a) List members of the division
 - b) Curriculum changes
 - c) Number graduating, awards won by majors
 - d) Summary statement of yearly progress as seen in relationship to the overall college mission
 - e) Divisional weaknesses and suggested means for improvement
 - f) Progress toward goals established in the previous year and new goals for the coming year.
 - g) Divisional Assessment Plan
4. Translate administrative initiatives to the divisional level.
5. Communicate divisional initiatives to all members of the divisional level.
6. Convey faculty concerns to the administration and work to resolve them.
7. Promote and interpret the division's initiatives to various constituencies on the campus.

Supervises the work and the development of the division's faculty:

1. Encourage and support faculty members in professional development activities.
2. Promote the quality of the division faculty's teaching.
3. Oversee the appointment of new divisional faculty members and monitor and make recommendations concerning divisional faculty's salaries.
4. Evaluate individual division faculty as required.
5. Counsel individual faculty members about fulfilling requirements for tenure and promotion.

Deals with student and faculty-student affairs:

1. Arrange for student advising and course planning.
2. Mediate student-faculty disputes.
3. Complete student forms that need the Division Head's signature.
4. Work to resolve concerns that the Registrar and the Academic Office have about students.

Implements the division's curriculum:

1. Oversee all curricular offerings.
2. Propose or review suggestions for changes in the division's curriculum.
3. Review other divisions' curricular proposals with respect to their impact on the division's faculty or curriculum.
4. Supervise the assessment of the division's academic programs.
5. Promote the development of library resources.

Manages the operation of the division:

1. Supervise the work of the division's staff—including student assistants assigned to the division.
2. Arrange for divisional representation at pre-registration, registration, Open House events, orientation, etc. to include representation of specific programs within the division as appropriate.
3. Represent the division at various functions.
4. Attend to divisional correspondence and other paperwork.
5. Attend the meetings of the division heads.
6. Complete evaluation procedures for divisional staff.
7. Arrange for the operation of the division during periods of the division head's absence.

Program Coordinator

In addition, each Division Head will appoint Program Coordinators within each division with specific responsibility for monitoring and directing the curriculum for a specific program or more than one program. The coordinator will also assist the division head in assessment planning, implementation of the assessment plan and interpreting the results of the assessments.

Evaluation and Length of Term

The initial term of a Division Head is two years. Every other spring, members of a division will submit evaluations of the performance of the division head and every year the Provost will evaluate the performance with goal of improving performance. Annual review of the contract beyond the first two years will be based on the feedback from the division and from the Provost. See Division Head Evaluation Form: See appendix.

The Academic Division Head: Appointment

Selection

When the position of the Division Head becomes vacant, the Provost and the members of the division collaborate closely to select a candidate (or candidates) for the position of Division Head. The Provost makes the actual appointment.

Contracts and Compensation

Division Heads receive a 10-month contract with salary based on the considerations usually afforded faculty members. They have a teaching load commensurate with the amount of division administrative work (see "Teaching Load" below). They are not expected to teach additional courses during May or summer because of the extended contract, but they do have a responsibility to be available during the summer for orientation, testing, and transfer evaluations.

All Division Heads receive overload compensation for teaching above their contract load during the regular academic year and receive added compensation for teaching courses during May or Summer, according to the regular compensation schedule.

Part III. The Faculty Member

Procedure on Appointments

When it has been determined by the President's Office that a teaching vacancy exists, the following procedure is followed.

The President, the Provost, and the Division Head in which the vacancy occurs confer on the general considerations for the appointment (rank, salary, areas of expertise, etc.) and the procedure to be followed.

If the Division Head is involved or cannot be consulted within a reasonable time, the Provost may select another member or members of the faculty.

The Division Head (or the person designated by the Provost) names a search committee and secures a list of candidates and such recommendations and evaluations as are possible. Announcements concerning vacancy are made in appropriate journals and publications.

The Search Committee determines the candidate to be considered, and arranges for an interview, and, if possible, for the candidate to visit the campus, at which time interviews will be arranged with the President, the Provost, the Chair, members of the division, and other members of the faculty and administration.

The Division Head or Chair of the Search Committee confers with those who interviewed the candidate seeking their estimate of the candidate.

The Provost and the Division Head evaluate each candidate considered as to his/her qualifications to become a member of the faculty and recommend appointment to the President. Recommendations include rank, salary, and any other issues which might affect tenure.

The President:

1. sends a letter to the successful candidate, offering the position and indicating rank, position, salary and the period of employment;
2. receives the candidate's letter of acceptance of the position which completes the contract;
3. sends copies of all letters of appointment by the President's Office to the Provost.

Criteria for Employment

(revised 11/2009)

All Columbia College faculty meet the requirements for Faculty Credentials in 3.7.1 of Southern Association of Colleges and Schools The Principles of Accreditation, 2008 Edition.

3.7.1 of the Principles of Accreditation reads as follows:

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline
- f. Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations

Approved: College Delegate Assembly, December 2006

Adjunct Faculty

Occasionally, faculty may be employed by the college to teach one or more courses on an adjunct basis. Adjunct faculty are to meet the same requirements for professional, experiential and scholarly preparation as their full time counterparts teaching in the same discipline.

Adjunct faculty may be hired to enhance the educational effectiveness of a program either by providing expertise in a particular aspect of a discipline, by enabling flexibility in scheduling classes, or by reducing the number of students placed in each class.

All part time faculty are to be recommended by Division Heads and approved by the Provost. Each adjunct faculty is to arrange mechanism for ensuring students adequate access to them outside of class. These mechanisms should be clearly designated in the course syllabus. More information about the responsibilities of adjunct faculty is contained in the Adjunct Faculty Handbook (published separately).

Tenure-Track Faculty Appointments

Statement of Terms of Appointments

The terms and conditions of every appointment to the faculty is stated in writing or on the contract, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment and any special understandings or any notices incumbent upon either party to provide is stated or confirmed in writing with a copy to be given to the faculty member. The appointment document (contract) will state the number of years of prior service credit given to the faculty member, if any, and the last year in which the faculty member may be considered for tenure. The faculty member may rightfully apply for early tenure and promotion.

With the exception of special appointments clearly limited to brief association with the institution and reappointments of retired faculty members on special conditions, all full-time appointments to the rank of assistant professor or higher are of two kinds (1) probationary appointments, and (2) appointments with continuous tenure. (revised 11/2009)

Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind is informed each year in writing of the appointment and all matters relative to the eligibility for the acquisition of tenure.

Probationary Appointments

1. Probationary appointments may be for one year, or for other stated periods, subject to renewal. The total period of full-time service prior to the acquisition of continuous tenure may not exceed seven years, including all previous full-time service with the rank of lecturer or higher in other institutions of higher learning (except that the probationary period may extend to as much as four years at Columbia College, even if the total full time service in the profession thereby exceeds seven years; the terms of such extension are stated in writing at the time of initial appointment).

Scholarly leave of absence for one year or less counts as part of the probationary period as if it were prior service at another institution, unless the individual and the institution agree in writing to an exception to

this provision at the time the leave is granted.

The faculty member is advised, at the time of initial appointment, of substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member's division are also to be brought to his/her attention. The faculty member is advised of the time when decisions affecting renewal or tenure are ordinarily made and is given opportunity to submit material helpful to an adequate consideration of the faculty member's circumstances.

Regardless of the stated term or other provisions of any appointment, written notice that a probationary appointment is not to be renewed is given to the faculty member in advance of the expiration of an appointment, as follows:

- NOT LATER THAN FEBRUARY 15 OF THE FIRST ACADEMIC YEAR OF SERVICE, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
- NOT LATER THAN DECEMBER 15 OF THE SECOND ACADEMIC YEAR OF SERVICE, if the appointment expires at the end of that year; or if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
- NOT LATER THAN AUGUST 25 OF THE YEAR PRIOR TO THE LAST YEAR OR SERVICE, if the appointment expires at the end of the year, for all subsequent probationary years.

(The institution normally notifies faculty members of the terms and conditions of their renewal by March 15, but in no case is such information be given later than April 1.)

2. The reasons given in explanation of the non-renewal is confirmed in writing, if the faculty member so requests.
3. After the satisfactory conclusion of the probationary period, and after approval by the Board of Trustees, the individual has permanent or continuous tenure. The faculty member's service may then be terminated by the College only for adequate cause, or under extraordinary circumstances caused by financial exigencies or revision in academic programs. (revised 11/2009)

Termination of Appointment

1. **By the Faculty Member**

A faculty member may terminate an appointment effective at the end of an academic year provided that notice is given in writing at the earliest possible opportunity, but not later than April 1, or 30 days after receiving notification of the terms of an appointment for the coming year, whichever date occurs later. The faculty member may properly request a waiver of this requirement of notice in case of hardship or in a situation where substantial professional advancement or other opportunity would otherwise be denied.

2. **By Columbia College** (revised 04/2010)

- a. Termination of a probationary or special appointment before the end of the specified term of appointment and termination of an appointment with continuous tenure may be initiated by the institution for adequate cause, or under extraordinary circumstances caused by financial exigencies or revision in academic programs.

b. If the termination takes the form of dismissal for cause, it is pursuant to procedures outlined in the AAUP Policy Documents & Reports, 10th edition, pages 25-26

c. Behaviors which constitute cause for termination of a contract include but are not limited to the following:

- i. Violation of the College's Harassment or Equal Employment Opportunity Policies
- ii. Academic dishonesty or falsifying information to obtain employment, additional pay, insurance benefits or other compensation
- iii. Fraud or embezzlement
- iv. Excessive absenteeism
- v. Threatening or causing bodily harm to fellow employees, officials or students of the College
- vi. Stealing, misappropriating or intentionally damaging College property or equipment, or the personal property of a fellow employee or College student.
- vii. Conviction of a criminal code violation when the conviction or the violation is damaging to the college
- viii. Reporting to work while under the influence of alcohol or illegal drugs.
- ix. Possession of guns or other weapons on campus.
- x. Continued unsatisfactory performance.

3. Exit Interview (added 15/2006)

Any Faculty member who leaves the service of the college is required to have an exit interview with the Director of Administrative Services within a week of the end of his/her last academic semester at Columbia College. Issues covered in this interview include return of material owned by the college such as keys, library materials, academic division books or equipment. The faculty member will also receive counseling about end of employment matters such as continued insurance coverage under COBRA and retirement accounts rollover.

Pre-Tenure Review (revised 7/2007)

During their third year of employment or in the year established by the initial contract, tenure-track faculty members will submit to the Tenure and Promotion Committee a pre-tenure file consisting of supportive materials in the categories of (1) teaching and related academic responsibilities, (2) scholarship, and (3) service. After reviewing the candidates' materials, the Tenure and Promotion Committee submits in writing its report of recommendations and suggestions to the candidate and to the provost. The provost responds in writing to the candidate with copies sent to the appropriate Division Head.

The following calendar offers approximate dates for the completion of the pre-tenure review process:

- | | |
|---------|--|
| Feb. 1 | Division heads normally write letters of nomination for candidates. Candidates may also nominate themselves. Candidates provide supportive material to the Tenure and Promotion Committee. |
| March 1 | The Tenure and Promotion Committee reports its recommendations and suggestions to the candidate, to the provost, and to the appropriate division head. |

April 2 The provost responds to the report of the Tenure and Promotion Committee. The response is sent to the candidate, to the Tenure and Promotion Committee, and to the appropriate division head.

It is understood that addressing recommendations and/or suggestions made by the Tenure and Promotion Committee during the pre-tenure review does not guarantee tenure. The Tenure and Promotion Committee is not bound by feedback during the pre-tenure review.

Promotion, Tenure, and Academic Freedom

Part I: Procedure for Tenure and Promotion (timeline revised 8/15/11)

The initial contract of a faculty member at Columbia College indicates the entering rank and the last date that the faculty member is eligible for a tenure decision. Appointments at the rank of full professor with or without tenure must be reviewed by the Tenure and Promotion Committee prior to the final decision.

Each January, the Tenure and Promotion committee will issue a timeline that follows closely the following recommended dates. Adjustments are to be made when the dates fall on the weekends.

- March 15 The provost notifies appropriate division head(s) of faculty in the critical year for tenure.
- April 1 The faculty member sends written notification to the provost and division head that he/she is applying for tenure and/or promotion.
- April 8 The provost sends to the chair of the Tenure and Promotion Committee a list of faculty applying for tenure/promotion.
- July 31 The deadline for submission of any letters of support/nonsupport. These should be sent directly to the provost who will ensure their inclusion in the candidate's file. These letters are available for candidate review after this date.
- August 8 The candidate responds in writing to any items in the candidate's file.
- August 15 The candidate's completed tenure/promotion file is due in a secure location in the division office for division review.

The Division Review Committee (DRC) is composed of all tenured and tenure-track faculty in the division with the exception of the division head. The committee must have a minimum of three members. Non-tenure track full-time faculty may participate in the discussion, but do not have a vote.

The division review letter should include the committee vote and reflect the committee's evaluation of how well the candidate meets the criteria. Both majority and minority perspectives are included in the letter. All voting members sign the letter to indicate participation in the process; however, the votes should remain anonymous.

- Sept. 5 The division review and written recommendation are completed. The written review is sent to the candidate and a copy is placed in the candidate's file. The file is given to the division chair.
- Sept. 15 The division head's review and recommendation are completed. The written review is sent to the candidate and a copy is placed in the candidate's file. The division head transmits the completed file to the Office of the Provost.
- Sept. 30 A candidate may not withdraw his/her file after September 30.
- Nov. 15 The Tenure and Promotion Committee presents its recommendations in writing to the provost. The Tenure and Promotion Committee notifies candidates in writing of its recommendations.
- A positive recommendation requires a majority vote of the total committee members (3), regardless of abstentions.
- Nov. 30 The provost sends recommendations to the president and notifies candidates of those recommendations in writing.
- Dec. 15 The president makes recommendations and notifies candidates of those recommendations in writing.
- Dec. 20 The candidates with adverse recommendations may request convening of the Grievance and Review Committee.
- The Grievance and Review Committee considers appeals from adverse tenure and promotion recommendations after the president has completed recommendations. The appeals process should be initiated by the candidate receiving adverse recommendations. Grounds for such appeals are limited to violations of academic freedom, lack of adequate consideration*, and denial of due process (failure to comply with the College's procedures, rules, and regulations). The proceedings of the Tenure and Promotion Committee, the provost, and the president are subject to review. The Grievance and Review Committee may convene hearings and interviews and may follow procedural guidelines outlined in the AAUP Policy Documents & Reports, Tenth Edition, p.29. The Review Committee is not permitted to substitute its judgment for that of the Tenure and Promotion Committee, the provost, or the president.
- * The term "adequate consideration" refers essentially to procedural rather than substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation over the import of the evidence in the light of the relevant standards? Were irrelevant and improper standards excluded from consideration? Was the decision a bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard "adequate consideration" (from AAUP Policy Document & Reports, Tenth Edition, p.20).
- Jan. 25 The Grievance and Review Committee reports its findings in writing to the candidate, the

Tenure and Promotion Committee, the provost, and the president.

Feb 1 Materials and all written reports from the Tenure and Promotion Committee, the provost, the president, and if called, the Grievance and Review Committee are forwarded to the Academic Affairs Committee of the Board of Trustees for review prior to the spring trustees' meeting.

The president and/or provost make the recommendations to the Academic Affairs Committee of the Board of Trustees. Final authority for all decisions relating to tenure and promotion rests with the Board of Trustees.

March 1 All candidates are notified of the decision of the full Board of Trustees. This decision is final.

(amended 3/17/14) Candidates for tenure and/or promotion should submit a file addressing each of the three areas of teaching, scholarship and service according to the guidelines described below. Each section of the file (teaching, service and scholarship) should include a narrative that provides a guide for the reviewer.

In addition, each file should include a two-page summary of the candidate's contributions and achievements in teaching, scholarship, and service placed at the beginning of the file. The two-page summary will be for the benefit of the Board of Trustees should the candidate receive favorable recommendations from the Tenure and Promotion Committee, the provost, and the president. A current curriculum vitae should be placed immediately following the two-page summary.

Part II: Criteria for Tenure

Criteria for tenure include actual performance, professional ethics, and potential for future contributions, all of which should be taken into consideration as candidates prepare their files.

Actual performance includes evidence of quality teaching, scholarship, and service.

The Tenure and Promotion Committee recognizes that activities in the three areas (teaching, scholarship, and service) may overlap. However, an activity can be used to demonstrate performance in only one area. Candidates are responsible for deciding the area in which they want the activity reviewed.

Criteria for Evaluating Teaching

The following guidelines have been developed to provide a framework for evaluating the teaching performance of faculty being reviewed for tenure. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to demonstrate his/her teaching skills that support both the College commitment to teaching excellence and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit information with supporting documentation demonstrating substantial achievement in the criteria selected for his/her tenure file.

Teaching activities include classroom teaching, academic advising or mentoring of students, contributions to curriculum development, self-initiated improvements and/or teaching innovations, and other activities that contribute to the goals of the College related to the education of students.

The teaching file must include the following items:

1. A self-narrative of at most seven pages explaining one's
 - Teaching philosophy
 - Teaching methodology
 - Teaching load with a summary, preferably in chart or table form, of classes taught in the past five years
 - Evaluations by students with a summary, preferably in chart or table form, of the past five years
 - Advising and/or mentoring activities
 - Contributions to curriculum development
 - Self-initiated improvements and/or teaching innovations
 - Additional information about one's teaching activities that are not discussed elsewhere
2. Supporting documents organized as appendices:
 - A copy of the letter from the Tenure and Promotion Committee regarding pre-tenure review
 - Copies of selected syllabi (one per semester)
 - Student evaluations for at least one section of each course taught in the past five years. (There should at least be one class evaluation for each semester.)
 - Peer evaluations if available
 - Two to three examples of student products
 - Teaching awards or recognition
 - Additional evidence of teaching excellence selected by the candidate

The narrative must be organized into sections that address each of the items. Whenever possible, statements in the self-narrative should include the location of the documents in the appendices that support the statement.

Criteria for Evaluating Scholarship

While the Tenure and Promotion Committee will consider all work completed at previous institutions, the committee expects that the candidate will provide evidence of on-going and consistent scholarship activities as a faculty member at Columbia College. Successful completion of the minimum scholarship criteria for tenure does not imply that tenure will be granted. The following guidelines have been developed to provide a framework for evaluating the scholarship performance of faculty being reviewed for tenure. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in scholarship activities that support his/her strengths. While the guidelines provide examples of specific criteria, each candidate must submit information with supporting documentation demonstrating substantial achievement in the areas selected. Each candidate selects one of the following three options:

- Option One: Two pieces of work, each from Group A; or three pieces of work one of which must be from Group A.
- Option Two: Authorship and publication of a peer reviewed/refereed book or textbook in one's discipline area
- Option Three: Editorship and publication of a peer reviewed/refereed book in one's discipline area

Group A

- Independent or collaborative research resulting in a refereed/invited publication, performance, and/or exhibit
- Principal authorship of funded grants that demonstrate substantial investment of time and academic expertise
- Chapters in peer reviewed books, including textbooks, in one's field
- Peer reviewed monographs in one's field
- Serving as the editor of a professional journal in one's field

Group B

- Publication in regional, national or international conference proceedings
- Independent or collaborative research resulting in a feature publication in a professional practitioner journal
- Peer reviewed computer software created in one's field
- Peer reviewed paper/performance presentation at a regional (excludes state & local), national or international professional conference
- Serving on the board of a national or regional accrediting association
- Active participation (e.g., serving as an officer, organization and planning committee work, review of scholarly material, resources person) in professional societies at the local, regional, national and/or international level
- Professional consulting in one's academic/discipline area that demonstrate substantial investment of time and academic/artistic expertise
- Serving as a peer reviewer or in an editorial capacity for a professional journal
- Submission and principal authorship of a grant proposal for research or other scholarship that demonstrates substantial investment of time and academic expertise
- Serving as a reviewer/site visitor for a national or regional accrediting association
- Book review published in an academic/discipline journal

Criteria for Evaluating Service

The following guidelines have been developed to provide a framework for evaluating the service performance of faculty being reviewed for tenure. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in service activities that support both the College and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit information with supporting documentation demonstrating substantial achievement in the activities selected. The candidate must demonstrate substantial service in at least 2 of the 3 categories:

Category I: Service to the College and Division

- Serving as a faculty officer
- Chairing a college/faculty committee and/or special task force

- Making substantial contributions to a college/faculty committee and/or task force as a member
- Representing the College/division at “on” and “off” campus activities and events
- Serving as a class sponsor and/or student club/association sponsor
- Active participation in division work including attendance at division meetings
- Administrative appointments such as division head, director of a program, etc.

Category II: Some Examples of Service to One’s Profession/Discipline

- Serving as an officer of a professional association
- Serving as a board member of a professional association
- Serving as a chair of a committee
- Serving as a member of an accreditation team
- Other active participation in professional societies at the local, regional, national and/or international level

Category III: Some Examples of Professionally Related Community Service

- Serving as a member of community agency/educational organization board of directors
- Providing voluntary professional consultation
- Delivering invited speeches, interviews, performances, etc. related to one’s academic expertise
- Other professionally related community service that demonstrates substantial time and academic expertise consistent with one’s discipline

Part III. Criteria for Promotion

To be promoted to any rank, the candidate must be tenured or apply for tenure concurrent with the application for promotion.

A. Promotion to Associate Professor

Academic Requirement and Years of Service

1. Earned doctorate or equivalent terminal degree.
2. A minimum of five years at the rank of assistant professor, at least three at Columbia College.

Actual Performance

Criteria for evaluating actual performance (quality teaching, scholarship, and service) are the same as the criteria for tenure (see Criteria for Tenure).

Professional Ethics

Faculty members are expected to accept the responsibilities of professional ethics as described in IIC and on pp. 171-172 of AAUP Policy Documents & Reports, Tenth Edition.

Potential for Future Contributions

A faculty member's potential for future contributions to the institution is both a faculty and administrative matter. The AAUP acknowledges, for example, that the "acquisition of tenure may depend not only upon satisfactory performance but also upon a long term opening" (AAUP Policy Documents & Reports, Tenth Edition, p. 18). Financial exigency and other factors contributing to tenure and promotion decisions about a candidate's potential for future contributions are expressly stated in the AAUP Policy Documents & Reports, Tenth Edition, pp. 24-25.

B. Promotion to Professor

Academic Requirement and Years of Service

Earned doctorate or equivalent terminal degree.

A minimum of five years at the rank of associate professor, at least three at Columbia College.

Actual performance includes evidence of quality teaching, scholarship, and service.

The Tenure and Promotion Committee recognizes that activities in the three areas (teaching, scholarship, and service) may overlap. However, an activity can be used to demonstrate performance in only one area. Candidates are responsible for deciding the area in which they want the activity reviewed.

Criteria for Evaluating Teaching

The following guidelines have been developed to provide a framework for evaluating the teaching performance of faculty being reviewed for promotion to the rank of professor. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to demonstrate his/her teaching skills that support both the College commitment to teaching excellence and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the criteria selected for his/her tenure file.

A candidate for promotion to the rank of professor must submit a teaching file as part of the promotion portfolio that provides evidence of the quality of one's teaching in the classroom and outside the classroom. Teaching activities include classroom teaching, academic advising or mentoring of students, contributions to curriculum development, self-initiated improvements and/or teaching innovations, and other activities that contribute to the goals of the College related to the education of students.

The teaching file must include the following items:

1. A self-narrative of at most seven pages explaining one's
 - Teaching philosophy
 - Teaching methodology

- Teaching load with a summary, preferably in chart or table form, of classes taught in the past five years
 - Evaluations by students with a summary, preferably in chart or table form, of the past five years
 - Advising and/or mentoring activities
 - Contributions to curriculum development
 - Self-initiated improvements and/or teaching innovations
 - Additional information about one's teaching activities that are not discussed elsewhere
2. Supporting documents organized as appendices:
- Copies of five representative syllabi from different courses
 - At least one student evaluation for each semester in the last five years. Each course taught should be represented.
 - Peer evaluations if available
 - Two to three examples of student products
 - Teaching awards or recognition
 - Additional evidence of teaching excellence selected by the candidate

The narrative must be organized into sections that address each of the items. Whenever possible, statements in the self-narrative should include the location of the documents in the appendices that support the statement.

Criteria for Evaluating Scholarship

While the Tenure and Promotion Committee will consider all work completed at previous institutions, the committee expects that the candidate will provide evidence of on-going and consistent scholarship activities as a faculty member at Columbia College. Successful completion of the minimum scholarship criteria for promotion to the rank of professor does not imply that the promotion will be granted.

The following guidelines have been developed to provide a framework for evaluating the scholarship performance of faculty being reviewed for promotion to the rank of professor. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in scholarship activities that support his/her strengths. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the areas selected. Each candidate selects one of the following three options beyond the requirements for tenure and/or promotion to the rank of associate professor:

- Option One: Three pieces of work, all from Group A; or four pieces of work two of which must be from Group A
- Option Two: Authorship and publication of a peer reviewed/refereed book or textbook in one's discipline area
- Option Three: Editorship and publication of a peer reviewed/refereed book in one's discipline area

Group A

- Independent or collaborative research resulting in a refereed/invited publication, performance, and/or exhibit
- Principal authorship of funded grants that demonstrate substantial investment of time and academic expertise
- Chapters in peer reviewed books, including textbooks, in one's field
- Peer reviewed monographs in one's field
- Serving as the editor of a professional journal in one's field

Group B

- Publication in regional, national or international conference proceedings
- Independent or collaborative research resulting in a feature publication in a professional practitioner journal
- Peer reviewed computer software created in one's field
- Peer reviewed paper/performance presentation at a regional (excludes state & local), national or international professional conference
- Serving on the board of a national or regional accrediting association
- Active participation (e.g., serving as an officer, organization and planning committee work, review of scholarly material, resources person) in professional societies at the local, regional, national and/or international level
- Professional consulting in one's academic/discipline area that demonstrate substantial investment of time and academic/artistic expertise
- Serving as a peer reviewer or in an editorial capacity for a professional journal
- Submission and principal authorship of a grant proposal for research or other scholarship that demonstrates substantial investment of time and academic expertise
- Serving as a reviewer/site visitor for a national or regional accrediting association
- Book review published in an academic/discipline journal

Criteria for Evaluating Service

The following guidelines have been developed to provide a framework for evaluating the service performance of faculty being reviewed for promotion to the rank of professor. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in service activities that support both the College and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the activities selected. The candidate must demonstrate an established pattern of extensive service to the College and the candidate's division. In addition she/he must show evidence of extensive service in at least one of two categories: (A) service to one's profession or discipline, or (B) professional service to the community at large.

Some examples of service in each category are listed below.

Category I: Service to the College and Division

- Serving as a faculty officer
- Chairing a college/faculty committee and/or special task force
- Making substantial contributions to a college/faculty committee and/or task force as a member

- Representing the College/division at “on” and “off” campus activities and events
- Serving as a class sponsor and/or student club/association sponsor
- Active participation in division work including attendance at division meetings
- Administrative appointments such as division head, director of a program, etc.

Category II: Some Examples of Service to One’s Profession/Discipline

- Serving as an officer of a professional association
- Serving as a board member of a professional association
- Serving as a chair of a committee
- Serving as a member of an accreditation team
- Other active participation in professional societies at the local, regional, national and/or international level

Category III: Some Examples of Professionally Related Community Service

- Serving as a member of community agency/educational organization board of directors
- Providing voluntary professional consultation
- Delivering invited speeches, interviews, performances, etc. related to one’s academic expertise
- Other professionally related community service that demonstrates substantial time and academic expertise consistent with one’s discipline

Professional Ethics

Faculty members are expected to accept the responsibilities of professional ethics as described in IIIC and on pp. 171-172 of AAUP Policy Documents & Reports, Tenth Edition.

Potential for Future Contributions

A faculty member’s potential for future contributions to the institution is both a faculty and administrative matter. The AAUP acknowledges, for example, that the “acquisition of tenure may depend not only upon satisfactory performance but also upon a long term opening” (AAUP Policy Documents & Reports, Tenth Edition, p. 18). Financial exigency and other factors contributing to tenure and promotion decisions about a candidates potential for future contributions are expressly stated in the AAUP Policy Documents & Reports, Tenth Edition, pp.24-26. (revised 12/2003)

Rationale:

Clarity was required in transmission of file from person/place to person/place. Language is changed to be more consistent when referring to files. At some point Division Review Committee came into use in the timeline when the correct committee title is Grievance and Review Committee. The Division Review Committee sees the file first and makes recommendations before the file goes on for further review. The Grievance and Review Committee is called in when a person in process does not agree with a decision.

Non-Tenure-Track Appointments

While most faculty positions are classified as tenure-track, in rare circumstances, a faculty position may be classified as non-tenure-track. Decisions about the designation of a position as tenure-track or non-tenure-track are made by the Division Head, Provost, and President.

Faculty members who receive a non-tenure-track appointment are not eligible for tenure. Non-tenure-track faculty members have all the rights, privileges, and responsibilities of tenure-track faculty members including academic freedom, voting rights in faculty meetings, committee responsibilities, advising responsibilities, etc.

Promotion of Non-Tenure-Track Faculty (revised 12/2003)

Review and Promotion Process for Non-Tenure Track Faculty Members

1. There are two ranks for non-tenure faculty members: Lecturer and Senior Lecturer. A faculty member with the rank of Lecturer should serve a minimum of four years before applying for promotion to the rank of Senior lecturer. Lecturers may apply for promotion during the fifth year of service.
2. Candidates for the promotion to the rank of Senior Lecturer follow the calendar and process for Tenure and Promotion shown in Section III Promotion, Tenure, and Academic Freedom, Part I Procedure for Tenure and Promotion of the Faculty Handbook.
3. The criteria for promotion to rank of Senior Lecturer are distinctly different from the criteria applied to tenure-track and tenured faculty members in the areas of service and scholarship (see 'Criteria for Evaluating Professional Development' and "Criteria for Evaluating Service,' below); the criteria for teaching, however, are the same.

Criteria for Evaluating Teaching

The following guidelines have been developed to provide a framework for evaluating the teaching performance of faculty being reviewed for promotion to Senior Lecturer. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to demonstrate his/her teaching skills that support both the College commitment to teaching excellence and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the criteria selected for his/her tenure file.

A candidate for promotion must submit a teaching file as part of the tenure portfolio that provides evidence of the quality of one's teaching in the classroom and outside the classroom. Teaching activities include classroom teaching, academic advising or mentoring of students, contributions to curriculum development, self-initiated improvements and/or teaching innovations, and other activities that contribute to the goals of the college related to the education of students.

The teaching file must include the following items:

1. Self-narrative of at most seven pages explaining one's

- teaching philosophy
- teaching methodology
- teaching load with a summary of classes taught in the past five years
- evaluations by students with a summary of the past five years
- advising and/or mentoring activities
- contributions to curriculum development
- self-initiated improvements and/or teaching innovations
- additional information about one's teaching activities that are not discussed elsewhere

The narrative must be organized into sections that address each of the items. Whenever possible, statements in the self-narrative should include the location of the documents in the appendices that support the statement.

2. Supporting documents organized as appendices:
 - Copies of selected syllabi (one per semester)
 - At least one student evaluation for each semester in the last five years.
 - Each course taught should be represented.
 - Peer evaluations if available
 - One or two examples of student products
 - Teaching awards or recognition
 - Additional evidence of teaching excellence selected by the candidate

Criteria for Evaluating Professional Development

The following guidelines have been developed to provide a framework for evaluating the professional development of faculty being reviewed for promotion to Senior Lecturer. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in service activities that support both the College and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the activities selected.

While the T&P Committee will consider all work completed at previous institutions, the Committee expects that the candidate will provide evidence of on-going and consistent activities as a faculty member at Columbia College.

Candidates for promotion to Senior Lecturer are expected to show evidence of on-going professional development. Activities include but are not limited to the following:

- Attendance at professional conferences
- Presentation at professional conferences
- Enrollment in graduate courses
- Enrollment in professional workshops
- Additional evidence of professional development selected by the candidate

Criteria for Evaluating Service

The following guidelines have been developed to provide a framework for evaluating the service performance of faculty being reviewed for promotion to Senior Lecturer. The intent is to remove as much ambiguity as possible while simultaneously providing choices that allow each faculty member to engage in service activities that support both the College and the faculty member's professional development. While the guidelines provide examples of specific criteria, each candidate must submit a file demonstrating substantial achievement in the activities selected. The candidate must demonstrate service to the College and the Division through activities such as

- serving as a faculty officer.
- chairing a college/faculty committee and/or special task force.
- making substantial contributions to a college/faculty committee and/or task force as a member.
- representing the college/division at "on" and "off" campus activities & events.
- serving as a class sponsor and/or student club/association sponsor.
- actively participating in department work including attendance at division meetings.
- accepting administrative assignments such as directing a program, etc..
- performing additional service selected by the candidate.

Job Sharing Policy

Columbia College faculty may request to share with another person the full time position they occupy. A request for such arrangements must cover the workload the faculty member is responsible for performing, without costing the college additional money. It should afford the division no hardship. Such requests are made to the division head. Ideally, the division head presents the suggestion to the entire division for approval, but in some circumstances it may be possible for the division head to approve the request. The request is then forwarded to the Provost who acts on the request or denies it. If the request is approved, there is a two-year period during which the job sharing is probationary. If the job sharing does not meet with division approval at the end of either year in the two-year trial, the original faculty member may choose to recover the full time position or to resign. At the end of the two-year period, if the arrangement has proved satisfactory to the division, it is considered permanent. Once a job share is permanent, its desirability is only evaluated upon the resignation of one of the faculty participants. The parts of the job compete separately for tenure, promotion and merit decisions. These decisions are determined for job sharing faculty in the same manner that they are made for full time faculty. The amount of time and effort is prorated to reflect the share of the job that the faculty members hold.

External Interests and Commitments

(Added 8/15/2005)

The College expects all faculty to devote their primary professional loyalty, time and energy to the service of the College in fulfilling its mission. Faculty are expected to evaluate and arrange external interests and commitments in ways which avoid compromising their ability to meet the primary responsibilities of the college mission and to protect themselves and the College from conflicts of interests.

Intellectual Property Policy

(Added 04/2010)

Columbia College is committed to free and vigorous intellectual exploration and expression. Hence the College is committed to providing an environment that supports the research and teaching activities of its faculty, students and staff. In the course of professional duties, faculty members create intellectual property. As a matter of principle and practice, the College encourages all members of the Columbia College community to publish without restriction their papers, books, and other forms of communication in order to share openly and fully their findings and knowledge with colleagues and the public. The long-standing academic tradition that creators of works own the intellectual property resulting from their research, teaching and writing is the foundation of the College policy.

Policy: It is the general policy of Columbia College that intellectual property shall be the property of the author or creator. Exceptions to this rule will be handled as described in the AAUP Policy Documents and Reports, Tenth Edition on pages 214-216. To resolve emerging issues and disputes concerning the interpretation of this policy and/or negotiation of intellectual property rights, the Provost will convene a panel of faculty and peers to submit recommendations to be considered by the College

Statement on Professional Ethics

The Statement on Professional Ethics was approved by the Council of the American Association of University Professors in April 1966 and endorsed by the Fifty-second Annual Meeting as Association policy.

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking government-sponsored research. The statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual instruction of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the General Secretary and Committee B, to counsel with any members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate.

If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure and the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

The Statement

- I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

- II. As teachers, the professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals, and adhere to their proper role as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit.

They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

- III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

- IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

- V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Statements on Faculty Relationships with Students

(07/1990)

The proper and desirable relationship between faculty members and students is best expressed in the Statement on "Professional Ethics." *

Amorous relationships between faculty members and students are discouraged generally and prohibited specifically in cases when the faculty supervises the student's academic work.

* The applicable statement reads:

As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

* Paraphrased from the American College Personnel Association's "Statement of Ethical and Professional Standards," Section A. "Relationship with Students."

Faculty Evaluation

(revised 4/2010)

In addition to the student evaluation of classroom teaching, each faculty member annually engages in a regular evaluation.

Tenured full professors and senior lecturers

The spring after the promotion to full professor or senior lecturer, the faculty member will complete a professional development three year plan in consultation with the division head. This plan will be sent to the Provost for approval. Annual conversations between the faculty member and the division head on the faculty member's progress relative to the plan will occur at the end of the spring semester. At the end of three years, a narrative summary of the faculty member performance relative to the plan will be completed by the faculty member in consultation with the division head. A new three year plan will also be developed. Both the narrative and the new plan will be sent to the Provost for approval. If the faculty member is a division head, the Provost receives the three year plan and holds annual conversations with the faculty member about progress relative to the plan.

All other faculty

At the conclusion of each spring semester, each faculty member completes an annual self-evaluation, which is reviewed and completed by that faculty member's division head. The form includes an opportunity to set goals for the next year and to reflect on the accomplishments of the year just completed. As part of the process, a rating in each of the categories of teaching, scholarship and service and an overall merit rating are assigned to each faculty member. Ratings are 3 (meritorious), 2 (satisfactory) or 1 (unsatisfactory). The completed form is sent to the Provost for review and comment. In case of the division heads, the Provost completes and reviews the form, reacts to the goals and assigns the merit rating. Copies of the current student evaluation, self-evaluation, and division head's evaluation forms are in the appendix. A change in the forms is made only with the approval of the faculty.

Transition plan for faculty who are currently full professors or senior lecturers

Each division head will divide all such faculty in the division into three relatively equal groups by seniority. This spring the group with the least seniority will prepare a 3 year professional development plan and move into the process described above. The other two groups will write a narrative description of their progress relative to the annual goals established the previous year and develop a simple set of goals for the next year. The narrative and the new goals should be approved by the division head and sent to the Provost for a signature. No evaluation form need be completed. The middle group will complete their professional development plan the second year and the most senior group the third year.

Personnel Policies

(revised 11/2009)

General Statement on Eligibility

With the possible exception of the Colleges' 403(b) plan, to be eligible for benefits, including holidays, an employee must work at least 28.5 hours per week and satisfy any of specific requirements, though we understand that such an hourly perspective is not fully applicable to full-time salaried faculty members.

Columbia College reserves the right to unilaterally modify, terminate, change, or otherwise alter the benefit plans, including requiring a contribution and/or an additional contribution from the employee, as it, in its sole discretion, deems necessary. Employees should consult with the Benefits Coordinator for more details or to obtain a copy of plan document(s).

Cafeteria Plan

Columbia College has developed a flexible benefits plan, commonly known as a Cafeteria Plan, within the meaning of Section 125 of the Internal Revenue Code. Under the Plan, an employee may designate part of her or her salary as pretax payment of supplemental insurance coverage. Only certain expenses and benefits are eligible for pretax payment and include medical, dental, vision, and cancer coverages. In addition, the College's flexible benefit plan entitles eligible employees for reimbursement of out-of-pocket medical and dependent care expenses.

The terms of the cafeteria plan are set out in the written plan document and summary plan document. There are very stringent requirements regarding enrolling, changing elections, allowable expense reimbursement, and withdrawal once you are a participant. For most employees, the amount you designate also affects the amount you pay in Social Security taxes, which may ultimately affect the amount you receive from Social Security. You should carefully review the plan documents before electing to participate. Please contact the Benefits Coordinator for more details concerning the different benefits eligible as a part of the cafeteria plan.

Health and Dental Insurance

Columbia College offers health and dental benefits that you may choose for yourself, spouse or family. The College reserves the right to unilaterally modify, terminate, change or otherwise alter the health and dental plans, as it in its sole discretion, deems necessary. Employees should consult with the Benefits Coordinator for more details or to obtain a copy of the plan document(s).

Health Insurance

Columbia College currently offers two health insurance plans: the Blue Cross/Blue Shield Comprehensive Preferred Personal Care Plan (commonly referred to as a PPO) and the BlueChoice Health Care Plan (commonly referred to as an HMO). The PPO allows employees to choose healthcare through a network of hospitals and other healthcare facilities and physicians or through other health care providers. The HMO provides health services through a network of healthcare specialists and facilities coordinated through a primary health care physician selected by the employee.

As long as the employee is enrolled in one of the health plans offered by the College, coverage for eligible

family members may be purchased by the employee..

Dental Insurance

Columbia College currently provides dental benefits to its employees at no cost to the employee. Coverage for eligible family members may be purchased by the employee.

Other Group Benefits

Columbia College offers a variety of group benefits. Because of the ever changing cost of group benefit programs, the College reserves the right to unilaterally modify, terminate, change or otherwise alter the group benefit plans, as it in its sole discretion, it deems necessary. Employees should consult with the Benefits Coordinator for more details or to obtain a copy of the plan document(s). The benefits described below are those in effect as of July 2008. Be sure to check to with the Benefits Coordinator to find out what benefits are currently available.

1. Basic Life & Accidental Death & Dismemberment Insurance (AD&D)

Columbia College currently provides basic life and AD&D insurance in the amount of one (1) times your basic annual earnings up to a maximum of \$175,000.

2. Dependent Life Insurance

Columbia College currently provides life insurance for spouse and dependent child(ren) life insurance from live birth or placement of the child in the home for adoption to age 19 or age 23, if a full-time student and the dependent is on one of the health insurance plans.

3. Disability Insurance

- **Short-term Disability Insurance**

While Columbia College provides short-term disability insurance at 40% of covered earnings not to exceed \$1000 per week, the employee may purchase an additional 20% of the covered earnings not to exceed \$2000 per week of short-term disability for her or himself. Short-term disability begins on 30th day of disability. Disability is determined by the carrier not by Columbia College.

- **Long-term Disability Insurance**

Columbia College currently provides long-term disability insurance for all employees. The maximum amount of coverage is equal to 60% of your monthly pre-disability pay up to a maximum of \$9,000 per month. Benefits will begin after 180 days of disability. The insurance company determines whether or not an employee qualifies for long-term disability.

4. Long-term Care Insurance

Columbia College currently provides basic long-term care insurance for its employees. Additional employee coverage or coverage for eligible family members may be purchased by the employee.

5. Travel Accident Insurance

Columbia College currently provides travel accident coverage for business trips equal to the amount of life insurance in effect at the time of the loss, subject to a maximum of \$175,000.

Optional Supplemental Benefits

Columbia College currently offers a variety of supplemental benefits that you may choose for yourself, spouse or family. The College reserves the right to unilaterally modify, terminate, change or otherwise alter supplemental benefit plans, as it in its sole discretion, deems necessary. Employees should consult with the Benefits Coordinator for more details or to obtain a copy of the plan document(s).

1. Accident Insurance

Accident Insurance offsets medical and non-medical expenses that may result from an accident. Benefits are paid to you regardless of other coverage. Spouse, youth and family coverage is available, without your participation.

2. Cancer Insurance

Cancer Insurance compliments major medical coverage by helping pay the direct and indirect cost of cancer treatment.

3. Critical Illness Insurance

Critical Illness Insurance pays a lump sum benefit if you are diagnosed with a covered critical illness. You may purchase a separate policy for your spouse and family.

4. Life Insurance and Accidental Death and Dismemberment (AD&D)

Life insurance coverage is available in \$10,000 units from a minimum of \$10,000 to a maximum of \$500,000, not to exceed 5 times your basic annual earnings.

The AD&D benefit, if elected, equals the employee life insurance amount up to a maximum of \$500,000. AD&D provides 24-hour coverage and a benefit in the event of your loss of life, limb or eyesight as a direct result of an accident. Included as part of the AD&D benefit is a Higher Education Benefit that pays an additional \$3,000 per year for up to 4 consecutive years for eligible dependent children. It also includes an Automobile Accident benefit that pays an additional 20% of the scheduled AD&D benefit, to a maximum of \$100,000 if the covered person dies from an automobile accident injury while wearing a seat belt, provided AD&D is payable.

5. Medical Bridge Insurance

Medical Bridge Insurance pays cash directly to you to cover deductibles and out-of-pocket expenses. You may include your spouse and family.

6. Retiree Health Insurance

Through an arrangement with Blue Cross/Blue Shield of South Carolina, the College is able to offer the opportunity for continuation of health insurance coverage for retirees and their spouses. The option to participate in this plan may be discontinued if the College ceases to offer such benefits to active employees or if the carrier rescinds the option.

Retiree must be at least 55 years of age with a minimum of 10 years of uninterrupted service as a full-time Columbia College employee in order to be eligible to elect continuation of health insurance benefits under the Columbia College medical plan. The following apply to retiree health insurance:

1. The retiree may elect to include his or her spouse and eligible dependents.
2. Retiree benefits may continue until the retiree becomes age 65 or Medicare eligibility whichever comes first.
3. Spousal benefits may continue until the spouse becomes age 65 or Medicare eligibility, whichever comes first.
4. Medical and dental, if offered as part of the group coverage, are covered by this policy. All life and disability coverage terminates at retirement.
5. The retiree or spouse is responsible for paying 100% of the premiums for coverage.

Employee Assistance Program

With a commitment to the wellness of all employees and their families, Columbia College provides confidential counseling through an Employee Assistance Program (EAP) which includes counseling for personal problems, family issues, financial planning and drug or alcohol abuse. Assurant has chosen New Directions as the College's EAP provider. The employee may contact New Directions directly without the approval of any person or office at the College. New Directions does not report on any individual who uses their services, except when an employee asks for such notification in advance. To speak to a counselor or to learn more about this service, you may call 800-624-5544 or go to www.ndbh.com.

Retirement Annuity Plan

Columbia College participates in the Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF). Only full-time employees may participate in the program. Contributions may begin immediately after becoming a full-time employee. After two years of full-time employment, Columbia College will match an employee's contributions on a two-to-one basis, but not to exceed a maximum contribution by the College of an amount equal to 10% of an employee's base salary or wages.

If an employee was a member of TIAA/CREF or a comparable retirement program at another institution of higher education, the employee is eligible for immediate participation, including the College match. The Vice President for Finance makes the final ruling on whether a plan is comparable. The total fund, including the College match, is fully and immediately vested to the employee.

This retirement annuity plan is a contractual agreement between the employee and TIAA/CREF and provides a lifetime income during retirement. Should the employee die before retirement, the accumulation is paid as a death benefit. Columbia College reserves the right to unilaterally modify, terminate, change, or otherwise alter its participation in the retirement annuity plan as it, in its sole discretion, deems necessary. Employees should consult the plan documents for more details.

Social Security

All employees must participate in the Federal Social Security and Medicare programs. The College withholds the appropriate percentages of the employee's salary until the maximum amount required by the law has been withheld in any calendar year. The College contributes to the credit of the individual's Social Security and Medicare programs the amount prescribed by law.

Other Benefits and Services

Check Cashing

As a convenience, the College cashier in Tuition Accounts, located on the third floor of Allison Administration Building, will cash personal checks up to fifty (\$50) dollars, providing there still will be enough cash to provide service to students. A twenty-five (\$25) dollar service charge is assessed for each returned check. When a check is returned, check cashing privileges are suspended until the returned check and service charge are paid. After three checks have been returned, check cashing privileges are permanently revoked.

Credit Union

College employees and their families are eligible to join the S.C. Methodist Conference Credit Union immediately after becoming employed by Columbia College. For purposes of this policy, family is defined as spouse, children, grandchildren, parents, grandparents and siblings. The Credit Union, located at 4704 Colonial Drive next to the College Place United Methodist Church, offers savings accounts, loans, and the convenience of payroll deduction. To apply for membership or for additional information, call the Credit Union at (803) 691-0037.

Moving Expenses

Moving expense reimbursements will only be made to newly recruited members of the faculty or staff at Columbia College who (1) the College requires to relocate, and (2) are informed at the time of hire they are eligible for moving reimbursement. Receipts for all claimed moving expenses must be filed with the Business Office, together with a written request for reimbursement within sixty (60) days of the employee commencing employment at the College. Moving expenses are reimbursed according to the following schedule:

Moving From	Moving Reimbursement
Richland, Lexington Counties	No reimbursement
Less than 500 miles, excluding Richland/Lexington Counties	\$1,500 or one-half of the total moving expenses, whichever is less
500 miles or more	\$2,500 or one-half of the total moving expenses, whichever is less

Dining Facilities

Employees are always welcome to have meals in the College dining facilities. Discounted tickets may be obtained in the Dining Hall.

Parking

Full-time staff are assigned a parking space on campus, if available, and are issued a parking decal at no cost. Parking is regulated by the Columbia College Police Department, a fully accredited police force with the same authority as city or county law enforcement agencies. Please consult the College's policy on vehicle registration, rules and regulations.

Tuition Remission

As a full-time employee of Columbia College, you, your spouse, or dependent(s) may qualify for tuition remission scholarships. If eligible, the tuition scholarship is applied only to the cost of Columbia College tuition, exclusive of room, board, and fees. Music majors under this policy may receive studio scholarships up to, but not exceeding, the additional tuition costs for applied music course.

Columbia College, in its sole discretion, reserves the right to withdraw this scholarship if the employee, spouse or dependent does not maintain the decorum expected of a Columbia College student or fails to meet established standards of satisfactory academic progress Eligibility

To qualify for the Employee Tuition Remission Scholarship, the student must satisfy the admission requirements for the academic program. In addition, the student must be a full-time employee, spouse of a full-time employee, or must be completely dependent upon a full-time employee and claimed on the employee's income tax return and domiciled in the home. Dependent children must be single and not over the age of twenty-three. A student may complete the school year if her/his 23rd birthday comes after the beginning of the academic year.

Participation in the Tuition Remission Scholarship program is limited to two students per employee at any given time.

In the event of death of an employee, a currently enrolled dependent will be allowed to complete the academic year. In the event an employee separates from Columbia College, a currently enrolled dependent will be allowed to complete the semester.

Procedure for Application

An employee or dependent desiring to apply for the Tuition Remission Scholarship must first follow established procedures for admission and registration. Eligibility for the Tuition Remission Scholarship is predicated upon meeting the admission requirements for the academic program.

An employee or dependent must apply for the Tuition Remission Scholarship through the Financial Aid office. If it is determined that the applicant may qualify for outside financial aid, the applicant must file the CSS Financial Aid form and the S.C. Tuition Grant Application, prior to the established deadline.

Criteria and Administration

The Tuition Remission Scholarship may be used for full-time or part-time study in the undergraduate program. Scholarships are not available for either second undergraduate degrees or for graduate study.

Employees may enroll for evening classes only. The Vice President for Finance must approve any course work taken by employees during business hours. The immediate supervisor and the divisional Vice President must approve requests for consideration and submit a written recommendation to the Vice President for Finance.

An employee, spouse, or dependent that enrolls for an overload of classes must pay for the credit hours over the normal load at the quoted rate per hour. Likewise, an employee, spouse, or dependent that enrolls in a course which requires extra fees or other costs will be responsible for these extra charges.

Columbia College reserves the right to unilaterally modify, terminate, change, or otherwise alter the Employee Tuition Remission Scholarship program, as it, in its sole discretion, deems necessary.

Wellness Initiative

Through the Program of Physical Education and Health Promotion, Columbia College sponsors a Wellness Initiative that is open to all employees. The program includes a variety of fitness courses, including low impact aerobics, high impact aerobics, water aerobics, and laboratory fitness. Programs on weight-control, stress management, smoking cessation, and health risk appraisal are offered periodically.

The Wellness Initiative also allows employees to request a coronary risk-factor screening and stress test at the University of South Carolina and receive a 50% discount for the test. Results will be used to individually assist each participant in developing a detailed wellness program.

Compensation

An employee's beginning salary is generally discussed during the employment interview. The rate of compensation is based on the responsibilities associated with the job and the employee's qualifications to meet those responsibilities. An employee's beginning salary will be finalized prior to commencement of employment. Subsequent salary adjustments, if any, may result from evaluations.

Columbia College operates on an annual budget. The fiscal year begins on July 1 and ends on June 30 of the next calendar year.

Time and Place of Payment

Columbia College issues twelve (12) paychecks each year. Employees are generally paid on the twenty-fifth of each month. When the twenty-fifth falls on Saturday, Sunday or a holiday, checks are distributed after 2:00 p.m. on the preceding workday. Direct bank deposit is available and encouraged. Columbia College does not provide salary advances except in unusual situations, with consideration on a case-by-case basis.

Errors in Payment

It is our policy to comply with the salary basis requirements of the FLSA. Therefore, we prohibit any and all improper deductions from the salaries of exempt employees. We want employees to be aware of this policy and that the College does not permit deductions that violate the FLSA.

If you believe that an improper deduction has been made to your salary, or that you have been classified as

exempt incorrectly, you should immediately report this information to the Director of Administrative Services.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be reimbursed for any improper deduction made.

Wage Deductions

There are certain items that must be deducted from gross wages: (1) Federal Insurance Contribution Act (FICA or Social Security) taxes; (2) federal withholding tax; (3) state withholding tax; and (4) other deductions required by law, if any. In addition, you may elect to have one or more deductions from your gross wages, including benefit options that have been agreed upon by the you and the College. Additionally, pretax payments are available for retirement benefits and other benefits categorized as part of the Columbia College Cafeteria Plan.

If your employment ends and you fail to return College equipment, property, or otherwise fail to reimburse the College for amounts owed, such sums will be deducted from your final paycheck.

NOTE: With regard to these policies and procedures, Columbia College retains the right to make appropriate updates or exceptions regarding any and all matters of personnel policies.

Worker's Compensation

Worker's Compensation Insurance is provided by the College to all of its employees. Should you become injured while on duty, report it to your supervisor immediately so that proper medical attention may be rendered. The Personnel Office must be notified as soon as possible and an initial injury report filed within 24 hours.

You may use your sick leave in conjunction with Worker's Compensation benefits. Arrangements for this must be made with the Personnel Office.

NOTE: With regard to these policies and procedures, as well as other statements throughout this handbook, Columbia College retains the right to make exceptions regarding any and all matters of employment.

Leave Policies

(revised 9/2003)

Absences from Classes by Faculty Members

Each faculty member must ensure that his or her classes meet promptly and regularly. The College recognizes that on occasion a faculty member may be unable to meet with his or her class as scheduled due to unavoidable circumstances. In such event, the absence must be reported to the head of the faculty member's division and the Provost's Office prior to the scheduled class. Classes may be scheduled for an alternate time if both students and faculty member agree.

Leave Pursuant to the Family and Medical Leave Act (FMLA) is available for absences for those for those who

qualify. There are four types of leave. They include leave for: (1) the birth of a child to you and in order to care for the infant; (2) the placement with you of a child through adoption or foster care; (3) to care for your spouse, son or daughter or parent, if your spouse, son or daughter or parent has a serious health condition; or (4) your own serious health condition which cause you to be unable to work. Generally, to be eligible a faculty member must have been employed for a minimum of 12 months. The faculty member must also have worked a minimum of 1250 hours during the immediately preceding 12month period. Leave is without pay. Up to a maximum of 12 weeks may be taken during any rolling year. Other conditions apply.

The College may in its sole discretion grant unpaid leave for leave requests that do not qualify for FMLA leave, regardless of whether it is because the faculty member is not eligible or the requested leave is for a reason that is not covered by the FMLA. Leave is for a maximum of four months.

If approved for leave, a faculty member may in lieu of taking unpaid leave elect to pay the cost of any adjunct retained by the College to fulfill the faculty member's teaching responsibility. If the College elects to not retain an adjunct, leave is without pay. If an adjunct is retained and the faculty member desires paid leave, the cost of the adjunct will be deducted from the faculty member's salary as the cost is incurred.

Faculty members who have been employed by the College for ten years or more may request leave with pay for FMLA qualifying leave. The decision to grant or deny such request rests exclusively with the College.

Teaching Responsibilities and Procedures

Since the basic measure of an educational institution is the quality of instruction which it affords, the primary task of a college faculty member is teaching. It is the responsibility of each teacher to employ sound instructional principles and to practice such personal and professional discipline as to ensure a high quality of instruction. Careful consideration should be given to individual scholarship, preparation for the class session, presentation of materials, assignments, classroom discipline, rapport with students, grading of work and other significant principles of sound pedagogy.

Definition of Semester Hour

Basic Definition: The *semester hour*, or *credit hour*, is the basis for all credit at Columbia College. One semester hour of credit is the equivalent of a traditional course with face-to-face meeting time of at least one academic hour (fifty minutes) per week for a full semester (15 weeks) with the expectation of an average of at least two academic hours of homework or out-of-class work per week for the full semester.

Classes with a traditional mode of delivery: Thus, a traditional three-semester-hour course meets 2.5 clock hours per week with an expectation of an average of 5 clock hours per week of out-of-class work. The face-to-face meetings for the last week of a semester in the Women's College are replaced by a single extended class meeting time usually reserved for final examinations or projects.

Classes with a traditional mode of delivery meeting outside of the standard semesters: Classes during, for example, split-terms or summer sessions have the same amount of time devoted to face-to-face meetings as a full-semester class and meet the same objectives and outcomes as the comparable full-semester class.

Classes in the sciences and the arts: Science courses with laboratory components and arts courses with studio or applied components often have more face-to-face meeting time than would normally be the case for a course with the same number of semester hours. This increase in the instructional time may or may not result in a corresponding reduction in the expected out-of-class time, but in no case will the total expected time for the course be less than three academic hours per week for each semester hour of credit.

Service Learning classes: Since work on the service project in designated Service Learning courses is instructional in nature, those classes may replace up to one and one half academic hours of traditional face-to-face meeting time per week with at least two academic hours of on-site work at the service project per week. Additional time spent working or reflecting on the service project may be counted as part of the out-of-class work time for the class.

Hybrid and online classes: If a hybrid or online class is also taught as a traditional class, then the non-traditional version of the class will be deemed to have the same number of semester hours as the traditional version of the class provided both versions require roughly the same work from the student and achieve the same objectives and outcomes regardless of the amount of face-to-face meeting time scheduled for the non-traditional version of the course.

However, if there is no comparable traditional version of the class, the non-traditional course must include instructional time (which can be face-to-face meetings or online work) averaging at least one academic hour per week for a full semester (12.5 clock hours) for each semester hour of credit. There must also be the expectation for “homework” averaging two academic hours per week for a whole semester (25 clock hours) for each semester hour of credit. The syllabus for the course must specifically identify any work being counted towards the instructional time limit.

Internships: All of the work in an internship is both instructional and out-of-class in nature. Accordingly, internship students are expected to complete a minimum of 37.5 clock hours of work (three academic hours per week for a full semester) for each semester hour of credit. All internships must require a minimum of 30 on-site clock hours for each semester hour of credit. The remaining 7.5 clock hours per credit hour may consist of additional on-site time or off-site work consisting of one or more of the following: face-to-face meetings between student and instructor, preparation for on-site work, written assignments, or oral presentations. The internship form submitted for registration must include the total on-site hours required of the student and what time, if any, will be devoted to off-site work.

Independent studies and research or creative projects: As with internships, all of the work in these classes is both instructional and out-of-class in nature. Students in these classes are expected to complete 37.5 clock hours of work (three academic hours per week for a full semester) for each semester hour of credit. Face-to-face meeting time with the instructor may be counted towards the total work for the class. The independent study form submitted for registration must indicate the expected amount of work for each component of the class.

Enforcement and consistency: The committees responsible for curriculum (the Curriculum Committee, the Evening College Council, and the Graduate Council) will verify that new courses added to the Bulletins, as well

as courses already in the Bulletins that are being modified, meet the minimum standards necessary for the proposed number of semester hours. The wide representation on these committees will provide consistency across academic areas in the expectations for a semester hour.

The Division Heads, the Registrar, and the Provost will work together to verify that Special Problems courses, independent studies, and internships meet the relevant credit hour criteria. They will also work together to ensure consistency across all academic areas in meeting these criteria. This group will also review syllabi, especially those for classes with non-traditional modes of delivery, as a further check for implementation and consistency in the definition of a semester hour.

RATIONALE: The federal government requires accrediting agencies to verify that colleges and universities have a written policy regarding the definition of credit hour. We just missed having to have the policy at the last SACS visit, but we need to have one in place now for disciplinary accreditors. Although there is some theoretical flexibility in the federal guidelines about how to define a credit hour, in practice, the definition is fairly specific. This policy meets the federal requirements/guidelines while involving a minimum of changes to our current practices and procedures.

Online Instruction (added 7/2007)

These guidelines are adapted from the Southern Association of Colleges and Schools, approved December 2000.

1. Institutional Context and Commitment
 - A. Any electronically offered program or individual online course will be consistent with the college's role and mission.
 - B. Online instruction will not compromise compliance with accreditation requirements.
 - C. The institution's budgets and policy statements will reflect commitment to the students whom its electronically offered programs or online courses are designed.
 - D. The institution assures adequacy of technical facilities (either internally or contracted externally) and physical plant facilities to support online instruction, and generally provides reasonable technical support for online instruction, including adequate training for participating instructors and students.
 - E. Though copyright laws are complicated, online instruction will comply with copyright law and individual faculty members and the college will negotiate co-ownership of any copyrighted course material.
 - F. The Columbia College faculty will maintain appropriate academic oversight of online instruction.
 - G. Transfer policies will focus on learning outcomes, not modes of course delivery.
2. Curriculum and Instruction
 - A. The institution assures that each online program or course results in collegiate level learning outcomes.
 - B. Academically qualified persons fully participate in the decisions concerning online curricula programming and oversight. In other words, any qualified faculty member can make the decision to offer an existing course online, but any new

online course or online program must be approved by the faculty as is the case with all new courses and programs.

- C. In the case of outsourcing courses or programming, responsibility for the academic rigor of the courses or programs lay with the institution. Thus, the decision to outsource or any consortial agreement will not diminish the integrity of the college.

3. Faculty Support

- A. In development of an online course or online program, the institution and its participating faculty will consider and negotiate issues of workload, compensation, ownership of intellectual property resulting from the course or program, and the implications of online pedagogy for the faculty member's professional evaluation process.
- B. The institution will provide an ongoing program of appropriate technical, design, and production support for participating faculty.
- C. The institution will provide those responsible with program development and orientation reasonable training in the uses of the program's technologies, including course design and management.

4. Student Support

- A. The institution has a commitment to the program or course for a period sufficient to enable all admitted students to complete the degree or certificate or course in a publicized timeframe.
- B. The institution will reasonably inform prospective students of costs, resources, and procedures of online programs or courses if they alter from traditional pedagogy, and provide reasonable online support (either internally or outsourced).

5. Evaluation and Assessment.

All evaluation (exams for instance) and assessment of online programs or courses will be the responsibility of the participating faculty and divisions offering or organizing online programs or courses. Moreover, such evaluation and assessment will be part of the ongoing general evaluation and assessment procedures.

Guidelines and considerations for online teaching at Columbia College

(8/4/11)

Columbia College recognizes that in order to deliver education that is Online Web-based, definitions and support for such courses must be available.

The federal government has recently defined what a credit is: A course must have a minimum of the equivalent of one hour of in-class instruction and two hours of out-of-class work each week of a semester to earn one credit (semester hour).

This means a 3 semester hour class needs to have the equivalent of 3 hours of in-class instruction and 6 hours of out-of-class work each week during the semester. A 3-hour split-term course would need 6 hours of in-class instruction and 12 hours of out-of-class work each week. (There are exceptions for internships, research and other projects, and independent studies, but the minimum standard is still 3 hours of work per week for each credit in these courses.) The hours in the definition can be "professional" or "50-minute" hours and a semester is approximately 14 weeks long. The values in the definition are also minimum standards.

A gray area is the interpretation of “in-class instruction.” If taken literally, “in-class instruction” eliminates the possibility of asynchronous on-line courses entirely. However, the explanations of the regulation seem to indicate that “in-class instruction” should be taken more generally as “instructional activity” that is, in some way, different from “homework.”

The following key terms are provided to define Online Web-based instruction:

Level 1: Traditional Web-enhanced is a course in which no designation is given. A Web-enhanced course utilizes electronic media that is supplemental to traditional classroom instruction.

Level 2: Online Hybrid-Web (Hy) is a course in which Web-based instruction comprises approximately fifty percent of the expected course time delivered by remote electronic means; however, instructors require students to attend onsite or synchronous class sessions. This allows for such activities as laboratories, discussions, and oral presentations in a face-to-face environment.

Level 3: Online Web (OL) is a course in which the content is delivered one hundred percent (100%) on the Web by remote electronic means. Ideally, no requirement is made of students to attend mandatory onsite or synchronous class sessions. The course may be delivered asynchronously or in real-time as technology allows.

Electronic media consists of any audio productions, CD-ROMS, DVDs, digital imagery, electronic courses, jump or thumb drives, software, video production, WebPages, and other creations stored or published in electronic formats.

Syllabi for online and/or hybrid courses

- Must clearly outline the delivery of the course: fully online or hybrid
- Provide a very detailed syllabus, including all course expectations, assignment, dates, tec.
- State specific expectations for in class-portion and online class if hybrid
- Suggest all class assignments due on same day of the week at same time of the week, this provides predictability and avoids confusion.
- Offer online meeting times when you will be available and/or guidelines as to preferred contact methods
- The syllabus in all courses is a contract of responsibilities; these should be clear and adhered to. Any changes, especially online, can create widespread confusion.
- Sticking to dates is helpful and fair to all
- Stress assignment due dates/times in first session (discuss how asking instructor to reset times jeopardizes the integrity of the course)
- If a hybrid course, use class meetings to comment on the out-of-class work -- providing clarification to expectations as needed
- Hold online office hours and be sure they are in syllabus particularly for fully online courses.
- In planning schedule, careful consideration to requirements due during fall and spring break should be given. Students are expecting a break. If in fact, the due date is during break to allow students additional time, that should be made clear.

Starting class

In order to avoid any lost time it is important to provide information to those taking online or hybrid courses prior to the beginning of class. Suggestions include:

- email introduction directing students to information on KC

- The KC shell should be prepared and accessible at least one day prior to the start of the course. (This does not mean the entire class be online but that the syllabus and handouts requiring attention early be there.
- If your “online” day is the first day of class, there should be a meaningful online class instruction ready for the students.

Ongoing

- Hybrid consideration – If group work is done in class, carefully structure lecture components of time together to still allow time for group work when class is meeting in seat.
- Careful thought needs to be given to changing assignment dates or allowing late work.

Faculty Member’s Responsibilities

Teaching Load

The present practice at Columbia College is to regard twelve semester hours as the normal teaching load (twenty to twenty four hours in applied music). For lecture and recitation work the number of credit hours is the same as the number of clock hours. In laboratory classes, two clock hours generally count as one credit hour. The normal teaching load for graduate faculty is nine semester hours, with the additional three semester hours designated for scholarly pursuits. An appropriate proration of teaching load is afforded to faculty teaching a combination of graduate and undergraduate courses

Office Hours

Students at a small college count individual conferences with faculty members as one of their greatest assets. Each faculty member has a responsibility to be available for such conferences and to set aside suitable office hours each day for this purpose. These hours should be staggered to make them available to more students than if the same hours were used each week. Office hours along with the teaching schedule should be posted in a conspicuous place on the division bulletin board or the office door.

Course Outline

Each faculty member, whether full time or part-time, is responsible for providing to each student in each class a syllabus for the course. The syllabus should include a written statement of policy for class attendance, class goals and objectives, and an evaluation policy for the course. The syllabus should also provide information to the student about how and when the faculty member can be reached outside of class. In the case of courses which may be used to satisfy general education requirements, the syllabus should clearly indicate the general education goals which the course addresses. It is the faculty member’s responsibility to see that up-to-date syllabi are on file with the Provost and with the division head at the beginning of each semester.

Committee Participation

Each full-time faculty member assigned to either a college or faculty committee is responsible for attending meetings and carrying out the duties of assigned committees. If unable to do so, the faculty member should notify the chair of the committee so that a replacement can be made by the Procedure and Ethics Committee.

Student Evaluation of Classroom Teaching

Each faculty member is to be evaluated by a minimum of one class per teaching semester. Pre-tenure faculty are evaluated in courses indicated by the division head. Post-tenure faculty are evaluated in courses of their choosing.

Administration

Students or division administrative assistants administer the Student Evaluation of Classroom Teaching (SECT) form. Directions are scripted so they can be read uniformly. Forms are collected and returned to the division administrative assistant. Division administrative assistants compile the SECT forms and type comments from the forms for every faculty member. They are then forwarded to the division head and individual faculty member. The division head reviews the forms. The compiled results of the first page of the form (items 1-14) are copied and forwarded to the Office of the Provost. The division head reviews the SECT results with the individual faculty member during the annual review. If a student requests that a specific course be evaluated, the division head determines whether or not to call for the evaluation. Division heads are encouraged to request evaluations from each course taught by pre-tenure faculty during the time leading up to the tenure decision.

Class Periods and Dismissal Time

(revised 11/2009)

Class periods are normally 50 or 75 minutes in length. There is a ten-minute break between 50-minute long classes and a fifteen-minute break between 75-minute long classes. Fifty-minute long classes are usually scheduled on Monday, Wednesday, and Fridays until 1:00. Seventy-five-minute long classes are usually scheduled on Monday and Wednesday afternoons as well as Tuesdays and Thursdays. Evening and graduate classes often have different lengths.

Faculty members are expected to hold their classes for the full amount of time allocated. This is not a rigid regulation, but consideration to fellow faculty members and students should make it a general practice. It is equally important that classes be dismissed promptly. One "overtime" class can cause tardiness and confusion in several other succeeding classes. The time schedule for a class should not be changed by the instructor without consultation with the Registrar. It is a standard practice for the students to wait fifteen minutes beyond the scheduled class hour for the instructor to arrive unless the instructor has given previous notice of a late arrival.

Classroom Assignments

Prior to each semester the Registrar makes the classroom assignments. Variations in the size and the equipment of rooms frequently make changes desirable, but faculty members are requested to refrain from exchanging or changing rooms without clearing the change with the Registrar.

Classroom Management

It is frequently necessary to assign more than one instructor to a classroom; therefore, each instructor is asked to see that the use of the blackboard, maps, desks, and equipment does not interfere with the work of any other teacher assigned to the same room. It is especially important that chairs and tables be returned to their

regular positions if they have been rearranged for some special purpose. As a general rule, blackboards should be erased and lights turned out following the dismissal of a class. Smoking in the classroom is not permitted.

Classroom Maintenance

(revised 11/2009)

Requests or complaints regarding the maintenance of classrooms should be made in writing to the Director of Facilities Management.

Classroom and Instructional Technologies

(revised 11/2009)

Requests regarding classroom or other instructional technologies should be directed in any format to the Instructional Technology Consultants, Library Media Center, or to the Information Technology Department who will communicate with the appropriate division within LITS. Complaints or concerns regarding classroom or other instructional technologies should be directed in any format to the Director of Library and Information Technology Consultants who will communicate with the appropriate division within LITS.

Academic Advising/Course Planning

(revised 11/2009)

Shortly after the mid-point of each semester, a period of three to four weeks is reserved for course planning and registration for students who intend to continue in the following semester. Faculty advisors and staff member mentors are expected to meet individually with their assigned advisees during this time although Evening College students are not required to meet with their advisors. After meeting with a Women's College advisee, the advisor needs to grant her clearance to register in Koala Connection.

Three days during the summer (usually in mid-June) are set aside for orientation, course planning, and registration for first-year students planning to attend the college in the fall. Divisions are expected to designate faculty advisors to meet with students planning to major in a program within the division during this orientation period. First-year mentors are also expected to meet with students during orientation. An advising handbook provides answers to questions frequently asked by advisors and advisees.

There is usually a day scheduled in August for orientation and registration of new Evening College students. However, divisions and programs are expected to make arrangements for registering incoming Evening College students throughout the summer.

Several tools are available on Koala Connection to assist in course planning. However, the best authoritative reference for academic advising remains the Columbia College Bulletin. The "General Academic Information" and the "Academic Program" sections in the Bulletin should be consulted often as questions arise concerning curriculum or policy issues.

In addition to teaching, scholarship, and community involvement, student advisement is one of the most important responsibilities of professional faculty members. The extent to which our students are given effective academic guidance is often the extent to which they experience academic success and personal growth during their time at Columbia College. In fact, a cornerstone of the College mission--a focus on community--compels our best assistance to all of our students as they make decisions about major programs,

course planning, graduation requirements, and academic policies.

Textbooks

(revised 11/2009)

All student textbooks are handled through the college bookstore. New technologies have made the ordering of new textbooks very easy and faculty have options for ordering. Faculty members can either work directly with the bookstore using the appropriate book order forms the bookstore provides, or faculty can use the online ordering processes. No books are to be borrowed from the bookstore or charged. The publisher upon request usually provides desk copies for the faculty member. Textbook orders should be made as early as possible for the following semester and comply with any federal or state laws on issues of publishing the costs of textbooks.

Field Trips

Members of the faculty may schedule field trips; however, it is requested that detailed plans be made in advance. The Office of the Provost of the College should be informed concerning all off-campus classroom experiences. Participation in a field trip for one class does not excuse students from attendance in other classes that day. Students should consult with the professors of classes to be missed.

Tests

All in-course examinations are to be given at the discretion of the professor involved.

Grading

(revised 11/2009)

1. Mid-term Grades

Instructors assign grades to all undergraduate students in full-term courses through Koala Connection. After a mid-term grade has been submitted, it can only be changed by the instructor sending a written note (e-mail from the instructor's Columbia College e-mail account is acceptable) to the Registrar's Office.

Midterm grades are not assigned for split-term, summer, or graduate courses.

2. Final Grades

Instructors assign final grades to students at the end of the semester, split-term, or summer term through Koala Connection. Final grades for students not planning to graduate are due two weekdays after the end of the semester or term. Final grades for students planning to graduate are due on the Wednesday of exam week in spring semesters, on the Friday of exam week in fall semesters, and the Friday after classes end in summer terms.

Instructors cannot change grades once they have been entered into Koala Connection. If a grade needs to be changed after it has been submitted but prior to the deadline for final grades, the instructor may correct it by sending a written note (e-mail from the instructor's Columbia College e-mail account is acceptable) to the Registrar's Office. After the deadline has passed, grades can only be changed by using the Change of Grade form available from the Registrar's Office. Final grades for graduating students cannot be changed after the deadline has passed.

3. Grading System

Columbia College uses the grading scale below for undergraduate courses. The scale for graduate courses is similar and can be found in the Graduate School Bulletin.

Grades which may be assigned at mid-term are indicated with [MT] at the end of their descriptions. The grades “W”, “WP”, “WD”, and “NG” cannot be assigned by instructors.

The grade “NC” can only be assigned by an instructor when a student is auditing a course or when the student is taking the course for zero semester hours. Grades of “I” and “INC” must be approved by the appropriate division head before they can be assigned by an instructor.

4. Posting Grades

In accordance with FERPA (the Buckley Amendment), faculty should not post grades in any fashion in which the confidentiality of those grades is compromised. Faculty may not publicly post grades using students' names or social security numbers or any system which would allow a student to identify other students once she has identified herself. Since students may view their grades on Koala Connection shortly after they have been assigned, faculty are discouraged from publicly posting grades.

Grade	Meaning	Description
A	Excellent	The quality of a student’s performance is significantly above the requirements of the course. [MT]
B+	Very Good	The quality of a student’s performance reflects a high degree of achievement on a consistent basis in meeting the requirement of the course. [MT]
B	Good	The quality of a student’s performance reflects a high degree of achievement in meeting the requirements of the course. [MT]
C+	Above Average	The quality of a student’s performance reflects an average level of achieve level on a consistent basis in meeting the requirements of the course. [MT]
C	Average	The quality of a student’s performance reflects an average level of achievement in meeting the requirements of the course. [MT]
D	Minimal	The quality of a student’s work reflects a minimal level of achievement in meeting the requirements of the course. [MT]
F	Failure	The quality of a student’s performance fails to meet the requirements of the course and reflects inferior work. [MT]
FA	Failure	Failure because of excessive absences. [MT]
I	Incomplete	Grade determined in a contractual agreement between the student and the instructor before the end of the semester. The division head must indicate approval of the grade and the arrangement as well. Students have one semester to complete the coursework or the grade will be replaced with an “F”. Students may request one additional semester to complete the work with the approval of the instructor and division head.
S	Satisfactory	Given for satisfactory work when the course is taken on a pass/fail basis.
U	Unsatisfactory	Given for unsuccessful work when the course is taken on a pass/fail basis.
UA	Unsatisfactory	Unsatisfactory work because of excessive absences in a course taken on

		a pass/fail basis.
INC	Incomplete	Grade determined in a contractual agreement between the student and the instructor before the end of the semester for courses taken on a pass/fail basis. The division head must indicate approval of the grade and the arrangement as well. Students have one semester to complete the coursework or the grade will be replaced with a "U". Students may request one additional semester to complete the work with the approval of the instructor and division head.
W	Withdrawn	If a student is dropped or withdrawn officially after midsemester, a grade of "W" is given.
WD	Withdrawn	If a student is dropped or withdrawn officially after midsemester in a course taken on a pass/fail basis, a grade of "WD" is given.
WP	Withdrawn without penalty	Any student withdrawing officially from a class any time after the add/drop period and before midsemester will receive a grade of "WP." If a student withdraws officially after the midsemester for medical reasons, family emergencies or by the judgment of the Provost of the College, a grade of "WP" is given. Hours do not count in the G.P.R.
NC	Non Credit	Assigned to audited courses. [MT]
NG	No Grade	No grade reported by instructor.

Final Examinations, Block Scheduling

The final week of each semester is designated as block schedule week. Each class meets exactly once in that week for a period of two hours duration. The type of final activity is left to the discretion of the instructor. The schedule of classes for that week is determined by the Office of the Registrar. All classes are expected to meet on schedule, and all students are supposed to meet each class.

Any exceptions must be cleared through the Provost.

Regulations for handling and reporting instances of student dishonesty on tests and other work are provided by the Student Government.

Reporting Final Grades

Final grades and absences at the close of each semester are to be recorded on the class roster forms and submitted to the Registrar. The final semester grades are due in the Office of the Registrar within forty-eight hours of the close of each class. Final grades for degree candidates are usually due in the Office of the Registrar before the end of Block Scheduling.

Posting Grades for Students

In accordance with the Buckley Amendment, faculty should not post grades in any fashion in which the confidentiality of those grades is compromised. Faculty may not publicly post grades using students' names or social security numbers or any system which would allow a student to identify other students once she has identified herself.

Registration Procedures

Registration

Held at the beginning of each semester, registration is a cooperative responsibility involving a number of offices. In general, the faculty member is expected to assist in registration and counseling activities. Division heads are expected to assist during registration.

Adding a Course

Because it is difficult for students and instructors alike to adjust to changes once a course begins, no student may enroll in a course after the first week of the semester.

Withdrawal from Course

Please refer to this section on "Change of Schedules" for the regulations regarding dropping a course after the semester has begun. A student may also be dropped for cause from any course at any time upon recommendation of the instructor and approval of the Provost. Sufficient causes include lack of preparation, neglect, improper conduct in the classroom, medical reasons, and family emergencies.

At the end of the first week of the semester, courses will be finalized for the student's permanent record. Courses dropped during the add/drop period will not appear on the record at all.

Faculty members should remind students that any change of registration at any time during the semester must be completed on appropriate forms obtained from the Office of the Registrar.

Withdrawal from College

It is important for faculty to know that students who find it necessary to discontinue their college work at any time other than the end of the regular term or session must complete a Withdrawal Petition obtainable in the Office of the Registrar. When this form has been properly completed, approved by the Provost, signed by the student's instructors and filed with the Business Office, withdrawal entries are made on the student's permanent record card by the Registrar. Any student who drops out of college without completing and filing this form will receive grades in all courses at the end of the term or session.

No notice of interruption or withdrawal is official unless it is in writing by the person so concerned. Withdrawal is effective the date the College receives it and not the date it is written.

Pass-Fail Coursework

Students may elect a limited number of courses on a pass/fail basis. A grade of pass counts toward graduation but carries no grade points and is not be counted in the grade point ratio (GPR). It may be elected subject to the following criteria:

1. No courses may be elected on a pass/fail basis which are required as part of the general education requirement, or for certification, or as part of the major or minor -with specific exceptions, for which the grade of pass/fail is mandatory:

- a. Comprehensive examinations
 - b. Student teaching and practica
2. No more than a total of 18 semester hours may be elected on a pass/fail basis. No more than one course may be elected on a pass/fail basis in any one semester.
 3. A student electing the pass/fail option must be enrolled full-time in the College for that semester and must not be on academic probation.
 4. A student who elects a pass/fail option must do so at registration, and no change may be made after the add/drop period.

For further information regarding pass/fail credit refer to the Bulletin.

At the end of the first week of the semester, courses are finalized for the student's permanent record. Courses dropped during the add/drop period do not appear on the record at all. Faculty members should remind students that any change of registration at any time during the semester must be completed on appropriate forms obtained from the Office of the Registrar.

Independent Study

To enable students more adequately to demonstrate their intellectual capacity and to fulfill their intellectual potential, Columbia College believes that they should have substantial opportunity to work independently on chosen projects.

These projects consist of individual work under faculty supervision or guidance as specified:

- 1 Credit by Independent Study is available to qualified students of all classifications.
- 2 Credit restrictions: No more than fifteen semester hours may be earned by Independent Study.
- 3 The student planning to enroll in an Independent Study project should first obtain the instructor's permission and the advisor's permission, and then turn the form in to the Provost's Office.
- 4 A student is not permitted to pursue more than two independent study projects during a semester and may earn a maximum of six semester hours credit by independent study during one semester.
- 5 The credit and area of study should be designated at the beginning of a registration period.
- 6 Each instructor should turn in a full description of the Independent Study Project within a week after the registration period.
- 7 Independent Study should be counted as a part of the student's eligible credit load.

- 8 Regular course offerings should not be offered as Independent Studies.

The courses numbered 191, 192, 291, 292, 391, 392, 491, and 492 will cover Independent Study in all divisions.

Internships for Academic Credit

(revised 3/20011)

1. While it is neither necessary nor appropriate to assume that all internships should require the same number of hours working at the job site per semester hour earned, all internships offered for academic credit at Columbia College will require a minimum of 30 hours on site per semester hour earned.
2. Faculty members supervising internships are expected to engage in the following activities with their student interns:

- a. Ensuring placement:

Placement should be secured the semester prior to the beginning of the semester in which the internship credits are to be earned. During advisement, students should fill out a form indicating the intent to engage in an internship the following semester. The form should be signed by the Columbia College academic program coordinator, the Columbia College faculty internship supervisor, and the internship site supervisor. It may not be signed until the student's placement is secured. A copy of that form will then go to the career services office. The form would include contact information for the site supervisor.

All internships should require "consent of instructor" to ensure that students can't register for them without talking with the faculty internship supervisor first. Students must also consult with faculty on their choice of an internship to ensure that student skills are matched appropriately with internship responsibilities.

No supervisors or program coordinators should sign a student's internship form until the internship is secured.

- b. Student learning outcomes for each student must be designed with the faculty member, and an internship syllabus should be posted on H-Drive and given to students to outline all expectations. SLOs will be specific to each student intern's academic needs. SLOs will be included on the signed internship form (or attached). A copy of the form will be sent to the director of career services.
- c. Site supervisors should evaluate student performance at least twice during the semester (in advance of midterm and final grading). These evaluations may be handled in person or via e-mail or telephone conversation.
- d. Students must reflect on how student learning outcomes are being achieved (blog, journal, reflections).

- e. Faculty supervisors should ensure that on-site supervisors maintain record of hours worked by each intern and that those hours are reported to the faculty supervisor at regular intervals, both before and after midterm
- f. Faculty supervisors should evaluate a site prior to sending students to a new internship location to ensure that the site provides a safe opportunity for the student to accomplish the student learning outcomes.
- g. Faculty supervisors will maintain regular correspondence with the on-site supervisors during the semester to ensure all is going well (no less than twice, for midterm and final grades).
- h. Faculty supervisors and the director of career services will collaborate to ensure that someone follows up with letters of thanks to on-site supervisors.

3. The director of career services will

- a. keep a database of internship possibilities;
- b. help students create resumes to give to potential internship site supervisors;
- c. ensure that the internship form is signed by the site supervisor, the faculty supervisor, and the student and that the signed form is returned to her office;
- d. ensure that each student
 - i. has a resume
 - ii. has a placement prior to the start of the semester of the internship (confirmed via the form mentioned above), and
 - iii. knows about professional department.
- e. be aware of the kinds of internships our students are engaged in so the director can communicate that information to prospective students and their parents and to the admissions staff.
- f. follow up with expressions of the College's appreciation for making the internship opportunity available to our students (in collaboration with the faculty supervisor).

4. Students may not count hours completed prior to gaining approval for an internship. For example, if a student works in a professional setting over the summer, she or he cannot sign up for a fall internship and count those summer hours toward the completion of the fall internship.

5. The student's work at midterm and at the end of the semester will be deemed by the faculty supervisor as either "passing" or "failing"; no letter grades will be assigned to internships.

The Student

Class Attendance

The policy for class attendance for all students is to be established by each instructor in his or her own classes. That policy should be consistent with the attainment of educational objectives and the development of the student's personal maturity. A written statement of this policy is to be given to students at the first class session and a copy is to be filed with the Provost.

Student absences may be excused at the discretion of the individual professor. A student whose absences exceed the number allowed by the instructor's policy receives the grade of FA for that course.

The Academic Standards Committee serves as an appeals board for students who desire exceptions to a professor's attendance policy. Appeals related to attendance are to be made to the Academic Standards Committee no later than mid-semester following the semester in which the class was taken. In case of extreme hardship, the Provost or the President of the College has the authority to make an immediate decision on an appeal.

Student Grievance Procedure (revised 11/2009)

A. Student's Academic Grievance Procedure

1. A student who feels that she/he has been unjustly evaluated by a professor must first contact that professor to discuss the complaint.
2. If the matter remains unresolved, then the student and professor must confer with the Division Head of the specific division concerned. (If professor concerned is the Division Head then omit this step.)
3. If the matter is not resolved, then the student must submit a written petition and pertinent documentation to the Division Head of the division concerned. The Division Head must schedule a meeting with the student and the professor. All documents to be considered must be made available to all parties prior to the meeting. After reviewing the petition and documentation and discussing the issue with the student and professor, the Division Head must notify the student and the professor in writing of her/his decision.
4. If the matter is yet unresolved, then the student must submit a written petition to the Provost who will convene the student Grievance Committee. The Provost will make a copy of the written petition available to all members of the Grievance Committee prior to the meeting. The Grievance Committee is chaired by the Provost and consists of three members of the Academic Standards Committee and two students appointed by the Provost. The Provost has no vote in the Grievance Committee's deliberations.
5. The Provost must inform the student and the professor in writing of the Grievance Committee's decision. This decision must be limited to the issue of the grade. If the grade is changed, the Provost must notify the Registrar's Office.
6. If this decision does not resolve the grievance, then the student may petition in writing the President of the College. The decision of the President must be communicated in writing to the student and the professor.
7. The student lodging the grievance action may ask another student, faculty member, or staff member to accompany him/her to any of the conferences or Grievance Committee meetings scheduled as part of the complaint process.

- B. The grievant has 45 days from the end of the academic term in which the grade was recorded to notify the Provost in writing of her/his intent to request a hearing before The Grade Grievance Committee. Section A, steps 1-4 must be followed before the student may submit a request for a hearing. Failure to follow the established procedure may result in the denial of the request.

Rationale: Note that for the most part this is just adding more specific information and including Division Head instead of Department Chair.

Student Services

Counseling Services

Since the student is the center of the educational process, counseling is essential to a balanced educational program. The small college affords a close contact between faculty and students and each day gives the teacher an opportunity to provide academic and vocational guidance. It is inevitable that much counseling will be done on an informal basis, but in addition, personal counseling services are available at no charge to students in the Day Program.

The counseling services at Columbia College are coordinated through the Vice President for Academic Affairs. The various spheres of responsibility are closely interwoven in order to bring about a well-correlated program of personal, vocational, and academic counseling.

The counseling program at Columbia College is strengthened by its informal faculty-student relationships, particularly in connection with organized student activities.

Institute For Leadership & Professional Excellence

The Institute for Leadership & Professional Excellence is strategically designed to support students with their professional and personal success during their four year collegiate career. Students are assigned a “personal board of directors” during their first year and will engage in robust and rigorous professional development and co-curricular services and opportunities throughout their tenure at CC.

The Institute is comprised of four, functional centers of excellence that integrate this intentional set of educational opportunities. The Center for Academic and Professional Advising, the Center for Applied Learning, and the Center for Leadership are housed in the College’s Ariail House. Students will find the Center for Career Coaching and Professional Development in the same-named building across from the Bush Science Center on the main campus. Each center provides unique services and opportunities for students, the main areas of focus listed below:

Center for Academic and Professional Advising

- Identifying, training and supporting student “personal board of directors” teams; inclusive of a Career Coach, a Faculty Advisor, a Community Leader Mentor
- Orientation for First Year students
- Support of LA 100: An introduction to professionalism and college life for all first year students

- Electronic portfolios
- Early Alert Retention System
- Contractual Studies advisement
- Undeclared advisement

Center for Applied Learning

- Experiential learning
- Internships
- Undergraduate research
- Shadowing opportunities
- Service learning
- LA 201: Sophomore Seminar: Diversity, Gender, and Social Justice
- Annual Spears Fest event that showcases student service learning and leadership semester activities
- International and domestic study away
- Community service & the Americorps VISTA

Center for Career Coaching and Professional Development

- Career clarification and strategic search planning
- Career research and preparation
- Professional development through personal assessments and relevant workshops
- Career coaching and advising
- Full time opportunity/job placement
- Support of LA 100
- C2Success – management of CC job opportunity database

Center for Leadership

- Professional development and training for students, alumni, young women and executive women
- Community networking and outreach
- Grant stewardship and management
- Leadership courses for CC students
- LA 301: Women's Leadership and Social Change
- Outreach programs for high school girls
- Summer Leadership Institute residential camps
- Executive education programming focused on leadership and organizational development

Personal Counseling

For personal counseling, faculty are encouraged to refer students to the Director of Counseling in a confidential manner, either by a direct contact with the counselor, confidential mail, or suggesting the

student arrange an appointment. Services are provided by the Director of Counseling in the Harrelson Student Center.

Academic Counseling

Every student is assigned a faculty advisor who assists her in choosing the best possible course of study for her individual needs and aids her in other ways whenever necessary. If a student has chosen a major field of concentration, she is assigned to an advisor in that discipline. If she is undeclared, she is assigned to an advisor who assists her until she declares a major. Students are urged to name a major field by the end of the freshman year or beginning of the sophomore year.

Part IV. Faculty Governance and Committee Structure

The strength of an educational institution is determined by the competence of its faculty. The Faculty is given the responsibility of making decisions which involve the teaching program of the College. Faculty committees are asked to make studies and to report to the faculty, which renders decisions within the scope of its authority. On matters beyond the authority of the faculty, the faculty may make recommendations to the Board of Trustees.

Grant of Powers

The Board of Trustees approves the adoption and operation by the faculty and the student body of what is commonly known as shared governance, subject, however, to the following limitations (revised 11/2009):

1. The following matters are reserved from student control and are governed by the faculty and the Officers of the College:
 - a. All academic matters;
 - b. Supervision of the clubs and societies;
 - c. Control of College property.

2. To the President, the Provost, the Vice Presidents, and the Directors with their respective committees, is reserved the right to handle special cases of discipline which in their judgment can best be handled in this way, subject to the right of the Trustees to review the same, if they so desire.

3. The Trustees reserve all powers and authority not specifically granted to others and reserve the right to modify or repeal this grant of authority at any time at their discretion.

Rules Governing Faculty meetings, Officers, and Proceedings (revised 04/2010)

Areas of Responsibility

The Faculty of Columbia College are charged with the following areas of responsibility:

- 1 The determination of the standards of admission, of promotion, and of graduation of students.
- 2 The determination of the courses of study and the methods of instruction.
- 3 The recommendations to the Trustees for favorable action on the candidates for degrees.

4 The submission of reports during and at the end of each academic term as required by the administration of the College.

Rules Governing Faculty Officers, Meetings and Procedures Officers

The officers of the Faculty are the Chair, the Vice-Chair, and the Secretary.

The Chair

The Chair of the Faculty is the presiding officer and is responsible for preparing the agenda for faculty meetings with assistance from the Vice Chair and Secretary. The Chair serves as faculty representative to the Board of Trustees and its Academic Affairs Committee, and serves on other appropriate committees of the Board. The Chair reports to the Board on current faculty accomplishments and other matters of faculty concern or interest, and reports to the Faculty on Board proceedings. In addition, the Chair serves as ex-officio non-voting member of faculty standing committees, College Committees, and the Strategic Planning Committee, and, together with the Vice Chair, meets at regular monthly intervals with the President and Provost. The Chair is a tenured member of the Faculty and shall have a faculty contract that includes a three-semester hour course reduction per semester during the year of service as Chair with money provided in order to hire adjuncts as necessary.

The Vice-Chair

The Vice-Chair, who also serves as Chair Elect, assists the Chair in preparing the agenda and in other duties as necessary. In the absence of the Chair, the Vice Chair presides at faculty meetings. The Vice Chair solicits concerns and questions from the Faculty to be presented to the administration during the monthly meeting of the Faculty Chair and Vice Chair with the President and Provost. The Vice Chair provides a report of the meeting to the Faculty and may also provide an oral report during the ensuing Faculty meeting. The Vice Chair serves as a member of the Strategic Planning Committee, attends the meetings of the Board of Trustees, and serves on appropriate committees of the Board. In the event that the Chair is unable to fulfill the obligations of that office, the Vice-Chair automatically assumes the position of Chair of the Faculty. The Vice Chair is also a tenured member of the Faculty.

The Secretary

The Secretary assists the Chair and Vice Chair in preparing the Faculty Meeting agenda and is responsible for preparing all the materials for the faculty meeting to be distributed one week before the scheduled faculty meeting. The Secretary shall keep permanent records of the proceedings of faculty meetings, reports of committees, summaries of addresses to the Faculty, and any other records or documents deemed necessary by the Chair or by action of the Faculty. These minutes are to be provided after each meeting and presented for approval by the Faculty in its next regular meeting. A copy of the approved minutes is placed in the college archives as part of the Faculty's permanent record.

Election of Officers

Every year, the Faculty elects the Vice-Chair in its December meeting and the Secretary in its April meeting. The Vice-Chair, after serving one year, becomes Chair of the Faculty the following year. The Procedure and Ethics Committee asks for nominations for Vice Chair during the October meeting of the Faculty. A candidate

for Vice Chair must be a tenured faculty member. A list of nominees is presented in the November meeting and an election is held during the December meeting. The voting procedure follows Robert's Rules of Order with the exception that the final vote count is not given, nor does it appear in the minutes unless a faculty member specifically requests it. In this case, the final vote count is written on the board and is included in the minutes of the meeting. In the event of a vacancy in the office of Vice Chair, the Vice Chair Elect, if there is one, becomes the active Vice Chair, and an election for Vice Chair Elect shall be held in the next faculty meeting. When the vacancy occurs between the beginning of the academic year and the December faculty meeting, an election for Vice Chair shall be held on the next faculty meeting immediately after the vacancy occurs. The Secretary will generally be elected for a term of one academic year. However, upon approval by the faculty, two faculty members can share the role of Secretary. When the secretary position becomes vacant, an election shall be held in the next faculty meeting to fill the position.

Faculty Meetings

As provided by the Columbia College By Laws, the Faculty holds monthly business meetings during the regular academic year. The Procedure and Ethics Committee, with the approval of the faculty, determines the schedule for the monthly business meetings for the ensuing year. The By Laws also provide that special faculty meetings may be called by the Faculty Chair, the Vice Chair, or the President of the College. Five members of the faculty may also request in writing that a meeting be called. Except in cases of great urgency, all members of the faculty are notified at least one week prior to the meeting as to the date, time, place and purpose of the meeting.

Rules Regarding Faculty Meetings

- 1 Voting Rights: Each faculty member holding a full-time appointment in any academic rank at Columbia College is allowed to vote on all matters that properly come before the Faculty. Full time status is determined by the provisions of the faculty member's contract.
- 2 The quorum necessary for the transaction of business by the Faculty is a simple majority of the voting members.
- 3 Actions of the Faculty are to receive a simple majority vote. The vote may be by voice, show of hands, or secret ballot. The vote may be secret ballots on the request of a member. Substantive action is to be presented to the Faculty at least one week before action may be taken. Any matter is substantive if five or more members of the Faculty so assert.
- 4 Robert's Rules of Order, revised, is the authority for the procedure of meetings of the Faculty.
- 5 These rules governing faculty action and the Faculty Committee Regulations may be amended by two thirds of the voting members of the faculty at any regular meeting, provided copies of the proposed amendment have been distributed to members at a previous regular business meeting.

Proceedings

- 1 Voting Rights: Each faculty member holding a full-time appointment in any academic rank at Columbia College is allowed to vote on all matters that properly come before the faculty. Full time status is determined by the provisions of the faculty member's contract.
- 2 The quorum necessary for the transaction of business by the faculty is a simple majority of the voting members.
- 3 Actions of the faculty are to receive a simple majority vote. The vote may be by voice, show of hands, or secret ballot. The vote may be secret ballots on the request of a member. Substantive action is to be presented to the faculty in writing at least one week before action may be taken. Any matter is substantive if five or more members of the faculty so assert.

4 Robert's Rules of Order, revised, is the authority for the procedure of meetings of the faculty.

5 These rules governing faculty action and the Faculty Committee Regulations may be amended by two thirds of the voting members of the faculty at any regular meeting, provided copies of the proposed amendment have been distributed to members at a previous regular business meeting.

Areas of Responsibility

The Bylaws of the College charge the Faculty of Columbia College with the following areas of responsibility:

- 1 The determination of the standards of admission, of promotion, and of graduation of students.
- 2 The determination of the courses of study and the methods of instruction.
- 3 The recommendations to the Trustees for favorable action on the candidates for degrees.
- 4 The submission of reports during and at the end of each academic term as required by the administration of the College.

Regulations for Faculty Standing Committees

General Rules

The following general rules apply to standing committees, except as specified:

Nominations: The Procedure and Ethics Committee offers nominations for standing committees at the March meeting of the Faculty. In addition, nominations from the floor may be made at that meeting by any member of the Faculty.

Election: The Faculty elects members of the faculty standing committees at the April meeting of the Faculty and results are to be reported to the Faculty. If an election is necessary, the Faculty shall vote by secret ballot.

Term of Office: Each faculty member of a standing committee serves for a term of three years, except for the Faculty Executive Committee, whose term is for one year, and the Grievance and Review Committee, whose term is for two years.

When it is necessary to replace a member of a standing committee for any reason, the Faculty is to hold a special election for that purpose at its next regular meeting.

Attendance: Faculty members are expected to attend meetings and carryout the duties of their assigned committees. If unable to do so, a faculty member should notify the Chair of the committee so that a replacement can be made by the Procedure and Ethics Committee.

Chair and Secretary: Each Standing Committee elects its chair and secretary for a term of one year, soon after the April meeting of the Faculty.

Meetings and Reports: Each standing committee meets at least once prior to each regular monthly Faculty meeting. A report of the committee's actions is to be submitted to the Faculty Secretary (or Provost's Executive Assistant if serving in that role) for inclusion in the faculty packet for the next faculty meeting.

Standing Committees of the Faculty

Academic Standards Committee

The Academic Standards Committee

- 1 Receives, collects, and reviews information concerning the academic standards of the College and shares this information with the faculty.
- 2 Hears and votes upon student petitions for exception to the general academic policies outlined in the Columbia College Bulletin. Students complete a "Student Request for Exception to an Academic Policy" form (see appendix).
- 3 Hears and votes upon recommended changes to the general academic policies outlined in the Columbia College Bulletin. Members of the Columbia College community may recommend changes to the committee using the "Proposed Change in Academic Policy" form (see appendix).
- 4 Informs the faculty of actions that the committee takes upon student petitions and submits for faculty approval all changes to academic policies recommended by the committee.

Members (revised 11/2009): Five faculty members, one selected from each academic division, ex officio: the Provost and the Registrar

Contractual Studies Committee

The Contractual Studies Committee oversees the operation of Contractual Studies consistent with the guidelines established by the faculty and considers applications from students seeking admission into the Contractual Studies Program. The Contractual Studies Committee will also manage processes for the use of Contractual Studies by faculty, program coordinators, and division heads to pilot new academic programs.

Contractual Studies can provide the faculty a mechanism to pilot program development effectively and efficiently. To use Contractual Studies in this manner the following procedures must be followed:

1. All pilot programs must have the endorsement of all involved program coordinators and their division heads.
2. The proposed pilot program must include: a) title; b) program description and rationale; c) program components; d) suggested courses from general education if Applicable; e) possible minors; f) campus resources; g) community resources; and h) career options. (see appendix)
3. The pilot program must be submitted through the Director for Contractual Studies to the Contractual Studies Committee for approval.
4. After approval pilot programs will be presented in concept to the full faculty for approval.

All pilot programs, without exception, will be subject to the following:

- 1 Pilot programs may stay in Contractual Studies for at most 4 years.
- 2 There will be yearly assessments of learning outcomes in pilot programs.

Academic oversight of pilot programs will be handled by the faculty who submitted the program, including assessment of student learning outcomes. Administrative oversight will be handled by the Director of Contractual Studies.

Members: Director of Contractual Studies, one representative from each academic division appointed by the division heads, one (1) representative of the Curriculum Committee, and one (1) representative of the Evening College Council.

Curriculum Committee (revised 11/2009)

The Curriculum Committee considers and recommends faculty action on all requests for change, addition, or deletion of courses in the college curriculum (as described in the Academic Program section of the Columbia College Bulletin beginning with General Education Requirements), and reviews and brings into accord with faculty action all official statements concerning the college curriculum. Anyone on the faculty of Columbia College has the privilege of suggesting a change in the curriculum. To effect a change, it is necessary, however, for the recommendation to follow this procedure:

- 1 The recommendation is to be presented to the division/program concerned for discussion and proper consideration.
- 2 The division/program (if it approves of the proposal) or the faculty member (if the division/program does not approve of the proposal) is to obtain a "Proposed Change in Curriculum" form from the chairperson of the Committee on Curriculum.
- 3 The division/program or the faculty member bringing the proposal is to discuss it with the Provost, Registrar, and any other division/programs particularly affected by the proposal.
- 4 The "Proposed Change in Curriculum" form is to be completed and attached to the cover of any curriculum change submitted to the Committee on Curriculum. (See appendix)
- 5 A member of the division/program or the faculty member making the proposal is to attend the meeting of the Committee on Curriculum when the proposal is considered.
- 6 If the proposal is approved by the Committee on Curriculum, the division/program or faculty member making the proposal is responsible for delivering the final proposal to the Provost in time for inclusion in the handouts for the next faculty meeting.

Members: Two representatives from each division (each representative is elected by his or her respective division for a term not to exceed three consecutive years), the Provost, the Registrar, a representative from the library, the Director of the Honors Program, the Director of the Leadership Program, the Director of Contractual Studies, and the Director of General Education

Evening College Council (revised 11/2009)

The Evening College Council is responsible for the development of policy governing degree programs offered through the Evening College. Specifically, the Evening College Council is responsible for the academic calendar, curriculum, and academic standards for those students enrolled in the Evening College. Evening College curricular proposals approved by the committee are sent to the Undergraduate Curriculum Committee by the Chair of the Evening College Council. Approved proposals may also be sent directly to the faculty by the Chair of the Evening College Council. Recommendations for changes in policy and academic standards are sent to the faculty by the Chair of the Evening College Council for approval.

Members: Voting members are a representative from each academic division (the head or a designee), and three at-large faculty members. No two council members may be from the same major program. Each academic division may have at most two faculty members in the council. Non-voting members are the Provost, the Director of Evening Admissions, the Registrar, the Director of Registration for the Evening College, the Director of Financial Aid, the Director of the Library, the Director of General Education, Advisor to

the Evening College Student Government Association, and the Director of Contractual Studies.

The Faculty Development Committee

The Faculty Development Committee administers funds made available by the college for faculty study and research including division initiatives. The committee also initiates and/or coordinates other faculty development opportunities. The duties of the committee are as follows:

1. Review applications for sabbatical leave and make recommendations to the Provost regarding the granting of sabbatical leave.
2. Plan faculty development workshops.
3. Plan and carry out other initiatives which contribute to the scholarship of teaching.
4. Review faculty development grant application and award such grants according to the criteria approved by the faculty.
5. Review Division Development grant applications and select the recipients.
6. Review Student Development grant applications and select the recipients.

Members: Five faculty members, one selected from each academic division, and the Director of Faculty Development

Faculty Executive Committee

The Faculty Executive Committee serves primarily to handle matters that may arise during recesses, though the Procedure and Ethics Committee makes every effort to bring matters to the faculty during regular sessions. Whenever a decision is made, or action is taken, by the Faculty Executive Committee during a recess, it is to be reported to the faculty at its next regular meeting. This committee may be designated by the faculty to handle a specific item that does not seem to fall within the purview of other committees. The President of the College or any member of the Committee may serve as convener.

Members: The President of the College, the Provost, the faculty Chair, and the faculty Vice Chair

Fiscal Advisory Committee (revised 08/2008)

The duties of the Fiscal Advisory Committee, in relation to academic programs, are to

1. Review the allocation and the use of college funds.
2. Make recommendations for faculty action concerning college policies in relation to
 - a. Salaries,
 - b. Fringe benefits, such as insurance and retirement programs,
 - c. Utilization of the existing physical facilities of the college and the building of new facilities.
3. Prepare comparison data for the faculty regarding salaries and fringe benefits.

Members: Five faculty members, one selected from each academic division, and the Vice President for Finance, ex officio. (revised 11/2009)

Graduate Council (revised 11/2009)

The development of programs and program requirements are the responsibility of the Graduate Council and are approved by the College faculty. Off-site locations for programs (with the exception of contract courses) are recommended by the Graduate Council and approved to the college faculty. The Graduate Council is responsible for admission policy requirements, graduate requirements, curriculum and course approval, qualifications of graduate faculty, records, transfer credit, and all other relevant policies or standards (including student grade appeals). (revised 10/2004)

Members: Voting members are heads of divisions with graduate programs, the program director of each graduate program, and three at large members from different divisions elected by the faculty. Ex Officio (non-voting) members are the Provost, the Registrar, the Vice President for Enrollment Management, the Director of the Library and Information Technology Services, the Director of Graduate School and Evening College Admissions, the Director of Registration for Graduate School, a representative from an academic division considering a new graduate degree program (upon request of the relevant division), and one member of the Graduate Student Advisory Council.

Grievance and Review Committee (revised 6/2007)

The Grievance and Review Committee serves as a panel from which a three-member hearing board is appointed by the Provost to hear and make recommendations to the President on a faculty grievance. Decisions of the President on all faculty grievances shall be final. This committee also serves as a panel from which a three-member hearing board is appointed by the Provost to hear and review a petition of appeal from an adverse presidential recommendation on Tenure and Promotion. The members of the hearing board will all be full professors with at least one person having previously served on the Tenure and Promotion Committee. A petition for appeal is initiated by the faculty member receiving an adverse presidential tenure or promotion recommendation. The petition for appeal shall be based on one or more of the following allegations: denial of academic freedom, lack of adequate consideration, or denial of due process (failure to comply with the college's procedures, rules and regulations). Additional information about the Tenure and Promotion procedures can be found in the Faculty Handbook under "Tenure-Track Faculty Appointments." The term "adequate consideration" refers essentially to procedural rather than substantive issues: Was the decision conscientiously arrived at? Was all available evidence bearing on the relevant performance of the candidate sought out and considered? Was there adequate deliberation over the import of the evidence in light of the relevant standard? Were irrelevant and improper standards excluded from consideration? Was the decision reached through bona fide exercise of professional academic judgment? These are the kinds of questions suggested by the standard "adequate consideration" (from AAUP Policy Documents and Reports, Tenth Edition, p. 21).

Members: Six faculty members elected by the faculty on a rotating basis for two years per term; three members will be elected each year. Of these three, two shall be tenured full professors. At all times, at least four of the members of the committee must be tenured full professors with at least one of these having previously served on the Tenure Promotion Committee. At least one of the remaining two members of the committee shall be a junior faculty member.

Instruction Committee (revised 11/2009)

The Instruction Committee studies the following areas of faculty responsibility and makes recommendations

concerning them to the faculty for faculty action:

1. Teaching conditions, such as teaching loads and schedules.
2. Evaluation of instruction, classroom and other instructional spaces, and methods of instruction.
3. Instructional resources of the College, such as the library, laboratories, and educational technology.

Members: Five faculty members, one selected from each academic division

Procedure and Ethics Committee (revised 4/2010)

Procedure and Ethics Committee:

1. Receives or makes suggested amendments to the regulations regarding faculty governance and committee structure (Part IV of the Faculty Manual) and makes recommendations for faculty action.
2. emphasizes the codes of ethics of the National Education Association and the American
3. Association of University Professors, and advises on matters of professional protocol.
4. Is responsible for receiving and presenting to faculty nominations for faculty officers and committee memberships for voting by faculty, in accordance with the Rules Governing Faculty Officers, Meetings and Procedures.
5. Presents, at the January meeting of the faculty, a calendar with recommended dates for meetings of the faculty, its standing committees, and the college committees, for voting at the February meeting of the faculty. (Revised 2/04)
6. Assists the president and the provost in drafting and revising the Faculty Manual.

Members: Five faculty members, one from each academic division (Revised November 2009)

Tenure and Promotion Committee (revised 4/2010)

The Tenure and Promotion Committee makes recommendations relating to criteria and procedures for the tenure/promotion process. The Tenure and Promotion Committee reviews nominations for tenure and/or promotion and makes recommendations to the Provost. The committee reviews pre-tenure portfolios and makes recommendations and suggestions to the individual faculty member. The committee may also review initial faculty appointments being recommended for tenure and initial employment to the college. The committee assures that college policies are consistent with AAUP guidelines for tenure and promotion.

Members: The committee consists of five tenured full-professors, one from each division, excluding division heads, nominated by Procedure and Ethics and elected by the faculty. All members will vote on tenure and promotion decisions. (revised 11/2009)

Standing Committees of the College

The College operates through the following listed standing committees and through such additional *ad hoc* committees as occasion makes desirable. The following list may not be complete as the establishment and disassociation of college committees is the prerogative of the President. Except where committee members are elected by faculty vote, appointment to committee membership is made by the President of the College. Although appointments are for a period of one year, faculty and staff may be reappointed. The term of the College Committees is from September to August.

Academic Assessment Committee (added 8/2006)

The mission of the Academic Assessment Committee is to provide oversight to the college plan for assessment of student learning goals across the institution. The committee is responsible for reviewing outcomes of assessment efforts, coordinating assessment efforts to ensure that the information is referred to the appropriate committee or department for consideration, and contributing to the institutional research efforts of the college

Long-Term Goals Of Academic Assessment Committee:

1. To ensure that the college plan for evaluating learning outcomes is comprehensive and effective
2. To ensure that the information gathered through assessment efforts is used by the college to improve services and/or student learning
3. To ensure that the institutional research function of the college is effective in providing information to decision-makers
4. To assist the Director of Academic Assessment in the accomplishment of his/her duties

Academic Technology Council (added 7/2007)

Mission: The Technology Committee addresses IT concerns, gives input on technology needs and helps communicate with the Columbia College community as technology changes.

Membership

Director of the Library and Information Technology

Provost

Webmaster

Six faculty members representing the range of technological needs on campus

Admissions and Financial Aid Committee

Membership

Vice President for Enrollment Management

Provost

Director of Transfer Admissions

Director of Evening College Admissions

Registrar

Director of Financial Aid

Dean of Students

Selected members of the Faculty

Purpose: To direct the Admissions program of the College; to establish guidelines and policies for awarding institutional aid; to establish procedures for compliance with government regulations; to act as a Board to reconsider rejected aid applications; to make aid decisions on specific awards that require selection by the committee.

Campus Life Committee (name change 11/2009)

Membership
Director of Student Activities
Graduate Assistant for Orientation and Leadership
Three faculty
Vice President for Student Government
Senator from each class

Purpose: Review new student organization applications and make a recommendation to the Dean of Students and Provost, select the Student Organization, Student Leader & Advisor of the Year recipients, and serve as an advisory board for proposed changes to the Columbia College Student Government Association's constitution.

Church College Relations Committee (added 7/2007)

Membership
Chaplain
Four other members, at least one of whom is a staff member

Purpose: To develop strategies that strengthen the relationship between the College and the United Methodist Church; to support and promote the initiatives and activities of the Chaplain; and to promote opportunities for students, faculty and staff to engage in service to others.

Columbia College Teacher Education Committee (CCTEC) (added 6/2007)

Mission: The Columbia College Teacher Education Committee ensures that all Teacher Education Programs comply with relevant professional standards and reviews all proposed policy and curricular changes for approval. The Committee represents all program areas and is responsible for communicating with all faculty involved in teacher education. This committee also admits students to teacher education programs and deals with student appeals.

Membership (Appointments are for one year)

Voting:

The Provost shall appoint a representative from each program area; Early Childhood, Elementary, Secondary Education, Special Education, and Speech Language Pathology
Director of Teacher Education
Director of Field Experiences
Director of Field Experiences for Speech Language Pathology
Division Head for the Division of Education (Chair)

Non-Voting:

Provost
Registrar

Meetings: In order to ensure that issues can be dealt with in a timely manner, the committee will meet at the beginning and end of both fall and spring semesters.

Diversity Committee (revised 7/2007)

Membership (revised 11/2009)

Coordinator of Multicultural Affairs and Community Resources (chair)

Dean of Students

At least three faculty

At least three staff

At least three students

Purpose: The Diversity Committee provides information, experiences, and opportunities to apply knowledge and understanding of difference, privilege, and discrimination in all manifestations. Issues of focus include but are not limited to: ability, age, cultural background, gender, ideology, nationality, race, religion, sexual orientation, and socioeconomic class.

Financial Aid Appeals Committee

Fine Arts Committee (revised 7/2007)

Membership

One member from each of the four Fine Arts Programs

Coordinator of Campus Scheduling and Special Projects

Director of Student Activities

Executive Director of Public Relations

Purpose: To act on requests for funding to facilitate fine arts events on campus.

First-Year Student Success Team (added 7/2007)

Purpose: The purpose of the First-Year Student Success Team (FYSST) is to help each first-year student be as successful in the first year of college as she wants to be. Our goal is for every first-year student to develop intellectually, emotionally, socially, physically, and spiritually.

Membership (revised 11/2009)

Director for General Education (Chair)

Provost

Director of Admissions

Dean of Students

Director of Residence Life

Coordinator of the Asbury First-Year Center

Director of Student Health Services

Director of Counseling Services

Director of the Math Lab

Center for Engaged Learning Program Coordinator

Director of the Academic Skills Center

Coordinator of Multicultural Affairs and Community Resources

Global Studies Program Committee (added 7/2007)

Mission: The mission of the Global Studies Program (GSP) is to facilitate global education and cultural exchange at Columbia College through services and programs for international and national students, faculty, staff, and the wider community with whom they interact. GSP recognizes, for itself and for those it serves the importance of acknowledging and affirming values of personal integrity, responsibility, compassion, acceptance of diversity, and respect. With all programs and services offered, GSP works towards supporting students in the development of courage, confidence, commitment, and competence.

In support of Columbia College's mission, GSP facilitates the recruitment of international students; develops, administers, and promotes international academic exchange programs for students and faculty; provides immigration documentation and advisement for international students; serves as the clearinghouse for short-term Academic Travel Opportunities awards CC international travel scholarships to students; develops, administers, and promotes the Global/International Studies Program; supports the International Studies Association (ISA) in programming and outreach; fosters a climate receptive to diversity in all its forms provides leadership in the internationalization of the campus.

Membership (revised 11/2009)

Admissions Counselor for International Students
Representative of Modern Language Overseas Programs
Coordinator of Multicultural Affairs and Community Resources
Three Faculty Members

Honors Program Advisory Committee (revised 7/2007)

Purpose: To serve as an advisory group to the Honors Program's curriculum, policies, leadership, resources, and enrichment activities.

Membership

Director of the Honors Program
Seven faculty members (including the Assistant Director of Honors)
Provost
Three honors students

Leadership Studies Committee

Membership

Executive Director of Leadership Center
Nine faculty members
Two students

Purpose: To guide the academic components of the Leadership Institute.

Publications Committee

Membership

Dean of Students

Four students including the editors to The Columbian, The Criterion, and The Post Script
Four faculty/staff including the advisors to The Columbian, The Criterion, and The Post Script
Two students-at-large

Purpose: The Columbia College Publications Committee oversees the production of four campus publications: the college newspaper, The Post Script; the college annual, The Columbian; the college magazine of student art and literature, the Criterion; and the college handbook. Responsibilities include: (1) To act in an advisory capacity to each publication on matters which the editors bring before the body. (2) To consider cases brought before the Committee by students, faculty, or administration wherein staff members may have been accused of failure to adhere to the highest journalistic standards as set forth by the profession itself and as summarized briefly in the Student Handbook. The staff member called before the Committee shall be given the opportunity to present her case in answer to a charge of misconduct. By majority vote of the membership, the Publications Committee may censure a staff member whose performance has been found unprofessional. (3) To remove an editor from office should circumstances necessitate it. This may also be effected upon a recommendation by the advisor of a publication with the approval of the Publications Committee. It is the advisor's responsibility to oversee his or her editor's performance and to make appropriate recommendations to the Committee.

Strategic Planning Committee

Membership
Vice President for Academic Affairs (chair)
Vice President for Finance
Five faculty
Two staff
Two Board of Trustee members
One alumna
Three students

Purpose: To guide the college-wide strategic planning process and make recommendations to the President.

Undergraduate Studies (added 8/2008)

Membership
Directors of the various interdisciplinary academic programs
Director of Career Services
Director of Assessment/Registrar
Dean of Students
Provost

Purpose: To provide a venue for exchange of information, innovation, and collaboration among the various interdisciplinary academic programs and support offices across campus.

Wellness Initiative (added 7/2007)

Purpose: The mission of the Columbia College Wellness Committee is to empower members of the campus

community to make proactive and responsible choices regarding their health through opportunities promoting social, emotional, physical, and spiritual well-being. The wellness program provides special campus events, seminars, guest speakers, personal fitness options, and a monthly newsletter for faculty, staff, and students of the College.

Membership Members of the Wellness Committee include faculty, staff, and students.

Committee for the Study of Gender and Women (added 7/2007)

Membership At least one staff member from the Office of Student Affairs; Six faculty

Purpose: To plan course offerings and activities for the Women's Studies Program.

Part V. College Policies, Procedures, and Publications

Emergency Protocols

(revised 11/2009)

The campus has an emergency notification system that sends out phone messages, emails, and text messages to the phones and addresses provided by faculty, staff and students in the event of an emergency. There is also a warning siren which serves as a way to alert all members of the campus community when there is an emergency. Faculty and staff are encouraged to update the information used in the notification through the college website.

In the event of a major pandemic, it is possible that the campus will need to close for a period of time. Should that happen it is important that faculty and students can arrange for continue their class work for a period of time. For that reason, each faculty member should include in his or her syllabi a statement about the mechanism that the class will use to continue to operate if the campus is forced to close for a time during the semester.

A sample statement follows.

It is possible that during a semester, the need may arise to evacuate the campus for a period of time. If that occurs, the college will make every effort to minimize lost instructional time. In this class, I will expect you to log in to the KC page for this class and look for a message from me about how to stay up to date with assignments.

The J. Drake Edens Library

(revised 11/2009)

As the academic heart of the Columbia College Campus, the J. Drake Edens Library provides professional guidance and houses materials to help patrons explore all aspects of the liberal arts. To support that research, the library maintains a collection of books, periodicals, and media and has access to tens of thousands of full-text articles through database subscriptions. Access to the electronic databases is available anywhere in the world by college e-mail user name and password. Librarians are eager to assist students, faculty, and staff with their research needs. The library's course-integrated information literacy program is available to faculty for both general education courses, as well as, upper division courses.

Interlibrary cooperation among the academic colleges and universities in South Carolina enable patrons to borrow materials from other libraries. J. Drake Edens Library maintains materials important to the history of Columbia College in the College Archives.

Regular Library Hours

Monday – Thursday	8:00 a.m. – 11:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 5:00 p.m.
Sunday	3:00 p.m. – 11:00 p.m.

May Session, Summer school, and changes in regular library hours for holidays are posted on the library's

homepage.

Circulation of Library Materials

Faculty members need to present their Columbia College ID card to check-out materials. Books are checked out for a semester, with the length of checkout varying for other types of materials.

If material is not returned after a reasonable amount of time sufficient for extensive research or lost, the faculty member is responsible for the cost plus a non-refundable processing fee on each item; otherwise, the library will request a division budget transfer for the cost of materials.

Reserve Materials

The purpose of the reserve system is to make a limited number of books, or other materials, available to a larger number of students by restricting the circulation. U.S. copyright laws are upheld in relation to reserve materials. Reserve materials may be designated as in-library use, overnight, 24 hours, or three days. A notebook listing all materials on current reserve is kept at the circulation desk.

Faculty members are requested to place materials on reserve before the semester begins and give the circulation librarian at least 24 hours prior to student assignments to place additional materials on reserve. A completed reserve form must accompany all reserve materials.

Collection Development

The purpose of the J. Drake Edens Library's collections is to support the teaching, research, and learning at Columbia College. To achieve this purpose, collection development is a shared responsibility between the faculty and the library. The faculty of the academic divisions and programs are the experts in their respective disciplines and the library professional staff has the responsibility for managing the library funds for books and media; selection and location of purchased library materials; evaluation and disposition of gift materials; management and continuing assessment of the collections themselves. Faculty participation in collection development is critical because:

- Library materials are acquired to support their teaching and research
- The scope of the collection evolves through their course assignments

Ordering Procedures

Columbia College faculty may submit book and media library purchase requests in any of the following ways with the approval of the Division Head:

- E-mail the Collection Development Librarian and copy the division head with title(s)
- Send a written list via campus mail
- Submit publishers' announcements indicating the titles to be purchased, via e-mail or campus mail
- In person, Faculty members are always welcome to stop by to request titles. The Technical Services Department is located on the mail floor in Room 212, directly behind the Director's Office, with regular hours between 7:30AM-4:00PM.

Requesting books and media

Each division receives an allocation for book and media library purchase requests. Each faculty member within a division is encouraged to submit requests to build a viable collection to support the College's curriculum. Titles will be ordered until the allocation is depleted or until the deadline of February 26 for purchasing is met. After the deadline date, any remaining balance will be spent by the User Services and Collection Development Librarians for recommended titles needed. The budget allocation is reviewed annually.

The most important information needed in requesting purchases is the title and the author. The publisher/producer, ISBN / catalog number, and publication year are also helpful. Only the latest edition will be acquired. As soon as a title is ordered, a bibliographic record will appear in the catalog with a message indicating when it was ordered.

The length of time it takes to receive and process a title depends on the type of material requested. Titles will be processed as soon as possible. Faculty should indicate if a title is to be a rushed item. The library will make every effort to meet your goal; however, the library is dependent upon the jobber's or producer's response time. Depending on how material is requested, faculty will be notified by e-mail or phone upon its receipt.

The library acquires media titles in CD and DVD format. VHS cassettes are purchased only if the title is not available in DVD format. Requested media titles will be ordered and placed at the Circulation Desk when received, so the requesting faculty member may preview it in the library before it is processed. A preview slip will be attached to the title for the faculty member to indicate whether or not to purchase the title.

The following guidelines apply for specific categories of materials:

Textbooks: Textbooks are not generally purchased or added to the circulating collection as they quickly become outdated.

Multiple copies: Generally one copy of a title is adequate since the library tries to provide a wide range of materials to support the curriculum. The library generally does not order second copies. **Children's Award-**

Winning Books: The library orders two copies each of the Caldecott and Newbery Medal titles each year. The Coretta Scott King Awards for African-American authors, Scott O'Dell Award for Historical Fiction, Belpre for Latino works, the Schneider Awards for books containing an expression of the disability experience, and the Printz for young adult titles are acquired each year for the Overton Children's Collection.

South Carolina Instructional Materials and Textbook Collection: The state-adopted instructional materials and textbook collection is located on the second floor. Columbia College's education majors use these materials to fulfill their student teaching and practicum requirements. The library automatically adds the newly adopted materials in May each year after the State Department of Education publishes its approved list. Superseded editions of these materials are deselected from the collection.

Gifts: J. Drake Edens Library gratefully accepts book and media gift titles for the development of its collection. These gifts are especially valuable if they fill existing gaps and support the curriculum. Please contact the Collection Development Librarian about the appropriateness of your gifts before sending them to the library. Gifts may be accepted under the condition that the library may dispose of them if not appropriate or if they are duplicates. The library will not provide an appraisal of the items for tax or other purposes but will acknowledge with a letter giving the number of titles or items donated.

Collection Maintenance

Duplicates, dated materials, and titles no longer appropriate in the J. Drake Edens Library's collection will be

deselected and discarded. Titles beyond repair will be discarded and replacements, if available, will be acquired.

Procedures

Purchasing

Regulations governing purchases made by faculty and staff personnel and charges to the College budget are stringently applied. The College is not responsible for purchases made without properly issued purchase order numbers obtained in advance of the purchase.

Heads of divisions and other authorized persons may obtain purchase order numbers from the Business Office. The following information is necessary in order for a purchase order to be written: name and address of vendor, quantity and description of items or services requisitioned, estimated cost, the account number to which the purchase is being charged, name of division and purchaser. Only approved invoices are paid by the College.

The Business Affairs Committee of the Board of Trustees has stated that individuals violating purchasing procedures may be held personally responsible for the financial obligation incurred.

Repairs and Maintenance Requests

All requests for repairs and maintenance are to be made through the Division Head and sent to the Facilities Management Department on the appropriate forms.

Use of Buildings

Faculty and staff members who wish to schedule meetings at the college may do so through the Director of Campus Scheduling. It is always helpful if the person scheduling the meeting informs the switchboard of the nature and time of the meeting so that the operator can provide adequate information for guests attending the meeting.

College Calendars and Publications

1. College Calendars (academic, student, general)
2. Around Campus (weekly activities)
3. College Bulletins (available online and from Academic Office)
4. Evening College Bulletin (available online and from Academic Office)
5. Graduate School Bulletin (available online and from Academic Office)

6. Student Handbook (available from Student Affairs)
7. The Postscript (student newspaper)
8. The Columns (alumnae newspaper/magazine)

College Functions

The faculty is encouraged to attend functions appearing on the official calendar of the College. Each faculty

member is expected to participate in each commencement exercise and each faculty member is expected to be responsible for his or her own academic regalia. The College will assist the faculty member in the purchase of regalia. Information may be obtained from the Provost's Office.

Community Relations

Columbia College feels a deep obligation to serve the City of Columbia which has generously supported the institution through the years. It does this in a variety of ways and through continuous day-by-day participation of its faculty and staff members in community affairs.

Although a United Methodist Institution, the College facilities are available to other groups for meetings, institutes, clinics and seminars. You are invited to consider the facilities of this institution when planning an event.

Individually, members of the College staff and faculty serve the city by participating in civic and professional activities. The College encourages and endorses such activity as a useful part of the activity of each member of the college faculty.

The College uses the Image Enhancement Campaign to enlighten high school graduates and parents about Columbia College.

Public Relations

Everyone in the College community is an agent in the public relations programs. You are encouraged to know your College and to work continuously for its improvement. Faculty members are the most valuable public relations agents in our institution, and you are urged to take an active part in its promotion.

The administration of the College reminds the faculty member of his special obligations arising from his position in the community and with the college "to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to make every effort to indicate that he is not an institutional spokesman." (From the "Statement of Extramural Utterances" of the AAUP)

Use of the College Name

There is an occasional danger of improper use of the College name by unauthorized persons or organizations. Faculty members who sense situations in which the college name may be used in other than an official connection are requested to advise the President of the College.

Information Services

The Public Relations Office is the liaison between the school and the mass media. Moreover, the Director of Public Relations interprets the function of the College and focuses public attention on all facets of life of the institution. Information is sent regularly to 347 sources, including daily and non-daily newspapers within South Carolina and in other states, magazines with local and regional circulation, and radio and television stations throughout the state.

The Director of Public Relations is responsible to the Vice President for Advancement. Under this arrangement, however, the Public Relations Officer is not bound to any specific area of college life, but

instead is more closely related to all phases of the school's administrative, academic and extracurricular organization.

In order to keep abreast of activities in academic divisions and campus organizations, the Director of Public Relations requests that faculty members submit periodic reports on new projects. Students are encouraged to suggest stories to be released to hometown newspapers. The Director of Public Relations publishes The Columns three times a year.

All information about Columbia College is released through the Public Relations Office. Having all information emanate from the News Bureau is by no means an effort to control or to censor the news. The main purpose of this practice is to ensure accurate, adequate, and suitable treatment of all news matter.

Occasionally, the Director of Public Relations asks faculty or staff members to check manuscripts which deal with their disciplines or divisions. This procedure permits careful checking for possible error in story content or in statement of fact. In authorizing such checking of manuscripts, the Director of Public Relations does not encourage, advocate, or sanction prior censorship by faculty or staff members.

Alumnae Association

The work of the Alumnae Association is handled by the Director of Alumnae Relations. News of interest to the Alumnae is provided through a series of publications released throughout the year to members of the Association. You are asked to assist in the careful selection of newsworthy items.

Faculty members are often asked to speak before Alumnae groups. The talks provide an opportunity to tell members of an important group in the College family about progress at their Alma Mater.

Student Activities and the Community

From time to time student groups are invited to appear at various functions in the city. The faculty should encourage such appearances and assist in the careful planning and coaching of the groups. All appearances, however, must be reported to the Office of the Provost.

Participation in Drives and Solicitations

Columbia College officially participates each year in the United Way of the Greater Columbia Fund and an opportunity is afforded individual faculty and staff members to participate. General Solicitation of faculty and staff by salesmen, however, is not permitted except in the case of book publishers.

Externally Funded Grants and Contracts

Columbia College actively seeks external sources of funds to supplement the organization's tuition-based operations budget. Externally-awarded grants and contracts are welcome since many special academic and institutional projects would not be possible without them. Most of the grants obtained in recent years have been departmental projects, but the emphasis in the coming years is toward institutional advancement.

Grants received from agencies outside the College are coordinated through the Office of Foundation

Support in the Advancement Office. The Director of Foundation Support monitors the implementation of such grants to ensure that the College retains control of the programs and/or research projects.

Recent grants have been awarded for visiting faculty and speakers forums, library computerization, special events, building funds, fine arts programs, exhibitions and performances, and art residencies.

The primary role of the faculty member at Columbia College is that of teacher. Therefore, the primary focus of faculty is to remain centered upon those activities which contribute to the overall quality of one's classroom instruction and to the best interests of the institution. Independent faculty research which ultimately enriches the quality of instruction and furthers the purposes of a teaching institution is always encouraged. The faculty member is entitled to full freedom in research and the publication of his or her results, subject to the adequate performance of other academic duties.(from the 1990 SACS Self-Study, page 277)

Affirmative Action, Equal Employment Opportunity Program

(revised 11/2009)

Columbia College has maintained personnel policies that seek to ensure equal employment for all individuals. It is anticipated that the implementation of this Affirmative Action Program (AAP) will further ensure what already is an established policy within the College--equal employment opportunity for all persons in all phases of the College's operations without regard to race, color, religion, sex, national origin, disability, or age.

As part of this AAP, an ongoing, self-evaluation has been undertaken. This self-evaluation is directed towards monitoring all areas of the College to assure that affirmative action is being practiced. To assure adequate assessment, the college will take into account such matters as work force analysis, personnel needs, available training, and the availability of minority, female, and disabled persons in the College's recruiting area who possess skills used by the College.

Dissemination

The College's Affirmative Action Policy is internally disseminated on a continuing basis by:

Initially distributing copies to administrative units for presentation to the employees of that unit.

Including the policy in the AAP/EEO Hiring Procedures Packet.

Including the policy as part of the next revision of the Employee Handbook and Faculty Handbook.

Making copies available to any employee through the Personnel Office.

The College's Affirmative Action Policy will be externally disseminated on a continuing basis by:

- 1 Periodically informing all recruiting sources of the College's policy.
- 2 Incorporating applicable equal employment opportunity clauses in all purchase orders, leases, and contracts.
- 3 Communicating to prospective employees the existence of the College's affirmative action posture by identification of the College as an Equal Employment Opportunity employer in all recruiting advertisements and on the College's application form.

4 Posting the College's Affirmative Action Policy in areas where applicants apply for employment.

Responsibility

The Vice President for Finance is designated as the director of the Affirmative Action Program. In carrying out this program, he/she receives the requisite support of senior management necessary to execute the assignment and be provided the staff and time to administer the Program. The Personnel Office is charged with the day-to-day management of the AAP. The requirements for carrying out the Program include, but are not limited to, the following:

1. Developing policy statements, affirmative action programs, internal and external communication techniques.
2. Assisting in the identification of problem areas.
3. Assisting managers in arriving at solutions to AAP problems.
4. Designing and implementing audit and reporting systems that will:
 - a. Measure effectiveness of the College's Affirmative Action Program.
 - b. Indicate need for remedial action.
 - c. Determine the degree to which the College's AAP goals have been attained.
 - d. Determine whether minority, female, disabled, and ethnic group members have had the opportunity to participate in all College-sponsored educational, training, recreational, and social activities.
5. Serving as liaison between the college and EEO and AAP agencies.
6. Serving as liaison between the College and minority organizations, women's organizations, religious organizations, and community action groups concerned with employment opportunities of minorities, women, the disabled, and ethnic group members.
7. Keeping management informed of latest developments in the EEO and AAP area.
8. Discussing the Affirmative Action Program regularly with managers, supervisors, and employees to ensure their adherence to policies and procedures.
9. Ensuring that minority and female employees are afforded a full opportunity, and are encouraged, to participate in all College-sponsored educational, training, recreational, and social activities.

All members of management who have administrative or directional authority for employees are responsible for conducting day-to-day personnel activities in a manner which ensures compliance with the College's Affirmative Action Policy. Personnel decisions are to be reviewed by the College's Affirmative Action Coordinator to ensure that minorities, females, and individuals who are disabled are given equal treatment.

Record Keeping and Reporting

The Affirmative Action Coordinator will gather the following information for review by senior college personnel on at least an annual basis:

- 1 Applicant flow data, which shall include the number of females, the number of disabled and the number in each minority group.
- 2 The number of new hires, which shall include the number of females, the number of disabled and the number in each minority group.
- 3 The number of promotions, transfers, demotions, and terminations, which shall include the number of females, the number of disabled and the number in each minority group.
- 4 Job Group Analysis as to sex, ethnic group, and disability by job group and by salary level.

5 The number of persons participating in College-sponsored training programs, if any, which includes the number of females, the number of disabled and the number in each minority group.

Equal Employment Opportunity (revised 04.2010)

Columbia College is committed to providing equal employment opportunities for all employees and job applicants. The College's recruiting, promotion practices, and other conditions of employment shall be maintained and conducted in a manner that does not discriminate on the basis of age, disability, race, color, sex, gender, pregnancy, religion, national origin or sexual orientation.

The College recruits, hires, trains, and promotes persons in all job titles without regard to age, disability, race, color, sex, gender, pregnancy, religion, national origin or sexual orientation. The College will make decisions so as to further the principle of equal employment opportunity. The College will attempt to ensure that personnel decisions and actions, including, but not limited to compensation, benefits, transfers, promotions, terminations, job classifications, and all other terms, conditions, and privileges of employment will be administered without regard to age, disability, race, pregnancy, color, sex, gender, religion, national origin or sexual orientation. Employee selection, hiring, promoting, and evaluation are based on the individual's ability, experience, training, education, prior work record, and other factors related to their ability to perform.

The college does not tolerate derogatory labels used by employees to demean other employees, students, customers, vendors, or others affiliated with the college regarding the age, disability, race, pregnancy, color, sex, gender, religion, national origin or sexual orientation. Additionally, the college does not tolerate discriminatory actions by employees against other employees, students, customers, vendors, or others affiliated with the college regarding the age, disability, race, pregnancy, color, sex, gender, religion, national origin or sexual orientation.

In accordance with and to the extent required by federal and/or state law, the College will attempt to accommodate the disabilities and religious beliefs or practices of qualified individuals. In accordance with and to the extent required by federal and/or state law, the College will not take adverse action against an employee or applicant because an employee, in good faith:

- Reports to management what the employee reasonably believes to be violation(s) of this policy and/or the College's workplace harassment policy;
- Participates in an investigation of an allegation involving this policy and/or the College's workplace harassment policy; or
- Exercises her or his rights, if any, under applicable federal or state law related to workplace discrimination and/or harassment.

All employees are expected to comply with our Equal Employment Opportunity Policy. Supervisors who are responsible for meeting business objectives are expected to cooperate fully in meeting our equal employment opportunity objectives and their overall performance ma

Harassment Prohibited

Columbia College is committed to providing an environment that is free from discrimination or harassment. To this end, we believe our students, faculty and staff should be able to enjoy a workplace and academic setting free from harassment based on the individual's sex, gender, pregnancy, race, color, religion, national origin,

age, disability or sexual orientation. It is a violation of Columbia College policy for any student, faculty or staff member to harass another person based on the individual's sex, gender, pregnancy, race, color, religion, national origin, age, disability or sexual orientation.

Sexual Harassment Defined

Sexual harassment or sex-based harassment occurs when a student, member of the faculty, staff or other person makes unwelcome sexual advances, or requests sexual favors, or exhibits verbal or physical conduct of generally a sexual nature or, based on a person's sex, creates an intimidating, hostile, or offensive working environment that interferes with an individual's work or school performance; or otherwise adversely affects an individual's employment or educational opportunities. Sexual harassment may include:

- Requests for sexual favors or threats or intimations of sexual relations or sexual contact which are not freely or mutually agreeable to both parties; ☒ Unwanted physical contact; including touching, pinching, brushing the body, impeding or blocking movement, or any physical interference with normal movement;
- Verbal harassment, such as sexual innuendoes, graphic commentaries about a person's body, sexually degrading words to describe the person, suggestive comments, jokes of a sexual nature, sexual propositions, and threats;
- Nonverbal conduct, such as display of sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person, leering, whistling, or obscene gestures; ☒ Acts of aggression, intimidation, hostility, threats, or unequal treatment based on sex or gender (even if not sexual in nature); and
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.

Women are not the only ones who experience sexual harassment. Not only do men experience sexual harassment, but also the harassment can be between persons of the same sex.

Other Forms of Prohibited Harassment

Harassment includes many forms. It could include verbal or physical conduct that: defames or shows hostility toward an individual because of his or her race, color, religion, pregnancy, gender, national origin, age, disability, disability of an individual's relatives, friends, or associates, or sexual orientation; creates or is intended to create an intimidating, hostile, or offensive working environment; interferes or is intended to interfere with an individual's work or school performance; or otherwise adversely affects an individual's employment or educational opportunities. Harassing conduct could include, but is not limited to:

- Epithets; slurs; negative stereotyping; or threatening, intimidating or hostile acts; which relate to race, color, religion, pregnancy, gender, national origin, age, disability or sexual orientation;
- Written or graphic material that defames or shows hostility or aversion toward an individual or group because of race, color, religion, pregnancy, gender, national origin, age, disability or sexual orientation and

that is placed on walls, bulletin boards, or elsewhere on the College's premises, or that is circulated in the workplace; and

- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of employment or academic life may be adversely affected by an individual's race, color, religion, pregnancy gender, national origin, age, disability or sexual orientation.

Steps to Take If You Are Being Harassed or Observe Harassment

If you believe you are experiencing prohibited harassment, you should do something about the situation as soon as possible. If you are able, clearly explain to the person causing the harassment that you are uncomfortable with his or her behavior and request that the conduct cease immediately.

Students should also immediately report the situation to the Dean of Students or Provost. Employees should report the situation to his or her immediate Supervisor, the Director of Administrative Services or the Vice President for Finance. The College will attempt to conduct a thorough, impartial and timely investigation of all complaints of harassment.

Disciplinary Actions

Students who violate this policy shall be subject to disciplinary action that may include, but is not limited to, oral or written warning, suspension or dismissal.

Any faculty or staff who is found to have wrongfully harassed a student, faculty member or staff member shall be subject to discipline up to and including discharge.

Policy Against Retaliation

Where there is good faith belief that harassment may have occurred, no member of the Columbia College community having brought such complaint shall be subject to retaliation in any form.

Confidentiality

All cases of reported harassment are held in confidence to the extent possible subject to the College's need to properly investigate allegations of prohibited harassment.

Columbia College will not tolerate harassment based on race, color, religion, gender, pregnancy, national origin, age, disability or sexual orientation.

Americans with Disabilities Act

Columbia College complies with the provisions of the Americans with Disabilities Act (ADA). The ADA prohibits discrimination against qualified individuals with disabilities with regard to conditions and privileges of employment and requires that reasonable accommodations be made for the known physical and/or mental limitations of the qualified but disabled person.

A qualified individual with a disability is someone who, with or without a reasonable accommodation, can perform the essential functions of the job the individual is seeking or now holds. If you believe that you need a reasonable accommodation, you should submit an Application for Reasonable Accommodation Form as well as any medical documentation of functional limitations to your Division Head or Supervisor. A request for a reasonable accommodation may be accepted, modified, or rejected. If you disagree with the decision regarding your request for reasonable accommodation, a written appeal may be submitted to the Director of Administrative Services.

Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)

The Human Immunodeficiency Virus (HIV) that causes Acquired Immune Deficiency Syndrome (AIDS) is not transmitted by casual contact. Columbia College does not discriminate against employees who have or may have been exposed to HIV, which causes AIDS.

Workplace Diversity

Columbia College's workforce is diverse and reflects many distinguishing characteristics, including age, race, disability, gender, ethnicity, religion and sexual orientation. By valuing our diversity, each of us can help to ensure that all College employees have opportunities to advance to the fullest extent of their skills and abilities.

Our Equal Employment Opportunity and Diversity policies have two objectives. The first is to provide a full and fair opportunity for all employees, regardless of race, religion, gender, color, age, disability, national origin, or sexual orientation to pursue a livelihood based upon their performance, knowledge, skills, and abilities. The second objective is to enable all employees to carry out their job duties free from unlawful discriminatory treatment, including unlawful harassment and retaliation for engaging in legally protected activities.

All employees play an important role in maintaining an environment of equal opportunity and must treat all colleagues with respect and professionalism.

Mission-Based Policies

Alcohol/Drug Policy

Columbia College actively supports, as part of its mission, the academic, social, spiritual, physical and emotional health, and safety of its faculty and staff. This policy states the commitment between the college and the faculty and staff is to encourage a healthful living, study, and work environment. This policy represents a good faith effort to maintain a drug free work place. The guidelines specified herein apply to all full and part time faculty and staff.

Legal Sanctions

Columbia College is a drug free and alcohol free institution. The unlawful manufacture, distribution, dispensation, possession and use of illegal drugs or controlled substances in the workplace, as set forth by Federal Codes 21 U.S.C. 844 (a), 21 U.S.C. 853 (a)(2), 21 U.S.C. 991 9a0(4)(7), 21 U.S.C. 994(a), and 18 U.S.C. 922 (g) and South Carolina Code of Laws, Sections 44-53-110 and 44-107-10, is prohibited. No Columbia College employee, whether on campus, at a college sponsored activity, or off campus may engage in using, selling,

bartering, loaning, giving, procuring for or furnishing for another, keeping or transporting for sale, directly or indirectly, any illegal drug, drug paraphernalia, or illegal alcoholic beverage. All faculty and staff are responsible for the contents of their vehicles, other personal property, and their offices.

Counseling and Treatment

With the commitment to the wellness concept, Columbia College has developed a substance abuse prevention program. A faculty or staff member may receive counseling through the Employee Assistance Program (EAP). Employees who feel they have a problem or have questions may voluntarily seek counseling for themselves, family, or others. **The EAP does not report the use of their services to Columbia College.**

Disciplinary Sanctions

Individuals in violation of the Alcohol/Drug Policy may be subject to the college disciplinary process, which may include, but is not limited to, confidential counseling through the EAP, suspension, or dismissal. Those who voluntarily seek assistance from the EAP are not reported to the college.

The college reserves the right to search employees when particularized suspicion exists. Particularized suspicion may include, but is not limited to, grossly rude or violent behavior, substantial impairment of speech or physical control, or an abrupt change in appearance, or temperament in the workplace or classroom. Legally sanctioned searches include urine testing and breathalyzer tests. Violators may be subject to college, civil, or criminal proceedings. Any employee convicted for a drug statute violation is to notify his or her supervisor no later than five days after the indictment. An employee indicted of a statute violation may be subject to sanctions or to satisfactory participation in a substance abuse or rehabilitation program.

Copyright Policy on Software

Columbia College is committed to respecting copyright laws. The College expects that all faculty, staff, and students will adhere strictly to the licensing conditions set forth in the license statements of the software packages purchased by the institution.

Copyrights for software vary from vendor to vendor, but the general agreement is that one purchased copy of any software may be legally loaded on only one machine.

Occasionally more generous options are included in the licensing agreement. The agreement is contained in the software package, frequently on the envelope containing the disk, in a paragraph labeled "license statement," "copyright," "license agreement" or words to that effect. Information Technology is happy to help interpret these statements if any confusion exists.

When software is purchased through a division, it is that division's responsibility to ensure that the purchased software is loaded according to the licensing agreement. A copy of each license agreement is to be maintained in the division. In addition a copy of each license agreement is to be sent to Information Technology for the master file.

Loading a software package, whether on a hard drive or by floppy implies agreement with the licensing law, as does breaking the seal on the purchased disks. Any non-adherence to the stated software policy is illegal

and could result in college liability. Violations of copyright constitute unethical behavior and could also cause legal action to be taken against the individual.

Public Access of Political Candidates Policy

A central focus of the mission of Columbia College is to develop in each student the abilities to think critically, to analyze information carefully, and to construct effective solutions for real problems. To fulfill this function the College should be a marketplace for ideas providing students maximum exposure to theories, concepts, data, and opinions. Consequently, we should endeavor to attract to the campus speakers representing a broad spectrum of ideas and a rich diversity of opinions.

As an intellectual community, Columbia College should, perhaps above all other institutions, uphold and implement the constitutional right of freedom of speech and association. At the same time, to ensure that Columbia College maintains an objective and eclectic perspective in the pursuit of knowledge, there is a need for the following policy addressing public access to the Columbia College community by political candidates.

1. Liability and logistical difficulties prevent the use of campus facilities or grounds for public political rallies. All political candidates invited on campus are to be sponsored by bona fide campus organizations for the express purpose of addressing only members of the Columbia College community.

2. Bona fide campus organizations that invite political candidates on campus during election campaigns are to notify the office of the President concerning date, time, and place for the meeting. The President has the power to deny permission if the meeting poses a major problem or threatens campus security.

3. The principle of freedom of speech inherent within the classroom enables faculty members to invite guest lecturers who may be political candidates.

4. The presence of a political candidate on campus should never be construed as an endorsement by Columbia College of the candidate nor the ideas presented.

Nondiscrimination and Anti-Harassment Policy

Our policies, as well as various laws and regulations, generally prohibit employment decisions from being made on the basis of race, sex, religion, national origin, age, disability, or similar distinctions. In addition, it is our policy to provide a working environment in which employees are free from discomfort or pressure resulting from jokes, ridicule, slurs, threats, including joking threats, and harassment either relating to such distinctions or simply resulting from a lack of consideration for a fellow human being.

Sexual harassment warrants special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal or visual conduct based on sex constitute sexual harassment when:

Submission to the conduct is an explicit or implicit term or condition of employment; or Submission to or rejection of the conduct is used as the basis for an employment decision, or The conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to, explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented “kidding” or “teasing,” “practical jokes,” jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, “put-downs” or condescending or derisive comments based on gender, and physical conduct, such as patting, pinching, or brushing against another person. It may also include threats of insulations that the person’s employment, grades, wages, promotional opportunities, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances. Although most commonly the “perpetrator” of such conduct is male the “victim” is female, this policy prohibits such conduct regardless of the gender of the perpetrator or victim.

Disputes sometimes arise as to whether conduct was “welcome” or “unwelcome.” Conduct which would violate this policy if it were unwelcome will be considered to violate the policy if anyone complains of it. Obviously, not all conduct which is prohibited by this policy constitutes a violation of law.

If you feel that this policy has been violated by anyone with who you come in contact on the job, regardless of whether it is by a fellow worker, a supervisor, or a member of the general public, you should report the incident(s). Do not assume that the College is aware of your problem. It is your responsibility to bring your complaints and concerns to our attention so that we can help resolve them. There are several ways that you can do this:

- 1 By reporting to your supervisor or to a higher level in your “chain of command.” Complaints against the President should be made to the Chairman of the Board of Trustees.
- 2 Report to the human resources director.

Supervisor and managers who receive complaints of or become aware of harassment should coordinate with Human Resources.

Every harassment allegation is investigated. Investigatory procedures may vary from case to case, depending upon the circumstances. The investigation is conducted confidentially, consistent with a thorough investigation. All employees have a responsibility both to cooperate fully with the investigation and to keep the matter confidential, whether the employee is the accused person, the complaining one, or merely a witness. Persons who are interviewed should not discuss the matter at all with co-workers, friends, or management. Columbia College keeps the information it gathers confidential, consistent with a thorough investigation, state and federal laws and the needs of the investigation.

These procedures have been established to enable you to get relief if you feel that you are the victim of harassment. The U.S. Supreme Court has stated that as a general rule you may not sue the College for a violation of your rights unless you first give us notice and an opportunity to end the harassment. The reporting procedures which we have adopted are intended to establish a clear record of what has been reported.

Columbia College forbids retaliation against anyone who has reported harassment in good faith, and it will not tolerate retaliation or harassment against you for reporting a violation of this policy. If any employee engages in conduct which you believe to be retaliatory you should report it in one of the ways listed above for reporting harassment. You will not be penalized in any way for reporting such conduct concerning yourself or another person.

Smoking Policy

(revised 11/2009)

All buildings on the Columbia College campus are smoke-free, including the residential facilities. Additionally, smoking on the Columbia College campus is limited to designated smoking areas found throughout the campus in the following locations: At the designated picnic tables (painted dark green) in the Harrelson • Student Center courtyard, adjacent to the Godbold Center, and outside of the Ariail Peele building (near the residence halls). Parking lots A-I(see campus map) and the parking lot located at the • College's athletic complex. On the front porch of the Breed Leadership Center (facing Columbia College Drive). Smokers are expected to use caution when smoking on campus due to the fire hazard involved and to dispose of their cigarettes butts in the receptacles provided. All college policies, including Quiet Hours, are in effect in the designated smoking areas. Persons found to be violating the College's Smoking Policy can be cited by the Columbia College Police Department (tickets range from \$5 -\$25) and/or turned in to the Student Conduct Board for judicial action. This policy applies to all Columbia College students, faculty, staff and guests.

Staff-Student Relationships

Staff members are to treat students as adult individuals who possess dignity, worth, and the ability to be self-directed. They are to assist students in developing self-determination and wise exercise of free choice. The student's freedom of choice should be limited only when the individual's decisions or actions may result in significant damage to self, to others, or the institution. Staff members are to treat students with professional respect and courtesy.

Amorous relationships between staff members and students are discouraged generally and prohibited specifically in cases when the staff member supervises the student. Paraphrased from the American College Personnel Association's "Statement of Ethical and Professional Standards," Section A. "Relationship with Students."

Appendices

Organizational Chart

Columbia College Board of Trustees

Annual Division Head Evaluation Form

Annual Faculty Evaluation Form

Faculty Activity Checklist Form

Course Evaluation Form – short answer

Course Evaluation Form –Questions

Student Request for Exception to Academic Policy Form

Proposed Change in Academic Policy Form

Proposed Change in Curriculum Form

Curriculum Checklist Form

Contractual Studies Pilot Program Template

Confidentiality of Student Records

Columbia College Red Flag Policy -Identity Theft Prevention Program



Organizational Chart

PRESIDENT Elizabeth Dinndorf

Provost and Vice President for Academic Affairs
Vice President for Advancement
Vice President for Enrollment Management
Vice President for Finance
Executive Director of Leadership Programs

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Academic Division Heads/Faculty
Information Technology and Library Services
Leadership Studies (Academics)
Registrar
Student Services

VICE PRESIDENT FOR FINANCE

Bookstore
Controller
Dining Services
Facilities
Human Resources
Police Department
Post Office

VICE PRESIDENT FOR ADVANCEMENT

Assistant Vice President for Advancement
Annual Giving and Systems
Grants
Major Gifts Development
Advancement Services
Gift/Records
Executive Director of Alumnae Relations
Public Relations

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Admissions
Athletics
Financial Aid

**Columbia College
Board of Trustees
2014-2015**

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Ms. Charlotte L. Berry
Dr. Wanda Bigham
The Reverend Lee C. Bines
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Ms. Patricia Stone Wood '64
Ms. Claire Wilson Yarborough '67, Board Secretary

Mr. M. Edward Sellers, *Trustee Emeritus*

Annual Division Head Evaluation for Academic Year 2014-2015

Name _____ Division _____

Rank _____ Tenured Untenured

Highest Degree Earned _____ Area of Specialization _____

Number of years of full time teaching

at Columbia College _____ at other Colleges/Universities _____ at other institutions _____

If applicable, please enter the year of your last promotion _____

I wish to be nominated for tenure in the spring of _____

I wish to be nominated for promotion in the spring of _____

Teaching and other academic load

	Fall	Spring	Total
Number of semester hours (regular + overload)			
Number of contact hours per week			
Number of preparations			
Total number of students			

Number of advisees			
Number of sh and reason for release time or load reduction			
Number of semester hours counted as paid overload			
Number of banked hours accumulated as of the end of this semester.			

Please summarize any variances that would explain your load as greater or less than what the above chart shows.

Signature

Date

DIVISION HEAD EVALUATION FORM INSTRUCTIONS

The purpose of this form is to offer both the division head and the evaluator the opportunity to assess the division head’s performance. It also seeks to help the division head and evaluators to determine areas of special strength and areas where improvement is needed. Division heads and evaluators are encouraged to work together to create a plan of action for the year following the evaluation that builds on her/his strengths and supports her/his development in areas of weakness.

The list in each category of teaching, service, and scholarship is not meant to be exhaustive but rather provides examples of the kinds of activities in which faculty typically engage. Some categories may not be applicable, and no faculty member is expected to engage in all the activities mentioned in each category.

- I. For each of the three areas of teaching, service, and scholarship, write a narrative, not to exceed one page, of your accomplishments and strengths, your improvements and innovations for the academic year, and areas where you need to improve.
 - a. Note: An activity, which may be appropriately included in more than one of the categories of teaching, service or scholarship, must be listed in only one category.

- II. Write a narrative summarizing your progress toward last year’s goals. In collaboration with your division head, write your goals for next year .

DIVISION HEAD PERFORMANCE RATINGS

Teaching Performance

<i>For the following please use “S” for satisfactory, “U” for unsatisfactory , and “N/A” for not applicable.</i>	<i>By Self</i>	<i>By Evaluator</i>
Performs assigned teaching tasks.		
Is reasonable and fair in grading.		
Demonstrates professional and ethical attitudes.		
Keeps regular office hours.		

Uses technology to enhance learning as appropriate within the discipline.		
Is knowledgeable in the subject matter taught.		
Is clear with students regarding expectations and maintains consistent policies regarding class time, attendance and assignments.		

Is an effective teacher as evidenced by student evaluations and other indicators		
Is an effective advisor.		
Is responsive and available to students.		
Stimulates the academic interests of students.		
Creates classroom atmosphere of freedom of inquiry.		
Utilizes a variety of teaching methods.		
Is responsive to the needs of a diverse student population.		

Insert narrative here.

Service Performance

For the following please use "S" for satisfactory, "U" for unsatisfactory, and "N/A" for not applicable.

	<i>By Self</i>	<i>By Evaluator</i>
Participates in divisional activities.		
Effectively carries out assigned divisional responsibilities.		
Participates in divisional curriculum review and development.		

Effectively represents /promotes the division both on campus and in the community.		
Participates effectively in faculty governance including participation in faculty meetings and committee work.		
Participates in activities which foster a positive relationship between the College and the community.		
Provides professionally related services to the general public as appropriate for one's academic field.		
Provides services to the College such as representing Columbia College at open houses, scholars' days, admission receptions, serving on College committees, etc.		
Actively participates in professional organizations.		

Insert narrative here.

Scholarship Performance

For the following please use "S" for satisfactory, "U" for unsatisfactory , and "N/A" for not applicable.

	<i>By Self</i>	<i>By Evaluator</i>
Shows achievement in an area of specialization through creative accomplishments, publications and/or presentations at local, state, national and international professional meetings.		
Demonstrates ongoing professional development.		
Advances thinking/dissemination of ideas in critical areas of professional field such as grant writing and review of other's work.		

Provides leadership to professional organizations through such activities as holding office, serving on accreditation committees, editing a newsletter or journal, organizing/chairing sessions at professional conferences, etc.		
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Insert narrative here

Leadership Performance <i>For the following please use "S" for satisfactory, "U" for unsatisfactory, and "N/A" for not applicable.</i>	<i>By Self</i>	<i>By Evaluator</i>
Promotes excellence in teaching in all members of the division		
Encourages and supports division faculty to engage in scholarship activities		
Maintains currency in higher education issues within the division's disciplines		
Serves as liaison between the division and administration		
Supervises the work of division faculty and staff		
Intervenes appropriately with student-faculty concerns		
Intervenes appropriately with faculty-faculty concerns		
Appropriately manages the division's resources		
Prepares effective reports, faculty/staff evaluations, course schedules, etc. in a timely manner		
Manages the implementation of the division's curricula		
Initiates new programs and/or revisions of current division programs to better position the College to respond to changing student demographics and market (higher education) trends		

Insert narrative here

Progress on Last Year's Goals

Goals for Next Academic Year

Division head's signature

Date

Provost's signature

Date

Columbia College

Provost's Evaluation

Academic Year _____

Division Head's name _____

Insert evaluation here

Provost's Signature

Date

I have read the Provost's evaluation.

Signature of Division Head

Date

Columbia College

Annual Faculty Evaluation for Academic Year 2014-15

Name _____ Division _____

Program _____

Rank _____ Tenured _____ Untenured _____

Highest Degree Earned _____ Area of Specialization _____

Number of years of full time teaching

at Columbia College _____ at other Colleges/Universities _____ at other institutions _____

If applicable, please enter the year of your last promotion _____

I wish to be nominated for tenure in the spring of _____

I wish to be nominated for promotion in the spring of _____

Teaching and other academic load

	Fall	Spring
Number of semester hours (regular + overload)		
Number of contact hours per week		
Number of preparations		
Total number of students		
Number of advisees		
Number of sh and reason for reassigned time or load reduction		
Number of semester hours counted as paid overload		

Please summarize any variances that would explain your load as greater or less than what the above chart shows.

Signature

Date

FACULTY EVALUATION FORM INSTRUCTIONS

The purpose of this form is to offer both the faculty member and the evaluator the opportunity to assess the faculty member’s performance. It also seeks to help faculty members and evaluators to determine areas of special strength and areas where improvement is needed. Faculty members and evaluators are encouraged to work together to create a plan of action for the faculty member for the year following the evaluation that builds on the faculty member’s strengths and supports her/his development in areas of weakness.

The list in each category of teaching, service, and scholarship is not meant to be exhaustive but rather provides examples of the kinds of activities in which faculty typically engage. Some categories may not be applicable, and no faculty member is expected to engage in all the activities mentioned in each category.

- I. For each of the three areas of teaching, service, and scholarship, write a narrative, not to exceed one page, of your accomplishments and strengths, your improvements and innovations for the academic year, and areas where you need to improve.
 - a. Note: An activity, which may be appropriately included in more than one of the categories of teaching, service or scholarship, must be listed in only one category.

- II. Write a narrative summarizing your progress toward last year’s goals. In collaboration with your division head, write your goals for next year .

Teaching Performance

For the following please use “S” for satisfactory, “U” for unsatisfactory , and “N/A” for not applicable.

	<i>By Self</i>	<i>By Evaluator</i>
Performs assigned teaching tasks.		
Is reasonable and fair in grading.		
Demonstrates professional and ethical attitudes.		
Keeps regular office hours.		
Uses technology to enhance learning as appropriate within the discipline.		
Is knowledgeable in the subject matter taught.		
Is clear with students regarding expectations and maintains consistent policies regarding class time, attendance and assignments.		

Is an effective teacher as evidenced by student evaluations and other indicators		
Is an effective advisor.		
Is responsive and available to students.		
Stimulates the academic interests of students.		
Creates classroom atmosphere of freedom of inquiry.		
Utilizes a variety of teaching methods.		

Is responsive to the needs of a diverse student population.		
---	--	--

Insert narrative here.

Service Performance <i>For the following please use "S" for satisfactory, "U" for unsatisfactory , and "N/A" for not applicable.</i>	By Self	By Evaluator
Participates in divisional activities.		
Effectively carries out assigned divisional responsibilities.		
Participates in divisional curriculum review and development.		
Effectively represents /promotes the division both on campus and in the community.		
Participates effectively in faculty governance including participation in faculty meetings and committee work.		
Participates in activities which foster a positive relationship between the College and the community.		
Provides professionally related services to the general public as appropriate for one's academic field.		
Provides services to the College such as representing Columbia College at open houses, scholars' days, admission receptions, serving on College committees, etc.		
Actively participates in professional organizations.		

Insert narrative here.

Scholarship Performance <i>For the following please use "S" for satisfactory, "U" for unsatisfactory , and "N/A" for not applicable.</i>	By Self	By Evaluator
Shows achievement in an area of specialization through creative accomplishments, publications and/or presentations at local, state, national and international professional meetings.		
Demonstrates ongoing professional development.		
Advances thinking/dissemination of ideas in critical areas of professional field such as grant writing and review of other's work.		
Provides leadership to professional organizations through such activities as holding office, serving on accreditation committees, editing a newsletter or journal, organizing/chairing sessions at professional conferences, etc.		

Insert narrative here

Progress on Last Year's Goals

Goals for Next Academic Year

Faculty member's signature

Date

Division head's signature

Date

Faculty Evaluation
Columbia College Division of ...
Academic Year _____

Faculty Member _____
Title _____
Program _____

Teaching

Load Hours _____ Preps _____ Students _____ SCH _____

Evaluations				
Design				
Delivery				
Outcomes				

Comments

Scholarship / Professional Development

Comments

Service

Division (Advising, Curricular Revision, Work Environment) _____
College (Faculty Governance, Committees, New Initiatives) _____
Community (Outreach, Promotion, Professional Organizations) _____

Comments

Division Head _____
Faculty Member _____

I understand that if I do not agree with this evaluation, I may write a rejoinder to the Provost.

Columbia College

Provost's Evaluation

Academic Year _____

Faculty member's name _____

Insert evaluation here.

Provost's Signature

Date

I have read the Provost's evaluation.

Signature of Faculty Member

Date

Course Evaluation – Short Answer

Please answer the following questions about the course. Attach additional pages if needed

What instructional methods did you find most helpful?

(Examples: lecture, PowerPoint, class discussion, lab, videos, demonstrations, peer teaching, etc.)

What instructional methods did you find least helpful?

What changes would you recommend to improve the course?

In what ways was the Instructor receptive or not receptive to differing points of view?

Student Information – Circle the answer of the best fit

What grade do you expect in this course? F D C B A

Was this course? Required Gen. Ed Required for Major Required for Minor An Elective

What is your class level? Freshman Sophomore Junior Senior

The amount of work required for number of credit hours given was: Too little Appropriate Too much

Student Course Evaluation –Questions

Please do not write your name or any other identification on this sheet.

This form must be completed in pencil!

Course Evaluation Form

Course _____ Section _____ Instructor _____ Date _____

Please react to the following statements using the first fourteen blanks on this form. Use the following scale when responding:

or release of informB = Agree

B = Agree

C = Neither agree or disagree

D = Disagree

E = Strongly Disagree

No answer selected = Non applicable

Objectives and Content of the Course

1. The objectives of the course were made clear.
2. The content of the course was consistent with the syllabus and course description.
3. The text book/packets/ etc. were helpful for the course.

Instructor Performance

4. The instructor made clear the method by which the final grade would be determined.
5. The instructor evaluated and returned the student's work in a timely manner.

6. The methods for evaluating student performance were fair and impartial.
7. The methods for evaluating student performance accurately reflected course content.
8. The instructor met the class regularly and at the scheduled times.
9. The instructor was available to students for a reasonable number of hours per week.
10. The instructor was consistently prepared for class.

Please turn over to answer questions 11 through 14.

Performance – Continued

Use the following scale when responding:

A = Strongly Agree

B = Agree

C = Neither agree or disagree

D = Disagree

E = Strongly Disagree

No answer selected = Non applicable

11. The instructor was knowledgeable about the material covered in the course.
12. The instructor's teaching encouraged learning.
13. The instructor displayed willingness to provide help and guidance.
14. The instructor treated students with respect.



Columbia College

Student Request for Exception to an Academic Policy

Name _____ Columbia College ID No. _____

Address _____

City _____ State _____ Zip _____

Phone _____ Email _____

Major _____ Advisor _____

Overall G.P.A _____ G.P.A in the Major _____

Classification _____

Total # of credit hours (not including current semester) _____

Transfer Student? Yes No On Academic Probation? Yes No

Academic Policy to which you request exception (quote exactly from the *Bulletin*)

Page # in current Bulletin _____

Rational: (State clearly the reasons for your request. Use an additional sheet if necessary. Also, you may attach materials that document or support assertions you make in the rational):

Students Signature

Advisors Signature*

* Does not signify the approval of the student request



Columbia College

Proposed Change in Academic Policy

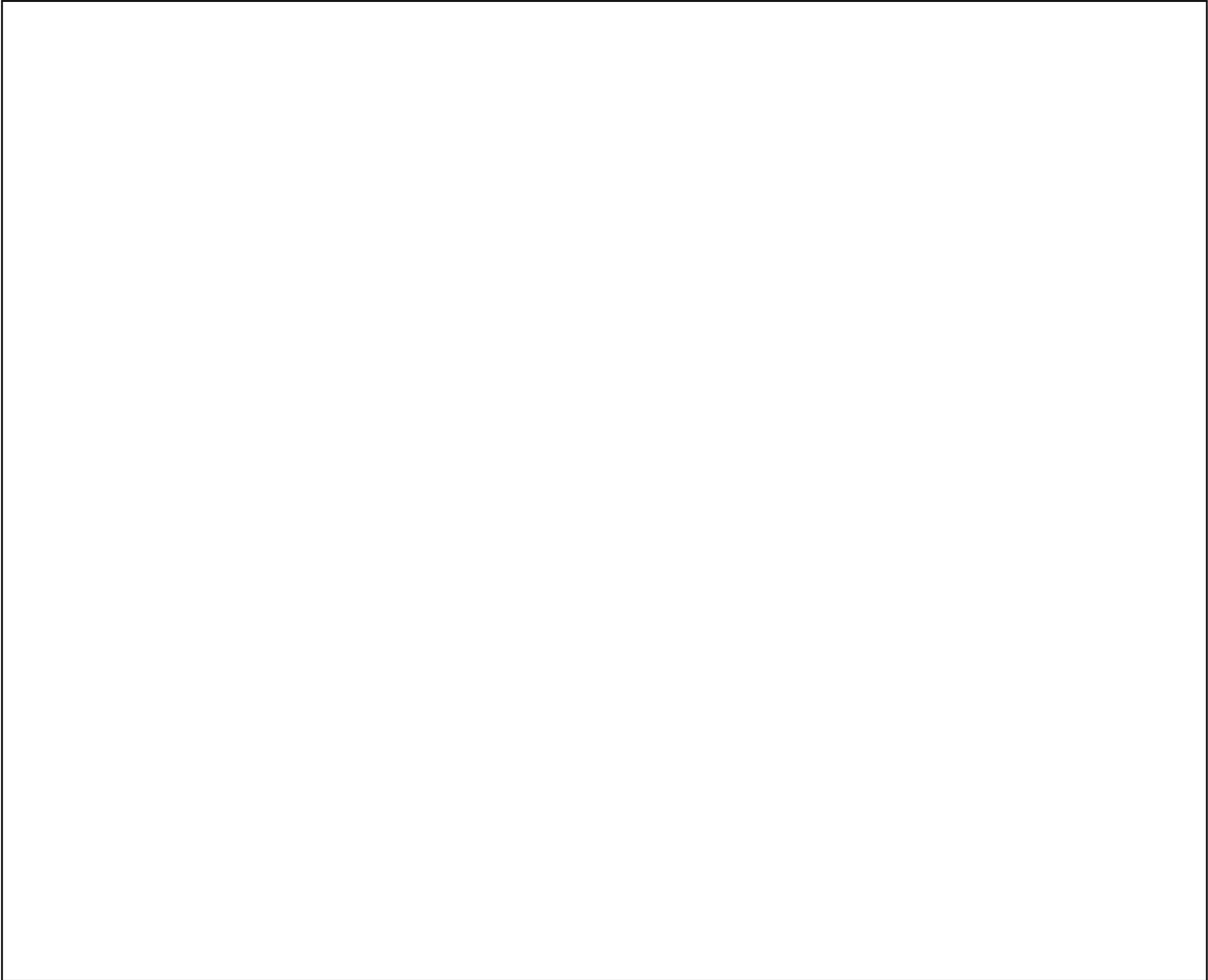
The Academic Standards Committee welcomes suggestions from the Columbia College community concerning the academic policies of the college. A clarification or revision of a current policy, deletion of a current policy, or an addition to academic policy may be recommended to the committee. If approved by the committee, the recommendation will be sent for a vote to the faculty at large.

Name

Division

Suggested Change or Addition to Academic Policy

Rationale:



Signature

Proposed Change in Curriculum

Every member of the faculty has the right to propose changes to the curriculum. Such changes might include:

- a. The creation and listing of a new course.
- b. Modification of the name or description of an existing course.
- c. Changes in prerequisites for a course.
- d. The listing of a new major or minor or the modification of existing major or minor requirements.
- e. Changes in the requirements for a major or minor, or for graduation.
- f. The deletion of existing courses, minors, or majors.
- g. Changes in an existing major or minor description.

All proposals for changes to the Columbia College curriculum must be approved by a vote of the faculty before being published in the *Columbia College Bulletin*. The Curriculum Committee serves as a committee of the faculty to receive and discuss curriculum proposals affecting the Women's College before recommending them to the faculty. Proposals affecting the Evening College must be presented to the Evening College Committee for approval.

When a faculty member submits a proposal to the Curriculum Committee, the committee can choose among the following options:

1. The committee may recommend the proposal, as written, to the faculty for approval.
2. The committee may, with the agreement of the faculty member bringing the proposal, make changes to the proposal before recommending it to the faculty. Such changes might be for purposes of clarification, to prevent conflicts with other programs, or to avoid violation of college policy.
3. If the faculty member bringing the proposal rejects the proposed changes, the committee may, by majority vote, decline to recommend the proposal to the faculty.
4. The committee may decline to recommend any proposal, although its reasons for doing so should be communicated to the faculty member making the proposal.

Procedures for proposing changes to the Columbia College curriculum:

1. Writing the Proposal
 - a. Depending on the length and complexity of the proposal, the time required to prepare a proposal may involve a few minutes, a semester, or longer.
 - b. Changes in curriculum will be reflected in the academic catalog for the next academic year. Proposals should be written to match the format of the *Columbia College Bulletin*.

- c. Although an individual faculty member may submit a curriculum proposal to the Curriculum Committee, all proposals should be first submitted and discussed by the division most affected by the changes. If the division approves the proposal by majority vote, it is forwarded to the Curriculum Committee as a proposal from the Division.
- d. Because many changes to curriculum can have unanticipated ramifications in other divisions and programs, all division heads should be notified at least a week before the proposal is submitted to the Curriculum Committee. This can be done by emailing a copy of the proposal to each of the division chairs. Each division chair is responsible for communicating the proposal to members of his or her division.

Procedures for preparing different kinds of curriculum proposals

2. Addition of a New Course

- a. Write a description of the new course that includes
 - i. The course number
 - ii. The number of credit hours
 - iii. The course number(s) under which the course was previously offered.
 - iv. A rationale for the new course (If this course could be used to fulfill a General Education requirement, explain in the rationale statement).
 - v. Consider whether the course change affects a program or programs in any other program; if so, include a description of those implications in the proposal.
 - vi. If the course may be used to fulfill a General Education requirement, complete the required approval forms and obtain approval from the General Education Subcommittee.

3. Change in Current Course Number, Title, Description, and/or Credit

- a. Write the old course information using the word "From" (old course number, title, description, and/or credit; also refer to appropriate page(s) in current *Columbia College Bulletin*).
- b. Write the new course information, using the word "To" (new course number, title, description, and/or credit. If the course number is new, include the course number under which the course was previously offered).
- c. Write a rationale for the change.
- d. Consider whether the change affects a program or programs in any divisions; if so, include a description of those changes in the proposal.

4. Deletion of a Course

- a. Write the course number, name and description of the course to be deleted.
- b. Write a rationale for the deletion.
- c. Consider whether the course deletion affects a program or programs in any division; if so, include a description of those changes in the proposal.

5. Addition of New Major or Minor

- a. Write a description of the new major/minor that includes
 - i. The number of required credit hours.
 - ii. Any required General Education courses.
 - iii. Any restricted electives.
- b. Write a rationale for the addition of the new major.

6. Change(s) in Current Major or Minor Statement(s)

- a. Write a description of the old program using the word "From" (old requirements for a major or minor in XXX).
- b. Write a description of the new program, using the word "To" (new requirements; include any change in the required number of credit hours).
- c. Write a rationale for the change.

Submitting the Proposal

Prepare a coversheet for the proposal with the following information and signature blocks:

A Proposal from the
Division of _____

To the Curriculum Committee

REGARDING

[Courses or Programs for which changes or additions are proposed]

[ONE SENTENCE SUMMARY OF PROPOSAL]

To go into effect

[DATE]

[This is usually August of the next academic year]

_____ [date] _____ [date]

Submitted by

Director of the Library

_____ [date] _____ [date]

Provost

Registrar

_____ [date] _____ [date]

Head of Division originating proposal

Head of Division also affected

_____ [date] _____ [date]

Head of Division also affected

Chair of General Education subcommittee

[if the changes affect General Education]

To obtain the needed signatures, it will be necessary to provide copies of the proposal to the provost, registrar, division heads and committee chairs at least one week prior to submitting the proposal to the Curriculum Committee. Signatures do not indicate agreement with or support for the proposal, only that the official has reviewed the proposal. If an official refuses to sign the coversheet after reviewing the proposal, the proposer may note this on the signature block and forward the proposal to the Curriculum Committee. An official with objections or concerns with the proposal should sign the coversheet and append a statement of her or his objections to the proposal. These objections should also be sent to the secretary of the Curriculum Committee for distribution to the members of the committee in advance of the meeting in which the proposal will be discussed and voted on.

A paper copy of the signed proposal should be delivered to the chair or secretary of the Curriculum Committee in advance of the meeting. An electronic copy (in MSWord) should be sent to the chair or secretary no later than the Monday preceding the Friday meeting. The Curriculum Committee usually meets two weeks prior to Faculty Meetings. The proposer, or someone representing him or her, should be present at the Curriculum Committee meeting to discuss changes. The proposer should also be prepared to discuss the proposal at the next faculty meeting.

If the Curriculum Committee approves the proposal,

- A. The person who originated the proposal should make modifications called for by the committee.
- B. The heading should be changed to read:
 - FROM: the Curriculum Committee
 - TO: the Faculty
 - REGARDING: A Proposal to [brief description of the changes]

SAMPLE FORMAT

A Proposal from the
Division of Magical Studies

To the Curriculum Committee

REGARDING

Addition of MAGIC 101 as a prerequisite for Astrology (AST) 101; changes in course description, credit hours,
and course numbering.

To go into effect

August 2014

_____ [date] _____ [date]

Submitted by _____ Director of the Library

_____ [date] _____ [date]

Provost _____ Registrar

_____ [date] _____ [date]

Head of Division originating proposal _____ Head of Division also affected

_____ [date] _____ [date]

Head of Division also affected _____ Chair of General Education subcommittee

[if the changes affect General Education]

FROM: Division of Magical Studies

TO: The Curriculum Committee

REGARDING: Addition of MAGIC 101 as a prerequisite for AST 101; change in course description and course numbering.

The Division of Magical Studies proposes the following changes:

FROM: **ASTROLOGY 101. General Astrology.** A study of the general principles of astrology. 3 s.h.

TO: **ASTROLOGY 101. General Astrology** (Prerequisite: MAG 101. Three lecture hours and one hour lab). An intensive study of the principles of astrology and fortune telling. 4 s.h.



Columbia College

Contractual Studies Pilot Program Template

Title:

Program Description and Rational:

Program Components (course clusters, independent study, service-learning, internships):

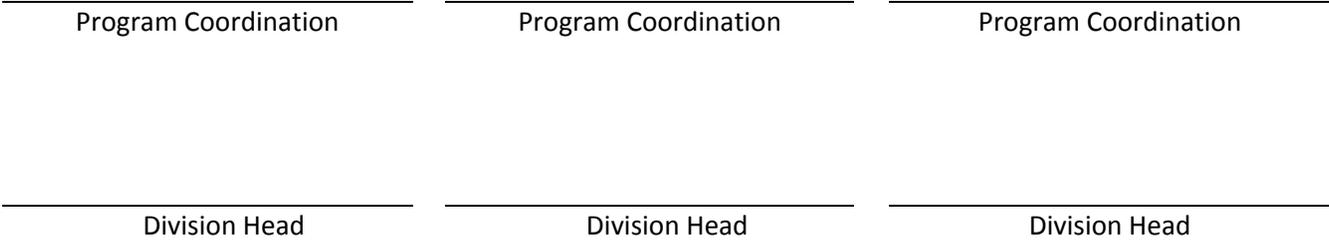
Suggested Courses from the Core:

Possible Minors:

Campus and co-curricular resources:

Community Resources:

Career Options:



Confidentiality of Student Records

Family Educational Rights and Privacy Act of 1974 (FERPA)

With the exception of limitations herein stated, Columbia College permits any student, presently or previously enrolled, access to her/his official records created during her/his period of enrollment. The creation and maintenance of student records are based upon recommended practices, and, except for the permanent academic transcript, records are destroyed periodically. Confidential information placed in the educational record prior to January 1, 1975, is excluded from student inspection. Students may not have access to records of instructional, supervisory, or administrative personnel which are in the sole possession of the maker. Records created and maintained by a physician, psychiatrist, psychologist, or other recognized professionals and used in relation to treatment of the student are not open to the student. These records may be reviewed by a professional selected by the student. Also excluded are financial records of parents.

A student wishing access to her file or record must present to the appropriate office personal identification credentials, along with her written request for an appointment to make the inspection. The accuracy of information contained in any file or record to which the student has access may be challenged by the student by submitting a request for a hearing in writing to the Provost.

Federal law provides that student records may be released to persons under the following circumstances without first obtaining permission from the student:

- a. To Columbia College professional personnel with legitimate educational interest in students.
- b. To an agency of the government which may require records in connection with legal or judicial matters.
- c. In connection with a student's application for or receipt of financial aid.
- d. In relation to the student's health or safety emergency needs.
- e. On behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, student aid programs, or improvement of instruction, provided such studies are conducted in a way which does not identify individual students.
- f. To accrediting organizations in order to carry out their accrediting functions.
- g. To parents of a dependent as defined for income tax purposes.

In addition to the above exceptions, directory information may be released to a third party without the written consent of the student. The items listed below are designated by the College as directory information and may be released on any student for any purpose at the discretion of the College unless the student has previously submitted a written request for non-disclosure to the Registrar. Students wishing to have their information omitted from the annual Campus Directory must submit a separate written request to the Registrar by July 31 each year.

Name

Local address

E-mail address

Local telephone number

Home city and state (and country, if appropriate)

Participation in College-sponsored extracurricular activities (such as varsity athletics or student government)

Dates of attendance

Classification

Major and minor field(s) of study

Degree(s) conferred

College-sponsored awards

Academic honors

Columbia College Red Flag Policy
Identity Theft Prevention Program

I. Program Adoption

Background: The Federal Trade Commission (FTC), the federal bank regulatory agencies, and the National Credit Union Administration (NCUA) have issued regulations (the Red Flags Rules) requiring financial institutions and creditors to develop and implement written identity theft prevention programs, as part of the Fair and Accurate Credit Transactions Act (FACTA) of 2003. The program must provide for the identification, detection, and response to patterns, practices, or specific activities – known as “red flags” – that could indicate identity theft.

Policy: In accordance with the Fair and Accurate Credit Transactions Act (FACTA) of 2003, Columbia College has established an Identify Theft Prevention Program to identify relevant red flags for new and existing covered accounts, detect new red flags, and respond appropriately to any red flags that are detected. This Program was approved

by the Columbia College Board of Trustees on _____ and in consideration of the size and complexity of the College’s operations and account systems and the nature and scope of the College’s activities.

II. Purpose

The purpose of this policy is to establish an Identity Theft Prevention Program designed to detect, prevent and mitigate identity theft in connection with the opening of a covered account or an existing covered account and to provide for continued administration of the Program. The Program shall include reasonable policies and procedures to:

1. Identify relevant red flags for covered accounts it offers or maintains and incorporate those red flags into the program;
2. Detect red flags that have been incorporated into the Program;
3. Respond appropriately to any red flags that are detected to prevent and mitigate identity theft; and
4. Ensure the Program is updated periodically to reflect changes in risks to Students and to the safety and soundness of the creditor from identity theft.

The program shall, as appropriate, incorporate existing policies and procedures that control reasonably foreseeable risks.

III. Definitions

A.) Identify theft means fraud committed or attempted using the identifying information of another person without authority.

B.) A covered account means:

1. An account that a creditor offers or maintains, primarily for personal, family, or household purposes that involves or is designed to permit multiple payments or transactions. Covered accounts include credit card accounts, mortgage loans, automobile loans, margin accounts, cell phone accounts, utility accounts, checking accounts and savings accounts; and
2. Any other account that the financial institution or creditor offers or maintains for which there is a reasonably foreseeable risk to students or to the safety and soundness of the financial institution or creditor from identity theft, including financial, operational, compliance, reputation or litigation risks.
3. Records of students, faculty, or staff that contain identifying information that could be used in identity theft.

C) Red flag means a pattern, practice or specific activity that indicates the possible existence of identity theft or the attempt to obtain fraudulently information which could be used in identity theft.

D) Program Administrator is the group or individual designated with the primary responsibility for oversight of the program.

E) Identifying Information means any name or number that may be used in conjunction with any other information to identify a specific person including: name, address, telephone number, social security number, date of birth, driver's license or identification number, alien registration number, passport number, employer or taxpayer identification number, student identification number, Internet Protocol address or routing code.

IV. Covered Accounts

Columbia College has identified eight types of accounts, seven of which are covered accounts administered by the College and one type of account that is administered by a service provider.

College covered accounts:

1. Admissions Records (see Appendix A)
2. Alumni and Donor Records (see Appendix D)
3. Student Information (see Appendix A)
4. Registration Records (see Appendix A)
5. Financial Aid Records (see Appendix A, C)
6. Network and E-mail Accounts
7. Employee Accounts (Faculty and Staff) (see Appendix B)

Service provider covered account:

1. Food Services administered debit cards (Sodexo) (see Appendix F).

V. Identification of Relevant Red Flags

The Program considers the following risk factors in identifying relevant red flags for covered accounts:

1. The types of covered accounts as noted above;
2. The methods provided to open covered accounts-- acceptance to the College and enrollment in classes and College employee hires.
3. The methods provided to access covered accounts:
4. The College's previous history of identity theft.
5. The methods used to modify identifying information in existing covered accounts.

The Program shall include relevant red flags from the following categories as appropriate:

1. Alerts, notifications, or other warnings received from consumer reporting agencies or service providers, such as fraud detection services;
2. The presentation of suspicious documents;
3. The presentation of suspicious personal identifying information;
4. The unusual use of, or other suspicious activity related to, a covered account;
5. A request made from a non-College issued E-mail account;
6. A request to mail something to an address not listed on file;
7. Notice from a student, victims of identity theft, law enforcement authorities, or other persons regarding possible identity theft in connection with covered accounts.
8. Attempts to modify covered accounts without appropriate identifying information.

VI. Detection of Red Flags

The Program will detect red flags relevant to each type of covered account as follows:

- A. **New Covered Account Student Enrollment:** In order to detect any of the red flags identified above that are associated with the enrollment of a student, College personnel must take required steps to obtain and verify the identity of the individual opening the account:

See Appendix A, C.

- B. Existing Student Account Activity: In order to detect any of the red flags identified above for an existing covered account, College personnel must take required steps to monitor account transaction:

See Appendix A, C.

- C. New or Existing Covered Account Faculty/Staff: In order to detect any of the red flags identified above that are associated with College employees, College personnel must take required steps to obtain and verify the identity of the individual opening/modifying the account:

See Appendix B.

- D. Consumer Credit Reports: In order to detect red flags identified above for any covered account for which a credit report is required, the College will take required steps to assist in identifying address discrepancies:

See Appendix A, B, C.

VII. Response

The Program shall provide for appropriate responses to detected red flags to prevent and mitigate identity theft. The appropriate responses to the relevant red flags are as follows:

- A) Monitor a covered account for evidence of identity theft;
- B) Deny access to the covered account until other information is available to eliminate the red flag;
- C) Contact the student;
- D) Change any passwords, security codes or other security devices that permit access to a covered account;
- E) Notify law enforcement; or
- F) Determine no response is warranted under the particular circumstances.

VIII. Protecting Identifying Information

The College will take the following steps with respect to its internal operating procedures to protect identifying information:

1. Ensure the College's website is secure or provide clear notice that the website is not secure;
2. Ensure complete and secure destruction of paper documents and computer files containing identifying information when such documents or files are no longer needed;

3. Ensure that office computers with access to covered account information are password protected;
4. Avoid use of social security numbers and allow access to social security numbers to very limited number of staff that have been approved by the Red Flag Committee;
5. Ensure computer virus protection is up to date;
6. Require and keep only the kind of information that is necessary for College purposes.

IX. Oversight of the Program

Responsibility for developing, implementing and updating this program lies with the Red Flag Committee for the College. The Committee is comprised of the unit directors for those areas that have direct access to identifying information. The Program Administrator in conjunction with the Committee will be responsible for the Program and training.

X. Staff Training and Reports

College staff responsible for implementing the Program shall be trained either by or under the direction of the Program Administrator in the detection of Red Flags and the responsive steps to be taken when a Red Flag is detected.

1. College staff will be trained as necessary to effectively implement the Program;
2. College staff is expected to notify the Program Administrator once they become aware of an incident of identity theft or of the College's failure to comply with this program.

Reports shall be prepared as follows:

1. The Program Administrator will report to the President's Cabinet at least annually on compliance by the College with the Program.
2. The report shall address material matters related to the Program and evaluate issues such as:
 - A.) The effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening of covered accounts and with respect to existing covered accounts;
 - B.) Service provider agreements;
 - C.) Significant incidents involving identity theft and management's response; and
 - D.) Recommendations for material changes to the Program.

XI. Oversight of Service Provider Arrangements

The College shall take steps to ensure that the activity of a service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent and mitigate the risk of identity theft whenever the organization engages a service provider to perform an activity in connection with one or more covered accounts.

1. Require that service providers have such policies and procedures in place;
2. Require that service providers review the College's Program and report any Red Flag to the College employee with primary oversight of the service provider relationship.

XII. Updating the Program

The Program shall be updated periodically to reflect changes in risks to customers or to the safety and soundness of the organization from identity theft based on factors such as:

- A) The experiences of the organization with identity theft;
- B) Changes in methods of identity theft;
- C) Changes in methods to detect, prevent and mitigate identity theft;
- D) Changes in the types of accounts that the organization offers or maintains;
- E) Changes in the College's business arrangements with other entities.

XIII. Duties Regarding Address Discrepancies

Columbia College shall develop guidelines and procedures designed to enable the College to form a reasonable belief that a credit/consumer agency request relates to the consumer for whom it was requested. If the College receives a notice of address discrepancy from a consumer reporting agency indicating the address given by the consumer/student differs from the address contained in the consumer report, the College may reasonably confirm that an address is accurate by any of the following means:

1. Verification of the address with the consumer/student;
2. Review of the College's records;
3. Verification of the address through third-party sources; or
4. Other reasonable means.

If an accurate address is confirmed, the College shall furnish the student's address to the nationwide consumer reporting agency from which it received the notice of address

discrepancy if:

1. The College establishes a continuing relationship with the consumer/student; and
2. The College, regularly and in the ordinary course of business, furnishes information to the consumer reporting agency.

XIV. Penalties and FTC Enforcement

Although there are no active plans to audit organizations, a negative event could trigger an investigation of the institution. Any negative event such as a data breach, or even a whistle blower, could open the institution up to monetary penalties and civil litigation.

There are three areas of concern when discussing penalties:

- **Federal Trade Commission.** The FTC is authorized to bring enforcement actions in federal court for violations, and could enact penalties of up to \$2500 for each violation of the rule.
- **State Enforcement.** States are authorized to bring actions on behalf of their residents and may recover up to \$1000 for each violation, and may recover attorney's fees.
- **Civil Liability.** This is where organizations stand to lose the most. Not only will the organization suffer damage to its reputation and subsequent customer churn, but each consumer may be entitled to recover actual damages sustained from a violation. There is the possibility of class action law suits potentially resulting in massive damages.

APPENDICES

APPENDIX A.1

RED FLAG POLICY NOTES – Registrar's Office

January 25, 2010

Modifying Student Information (address, name, ...):

1. Request identifying information to accompany request for modification
 - a. Record will not be changed without presentation of additional identifying information
 - b. Record will be flagged and frozen if identifying information is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
2. Request appropriate documents for verification of new information
 - a. Record will not be changed without verification
 - b. Record will be flagged and frozen if verification is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
3. Appropriate authorities will be notified if a request for modification is made for a record that has already been flagged and/or frozen.
4. Records will be flagged, frozen, and the issue reported to appropriate authorities if multiple requests to change different students' records are received but they appear to come from the same source or are otherwise suspicious-looking in nature.
5. Record will be flagged and investigated if multiple requests to modify information in it are received in a short period of time or follow a suspicious-looking pattern. If the results of the investigation warrant, the record will be frozen and the issue may be reported to appropriate authorities

Release of Transcripts and Other Registration Information:

1. FERPA guidelines will be followed
 - a. Requests for release of information not made by the student herself will be made only when the requester's identity and authorization under FERPA has been appropriately verified.
 - b. The rest of this section assumes the request for release of information ostensibly comes from the student herself.
2. Information will not be released for flagged and/or frozen records
3. Request identifying information to accompany request for release of information
 - a. Records will not be released without presentation of additional identifying information
 - b. Record will be flagged and frozen if identifying information is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
4. Records will not be released when requested by telephone or e-mail.

5. Limit addresses to which information can be sent when the request is not made in person.
 - a. Records will be released to the FAX number the request came from, any of the student's addresses on file, the student's Koala Connection account, or to an educational, charitable, scholarly, or governmental institution or agency.
 - b. Records may be released to a person whose relationship to the student (parent, employer, landlord, etc.) is specifically noted on the request. Additional information to verify the relationship may be requested.
 - c. Record will be flagged if the request for release is to an address other than those specified above.
 - d. Record will be frozen if a request with an unacceptable address is received for a flagged record.
 - e. The issue will be reported to appropriate authorities if a request with an unacceptable address is received for a frozen record.
6. Records will be flagged, frozen, and the issue reported to appropriate authorities if multiple requests for release of information are received for different students but appear to come from the same source or are otherwise suspicious-looking in nature.

APPENDIX A.2

Evening and Graduate Admissions Red Flag Policy and Procedure

I. Submission of an application with a SSN listed that does NOT match the NSLDS (National Student Loan Database System) DOB or name also listed on the application

1. Request identifying information to confirm correct SSN and/or DOB
 - a. Record will not be changed without presentation of additional identifying information
 - b. Record will be flagged and frozen if identifying information is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
2. Request appropriate documents for verification of new information
 - a. Record will not be changed without verification
 - b. Record will be flagged and frozen if verification is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
3. Appropriate authorities will be notified if a request for modification is made for a record that has already been flagged and/or frozen.
4. Records will be flagged, frozen, and the issue reported to appropriate authorities if multiple requests to change different students' records are received but they appear to come from the same source or are otherwise suspicious-looking in nature.
5. Record will be flagged and investigated if multiple requests to modify information in it are received in a short period of time or follow a suspicious-looking pattern. If the results of the investigation warrant, the record will be frozen and the issue may be reported to appropriate authorities

II. Modifying Student Information (name and address...)

1. Request identifying information to accompany request for modification
 - a. Record will not be changed without presentation of additional identifying information
 - b. Record will be flagged and frozen if identifying information is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent
2. Request appropriate documents for verification of new information
 - a. Record will not be changed without verification
 - b. Record will be flagged and frozen if verification is not presented after initial request
 - c. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent

3. Appropriate authorities will be notified if a request for modification is made for a record that has already been flagged and/or frozen.
4. Records will be flagged, frozen, and the issue reported to appropriate authorities if multiple requests to change different students' records are received but they appear to come from the same source or are otherwise suspicious-looking in nature.
5. Record will be flagged and investigated if multiple requests to modify information in it are received in a short period of time or follow a suspicious-looking pattern. If the results of the investigation warrant, the record will be frozen and the issue may be reported to appropriate authorities

III. Submission of a document that appears to be forged, altered, or inauthentic to include: transcript, VISA, passport, driver's license, social security card, or state of South Carolina ID card

6. Request a new copy of the official document and present verification of candidate's identity
 - a. Record will be flagged and frozen if identifying information is not presented after initial request
 - b. Record will be flagged, frozen, and the issue reported to appropriate authorities if identifying information appears to be suspicious or fraudulent

- a. ECO (Evening Confirmed) and GCO (Graduate Confirmed) letters in the communication flow will request that the correct mailing address be confirmed
 - i. If the confirmation mailing address does not match the address on file, the candidate must submit proof of address with a valid SC driver's license, electricity bill, water bill, sewer bill, tax bill, with the updated address on it
- b. Orientation information will instruct candidate to bring a valid driver's license with an address that matches the address on file before an ID card is made
- c. Mail returned from the USPS with a forwarding address sticker- the address will be updated in EX if the candidate is in the applicant, accept, or confirmed stage. The envelope with the updated address information will be added to the admission file.
 - i. If the candidate has already been moved to a student status, the registrar will be notified of the change of address. Return will be noted and the envelope will be forwarded to the registrar's office.

APPENDIX B

Columbia College Identity Theft Program

Human Resources

Red flags in Human Resources

Completion of Form I-9, Employment Eligibility Verification

- Mismatch of social security number and USCIS Electronic Employment Eligibility Verification Program (E-Verify)
- Social Security Account Number card does not authorize employment in the U.S.
- Obvious “doctored” of any document used to establish identity and employment authorization
- Expired document used to establish identity and employment authorization
- Non-citizen cannot provide documentation of work status eligibility

Name Changes

- Woman wants to change maiden name to married name without proper documentation that the name has been changed with the Social Security Administration
- Individual wants to change name but has no legal documentation stating it has been approved.

Address Changes

- Spouse wants to change address for employee
- Email request to change address, but email address does not belong to the employee
- Telephone call and you cannot identify employee’s voice wants to make address change

Benefit Changes

- Employee wants to change benefits during other than open enrollment but cannot provide documentation that she/he meets one of the qualifying events
- Document provide by employee to substantiate a qualify event does not look official or has been “doctored”
- Spouse wants to discuss the benefits or change the benefits the employee has with the college
- Telephone call asking about an employee’s benefits

Court ordered situations

- Employee states there is a mistake and the situation has been resolved with the Court
- Court ordered request not valid in State of South Carolina

Death of Employee

- Someone other than the executor wants information about benefits

Workers Compensation

- Numerous injuries
- Questions about money received for certain injuries
- Seen working in yard on weekend but too hurt to work on Monday
- Constant disregard of safety regulations
- States that pre-existing condition caused by work
- Overstates seriousness of injury in order to stay out longer
- Obvious changes to doctor's return to work to allow reduced schedule or later return date
- Purposely injures oneself, but caught doing so

Family Medical and Leave Act (FMLA)

- Obvious changes to Doctor's return to work or work restrictions

APPENDIX C

Red Flags in the Business Office

1. Receiving refund checks

- a. Statement are printed according to id/name
- b. Financial aid verifies student and aid
- c. Checks are printed and deposited into Direct Deposit account provided; others are held in office and released to student with valid ID and signature
- d. Giving refund checks to an alternate person, email or faxed request from student with alternate person information, copy the person picking up id and have them sign for sealed check

2. Giving out student information over the phone

- a. Asking for id or ssn
- b. Verifying student's name
- c. If it is not the student calling; verify that the student listed them as receiving information
- d. Only giving students copy of their statements

3. Submitting Direct Deposit Form

- a. Receive form
- b. Verify the account is in the student's name
- c. Once information is entered into Jenzabar, file information in locked cabinet

4. Request to mail information

- a. Mail information to address provided in Jenzabar
- b. Receive a written notification from student if to mail to alternative address
- c. Return of mail from Jenzabar address verify with student the current address and an request id
- d. Request send to student by cc email for an update on address

5. Shred any information with student's address and/or ssn

6. Lock doors and files

APPENDIX D

Advancement

Since records maintained in the Advancement database, Raiser's Edge, are not used in the same way as records in the student database our approach to a Red Flags Theft Identity Program will be quite different. The Raiser's Edge database is only accessible to specific users in the Advancement Office who each have their own login and password. Our Red Flag policy would include standard practices currently in use:

1. Never share your password with anyone
2. Any data screen shots or donor profiles printed are shredded after use

The Raiser's Edge database is configured so that inactivity causes the system to log you out after a brief period of time and requires a password to reenter the database.

The database administrator determines the level of security based on the individual needs of the users and sets their permissions accordingly.

Credit card information is encrypted according to new regulations. Social Security Numbers are masked and are only accessible to staff that need them. Financial information we store is public information.

Address changes are accepted via phone, mail, email or by online updates.

APPENDIX E

Information Technology

College Information Technology Resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. The purpose of this policy is to secure the private sensitive information of faculty, staff, patients, students, and others affiliated with the College, and to prevent the loss of information that is critical to the operation of the College.

Red Flags

1. Request for network access without verifiable enrollment/employment at the College.

- a. No network access will be granted without confirmation of entitlement to networked resources.
- b. The request will be noted in a log.
- c. The incident will be reported to the Director of IT and the Director of Library and Information Technology Service (LITS).
- d. If necessary, the incident will be reported to Law Enforcement and other Agencies in compliance with State Security Breach Notification Statutes.

2. Request for change of password without verifiable confirmation of account ownership.

- a. Password will not be changed.
- b. The incident will be reported to the Director of IT and the Director of Library and Information Technology Service (LITS).

3. Request for change of username without verifiable confirmation of account ownership.

- a. Username will not be changed.
- b. The incident will be reported to the Director of IT and the Director of Library and Information Technology Service (LITS).

4. Request for access to files, email, or any other electronic data without verifiable confirmation of ownership.

- a. No access will be given to electronic data.
- b. The request will be noted in a log.
- c. The incident will be reported to the Director of IT and the Director of Library and Information Technology Service (LITS).

- d. If necessary, the incident will be reported to Law Enforcement and other Agencies in compliance with State Security Breach Notification Statutes.

5. Using unauthorized networked devices on the College network.

- a. Device will be disabled on the network.
- b. User will be notified that this is a violation.
- c. Network logs will be examined to determine if there was a possible breach.
- d. If necessary, the incident will be reported to Law Enforcement and other Agencies in compliance with State Security Breach Notification Statutes.

6. Single user account logged in from geographically separate locations.

- a. Freeze account.
- b. Notify user of possible account breach.
- c. Change user password.
- d. Network logs will be examined for possible data breach.
- e. If necessary, the incident will be reported to Law Enforcement and other Agencies in compliance with State Security Breach Notification Statutes.

7. Monitor network for unusual activity.

- a. If detected, log activity.
- b. Determine nature of activity.
- c. If malicious (accessing files, user accounts, etc.), report to Law Enforcement.
- d. Determine location of machine creating activity and report to Law Enforcement.
- e. Report to other Agencies in compliance with State Security Breach Notification Statutes.

APPENDIX F

Dining Services

- 1) Cbord Server access is limited to manager s w/user ID and Password only.
- 2) Student meal plans are downloaded from IT with student ID # and name only.
- 3) No one from dining services has access to student information such as Jenezabar.
- 4) All documentation for meal plan changes is filed in locked cabinet.
- 5) We do not accept payment to Dining hall or Terrace café without student ID or temp ID. No one is allowed to type in student ID # on lyric.
- 6) Student IDs that are found in dining room, left on trays, etc. We return to police department.