Welcome to the College of Liberal Arts

The College of Liberal Arts of Mercer University traces its origins to the beginnings of Mercer Institute at Penfield, Georgia, in 1833. When the school was reorganized in 1839, the academic program that is now the College of Liberal Arts began with the offering of a baccalaureate degree. Since those early years, the College has developed and maintained a strong liberal arts tradition as the central focus of its academic program.

The College offers the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Fine Arts degree. The foundation of these programs in both faculty and curriculum remains in the arts and sciences, where the College offers general education courses, a wide range of undergraduate majors, and the opportunity for individualized majors and minors for undergraduates, to be developed in consultation with a faculty advisor. At present, the College of Liberal Arts offers a variety of undergraduate academic programs, comprising 38 majors and 45 minors.

The purpose of the College of Liberal Arts is to provide a liberal arts education within the broad outlook of the Judeo-Christian intellectual tradition. The College is committed to the goals of learning and faith: learning as both the means and the result of scholarship; faith as the personal appropriation of truth for living. Being open to all qualified persons who seek to grow through education, the College strives to uphold the values of personal freedom, individual responsibility, and community service.

To attain its instructional goals the College relies heavily on its full-time faculty, who teach more than 90% of the courses offered every semester. The College also engages adjunct faculty who are qualified to offer excellent instruction in one or more fields. As an adjunct faculty in the College of Liberal Arts, you play a significant role in helping the College meet its educational goals. This Adjunct Faculty Handbook will introduce you to the policies and procedures that are observed within the College and help you become acclimated to the academic culture that has been nurtured for decades.
A Brief History of Mercer University  
(borrowed from the Mercer University Student Handbook)

Mercer University traces its origins back to Penfield, Georgia, where in 1833, following a bequeath by Josiah Penfield’s estate, Mercer Institute opened its doors as a manual labor school for boys. The school’s assets consisted of a red clay farm and two hewed log cabins, valued at approximately $1,935. Enrollment totaled thirty-nine students and tuition was $25 in that first year. Board was provided at $8 per month, and each student was required to supply his own bedding, candles, and furniture. In 1871 Mercer moved from Penfield to Macon, and two years later, the School of Law was established.

In 1959, Atlanta’s Southern School of Pharmacy merged with Mercer. Atlanta Baptist College merged with the University in 1972, and today that campus, known as the Cecil B. Day Campus, is home to the Mercer Graduate and Professional Center, which encompasses the Southern School of Pharmacy, the Eugene W. Stetson School of Business and Economics, the Tift College of Education, the James and Carolyn McAfee School of Theology, and the Georgia Baptist College of Nursing. The Mercer School of Medicine, established to train primary care physicians for rural and underserved areas of Georgia, admitted its first students in 1982. Two professional schools, the Stetson School of Business and Economics and the School of Engineering, were formed in 1984 and 1985, respectively. The Tift College of Education and the McAfee School of Theology were formed in 1995 and 1996. The Georgia Baptist College of Nursing merged with Mercer in 2001. The College of Continuing and Professional Studies was established in 2003 and renamed Penfield College in 2014. The Townsend School of Music became an addition to Mercer University in 2006. The schools of Medicine, Nursing, and Pharmacy were established as the Mercer Health Sciences Center in 2013.

Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower, and to serve. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship, and service.

We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.

We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.

We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious, and ethical questions of this and every age.

We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.
A Brief Biography of Jesse Mercer
(borrowed from the Mercer University Student Handbook)

Jesse Mercer, the University’s namesake, was born in Halifax County, North Carolina, in 1769. Jesse’s father, Silas Mercer, had grown up as a devout member of the Church of England. When Silas was baptized into the membership of the historic Kiokee Baptist Church, near Augusta—the first Baptist Church in Georgia—the Mercer family’s long association with the Baptist Church began. At the age of seventeen, Jesse was baptized by his father, and he was ordained into the ministry at twenty. Jesse Mercer held a number of pastorates, did volunteer missionary work, preached to many congregations in remote areas, and was an advocate of education long before the founding of Mercer.

The founding of Mercer was due largely to Jesse Mercer’s leadership and financial support, totaling approximately $1,750. His contributions, along with the estate of Josiah Penfield, paved the way for Mercer to open its doors. Jesse Mercer was appointed to Mercer’s first board of trustees in 1838. Jesse Mercer married Mrs. Nancy Simons, the widow of Captain Abraham Simons, a successful Jewish businessman. She shared Jesse Mercer’s liberality in spirit and letter. Upon her death, she bequeathed the wealth she had inherited from Simons to Jesse Mercer. Jesse Mercer died on September 6, 1841, and left the bulk of his estate, which amounted to $40,000, a large sum for that day, to Mercer Institute. Jesse Mercer was buried at Penfield in Greene County, Georgia. Each year the Student Government Association sponsors a Pilgrimage to Penfield to see the birthplace of Mercer and to visit the gravesites of Jesse Mercer and several Mercer presidents.
A Primer for Adjunct Faculty:
From A to Z

Academic Calendar
The academic calendar for 2018-2019 is posted on the Registrar’s website (http://registrar.mercer.edu/macon/calendar-mac-next-year.cfm). Fall and Spring semesters last roughly 14 weeks, with most courses offered on a MWF (50-minute sessions) or TR schedule (75-minute sessions). Summer semester is divided into two five-week sessions, with most courses meeting four times a week (3-hour sessions). You are expected to meet your classes at the scheduled times each semester. Classes may never be held on holidays, scheduled breaks, or BEAR Day.

Attendance Policy (also see section on Syllabi below)
Neither Mercer University nor the College has a binding policy on attendance. However, all faculty are required to take attendance daily for the first three weeks of every semester and to report this information via their MyMercer account.

Attendance data for the first three weeks of classes are used to verify that the students officially enrolled in the course are indeed attending class, and to identify students who are attending class but who do not appear on the official class roster. This data is critical for University reports to the federal government on federal grants and loans to students. Students on such aid who do not attend class will have to pay back their aid to the government. Thus, recording and submitting attendance for the first three weeks of class via your MyMercer account is paramount.

Audio-Visual Services
If you require students to make multimedia presentations or if you wish to create an online learning environment with Canvas, contact Jerome Gratigny (301-5521) or Terry Bickley (301-2439) at Academic Technology Services.

BEAR Day
Since 2011, Mercer University has been sponsoring an annual BEAR Day (Breakthroughs in Engagement, Arts and Research), at which outstanding undergraduate and graduate students from the College of Liberal Arts, Stetson School of Business and Economics, and the School of Engineering present their research projects. This event occurs on a Friday at the beginning of April. On this date no class sessions are to be held; students are strongly recommended to attend one or more paper or poster sessions being presented by their peers.
Book Orders

Your department chair or program director will notify you whether the textbooks for your course have been already ordered, or if the textbook you are considering for your course is appropriate. Unless your chair or director instructs you otherwise, textbooks must be ordered from the Mercer University Bookstore (https://www.facultyenlight.com/?storeNbr=576).

Classes

Your department chair or program director will let you know when and where your course(s) are scheduled to meet. This information can also be found on the Registrar’s webpage (http://registrar.mercer.edu/macon/class-schedules.cfm).

If you should find your classroom inadequate or inappropriate for any reason, you should consult with your chair or director to see if it is possible to obtain a different room assignment.

All class sessions should meet at the scheduled time and for the length of time scheduled. If developments arise that prevent you from meeting any scheduled class session, you must provide advance notice to your students. On such occasions you may ask the department chair or other departmental faculty members to substitute for you. Due to accreditation requirements, only Mercer faculty members may teach our courses; graduate teaching assistants are prohibited from teaching in the College.

If you wish to schedule required or recommended activities that occur outside the scheduled class meeting times, make sure that these are highlighted prominently on your syllabus and discussed in detail during the first week of classes. Your syllabus should also describe what you expect of a student who, for legitimate and verifiable reasons, is unable to participate in these events. It is appropriate to allow this student to participate in the activity at a later date or time, or to suggest a reasonably equivalent assignment for the student to complete.

Contracts

The contract lists the name of the course, the term dates, class hours, and salary. The contract is contingent upon adequate enrollment (typically, 6 students); the department chair, program director, and/or Associate Dean will notify you if your course needs to be canceled. Signed contracts must be returned to Dr. Jeffrey Denny in the Associate Dean’s Office, located in Room 102 of the Administration Building.

The College sets a fixed rate of compensation for adjunct faculty; the amount will be disclosed to the adjunct instructor during negotiations with the department chair or program director. Adjunct faculty receive their payment at the end of the semester, upon submission of final course grades.
Course Evaluation/Evaluation of Your Teaching
All faculty members in the College of Liberal Arts are required to have students evaluate the quality of their teaching at the end of every semester. The College distributes to all enrolled students an electronic course evaluation that is submitted anonymously. Faculty members, department chairs, and the Dean’s Office may access these reports at the beginning of the next semester.

In addition, your department or program might have its own course evaluation form that you may be required to distribute at the end of the semester. If not, you have the liberty to have your students complete an evaluation instrument of your own design, as long as the anonymity and confidentiality of the evaluation process is respected.

Your department chair or program director will formally evaluate the quality of your performance as a teacher at the end of every semester. This report will be based not only on the student perceptions described above, but also by announced or unannounced visitation of your class(es) during the semester by departmental faculty.

Drop Day
By the fourth day of every semester (e.g., 24 August 2018 for fall semester; 11 January 2019 for spring semester), students may drop a class from their schedule of courses. The dropped class is often replaced by another course that the student prefers or the student’s advisor recommends. This action removes the class from the student’s permanent academic record; the student’s name will not appear on any future class roster.

Dropping a class is not the same action as withdrawing from a class (see below).

If a student does not attend the first day of classes, s/he forfeits a seat in your class. You have the prerogative of giving that seat to another student.

Drug-Free Workplace (adapted from Section 2.19 of Mercer University Faculty Handbook)
The unlawful possession, use, distribution, dispensing, or manufacture of illicit drugs or alcohol at any time on any University property or as part of any University-sponsored activity is absolutely prohibited. As a condition of employment at Mercer, all employees must abide by these standards of conduct, and disciplinary sanctions will be imposed for violations, up to and including dismissal and referral for criminal prosecution. Ordinarily, the sanction for drug-related violations will be immediate termination of employment. In exceptional cases, at the University’s sole discretion, an employee may be permitted to continue in employment if he or she satisfactorily participates in an approved rehabilitation program.
Any employee who is convicted of any criminal drug statute for any violation occurring on University property (including pleas of nolo contendere) must inform the Associate Vice President for Human Resources within five days of such conviction or plea. This notification is necessary because the University in turn must notify federal agencies of such convictions if the employee is involved in a grant or contract. However, a criminal conviction shall not be necessary to find that an employee has violated this policy and to take appropriate personnel action.

Email Address
Upon being hired as an adjunct faculty member, your departmental administrative assistant will ask the IT department to assign you an official Mercer email address. This address will be the Associate Dean’s official method of communication with you, and we ask that you use it when communicating with students, colleagues, etc. as your official email address.

FERPA (Education Rights and Privacy)
The Federal Education Rights and Privacy Act of 1974 prohibits the sharing or distribution of any “personally identifiable information” from a student’s academic record without the student’s prior written consent. This includes, but is not limited to,

- announcing grades while handing back exams or assignments;
- leaving graded assignments in any public location (such as classroom, bulletin board, or office door);
- providing group member grades to anyone other than the student.

If you have any questions concerning the sharing of academic information, please contact the Associate Dean at 301-2916.

Final Exams (see section on Syllabi below, and final page of this handbook)

Grading System (see section on Syllabi below)

Graduation
You are not expected to march in commencement exercises in May, but you are invited to do so if you own academic regalia.

Grievances (see section on Syllabi below)

Honor Code
Every undergraduate student at Mercer University consents to the following Honor Code upon entering Mercer University:

I pledge to hold myself to the highest standards of academic integrity while at Mercer University. I further pledge that I
will hold my peers to these standards by reporting any violations I observe and that I will foster a spirit of honesty in the University's academic environment.

Each student thus subscribes to and supports the Honor System; the same is expected of faculty members. The individual is responsible for reporting to the Honor Council any academic dishonesty he or she may see as well as being responsible for his or her own honesty.

Students are elected to serve as justices on the Honor Council. Each justice is appointed for leadership ability, character, interest in the undergraduate colleges, honesty in all areas, and scholarship. The Honor Council conducts investigations and hearings for every alleged violation of the Honor Code and resolves these cases in a timely manner.

The most common violations of the Honor Code are cheating, plagiarism, academic negligence, and other acts which compromise academic integrity. It is the responsibility of the student to ascertain what would constitute a violation of the Honor Code in any given situation. One has an additional responsibility to understand fully an instructor’s position in special situations, which may emerge in his or her course. Ignorance or disapproval of an instructor’s expressed class policy is not an excuse for an Honor Code violation.

As a faculty member you are obligated to report to the Honor Council (HonorCouncil@live.mercer.edu) any perceived violation of the Honor Code. Once you have reported the allegation, you should not discuss the matter with the student until the actual hearing is conducted. You are normally required to attend the hearing and present the evidence against the student. All information pertaining to the case must be kept as confidential as possible. The only people who shall know about the case are the accused, the accuser, and the Honor Council justices.

For further information about Mercer University’s Honor System, Honor Code, and Honor Council, consult the Mercer University Student Handbook (http://provost.mercer.edu/handbooks/).

Human Resources

The Human Resources office is located on Mercer University Drive at the Lofts at Mercer Landing. This is across the street from the main entrance to campus near the gateway bridge. They can be reached at 301-2789.

ID Cards

You can obtain a Mercer University ID Card (Bear Card) from the Auxiliary Services Department, located east of the Medical School (301-2741). The Bear Card entitles adjunct faculty to discounts at the University bookstore, athletic events, and various events sponsored by Mercer at the Grand Opera House. The
ID Card also entitles you to privileges at the Tarver Library on the Macon Campus.

Meetings
You should consult with your department chair or program director to see if you are expected to attend department or program meetings. You are not required to attend the monthly meeting of the College faculty. Adjunct faculty are not voting members of departmental or College forums.

Office Hours
You should consult with your department chair or program director about the use of office space. All faculty are expected to be available outside of class time during posted office hours, and these must be identified in your syllabus, outside your office (if one is assigned), and online when applicable. Typically, you should schedule about 60 minutes of office hours weekly for each course that you teach. When program directors or department chairs require attendance at a meeting, you can attend the meeting that week in lieu of holding office hours.

Parking
You are granted free parking privileges. Green parking decals can be obtained from the Mercer Police Office or can be ordered by your department secretary.

Photocopying
The department or program for which you are teaching will make photocopying privileges available to you. You should ask your department chair or program director about the rules and regulations for photocopying on campus.

Faculty are required to comply with the copyright law set in U.S. Code Title 17. Fair use provisions allow reproductions of “small” parts of copyrighted material for educational purposes for teaching, scholarship, and research. According to the Mercer University Faculty Handbook (section 3.14), fair use considers all of these criteria:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Examples of Fair Use:
Single copies of the following types of material for educational purposes generally are considered to be a fair use of the material:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collective work; and
4. A chart, diagram, graph, drawing, cartoon, or picture from a book, periodical, or newspaper.

If you should have any questions about what constitutes fair use in your course(s), please discuss your concerns with your department chair or program director.

Professional Ethics
The University's guarantees of academic freedom presuppose that members of the faculty will act in a professionally responsible manner. The University expects that members of the faculty will be governed by the AAUP Statement on Professional Ethics (1987), which declares:

"I. Professors, guided by a deep conviction of 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, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Professors demonstrate respect for students as individuals, and adhere to their proper roles 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 debts and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of the 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."

**Progress Reports**

By the fourth week of every semester, all faculty are required to submit a progress report on each freshman and new transfer student who is enrolled in their classes. This report can be filed only electronically. Instructions for accessing the website and filling out the report will be announced by the Associate Dean at least one week before the deadline.

By the eighth week of every semester, all faculty are required to submit a report on any student who is at risk for earning a low “C,” a “D,” or an “F” in their course. Both the student and the academic advisor use this information to determine whether the student should withdraw from the course or not. This report can be filed only electronically. Instructions for accessing the website and filling out the report will be announced by the Associate Dean at least one week before the deadline.

**Sexual Misconduct and Relationship Violence Policy (Section 2.14 of the Mercer University Faculty Handbook)**

As required by Title IX, Mercer University is committed to maintaining an environment free from discrimination on the basis of sex and/or gender and where the dignity and worth of all members and visitors of the University community are respected. Sex discrimination, which includes, but is not limited to, sexual harassment, sexual assault, intimate partner violence (IPV), stalking, and gender-based harassment, harms the environment the University seeks to maintain and is unequivocally prohibited. Mercer University has developed its policy on Sexual Misconduct and Relationship Violence (SMRV) in accordance with Title IX of the Education Amendments and the Violence Against Women Act to reaffirm the
University’s commitment to address sexual misconduct and relationship violence and take steps to prevent its reoccurrence and remedy its effects. The SMRV policy explains the rights and options for employees, students, and visitors with reports regarding sexual misconduct and relationship violence, and provides a grievance procedure for handling reports. Employee reports regarding other forms of sex discrimination will be handled in accordance with the grievance procedures outlined in the faculty and staff handbooks (Faculty Handbook, Section 2.10 and Non Faculty Handbook, Section 4/Grievance Procedures).

The Sexual Misconduct and Relationship Violence policy applies to all University students and employees, campus visitors, and employees of third parties doing business with the University, regardless of sexual orientation, gender identity, or location. All members of the University community are expected to conduct themselves in a manner that does not negatively affect an individual’s school or work experience or the overall school environment, whether on University premises or at any off-campus location. University administrators and supervisors have the responsibility for implementing steps designed to prevent and eliminate sexual misconduct and relationship violence within the areas they oversee.

Under Title IX, individuals reporting an allegation related to sexual misconduct and/or relationship violence have the right to timely resolution; to have the University conduct a prompt, fair, and impartial investigation; and to have interim steps taken to ensure the safety and wellbeing of the individuals involved and the University community. These procedures will be conducted by officials who receive training on issues related to sexual harassment, sexual assault, sexual exploitation, intimate partner violence, and gender-based harassment, as well as how to conduct a hearing process that protects safety, promotes accountability and ensures fairness. The University will communicate regular investigatory updates to the reporting party and the person against whom the allegation or report of sexual misconduct or relationship violence is made. If a responding party is found to have violated this policy, serious sanctions will be used to prevent the reoccurrence of sexual misconduct and relationship violence and address its effects. Mercer University, Campus Sexual Violence Elimination Act (Campus SaVE) and Title IX prohibit retaliation and the University will take reasonably calculated steps to prevent retaliation, and will evaluate responsive actions, as necessary, for any retaliatory acts.

Please visit [http://titleix.mercer.edu/](http://titleix.mercer.edu/) for more information about Title IX at Mercer University and [http://titleix.mercer.edu/policy.cfm](http://titleix.mercer.edu/policy.cfm) for the Sexual Misconduct and Relationship Violence policy.

Mercer’s Title IX Coordinator, Melissa Graham, can be reached at (478) 301-2788 or titleix@mercer.edu.
Student Behavior

All Mercer students are required to observe the Mercer Student Code of Conduct, which strives to create a community of respect within all activities on campus. You can help foster this community of respect by identifying in your syllabus your specific expectations with regard to cell phones, laptops, restroom breaks, and any other behavior that might disrupt or impair the teaching and learning environment.

If a student should endanger this community of respect in your classroom, you should first arrange for a private, discrete meeting with the student. If the disruptive behavior continues, you should notify Dr. Douglas Pearson, Vice-President for Student Affairs and Dean of Students (301-2685), who will work with both you and the student to find a reasonable solution to the problem.

If you should have any concerns about a student’s personal well-being due to factors such as unusual behavior and/or physical appearance, notify Dr. Achim Kopp in the Associate Dean’s Office, located in 102 Administration Building. He will discretely determine whether there are grounds for an intervention.

If you feel that such a student is in need of immediate attention, you should recommend that the student contact Counseling and Psychological Services at 301-2862. With the student’s permission, you may take the initiative in making this phone call.

Teaching

Your primary responsibility is the instruction for your classes. Your department chair or program director is your primary advisor for identifying your responsibilities in the classroom and the department.

Withdrawal Policy (also see section on Syllabi below)

Students may withdraw from any course between the second and the eleventh week of classes (i.e., 26 October 2018 for fall semester; 21 March 2019 for spring semester). Withdrawing prevents a student from earning a poor grade in that class; at the end of the semester, the faculty member must assign the grade of “W,” which does not affect the grade point average at all. Requests for withdrawal after the eleventh week are not honored unless they are accompanied by a persuasive letter from the instructor that explains why the deadline could not be met.

Students who confront medical emergencies, family crises, or unanticipated military obligations after the eleventh week may be granted a belated withdrawal from ALL classes, under the condition that they provide the Associate Dean with persuasive documentation.
A Primer for Adjunct Faculty: 
Faculty Appointments

What is an Adjunct Faculty Member?
Adjunct faculty members are professionals who have completed at least eighteen hours of graduate study in a particular academic discipline or field of study. They are invited by a department or program to teach one or more courses for one or more semesters. Adjunct positions are created to address short-term needs of the College and thus are usually of brief duration.

How are Adjunct Faculty approved to teach?
Adjunct Faculty are usually recruited by department chairs or program directors, who then nominate the most qualified candidates to the College Dean for approval. To be considered for an adjunct position, you must submit:

- a current curriculum vitae;
- a completed Adjunct Faculty Information Sheet as well as W-4, I-9 and, if desired, direct deposit forms;
- **official** transcripts from all colleges attended (graduate and undergraduate). These transcripts must be received in sealed college envelopes to be valid. Foreign degrees must be evaluated through an accredited credentialing agency that will forward the results to us in a sealed envelope;
- copies of any current licensures and certifications (if applicable).

These documents must be submitted to:

Dr. Jeffrey Denny  
Associate Dean for Faculty Matters  
Mercer University  
College of Liberal Arts  
1501 Mercer University Drive  
Macon, GA 31207

Once approved, you will receive via surface mail a contractual agreement from the Dean. This will list the course(s) that you are approved to teach as well as the salary to be offered. Contracts must be signed and mailed or hand delivered to the Dean’s Office prior to the first day of class. The administrative assistant to the Associate Dean will issue your paycheck at the end of the semester, but only after the course syllabus, grade book materials, attendance sheet, textbooks, and travel forms (if appropriate) have been submitted to the Dean’s Office.
How does the Affordable Care Act affect my employment in the College?
In the College of Liberal Arts, no adjunct may teach more than 8 credit hours per semester. All adjuncts are required to hold office hours for at least 90 minutes per week per course.

The College will use the federal recommendations for calculating hours worked per week. As a result, the maximum hours worked by an adjunct in the College will be the following:

- 8 hours of instruction
- 10 hours of preparation (1.25 hours per hour of instruction)
- 3 hours of office hours

**Total:** 21 hours per week

How will I be notified about my teaching assignments?
A department chair or program director will contact you and verify your commitment to teach one or more courses in a particular semester. S/he will also provide you at least one example of an appropriate course syllabus, a list of recommended textbooks, and suggestions on how you can tailor your course(s) to meet the departmental or program culture.

Upon being notified of your first teaching assignment, you must immediately complete the New Employee paperwork (I-9, tax forms, and FERPA form). You may obtain the I-9 and tax forms from the Human Resource Department. The FERPA form (Appendix A) will be emailed to you from the Dean’s Office. You must return the completed form to the Dean’s Office before the first day of class.

What records do I need to keep, and for how long?
The College of Liberal Arts is legally required to keep a variety of materials from your class for three years. This includes, but is not limited to:

- a syllabus for each of your courses;
- hard copy or electronic copy of your “grade book” containing raw scores of all assignments or activities that determine the final course grade;
- your attendance roster for each course (even if you did not count attendance as part of the grade);
- your self-evaluation.

You are required to leave each of the above documents with your department chair or program advisor upon submitting your final course grades.
Mercer University recognizes the right of faculty to exercise freedom in research, publication of findings, and discussion and the right to speak as a citizen without institutional censorship. The University’s understanding of academic freedom is consistent with the Statement of Principles on Academic Freedom and Tenure (adapted below) prepared by the American Association of University Professors and the Association of American Colleges:

Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matters that are not related to the subject.

College or university teachers are citizens, members of the learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As people of learning and as an education officer, they should remember that the public might judge their profession and their institution by their utterances. Hence, at all times they should be accurate, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons.

The responsible exercise of academic freedom involves integrity in research, competence in teaching, thoughtful responsibility in speech, and loyalty to the stated purposes for which the University was founded.
A Primer for Adjunct Faculty:  
The Syllabus

The syllabus is an essential component of every academic course. In this document the faculty member explains the purpose, objectives, and structure of the course, elaborates the expectations that students are required to meet, and notifies the students of College and University policies that must be observed in the classroom setting.

We recommend strongly that you give your department chair or program director an opportunity to review your proposed syllabus about a week before the semester begins. By doing so you can ensure that your course will be consistent with the prevailing standards in that department or program.

What must a syllabus include?

1. Faculty members within the College of Liberal Arts must prepare syllabi for all of their courses each term.

2. Copies of course syllabi must be distributed to students at the first class meeting of each term, and to students who enroll late to the class.

3. Copies of all course syllabi each term must be placed in departmental files and in the Dean’s Office. Departments are also encouraged to post all syllabi on their web pages.

   Note: Do not deviate from the specified policy without negotiating or discussing changes with the entire class. An amended syllabus must be submitted to the students, the department chair, and the Associate Dean’s Office.

4. Although the specific arrangement of the content of syllabi may vary, all syllabi must contain the following essential elements:

   a. Name and number of course, number of section, meeting place, days, times.

   b. Name of instructor, location and phone number of office, statement of regular office hours, availability (if any) at other times.

      Note: For full-time faculty, office hours average about 5 hours.

   c. Prerequisites (if any) for enrollment in course.

   d. Essential knowledge, skills, abilities students must possess in order to learn the course material (e.g., read at college level, perform mathematical operations through a specified level, capacity to grasp and analyze and
manipulate abstract concepts, ability to differentiate between musical pitches, etc.)

e. Student Learning Outcomes: What (generally) the student is expected to learn and be able to do at the conclusion of the course (e.g., discuss orally and in writing the novel as a literary genre, citing $X$ works as references; recapitulate the key antecedents of World War I and two or three leading interpretations of its origins, with specific course citations; perform algebraic operations through quadratic equations; perform qualitative and quantitative analysis of $Y$ unknowns; complete a well researched, cogently argued, fluent term paper as assigned, etc.).

For General Education courses: Syllabi for Gen Ed courses must display the student learning outcomes for that specific literacy block endorsed by the faculty in 2014. These can be found on the Faculty Docs website: https://cla.mercer.edu/faculty-staff/secure-resources. In addition, these syllabi must contain this FERPA Disclaimer for Assessment:

_The College of Liberal Arts is keenly interested in assuring the quality and integrity of its General Education Program. Every semester, randomly-selected students from each General Education course will be required to submit samples of their work to an independent and objective assessment by faculty. No personally identifiable information about any student will be used for the purposes of this assessment, and assessment results will have no bearing whatsoever on student grades._

f. Tentative schedule of class sessions, assignments, and (briefly) how these relate to course objectives.

g. Assigned text(s).

h. How the course grade will be derived: Specify the weight (percentage) that each type of graded course component (exams, homework assignments, projects, laboratory reports, in-class participation, final examination, etc.) will carry in the determination of the course grade.

i. Attendance policy.

j. Policies as to late, extra-credit, make-up, and “perfectible” work.

k. Statement that the College’s academic misconduct policy (Honor Code) will be followed, for example:

_All suspected violations of the University Honor Code will be forwarded to the Honor Council._
1. Notice that any student who receives failing grades during the course is urged to arrange to meet with the instructor and discuss the work/assignment(s) in question.

m. Electronic Submission of Assignments. If you require, encourage, or permit students to submit their assignments electronically, you should include the following statement in your syllabus. This statement has been endorsed by the University’s Academic Council:

Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

n. Cell Phone and Pager Usage:

Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned off before entering any classroom, lab, or formal academic or performance event.

o. Notice that all requests for reasonable accommodation from students with disabilities will be welcomed:

Students in need of accommodation due to a disability should contact the Access and Accommodation Office to complete the verification process to become approved for services. In order to receive accommodations, each term, students will request accommodation and faculty notification forms through the Access Office online system Accommodate. Students are strongly encouraged to schedule a meeting with each professor in a timely manner to discuss arrangements. Accommodations are not retroactive in nature. Note - Disability accommodations or status are not reflected on academic transcripts. Students with a history of a disability, perceived as having a disability, or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office. Students must request accommodations in a timely manner to receive accommodations in a timely manner.
The Access Coordinator for Macon Campus is Katie Johnson, Director and ADA/504 Coordinator.
Phone: (478) 301-2778; email: johnson_kc@mercer.edu
Website: https://access.mercer.edu

Please note the following additional information from the Access and Accommodation Office (AAO):

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to “reasonable accommodations” intended to ensure equal access to all courses, programs, and services without a change of curriculum. Examples of accommodations include but are not limited to: testing accommodations, providing alternative format textbooks and tests, note-taking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters, and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by requesting accommodations with the designated Access Coordinator for their campus or program and complete the verification process.

Faculty Responsibilities:
- Include the “Access / Disability Syllabi Statement” in each syllabus (see above).
- Meet privately with each student when discussing his or her disability. Be sensitive to the student’s legal right to confidentiality and only discuss accommodations with the student, with your department chair (if needed) or with AAO.
- Ensure the student has the needed and approved accommodations without undue complications.
- Please do not provide academic accommodations without first obtaining a “Faculty Accommodation Form” from the student or from the Access Coordinator. This is obtained from the Access and Accommodation Office on the main campus or the Access Coordinator in Atlanta. The faculty form identifies approved accommodations specific to each student determined on a case-by-case basis.
- Discuss the approved accommodations in private. Plan with the student regarding where, when, and by whom the accommodations will be provided. The student should reaffirm this plan prior to each test.
• Sign the “Faculty Accommodation Form” to indicate that you have discussed the accommodations with the student. If you require assistance with test administration, send the student to the Access Coordinator to schedule the exams. If given less than a week’s notice of a test date by the student, the Coordinator may be unable to administer the test at the Access Office and other arrangements may need to be made.

• Discuss any concerns or questions regarding accommodations with the Access Coordinator.

p. Where necessary, you should also include one or more of the following statements in your course syllabus:

**Chemical sensitivity statement:** This course includes the handling of chemicals, and the reasonable accommodation policy also applies to any chemical sensitivity, allergy, or other physical or medical condition that might limit a student’s ability to participate in the required course activities. In these cases, the instructor may require a physician’s documentation of the student’s condition before arranging accommodation. If the instructor determines that the student’s condition cannot be reasonably accommodated, then the student will be asked to select an alternative course.

**Physical limitations statement:** This course includes significant physical activity, and the reasonable accommodation policy also applies to any physical or medical condition that might limit a student’s ability to participate in the required course activities. In these cases, the instructor may require a physician’s documentation of the student’s condition before arranging accommodation. If the instructor determines that the student’s condition cannot be reasonably accommodated, then the student will be asked to select an alternative course.

**Safety statement:** This course includes activities for which there are certain risks as well as established safety procedures to minimize these risks. The instructor will explain both the risks and the prescribed safety measures. Students enrolled in this course are required to document in writing their awareness of the reasonable risks inherent in the course activities and their agreement to follow the safety procedures specified by the instructor. If a student cannot meet these terms, then the student will be asked to select an alternative course.
5. If you are offering a course with a service-learning component, please review the following Service Learning Syllabus Checklist.

In order to provide students with full information to be successful and safe in completing community engagement, faculty should use the checklist below in formulating service learning syllabi and should distribute this essential information to students. Each school or college should distribute the guidelines and be responsible for insuring their use.

These guidelines have been developed by the University Community Engagement and Scholarship Council and meet best practices as outlined by the Carnegie Classification in Community Engagement.

Please use the checklist below to include essential information for students in your service learning course syllabus or introduction to the course’s service-learning project:

- Articulate the connection between the service and the learning goals for the course.
- Specify how students will be expected to demonstrate what they have learned in the placement/project (e.g., field journal, analytical papers, class presentations, etc.). Keep in mind that students are graded on learning, not simply on “showing up” for service work.
- Define the community need(s) that the service placement/project meets.
- Describe the nature of the service placement and/or project. Specify:
  - The roles and responsibilities of students in the placement/service project and those of the community partner.
  - Time requirements associated with the service.
  - IRB guidelines or confidentiality guidelines. Any behavioral conduct guidelines.
  - Transportation plan (if applicable).
  - Any risks associated with the work.
  - Community placement contact information.

For more extensive guidelines in developing a service learning course syllabus, see the “Checklist for Planning a Service-Learning Course” in the Mercer Faculty Guide to Service Learning, p. 21: https://community.mercer.edu/www/mu-community/service/upload/Faculty-SL-Guide-Final-Draft.pdf.

For an extensive archive of model syllabi in multiple disciplines, see Campus Compact’s website: http://compact.org/resource-type/syllabi/. Faculty members can also contact Mary Alice Morgan (morgan_ma@Mercer.edu) and the Office of Service Learning for questions or assistance.
How should I weight my grading criteria?

In your syllabus you should explain in some detail each of the criteria by which you will be evaluating the academic performance of your students. Among the most common evaluative criteria at Mercer are:

- Attendance
- Class Participation
- Quizzes
- Tests
- Lab Work
- Group Work
- Presentations
- Written Assignments (essays, journals, etc.)

You should avoid “bundling” grading criteria in your grading policy. For example, the following description:

```
Attendance ......................  5%
Class Participation ............. 8%
Quizzes ............................ 12%
```

is much more acceptable and defensible than:

```
Attendance, Class Participation, Quizzes ............... 25%
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The latter description suggests strongly that each of the three criteria will be worth 8.33% when the final grade is being calculated. Unless that is your intention, it is highly advisable to describe each grading criterion on a separate line.

Does Mercer University recommend a particular grading system?

Mercer University and the College of Liberal Arts do not endorse or promote any particular grading system. You should consult with your department chair or program director to see if there are any recommendations that the department has for its courses. The University uses only alphabetical grades for its record keeping; University policy does not allow for “minus” grades. For most purposes, you are limited to A, B+, B, C+, C, D, F, S, U. Mercer also accepts grades of “IC” (Incomplete; see below), FQ (student fails because s/he quit coming to class), and ABX (all course requirements completed except for the final exam).

Your syllabus must clearly define the numerical range that an alphabetical grade signifies or describe the qualities that distinguish, for example, “A”-level work from “C+”-level work. It is strongly advisable to indicate how you deal with
fractional grades. If the grade of “C” begins at “70%,” then does a “69.55%” qualify as a “C” or as a “D”?

Pass / Fail Option
Students have the option of taking a course on an “S/U” basis; you have the option of determining whether you wish to make this option available to students. Any student desiring this grading option must submit a formal request during the DROP/ADD period at the beginning of the semester. No exceptions are granted after this deadline, and the decision cannot be reversed later in the semester.

Incompletes
As the end of the semester approaches, some students may ask you to grant them a grade of “Incomplete” for the course. The “IC” grade indicates that the student, for some legitimate reason, was unable to complete all course assignments by the end of the semester and that the instructor is granting the student a grace period to meet all course requirements.

If you are inclined to give the student the benefit of the doubt, you should state clearly in writing (1) what assignments need to be completed, (2) by which date the work must be submitted, and (3) what kind of penalty will be assessed if the deadline is not met. If the work is not completed by the mid-term of the following semester, the grade of “IC” will automatically change into an “F.”

“Incompletes” are arrangements made exclusively between the student and the instructor. It is not necessary to consult with the Dean’s Office or request permission from the Dean’s Office for such arrangements.

On occasion, family emergencies or urgent medical care make it impossible for a student to take the final exam at the scheduled date and time. In such cases it is appropriate to assign the grade “ABX” (“all but final exam”). The instructor and student will need to find a mutually convenient time to complete the final exam before the midterm of the next semester.

What is Mercer University’s attendance policy?
Neither Mercer University nor the College of Liberal Arts recommends any particular policy for attendance. You should consult with your chair to see if your departmental culture encourages or requires any particular policy.

Generally speaking, you should decide whether there is a maximum number of absences you will tolerate before you begin to impose penalties. If so, state clearly
in the syllabus the number of absences you will accept and the nature of penalty that will be imposed for each excessive absence. For example,

Some colleagues deduct one or two points from the final course grade for each excessive absence;

Some colleagues drop the final course grade an entire letter grade for each excessive absence (e.g., an “A” becomes a “B+” for one excessive absence; it becomes a “C+” for three excessive absences);

Some colleagues assign a failing grade once the maximum number of absences has been exceeded.

Some students (e.g., athletes, musicians, debaters) are granted excused absences for University-related activities. You will receive written confirmation from the Dean’s Office well in advance of such events.

University policy grants these students as many as nine excused absences for classes meeting on a MWF schedule, and six excused absences for classes meeting on a TR schedule. For courses that have four or five weekly meetings, the student may not be absent for more than 20% of the total number of class meetings.

The Dean’s Office does not issue excused absences for students unless they can provide compelling documentation (e.g., obituaries, physician notes) in a timely manner. Requests made without documentation will be denied. Please note that the Mercer Student Health Center does not issue physician notes. You may, at your discretion, excuse students from classes, labs, or exams even if they have no such documentation.

Am I required to grade class participation?

No. However, many faculty members include a grade for class participation to ensure that students are actively engaged in class activities. If you wish to evaluate class participation, keep these questions in mind:

How does a student get a high grade for class participation: Frequent oral contributions? Prolific note-taking? Looking interested or attentive? Occasional nodding? Is your evaluative policy biased towards those who are more vocal and extroverted, and against those who are rather reticent and introverted? Clearly state in your syllabus what your expectations are for this criterion.
Is this grade based holistically on your subjective assessment of a student’s contribution during the entire semester? Or do you chart your evaluations on a week-by-week or on a day-by-day account?

How frequently can students find out how well (or how poorly) you consider their class participation to be?

**Do you have any suggestions for grading writing assignments?**

Your syllabus should indicate the number of written assignments you expect students to complete by the end of the semester as well as the criteria you will use to evaluate their work. You should also remind your students frequently of the Honor Code and the attendant penalties for plagiarism—intentional or unintentional.

Do you grade written assignments holistically or intuitively (e.g., a paper “looks like” an “A” or a “C+”)? Or do you expect students to demonstrate excellence in discrete skills (e.g., exposition of thesis, exploration of merits and limitations of thesis, well-reasoned conclusion, documentation from secondary literature, organizational clarity, stylistic sophistication, punctuation, etc.)? If there are such discrete features, you should describe these in some detail in the syllabus or separately in a document distributed later to the entire class. In other words, let the students know up front precisely what you are expecting of them.

If you permit students to submit written assignments electronically, it is wise to specify the formats (e.g., Word, Word Perfect, Pages, RTF) and styles (e.g., MLA, Chicago, APA, CSE) you will accept. Which grading penalties, if any, do you impose if a student fails to submit work in the desired format or style?

With electronic submissions, students should also be encouraged to request a return receipt so that there is incontrovertible proof that the assignment was submitted by the deadline. After all, technological glitches are inevitable despite the best of intentions and expectations.

**How can I best evaluate group projects or class presentations?**

Some colleagues want their students to demonstrate that they can collaborate with others in designing and presenting a project on a given topic. If you wish to evaluate group projects or group presentations, keep these questions in mind:

How much weight does student evaluation of peers carry when the grade for peer evaluation is ultimately determined?
How much weight does instructor evaluation of student work in groups carry?

Is the student-student evaluation purely advisory to the instructor, or does it actually constitute some percentage of the final grade?

**Can I offer students extra-credit work?**

It is not unusual for students, especially weaker students, to request extra-credit work as the semester nears its end. Many faculty refuse on principle to offer students extra-credit work. However, if you are so inclined, it is wise to include a statement on extra-credit work in your syllabus so that no misunderstandings arise.

Do students have the opportunity to request work for extra-credit in your course? If so …

Are there deadlines by which such requests have to be made?

How much weight does such extra-credit work carry in calculating the final course grade?

Is a “fudge factor” added in after all other grades have been calculated? Is it subsumed under one of the criteria on the grading policy (e.g., class participation? quizzes? lab work?)?

**Can I require my students to attend or participate in activities outside normal class-meeting times?**

It is not uncommon for instructors to require students to attend films, lectures, concerts, and other activities of academic interest that take place at times during which the class does not normally meet. It is also not uncommon for students to have conflicts with such required activities, due to regular-scheduled evening courses, work schedules, obligatory athletic events or training sessions, and the like. Illnesses, accidents, and a variety of unanticipated misfortunes can make it impossible for the student to participate in the activity.

If you wish to require such activities, please make sure that these are highlighted prominently on your syllabus and discussed in detail during the first week of classes. Your syllabus should also describe what you expect of a student who, for legitimate and verifiable reasons, is unable to participate in these events. It is appropriate to allow this student to participate in the activity at a later date or time, or to suggest a reasonably equivalent assignment for the student to complete.
Is there a deadline by which students can withdraw from my course?

By the eleventh week of each semester students have the opportunity to withdraw from any course without penalty. Their transcript will reflect the grade of “W,” which does not in any way affect their grade point average. A high frequency of “W”s, however, may have adverse consequences for a student’s financial aid package or for his/her future employment opportunities.

Students should discuss the desirability of a course withdrawal with both their professor and their advisor before making this weighty decision. In order to help students and advisors make the most informed decision on this matter, faculty should make every effort to have graded roughly 30-60% of the work required for the course prior to the withdrawal deadline. For this reason many faculty require their students to write a major exam or submit a major project in the week prior to midterm break.

For Fall Semester 2018, the deadline for submitting midterm deficiency reports on students is Thursday, 18 October, but earlier submissions are most welcome. For Spring Semester 2019, that deadline is Thursday, 14 March. The deadlines for course withdrawal are Friday, 26 October, for Fall 2018 and Thursday, 21 March, for Spring 2019. Please be sure to include these deadlines in your syllabus.

The Dean’s Office will not honor any request for withdrawal after these deadlines unless if it accompanied by a persuasive written recommendation from the instructor OR if the student suffers from some medically- or family-related crisis that warrants a complete term withdrawal.

Can I change the terms of my syllabus after the semester begins?

Occasionally, situations arise that make small adjustments to the syllabus desirable or advisable. No such changes should be made unless the faculty member discusses the nature of, and reason for, the changes with the entire class, and distributes a printed copy of the revised syllabus to both the entire class, the department chair or program director, and the Dean’s Office.

Generally speaking, any such change should provide an advantage to the students, rather than escalating criteria or increasing the number of assignments. For example, it might be reasonable in some cases to reduce the minimum length for a research paper, but it would not be reasonable to add a major paper to the requirements listed in the syllabus.
When should I schedule my final exam(s)?

You don’t! The final exams have already been scheduled for you! If you require a final exam in your course, you must administer this exam at the time published in the official schedule of final exams on the homepage of the Registrar’s Office (see the following pages in this handbook). The exam is held in the same room you have been using for your class all semester long. Any exceptions must be approved well in advance (e.g., early November for fall semester; late March for spring semester) by the Dean’s Office. The date and time of your final exam should be highlighted on your syllabus. The deadline for submission of all final papers or projects should also be the published time of the final exam.

It is generally accepted practice in the College of Liberal Arts to refrain from administering tests or quizzes in the final week of classes, so that students have sufficient time to prepare for their final exams or work on their final papers/projects. Please try to manage your course as carefully as possible so that students are not placed under any additional stress during this most nerve-racking time of the semester.

Occasionally, students find themselves in a predicament when three final exams are scheduled officially on the very same day. Under such circumstances, University policy encourages the student to discuss this situation with his/her three professors, one of whom will agree to reschedule the exam at a mutually-convenient time.

From time to time, and especially in fall semester, students will ask to take the final exam at an earlier date. You are not obligated to honor these requests; it is best to remain firm. However, if you make special accommodations for a student, you should—after notifying the Associate Dean—have him/her sign a written disclaimer stating that they have requested permission to take the final exam at a time other than that officially published, and that they assume full responsibility for their performance on the exam.

Caveat magister — If you grant one student a special accommodation, you are likely to have others requesting the same “deal.”

Final exams in Fall 2018 (check published schedule below for details):

10 December
11 December
12 December  Reading day; no exams
13 December
14 December
15 December
18 December  Deadline for submitting final course grades
Final exams in Spring 2019 (check published schedule below for details):

29 April
30 April
1 May  Reading day; no exams
2 May
3 May
4 May
7 May  Tentative deadline for submitting final course grades for non-seniors (deadline for seniors is 48 hours after the final exam)
Please impress upon students at the beginning of the semester when your final exam will be administered. Many students will be making plans to leave campus as quickly as possible for the holidays and/or summer, and they need to plan their trips after their final exams. Unless a student can verify a bona-fide emergency, I will not authorize any exceptions to the published final exam schedule.

University policy discourages students from taking three final exams on one day. If you have students who find themselves in such a predicament, please consider making a reasonable accommodation that does not compromise the integrity of your final exam, and notify me in writing as quickly as possible about the proposed adjustment. If none of the three faculty members is willing to reschedule the final exam, I will unilaterally decide by “luck of the draw” who must make the special accommodations.

How do I submit the final grades for my course(s)?

Before the final week of the semester you will receive an email that provides detailed instructions on how grades are to be posted. In the College we expect all faculty members to submit their grades electronically through the MyMercer portal. It is neither appropriate nor legal to post grades publicly on office doors, bulletin boards, or any other kind of open display. Once a grade is posted electronically,
students can find out immediately how well they did by accessing their own *MyMercer* account.

**What should I do once I have completed all responsibilities for my course(s)?**

Once you have posted your final grades, you should leave a copy of your grade book (hard or electronic) with your department chair or program director. Once the administrative assistant to the Associate Dean verifies that your course syllabus, grade book materials, attendance sheet, textbooks, and travel forms (if appropriate) have been submitted, you will be issued a paycheck.

**What happens if a student wants to complain against me or my course?**

The College of Liberal Arts’ Academic Grievance Procedure is published under 2.06.1 in the *College of Liberal Arts Faculty Handbook* (available online on both the CLA and the Provost’s website). In essence, students may lodge a formal, written grievance up to thirty days after the end of a semester. The appeals process has four independent tiers: instructor, department chair or program director, associate dean, and, finally, provost.

Students have the right to bring grievances against faculty members concerning academic or behavioral matters. Since most grievances are ultimately based on poorly written syllabi, it is imperative that these documents be written as clearly and as accurately as possible. It is also important to abide by the policies and procedures described in the syllabus; any modifications of this document which affect the final course grade must be discussed with the students and communicated to the Dean’s Office.
**Academic Calendar**

**Fall Semester 2018**

- 21 August: First day of class
- 24 August: Last day to drop classes
- 3 September: Holiday: Labor Day
- 18 September: Deadline for submitting fourth-week progress reports (for new students only)
- 11-12 October: Fall Break
- 12 October: Midterm of semester
- 18 October: Deadline for submitting eighth-week deficiency reports (for all students)
- 26 October: Last day for withdrawals
- 21-23 November: Thanksgiving Break
- 7 December: Last day of class
- 8-9, 12 December: Reading days (no final exams)
- 10-11, 13-15 December: Final exams
- 18 December: Deadline for submitting final grades

**Spring Semester 2019**

- 6 January: First day of class
- 11 January: Last day to drop classes
- 21 January: Holiday: Martin Luther King, Jr. Day
- 5 February: Deadline for submitting fourth-week progress reports (for new students only)
- 26 February: Midterm of semester
- 4-8 March: Spring Break
- 14 March: Deadline for submitting eighth-week deficiency reports (for all students)
- 21 March: Last day for withdrawals
- 5 April: BEAR Day and Honors Convocation
- 19 April: Holiday: Good Friday
- 26 April: Last day of class
- 27-28 April, 1 May: Reading days (no final exams)
- 29-30 April, 2-4 May: Final exams
- 7 May: Tentative deadline for submitting final grades for non-seniors (deadline for seniors is 48 hours after the final exam)