

SARAH
LAWRENCE
COLLEGE

THE PRESIDENT

October 25, 2019

The Honorable Chuck Grassley, Chairman
Committee on Finance
U.S. Senate
219 Dirksen Senate Office Building
Washington, DC 20510

BY HAND

Dear Chairman Grassley:

I am writing in response to your September 25, 2019 letter. Sarah Lawrence College is pleased to cooperate with your Committee's ongoing efforts to ensure that colleges and universities, as entities that are exempt from tax, are fulfilling their tax-exempt purposes by protecting academic freedom and freedom of expression on campus. Sarah Lawrence College is committed to protecting the rights of our professors, administrators, and students to engage in free speech and dialogues of contrasting and competing views, without fear of repercussions.

Please find enclosed answers to the questions set forth in your September 25th letter and supplemental materials responsive to the Committee's request for information relating to "the events that are reported to have transpired after the publication" of an October 16, 2018 *New York Times* op-ed written by Sarah Lawrence College Professor Samuel Abrams.

Should you or your staff have any questions or concerns regarding this response, please do not hesitate to contact C. Randall Nuckolls or Michael Pfeifer, our outside counsel in the Washington, D.C. office of Dentons US LLP, who may be reached at 202-496-7500.

Sincerely,



Cristle Collins Judd

Enclosures

Background on Sarah Lawrence College

Sarah Lawrence College was founded in 1926 in Yonkers, New York, as a two-year college for women with the goal of providing higher education to a portion of society then still largely excluded from such opportunities. Recognized for its innovative model of instruction focused on close student-faculty interaction, the College has grown over the last nine decades into a highly regarded co-educational residential undergraduate liberal arts college that also provides life-long education from an early childhood laboratory school, to pre-college programs, to nine graduate and professional degrees (ranging from MFAs in theater, dance, and writing; to teacher preparation; to the first, and still largest, master's degree program in human genetics), to continuing education through its Writing Institute. Sarah Lawrence annually enrolls nearly 1,700 students representing a wide range of academic interests and demographic and socioeconomic backgrounds. Students come to Sarah Lawrence from all 50 States, the District of Columbia and Puerto Rico. Approximately 15% of undergraduates are international students representing 42 countries.

The College's motto is "Wisdom with Understanding," and its mission is "to graduate world citizens who are diverse in every definition of the word, who take intellectual and creative risks, who cross disciplinary boundaries, and who are able to sustain exceptional academic discipline within a framework of humanistic values and concern for community." (For the full mission statement of the College, see: <https://www.sarahlawrence.edu/about/mission/>) A tenured and tenure-track faculty of 120 professors is at the heart of serving this mission, supported by a dedicated team of administrators, staff and visiting faculty. Sarah Lawrence annually graduates 440-475 students who advance into careers in education, law, the creative and performing arts, politics and public administration, medicine, social work, clinical psychology and child development, business and the sciences.

In 2014, the Sarah Lawrence faculty approved a statement of the standards governing the College community: *Principles for Mutual Respect*. These principles are presented to students during orientation, published on the first page of the Faculty Handbook and embodied in the student code of conduct set forth in the Student Handbook.

Sarah Lawrence College, *Principles for Mutual Respect*

- As a community, we respect those with whom we live, learn, and work at Sarah Lawrence College: students, staff, and faculty.
- We aspire to work with integrity and honor.
- We foster honest inquiry, free speech, and open discourse. We seek wisdom with understanding.
- We embrace our diversity in all its dimensions.
- We respect one another's privacy and honor personal boundaries.
- We are responsible and respectful in all of our communications.
- We work to keep our campus and its natural environment a beautiful and welcoming place, and to leave it in a better state than we found it.
- We endeavor to inflict no harm on one another, in word or deed.
- As a community, we strive to support one another in upholding these principles.

These principles frame expectations and the nature of community at Sarah Lawrence College and are realized through action.

Sarah Lawrence's Commitment to Free and Open Exchange of Ideas

Contrary to media reports referenced in your letter of inquiry—which suggest that Sarah Lawrence devalues lines of reasoning that do not fit a certain intellectual or political bent—throughout its history, and particularly through a number of recent initiatives that pre-dated and coincided with the period in question, the College has actively encouraged free and open inquiry of ideas. On my arrival as president in 2017, I launched a practice of identifying an annual overarching theme to create and foster opportunities for discussion and dialogue focused on pressing issues facing our nation today. The first of these was *Democracy and Education*, a title drawn from a foundational text from a century ago by John Dewey, whose philosophy undergirds the College's experiential approach to learning. In my inauguration address on October 6, 2017, I called on the entire Sarah Lawrence community to participate in a yearlong series of events that reflected some of the most urgent questions and priorities of our time: "What are the essential elements of a "democracy"? Who gets to be a "citizen" and why? How do we learn to speak to one another across deep ideological divides? How can we best balance the ideal of free speech in the face of hate speech? And what role should education—and higher education, in particular—play?"

In each subsequent year, Sarah Lawrence College has continued to embrace the importance of encouraging and promoting campus-wide intellectual engagement that spans diverse and contrary perspectives and each summer faculty, staff, students, and the Sarah Lawrence community at large have been invited to propose lectures, events, and other activities related to the theme for the following year. For 2018-19, that theme was "Difference in Dialogue" and the series explicitly required that each event include at least two or more speakers who would discuss a pressing issue from contrasting points of view. Key events in the series included *Women Running for Office* (a bipartisan panel), *Campus Climate* (a panel of College presidents discussed further below), *Probing the Bounds of Free Speech*, and *Religious Pluralism*. All faculty, including Professor Abrams, were invited in the summer of 2018 to take part in these and other events, and were encouraged to propose other topics. The Associate Dean of the College also specifically reached out to individual faculty whose courses intersected with these themes to invite their participation. For the 2019-20 academic year, *E Pluribus Unum* is the theme for bringing the community into discourse about shared goals and interests despite differing origins, identities, beliefs and values.

While some media reports have suggested that Sarah Lawrence College has not supported freedom of inquiry and Professor Abrams' right to express his opinions, the facts are contrary. Indeed, as part of the focus on *Democracy & Education* in 2017-18, Sarah Lawrence College featured Professor Abrams' insights into viewpoint diversity in an article in the College's Magazine. In connection with the Sarah Lawrence series on *Difference in Dialogue*, the Associate Dean followed my general invitation to all faculty for campus participation with a specific invitation to Professor Abrams in September 2018 (before the publication of his opinion piece) for his class to take part in the events planned for November entitled *Probing the Bounds of Free Speech*. The Associate Dean and I worked directly with Professor Abrams in October

and November of 2018 to have Sanford Unger, Director of the Free Speech Project at Georgetown University, participate in one of Professor Abrams' classes as part of the *Difference in Dialogue* series. Although Professor Abrams' students participated in this event, to my knowledge, he himself did not participate in any of the events in the *Difference in Dialogue* series.

When, in response to Professor Abrams op-ed in the New York Times, some unknown person(s) reacted wrongly and contrary to the ***Principles of Mutual Respect***, the leadership of the College moved to reinforce those principles and to respond to Professor Abrams concerns as follows:

- I. In less than a day following damage to personal property on the professor's office door, I issued a campus-wide communication to all faculty, students and staff reaffirming that open dialogue and difference of opinion are inherent values at Sarah Lawrence.

- On October 17th in an email to all faculty, students and staff (attached hereto as Exhibit A) I stated:

As part of our commitment to a powerful educational model, we must together strive to create an open, supportive, and fully inclusive community. That requires all members of our community to work together within a covenant of mutual respect. Such respect need not imply acceptance of a point of view, but it does insist upon the right to express the perspective as central to tenets of free expression and to use reasoned dialogue and intellectual persuasion to process differences in belief.

- II. My October 17th campus statement was followed by additional, direct and unequivocal statements sent to all members of the campus community supporting Professor Abrams' (and by extension his colleagues') freedoms and rights under tenure and the ***Principles of Mutual Respect***.

- November 2nd, 2018, in an email to all faculty, students and staff (attached hereto as Exhibit B) I stated:

This afternoon it came to my attention that flyers disparaging a member of our faculty were posted around portions of the campus last night. These were removed when they were discovered....As a violation of our principles of mutual respect and by extension the college's code of conduct, these postings are being investigated and those responsible will be subject to SLC's conduct process and its potential consequences. At a time when the public discourse in this nation continues to disintegrate, Sarah Lawrence College cannot veer from our principles of mutual respect. We are an institution that promotes informed discussion, debate, learning, and difference in dialogue, with academic freedom as a foundational tenet of our academic community.

- On November 5th, 2018, at a previously scheduled panel as part of the *Difference in Dialogue* series, I again reaffirmed the College's commitment to academic freedom and mutual respect. I followed my remarks at the panel presentation with the following communication on November 6th, 2018 to all faculty, students and staff (attached hereto as Exhibit C):

Last night for one of our "Difference in Dialogue" events I was joined by three other College presidents: Lt. Gen. Jay B. Silveria, Superintendent of the U.S. Air Force Academy; Thomas A Isekenegbe, President of Bronx Community College CUNY; and Laura Sparks, President of The Cooper Union for Advancement of Science and Art. At the beginning of the panel..., I made brief observations about the current situation at Sarah Lawrence as an illustrative case for the topic of the panel that I would like to share with you:

A couple of weeks ago, a member of our faculty, Sam Abrams, published an opinion piece in the NY Times entitled "Think Professors are Liberal: Try Administrators," which prompted a vigorous response and equally vigorous counter-response not only on campus but across various social media channels.

Let me state the principles that I believe are operative in this situation:

First, and unequivocally, academic freedom is a fundamental principle at Sarah Lawrence College. That means that as a member of our faculty, Professor Abrams has every right, and the full support of the College, to pursue and publish this work.

Second: Vigorous and rigorous debate is at the heart of our enterprise. The opinion piece made claims that many on our campus understandably found not only controversial, but insulting, and even personally intimidating, for which the proper response is vigorous and informed debate and criticism. Those who disagree with the published opinion have every right to respond and even to protest the views expressed in the piece.

Third: As a diverse and inclusive community, we are governed by principles of mutual respect. That means that no-one has the right to remove or destroy personal property and replace it with messages of intimidation, as occurred on Professor Abrams' door the evening following the opinion piece's publication. Nor is it acceptable to post anonymous ad hominem accusations around campus, as occurred last week. While such responses are undoubtedly the action of a few,

they not only contravene our principles of mutual respect and, as such, are subject to consequences, but they undermine our commitment to building a genuinely inclusive community.

At several points during the panel (which was subsequently posted on the College's website in its entirety), all members of the panel spoke to the centrality of the principle of academic freedom and I reinforced its importance and the ***Principles of Mutual Respect*** as key tenets of a Sarah Lawrence education.

- On March 11th, 2019 in a meeting with students in response to a student sit-in and petition calling for (among many things) the revocation of Professor Abrams tenure, I explained to the students the principles of academic freedom and tenure and stated clearly and unequivocally that while other issues in their petition could be taken up for discussion, that there would be no consideration of their demands for revocation of Professor Abrams' tenure, nor for an abdication of the clearly outlined processes for tenure review in the College's bylaws. As an educational institution, I viewed my meeting with the students as a "teachable moment" on the fundamental principle of academic freedom, as well as the value of free speech which allowed them to protest. On March 12th, 2019, in an email to the campus community regarding the sit-in, I stated the following (attached hereto as Exhibit D):

While recognizing and acknowledging the urgency of many of the concerns expressed in the document, I must also reference the inappropriateness of demands related to the work and tenure of one of our faculty members, for which my statement to the campus on November 6 stands as my response.

Tonight, I hope that you will join me for a panel as part of the Difference in Dialogue Series entitled "Diversity is Not Just the Differences You Like: Religion and the Challenge of Pluralism;" it provides a timely opportunity to engage some of the issues highlighted by this sit-in.

I also read this email into the record in my opening remarks at the regularly scheduled faculty meeting on the same day (March 12) and affirmed the College's commitment to academic freedom and our published policies and procedures with regard to tenure.

- On April 4th, 2019, in a "Letter from the President's Desk" sent to all Sarah Lawrence faculty, staff, students, alumni and student families, I reaffirmed the College's immutable position on faculty freedom of inquiry and expression (attached hereto as Exhibit E):

I want to affirm an immutable principle related to speech, freedom of inquiry, and having a voice at Sarah Lawrence. Strong differences of opinion and belief do not grant license to any individual or any group on campus to engage in the public silencing of individuals—be they faculty, staff, visiting guests, or other students. Freedom of inquiry and expression, grappling with disagreement, doubt, and varied perspectives, is messy, contentious, and hard work, but an essential ingredient to the creation of equitable and inclusive communities. The academic enterprise is undermined by demands and actions that seek to silence members who present considered arguments on the basis that they might be not only intellectually disagreeable, but profoundly offensive. Without such protections, debate would be stifled and along with it the processes of reasoning and creativity that underpin the process of knowledge formation and learning.

Answer to Questions Set Forth in Your Letter

1. Based upon my conversations with Professor Abrams and campus personnel who investigated the incident described in the partially reprinted article included in your letter, I understand the facts as reprinted in your question - that “perpetrators [tore] down [his office] door’s decorations, which had included pictures of the professor’s family” - to be accurate. The College’s Public Safety and Student Affairs departments immediately collaborated on an investigation into the damage to personal property on Professor Abrams’ office door. Video camera footage, to the extent it existed, was reviewed by appropriate personnel. Officers actively removed inappropriate flyers and posters from locations around campus. Evidence into the identity of the individuals involved was sought but not found. However, an increased public safety presence reinforced the repeated messages from college leadership about the impropriety of wrongful actions and statements directed at Professor Abrams that was outside the bounds of the *Principles for Mutual Respect*.

1a. In addition to the investigation described in response to Question 1, I sent the communications described above that are attached as Exhibits A & B to the community, unequivocally condemning the damage to personal property on Professor Abrams’ office door and reaffirming that open dialogue and difference of opinion are inherent values at Sarah Lawrence College.

1b. I have not had any separate meetings with faculty at which the damage done to Professor Abrams’ door was the specific agenda. The incident did come up in discussion at various faculty committee meetings. I can confirm that the Sarah Lawrence community undertook a vigorous discussion of the inappropriateness of the destruction of personal property in response to the expression of free speech. As described above, the standards that govern the College community, *Principles for Mutual Respect*, which is published on the first page of the Faculty Handbook (attached hereto as Exhibit F) and included in the Student Handbook (attached hereto as Exhibit G), implore members of our community to work with integrity, foster free speech and open discourse, and respect one another’s privacy and personal boundaries. Additionally, I sent

multiple communications to the community at large in the wake of the incident (attached hereto as Exhibits A, B & C) condemning any activity that contravenes the *Principles for Mutual Respect*, specifically the destruction of Professor Abrams' property and posting of disparaging messages. The degree to which I and others in my administration acted in defense of freedom of inquiry and the number of public statements I made is evidence against the suggestion that I "did not want to take further action out of concern for instigating further protests."

2. As a matter of principle, meetings or conversations that I have with faculty, including Professor Abrams, in my role as President of the College are conducted in confidence. However, I have stated publicly (in Exhibits A, B & C mentioned above), that I view the removal and destruction of Professor Abrams' personal property to be in contravention of the mutual respect that the community of Sarah Lawrence prides itself upon supporting.

3. As stated above, meetings or conversations that I have with faculty, including Professor Abrams, in my role as President of the College are conducted in confidence. However, I have never suggested to Professor Abrams or anyone else that he should leave the College. He is a tenured member of the faculty, with all the rights and privileges that pertain thereto, and his contributions to the College are valued.

4. There was an emergency meeting of the Undergraduate Student Senate held on October 17, 2018 in response to Professor Abrams' op-ed. I did not attend this meeting, nor was I aware of it until after it happened, but it is my understanding that the focus of the discussion concerned my response to Professor Abrams' op-ed and whether it was sufficiently supportive of students and the staff member referenced in the opinion piece. At that meeting, it was also decided that the topic of my response would be discussed the next day at the regular weekly meeting of the Senate on October 18, 2018, which I was already scheduled to attend. I attended that meeting as I had done previously in prior semesters, when I meet with the group as a guest to discuss their priorities for the year and to answer questions. After several unrelated committee reports, the meeting turned to a discussion of Professor Abrams' op-ed, and a motion was offered and approved to restrict from Senate discussion the topic of Professor Abrams' status as a tenured professor. Later in the meeting, members of the Senate were given the opportunity to share their thoughts and concerns regarding Professor Abrams' op-ed and my October 17th communication to the campus in response. Several students expressed their concern that I had not more firmly expressed my support for their views. Specifically, they asked me to affirm that black lives matter, that LGBTQ+ identities matter, and that women's rights mattered—identities that the students at the meeting felt had been devalued in the opinion piece. There was no conversation at this meeting or subsequently in my presence about removing Professor Abrams' tenure.

5. The College has never had a written or unwritten policy regarding a clearance process for tenured professors publishing opinion-based commentaries. However, the Faculty Handbook does express the College's interest in learning about faculty achievements, research, presentations, and other projects. Faculty are encouraged to inform The Office of Marketing & Communications about such news. It is not unusual for faculty to coordinate with the Office of Marketing & Communication to promote such newsworthy events. Indeed Professor Abrams frequently does so. In our conversation, I indicated that while he would never need to clear his publication with the College, it would be a "courtesy" to let the College know in advance of the

publication of opinion pieces. I also stated unequivocally that the College recognized and placed no restrictions on his right to publish.

6. As stated above, I attended the regularly scheduled Student Senate meeting on October 18 where Professor Abrams' op-ed was discussed. It was very clear during that meeting that there were members of our community who felt insulted and intimidated by certain parts of the op-ed. Students, particularly students of color and LGBTQ+ students, expressed concern that a tenured professor in whose classroom they might study seemed to suggest in an opinion piece in a national newspaper that there was an "alternative" to their lived racial, ethnic, and gender identities at a time when such identities have continued to face discrimination and harassment. Students and other members of the College community also expressed legitimate concern about the imbalance of a tenured faculty member identifying by title in a national publication a (comparatively junior) staff member whose responsibility in part was facilitating the *student-created* programming criticized in the op-ed. As President of a community that fosters freedom of expression, I believe it is my duty to acknowledge the diversity of opinions on a matter when making statements to the community. The language that is quoted in your letter from my November 6 letter was simply an acknowledgement that there were some members of the community who felt insulted and intimidated by certain parts of Professor Abrams' op-ed.

7. The College's Public Safety and Student Affairs departments immediately collaborated on an investigation into the damage done to the personal property on Professor Abrams' office door. Video camera footage, to the extent it existed, was reviewed by appropriate personnel. Officers actively removed inappropriate flyers and posters from locations around campus. Evidence into the identity of the individuals involved was sought but not found. However, an increased public safety presence reinforced the repeated messages from college leadership about the impropriety of wrongful actions and statements directed at Professor Abrams that was outside the bounds of the *Principles for Mutual Respect*.

8a. I sent a letter to the College community on March 12, 2019 (attached hereto as Exhibit D) in response to a sit-in by a student group known as the Diaspora Coalition. The group made a number of important demands about issues such as academic resources, multicultural housing, and the provision of adequate resources for low-income and first generation students. However, one demand—that Professor Abrams' tenure be subject to review—was entirely inappropriate and during my first meeting with students taking part in the sit-in I rejected that demand out of hand. I reaffirmed that position in my March 12 letter, calling the demand inappropriate and referencing my November 6 letter (Exhibit C), in which I unequivocally said that Professor Abrams has the full support of the College. At a regular meeting of the faculty scheduled for March 12, I conveyed the same sentiments, including my unambiguous support of tenure and freedom of academic inquiry.

Tenure is governed by the Sarah Lawrence College Faculty Bylaws (attached hereto as Exhibit H), and the removal of tenure is subject to exceptional circumstances that are in accord with American Association of University Professors guidelines. There have been no formal initiations of a tenure review of Professor Abrams, and as I have already stated, he has the full support of the College.

8b. I sent a letter to the College community in April of 2019 that defended the principle of tenure (attached hereto as Exhibit E). An excerpt of this email is below:

Tenure, in turn, was created and exists to protect academic freedom. There have been, and there will continue to be, times in the history of the College when faculty express scholarly opinions that some find not only disagreeable, but even indefensible. Tenure not only allows, but protects, that expression. It allows for the fostering of doubt, for reckoning with differences in belief and understanding, and for questioning conventional thinking. Sarah Lawrence has always defended and will continue to defend tenure and academic freedom--as it did quite visibly in the context of the McCarthy Era and at other times.

As is apparent from my letter, the College unequivocally upholds the principles of academic freedom and tenure as foundational.

9. The College provides each student with a PowerPoint that reviews the College's commitment to its ***Principles for Mutual Respect*** at the beginning of each school year (attached hereto as Exhibit I).

EXHIBIT A

October 17, 2018

Dear Sarah Lawrence Students, Faculty, and Staff,

Some of you may be aware of an opinion piece by faculty member Sam Abrams published online in the New York Times yesterday (“Think Professors are Liberal? Try School Administrators”). The piece takes as its point of departure an email Sam received about programming from our Office of Diversity and Campus Engagement.

This opinion piece and the debate that has accompanied it both on our campus and beyond provides an opportunity to highlight themes that are central for Sarah Lawrence at this moment.

As part of our commitment to a powerful educational model, we must together strive to create an open, supportive, and fully inclusive community. That requires all members of our community to work together within a covenant of [mutual respect](#). Such respect need not imply acceptance of a point of view, but it does insist upon the right to express the perspective as central to tenets of free expression and to use reasoned dialogue and intellectual persuasion to process differences in belief.

As we look toward the College’s second century, we have affirmed *a commitment to diversity and inclusive excellence* as one of our foundational values. As that commitment has emerged over the last several decades, it has done so often painfully, partially, and in tension with our history and our surrounding community. As such, it confronts not only Sarah Lawrence’s challenges, but some of the most difficult issues facing higher education and our nation. Our commitment to diversity – to bringing together students, staff, and faculty from different backgrounds, identities, experiences, values, and perspectives – must be aligned with a commitment to ensure that all members of our community genuinely believe they belong here. This means intentionally building a community that fosters respect for difference through critical and compassionate engagement across all parts of the College. Only then can we realize our collective potential to not only live and work in, but to shape, a culturally diverse and global society. A number of groups and offices on campus are charged with this work, including the Office of Diversity and Campus Engagement, which works within the Dean of Studies office to support our community by fostering dialogue and understanding among students.

Last night, we had the first event in a year-long series entitled “[Difference in Dialogue](#).” This series signals our commitment to diversity and inclusive excellence not only in the work of individual offices on campus, but in our curriculum, and the intellectual fabric of our campus. Future events include a dialogue between DeRay McKesson (a civil rights activist) and Sanford Ungar (Director of the Free Speech Project at Georgetown) probing the bounds of free speech, and a panel of college and university presidents talking about campus climate. I hope that you will actively participate in these and other events in this series and help us model dialogue among interlocutors who occupy different and sometimes profoundly contrary perspectives and lived experiences.

Yours,

Cristle



EXHIBIT B

On Fri, Nov 2, 2018 at 8:35 PM President of Sarah Lawrence College

<[REDACTED]> wrote:

Office of the President
SARAH LAWRENCE COLLEGE

Dear SLC Students, Faculty, and Staff,

This afternoon it came to my attention that flyers disparaging a member of our faculty were posted around portions of the campus last night. These were removed when they were discovered, as are any unauthorized postings. These anonymous postings included serious allegations put forward without substantiation. Such postings fundamentally contravene our principles of mutual respect and are never acceptable. Members of the community wishing to make and defend substantive accusations have access to reporting processes that have been developed and adopted by the college to protect the rights of the accused as well as the accuser. These processes are described in the Student Handbook, the Faculty Handbook and the personnel policies of the college.

As a violation of our principles of mutual respect and by extension the college's code of conduct, these postings are being investigated and those responsible will be subject to SLC's conduct process and its potential consequences.

At a time when the public discourse in this nation continues to disintegrate, Sarah Lawrence College cannot veer from our principles of mutual respect. We are an institution that promotes informed discussion, debate, learning, and difference in dialogue, with academic freedom as a foundational tenet of our academic community. We must simultaneously do that as a diverse and inclusive community in which each member of our community is respected. That is no small challenge, but it is one that we must repeatedly meet. I urge each of us to consider ways that we can contribute to dialogue and action at Sarah Lawrence that support and promote such an environment.

Yours,

Cristle
[REDACTED]

EXHIBIT C

Office of the President
SARAH LAWRENCE COLLEGE

November 6, 2018

Dear Students, Staff, and Faculty,

Last night for one of our “Difference in Dialogue” events I was joined by three other College presidents: Lt. Gen. Jay B. Silveria, Superintendent of the U.S. Air Force Academy; Thomas A Isekenegbe, President of Bronx Community College CUNY; and Laura Sparks, President of The Cooper Union for Advancement of Science and Art. I am grateful to these three presidential colleagues for joining me and for the engaged audience participation in a dialogue on campus climate and inclusive excellence. We began many conversations that I hope will continue to resonate in the coming weeks.

At the beginning of the panel, I observed that when we planned this event months ago I suspected that one or more of the campuses represented would be facing challenging issues, but that I hadn’t necessarily expected it to be ours. I then made brief observations about the current situation at Sarah Lawrence as an illustrative case for the topic of the panel that I would like to share with you:

A couple of weeks ago, a member of our faculty, Sam Abrams, published an opinion piece in the NYTimes entitled “Think Professors are Liberal: Try Administrators,” which prompted a vigorous response and equally vigorous counter-response not only on campus but across various social media channels.

Let me state the principles that I believe are operative in this situation:

First, and unequivocally, academic freedom is a fundamental principle at Sarah Lawrence College. That means that as a member of our faculty, Professor Abrams has every right, and the full support of the College, to pursue and publish this work.

Second: Vigorous and rigorous debate is at the heart of our enterprise. The opinion piece made claims that many on our campus understandably found not only controversial, but insulting, and even personally intimidating, for which the proper response is vigorous and informed debate and criticism. Those who disagree with the published opinion have every right to respond and even to protest the views expressed in the piece.

Third: As a diverse and inclusive community, we are governed by principles of mutual respect. That means that no-one has the right to remove or destroy personal property and replace it with messages of intimidation, as occurred on Professor Abrams’ door the evening following the opinion piece’s publication. Nor is it acceptable to post anonymous ad hominem accusations around campus, as occurred last week. While such responses are undoubtedly the action of a few, they not only contravene our principles of mutual respect and, as such, are subject to consequences, but they undermine our commitment to building a genuinely inclusive community.

Thank you to those who joined us last night and I encourage you all to join us at the next event in this series “Probing the Bounds of Free Speech,” with DeRay McKesson and Sanford Ungar on November 14th.

Yours,

Cristle

A solid black rectangular box used to redact the signature of Cristle.

EXHIBIT D

From: Sarah Lawrence College <[REDACTED]>
Sent: Tuesday, March 12, 2019 2:36 PM
To: Donna Watson <[REDACTED]>
Subject: A Message from President Judd



OFFICE OF THE PRESIDENT

MARCH 12, 2019

Yesterday, a group of Sarah Lawrence students known as the Diaspora Coalition, marking the anniversary of sit-ins held at the College in 1969 and 1989, began a sit-in in Westlands. The aims of today's students are not dissimilar to those who made their voices heard 30 and 50 years ago: they seek to ensure a truly inclusive environment of respect and support at Sarah Lawrence, especially for students of color and low-income students.

During the morning, in the afternoon, and again this morning, I met with members of the Diaspora Coalition and with elected members of Student Senate to express how seriously I take these issues and my willingness to engage in meaningful dialogue about them. Among the concerns the Coalition presented to me, in the form of demands which are available online (and which I shared with the senior leadership team), are issues such as academic resources, multicultural housing and support, a commitment that no student goes hungry, and the provision of adequate resources for low-income and first generation students. Their document brings to the fore many pressing issues that students at Sarah Lawrence face, especially students of color, low-income students, first-generation students, LGBTQ+ students, and others, and I am grateful for the willingness of our students to share their concerns with me and the campus community. As I have expressed

and well-being of all students. The student sit-in also highlights the need for greater transparency and clarity regarding the work that offices and committees on campus are undertaking, including the committees on student life and diversity, as well as better dissemination of outcomes and responses to recent surveys about meal plans and space use.

I believe collaboration from all parties is the best means to move these efforts forward, and this will require us to develop the most effective process for working with students as well as faculty and staff. The College is already in the process of formulating the search for Dean Al Green's replacement as he retires at the end of this semester and filling two other key student life positions that are dedicated to supporting student engagement, inclusion, and equity. These three staff positions will be important parts of our work as we move forward and a search committee of students, faculty, and staff will be appointed shortly.

While recognizing and acknowledging the urgency of many of the concerns expressed in the document, I must also reference the inappropriateness of demands related to the work and tenure of one of our faculty members, for which my [statement to the campus on November 6](#) stands as my response.

Tonight, I hope that you will join me for a panel as part of the Difference in Dialogue Series entitled "[Diversity is Not Just the Differences You Like: Religion and the Challenge of Pluralism](#);" it provides a timely opportunity to engage some of the issues highlighted by this sit-in.

The students of the Diaspora Coalition have also arranged a panel for tomorrow, Wednesday, March 13, to which the campus community is invited to share their perspective and gain that of others on the concerns highlighted by this sit-in.

After spring break, I will share an invitation to moderated round table discussions at which we can continue these conversations with students, faculty, and staff. The goal of an equal and welcoming Sarah Lawrence should be one that we all share and something we continually work toward. That work will be most successful if we do it together.

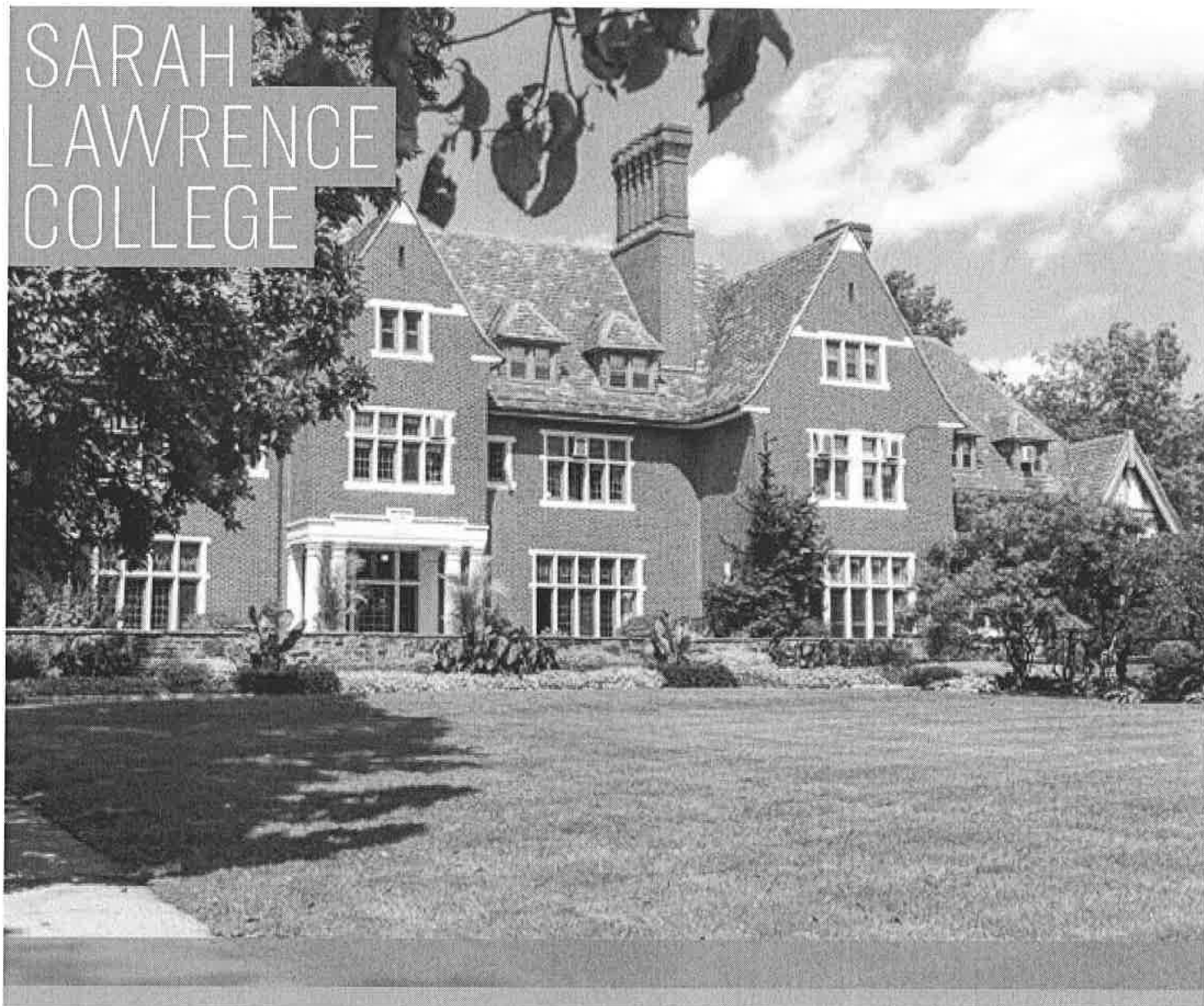
Yours,



Cristle Collins Judd

EXHIBIT E

SARAH
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COLLEGE



Faculty Handbook

2019–2020

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SECTION 1: PRINCIPLES FOR MUTUAL RESPECT

Sarah Lawrence College Principles for Mutual Respect

- As a community, we respect those with whom we live, learn, and work at Sarah Lawrence College: students, staff, and faculty.
- We aspire to work with integrity and honor.
- We foster honest inquiry, free speech, and open discourse. We seek wisdom with understanding.
- We embrace our diversity in all its dimensions.
- We respect one another's privacy and honor personal boundaries.
- We are responsible and respectful in all of our communications.
- We work to keep our campus and its natural environment a beautiful and welcoming place, and to leave it in a better state than we found it.
- We endeavor to inflict no harm on one another, in word or deed.
- As a community, we strive to support one another in upholding these principles.

EXHIBIT F

SARAH
LAWRENCE
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Faculty Handbook 2019–2020

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SECTION 1: PRINCIPLES FOR MUTUAL RESPECT

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- As a community, we strive to support one another in upholding these principles.

SECTION 2: GOVERNANCE

The Governance of the College

The legal existence of Sarah Lawrence College began with the granting of the provisional charter on December 9, 1926. This charter was made absolute on September 10, 1931, replacing the provisional nature of the charter and empowering the granting of the Bachelor of Arts degree. The absolute charter has been amended six times; first, to eliminate the provision restricting the enrollment to women; second, to permit the College to grant the degree of Master of Arts; third, to permit the College to grant the additional degree of Master of Fine Arts; fourth, to permit the College to grant the additional degrees of Master of Science and Master of Professional Studies; fifth, to permit the College to grant the additional degrees of Master of Science in Education and Master of Arts in Teaching; and, sixth, to increase the maximum authorized number of trustees from 25 to 40.

As a chartered institution of higher education in the State of New York, Sarah Lawrence College is subject to visitation by the Board of Regents, to the regulations of its board and to the requirements of the Education Law. Under this law (Section 226), the trustees are legally and financially responsible for the College and exercise all privileges of an educational corporation. The Board of Trustees grants degrees, authorizes the annual budget, receives all monies, executes deeds of gift, maintains the capital investments in plant and securities, and, in general, executes all those duties that are proper to such a corporation. The board's powers and responsibilities are detailed in the trustee bylaws which are available upon request.

Sarah Lawrence College Faculty Bylaws

As amended May 2017

Article I: Authority and Powers

Section 1. Authority

The Board of Trustees in Article VI of its bylaws authorizes the establishment of faculty bylaws. Such bylaws shall describe the organization and parliamentary function of the faculty, including definition of membership and quorum, the function and operations of the standing committees of the faculty, and method of election to such committees.

Section 2. Powers

The faculty bylaws shall be consistent with, and not contravene, the bylaws of the Board of Trustees. Delegation of powers and authority shall be in accord with Part IV of the Governance of Sarah Lawrence College, “Statement on the Delegation of Authority.” The faculty shall determine and implement educational policy within the overall constraints set by the Board of Trustees. The faculty, through the president and the Educational Policies Committee, shall submit to the trustees for prior approval any major changes in educational policy and academic programs and any substantial new claims on funds. Other proposals made by the faculty or students that embody important changes may, at the request of the trustees, or at the request of student government and/or faculty, be the subject of trustee-faculty-student conference.

Article II: Academic Administration

Section 1. The President

The duties and responsibilities of the president are derived from those given in Article IV, Section 5 of the Bylaws of the Board of Trustees (see Appendix: “The Governance of the College”). As chief executive officer of the College and chair of the faculty, the president shall have the following additional powers and duties, among others:

- A. The president shall be an ex-officio member of all faculty-student academic committees of the College and chair of the Advisory Committee on Appointments and of the General Committee. The president shall be the official medium of communication between the trustees and the faculty or any individual faculty member, and between the trustees and student body or any individual student. Upon special request from any faculty or student group, or any trustee, the president shall arrange faculty and/or student representation before the board or any of its committees to present facts or points of view pertinent to an issue under consideration.
- B. The president shall receive and transmit to the appropriate officer and/or body all resolutions and petitions affecting the welfare of the College.
- C. The president shall select, and execute contracts of appointment with educational and administrative personnel as provided in the Bylaws of the Board of Trustees. The following

educational and administrative appointments shall be made in consultation with the Advisory Committee on Appointments:

1. Appointments of all members of the regular and guest faculty.
2. Appointments of the following members of the administration: the provost and dean of faculty, the dean of studies and student life, the dean of graduate and professional studies, the dean of enrollment, the associate dean of the college, the associate deans of studies, the associate dean for multicultural affairs, the head librarian, the director of the early childhood center, the director of the center for continuing education, and the directors of the various individual graduate programs.

Section 2. The Provost and Dean of Faculty

At the discretion of the Advisory Committee and the president, the provost shall be appointed as a tenured member of the teaching faculty. The duties and responsibilities of the provost are derived from those given in Article IV, Section 6 of the Bylaws of the Board of Trustees. The provost shall, under the president, be chief educational officer of the College and shall be responsible directly to the president. In the absence of the president and of a person designated as acting president, the provost shall act with full authority in the place of the president. As chief educational officer of the College, under the president, the provost shall have the following additional powers and duties, among others:

- A. Working with the elective committees of the faculty, the provost shall be responsible for the execution of all educational policies adopted by the faculty and approved by the president and/or the Board of Trustees.
- B. The provost shall have administrative oversight, under the president, of all educational programs and curricula and of all matters relating to the effectiveness and well-being of the faculty. These responsibilities shall include administration of the educational budget of the College and final authority in the assignment of all faculty offices and classrooms and the uses of College academic facilities.
- C. The provost shall be responsible for continuing study of the educational programs of the College and initiation of changes in curriculum and educational policy, as they are needed.
- D. The dean of the college shall be an ex-officio member of the Advisory Committee on Appointments and all faculty-student academic committees. The provost or his/her delegate shall serve as chair of the Curriculum Committee, and he or she or his/her delegate shall serve as chair of the Committee on Graduate Studies.
- E. The provost will provide a continuing evaluation of the faculty and associated educational personnel to ensure that the excellence of the College's programs is sustained.
- F. As chair of the Curriculum Committee, the provost has responsibility for the planning of the curriculum within the assigned budget and, when advisable, confers with faculty on the content and teaching of courses offered.
- G. The provost, as chief educational officer, is responsible, under the president, for the offices of academic administration and support. The provost may delegate responsibilities and authorities for these offices to ensure prudent management, efficient service to faculty and students, and proper overall educational leadership.
- H. The provost will be responsible for annual reports to the College community on the College's

progress in increasing the racial and ethnic diversity of the College community and for oversight of those initiatives.

Section 3. The Associate Dean of the College

The position of associate dean of the college is a rotating faculty position among tenured faculty. Its duration is three years with the possibility of up to a two-year renewal. It is expected that the holder of this position will return to regular teaching duties at the end of his/her time as associate dean of the college and will accrue time toward his/her sabbatical during his/her tenure as associate dean of the college.

Regular Responsibilities of the Associate Dean of the College

- Ex-officio member of Curriculum Committee
- Provides technical oversight of curriculum
- Collaborates with the Office of the Dean of Studies
- Represents the Office of the Provost on the Diversity Committee
- Works with IT and the vice president for institutional research on enrollment, retention, and assessment
- Member of the Enrollment Committee representing the Office of the Provost
- Represents the provost if the provost is not available

Other duties will be wide ranging and will be specified by the provost.

Section 4. The Dean of Studies and Student Life

- A. The dean of studies and student life, under the president, is responsible for the academic and nonacademic life of all undergraduate students.
- B. The dean of studies and student life will work closely with faculty, principally with dons, in guiding students toward courses appropriate to their talents, interests, and needs, and in reviewing the academic accomplishments of students.
- C. The dean of studies and student life, in consultation with the provost, is responsible for the assignment of dons. Requests for change in assignment of dons must have the approval of the dean of studies and student life. It shall be his or her responsibility to review periodically the effectiveness of donning, to work with individual faculty members on special donning problems, and to develop programs for the improvement of the donning program.
- D. The dean of studies and student life shall chair the Committee on Student Work, and will be responsible for the committee's development of policy and for ensuring the consistency of criteria. The dean of studies and student life shall also be an ex-officio member of the General Committee, the Curriculum Committee, and the Committee on Student Life.

Section 5. The Dean of Student Affairs

- A. The dean of student affairs, under the dean of studies and student life, shall be responsible for the management of campus housing and the management of student activities. In addition, he or she will be responsible for coordinating with the Committee on Undergraduate Student Life the relevant functions of the Office of Operations and Facilities, including food services, and the Office of Health Services. The Dean of Student Affairs shall be the major contact between Student Government and the educational administration.
- B. The dean of student affairs, who serves as the head of the Office of Student Affairs, shall be

responsible for reviewing the budgeting, disbursement, and auditing of the Student Activities Fund.

C. The dean of student affairs will be a nonvoting member of the Committee on Student Life.

Section 6. The Dean of Graduate & Professional Studies

- A. The dean of graduate and professional studies, under the provost, shall have administrative oversight of all graduate programs offered by the College.
- B. The dean of graduate and professional studies will design and implement the recruitment and admission efforts for all graduate programs.
- C. Working with the directors of the graduate programs, the dean will have responsibility for all educational programs and curricula offered to graduate students and all matters related to the effectiveness and well-being of faculty members teaching in the graduate programs.
- D. The dean of graduate and professional studies is responsible for continuing study of the graduate programs of the College and initiation of changes in curriculum and educational policy, as they are needed.
- E. The dean of graduate and professional studies is responsible for the academic and nonacademic life of all graduate students.
- F. The dean of graduate and professional studies will be an ex-officio member of the General Committee and a member of the Committee on Graduate Studies. The dean will convene meetings of the graduate program directors and will serve as chair of that group.

Section 7. The Dean of Equity and Inclusion

The dean is a member of senior staff and is responsible for the development, implementation, monitoring, and review of College policies and practices that promote our goal of achieving an open, diverse, inclusive, and healthy learning, living, and working environment at Sarah Lawrence College. The dean will ensure compliance with Title IX, Title VII, and other equal opportunity laws at both the state and federal levels and manage programs and activities as the Title IX coordinator, with deputy Title IX coordinators and other campus entities.

This position will serve as the central point of contact for the institution's Title IX compliance. Responsibilities of the Title IX coordinator include reviewing the prevention and investigation processes and identifying, developing, communicating, and integrating best practices in the Title IX arena into the campus knowledge base and practice. The dean will consult/collaborate with internal/external legal counsel, as appropriate to ensure accurate and consistent application of College policies and practices, and collaborate with other relevant campus departments to develop and conduct prevention of sexual misconduct training and other Title IX-related presentations and ensure that prompt and thorough investigations are conducted of Title IX allegations.

The dean is charged with promoting the College's commitment to a climate of equity and inclusion and with developing and promoting College-wide education and outreach related to Title VII, Title IX, and other equal opportunity programs and initiatives. The dean will chair the Diversity Committee, head the Diversity Office, and oversee the associate dean for disability services.

The dean will promote student wellness by working with the Athletics Department and Health Services to develop and promote wellness programming and activities intended to create a comprehensive approach to campus well-being. He or she will manage the staff and serve as liaison

with outside organizations that provide medical and counseling services to students and will coordinate resources, programs, and activities to advance the well-being of students, faculty, and staff.

The Athletics Department reports to the dean of equity and inclusion.

Qualifications: MA required, PhD preferred. Minimum five years of experience with diversity, social justice, and EEO programing within higher education. The successful candidate must have strong organization, planning, analytical, and problem resolution abilities; demonstrated ability to communicate effectively both verbally and in writing; excellent interpersonal skills; ability to understand the needs of the College and to work collaboratively with students, faculty, staff, administrators, and community partners.

Responsibilities include but are not limited to:

- Assist and advise the president on all matters related to the recruitment and retention of a diverse workforce and student population as well as all other matters related to campus diversity.
- Assist and advise the president on initiatives, policy, and programs for the campus community. Evaluate assessment of campus climate surveys and make recommendations based on these assessments.
- Assist and advise search committees on the recruitment and retention of a diverse workforce and educate search committees on EEO compliance and best practices.
- Work with Human Resources and all departments to make clear the College's commitment to having a diverse and inclusive campus.
- Develop programs and policy related to the College's mission to ensure diversity and inclusion, including diversity and inclusivity training, ADA etiquette and sensitivity training, and EEO and harassment and discrimination training.
- In consultation with the dean of studies and Sstudent life, organize and schedule ongoing programming aimed at the campus community and related to diversity and inclusiveness.
- Monitor compliance with Title IX and other sexual misconduct guidance.
- Oversee and coordinate management of any outside investigator/fact finder to ensure prompt, thorough, objective and confidential investigations of complaints of harassment, including sexual misconduct, and discrimination.
- Work in collaboration with campus partners and committees involved in Title IX compliance, including Student Affairs, Public Safety, College Counsel, Human Resources, and Grievance Committee.
- Work with community partners, such as Westchester Victims Assistance, to provide support for students.
- Represent the College in local, regional, and national forums related to diversity.
- Work with the associate dean for disability services to monitor the ADA plan related to facilities accessibility.

Article III: The Faculty

Section 1. Membership

(approved in 2003 by a vote of the faculty)

A. Composition The faculty shall consist of the following:

- All persons holding regular and guest teaching contracts
- President of the College
- Provost and Dean of Faculty
- Dean of studies and student life
- Dean of equity and inclusion
- Dean of graduate and professional studies
- Dean of enrollment
- Several associate deans of the College
- Head librarian
- Director of the Early Childhood Center
- Director and associate director of the Center for Continuing Education
- Directors and associate directors of individual graduate programs
- Director of physical education
- Registrar
- Persons holding the acting title for the above-listed administrators
- Senior professional librarians who have served in that capacity at the College for four years
- Head teachers at the Early Childhood Center who have served in that capacity at the College for four years
- Writing coordinator(s).
- Language assistants

The above-listed people shall have the right to attend faculty meetings. With certain exceptions (see Article IV, Section 1B, “Standing Committees”), they shall have the right to serve on elected committees. Their right to vote shall be as provided in Article III, Section 2 (“Voting”) below. Other positions in the educational administration may be given temporary membership on the faculty by the president after consultation with the elected members of the Advisory Committee on Appointments. Such temporary members shall be reviewed for renewal from time to time by the Advisory Committee on Appointments. The faculty status of nonteaching members of the faculty does not, of itself, carry with it the other rights, responsibilities, and benefits of the teaching members of the faculty.

B. Regular Teaching Contracts

All teachers performing all or most of the central functions of the teaching faculty on a continuing basis, i.e., teaching full five- and 10-credit courses (or, in the case of components, those teaching the equivalent of a half-time or full-time teaching load), writing evaluations, donning students, and standing available for and serving on faculty committees, shall be on regular teaching contracts.

C. Guest Teaching Contracts

A second and diverse category of teachers shall be called guest teachers. Substitute teachers for members of the faculty on leave will be guest teachers. Teachers in posts established by the relevant division and the Curriculum Committee to rotate every year or two will be guest teachers. Teachers of subjects outside the regular curriculum, taught for short periods to enrich the curriculum, taught as experiments, or taught when special funds are temporarily available will be guest teachers. Teachers of graduate courses who do not hold regular undergraduate contracts will be guest teachers. Teachers of special skills in Dance, Music, Theatre and the Visual Arts, who do not teach the equivalent of full five- and 10-credit courses and who are not obliged to don students or to serve on faculty committees will be guest teachers.

Section 2. Voting

All faculty members as defined in Article III, Section 1A (“Membership/Composition”) shall be eligible to vote on issues before the faculty, within the following guidelines:

- A. All regular and guest faculty who hold half-time or more than half-time appointments are eligible to vote on any and all issues before the faculty. This right takes effect at the beginning of their teaching appointment. Members of the faculty who hold less than half-time appointments may vote after four years of service, i.e., at the beginning of their fifth year of service.
- B. All members of the administrative faculty (identified in Article III, Section 1A) who hold half-time or more than half-time appointments are eligible to vote on issues before the faculty (other than those issues listed in Article III, Sections 2C and 2D below). This right takes effect at the beginning of their appointment. Members of the administrative faculty who hold less than half-time appointments may vote after four years of service, i.e., at the beginning of their fifth year of service.
- C. The right to vote for members of the Advisory Committee on Appointments, the Committee on Conditions of Teaching, and the Curriculum Committee shall be limited to faculty members on regular and guest appointments (with the limitations indicated above in Article III, Section 2A), the provost, the dean of studies, and the dean of graduate and professional studies.
- D. In addition to the restrictions indicated above in Article III, Section 2B, members of the administrative faculty may not vote for the teaching faculty members of the General Committee and Diversity Committee. Instead, they vote for the representative from the Administrative-Staff Committee.
- E. Faculty on leave or sabbatical may vote by electronic ballot.

Section 3. Quorum

- A. Twenty-five percent of all faculty members eligible to vote, exclusive of those on full-time leave for the year or for the semester during which the meeting takes place, shall constitute a quorum for the transaction of business at meetings of the faculty.
- B. Votes may not be delegated to another person.
- C. Mail and/or absentee ballots shall be allowed only as provided in Article IV, Section 2D (“Ad Hoc Committees”), Article IV, Section 3D (“Election Procedures”), Article V (“Faculty Trustee”), and Article VI (“Amendments”).

- D. If less than half of the faculty eligible to vote, exclusive of those on leave, has voted on an issue, the General Committee or a group of at least 15 faculty members, eligible to vote, may request of the president reconsideration of the issue and submission for a revote at a future faculty meeting. A quorum is required for voting on elections or specific issues.

Section 4. Minutes of Faculty Meetings

Action minutes (a record of all decisions made) shall be taken of all faculty meetings at which business is transacted. Such minutes shall be maintained in the Office of the Provost and Dean of Faculty.

Section 5. Rank, Principles Governing Appointments to the Teaching Faculty, Sabbatical Leave

A. Rank There shall be no academic rank within the faculty.

B. Guest Appointments

1. Normally, an undergraduate guest appointment shall cover the current academic year only. A one-year undergraduate guest appointment may be renewed by the President, after consultation with the Advisory Committee on Appointments, for a second and, in some cases, for a third consecutive year. After one or more subsequent semesters have elapsed, a guest faculty member may return for another appointment. There is no limit to the number of appointments that a guest may serve. This paragraph does not apply to undergraduate guest teachers of special skills, i.e., components, in dance, music, theatre, and the visual arts, which are addressed below in Article III, Section 7.
2. On some occasions, a two-year undergraduate guest appointment may be offered. A two-year guest appointment may be renewed by the president, after consultation with the Advisory Committee on Appointments, for a third year.
3. Part-time graduate guest appointments may be renewed for an indefinite number of one-year periods, and in some cases more than one year, subject to the approval of the program director and the dean of graduate and professional studies. Full-time graduate guest appointments are subject to the same restrictions as undergraduate guest appointments (see #1 above).
4. Neither an undergraduate nor a graduate guest appointment will lead to consideration for tenure.
5. If an undergraduate guest teacher's fields are incorporated into the regular curriculum, or if a rotating or special post is made a regular one by the relevant division and the Curriculum Committee, or if an opening in the regular faculty occurs in those fields, then that teacher, on the occasion of his/her next contract, may be considered by the Advisory Committee on Appointments for an appointment to the regular teaching faculty. Normally, however, a search for other candidates for the post shall be undertaken before a regular appointment is offered to the guest teacher.
6. If a guest teacher is offered a regular teaching appointment, if the teacher so desires, some part of his or her service as a guest may be counted retroactively by the provost as part of the normal sequence of contracts leading to tenure.
7. Undergraduate guest teachers of special skills, i.e., components, in dance, music, theatre and the visual arts may, in special situations, after determination by the relevant division and the Curriculum Committee, have their contracts renewed by the president, after consultation

with the Advisory Committee on Appointments, even after the second year, for an indefinite number of one-year periods. But, as with all guest contracts, such contracts will not lead to consideration for tenure.

H. Regular Appointments

1. Regular appointments shall be awarded only to faculty teaching half-time or more across the academic year.
2. It shall be primary consideration to complete all regular appointments while the College is in session.
3. Normally, an initial appointment to the regular teaching faculty shall be for three years and reappointment after the first three-year appointment shall be for three years. The only exception to this policy shall be for individuals who come to the College holding tenure at another institution and who are hired with the agreement that they will have an early tenure review (see Section E below). Such individuals may be awarded a regular two-year appointment.

D. Tenure

1. Except as provided in Article II, Section 2 (“The Provost and Dean of Faculty”) and Article III, Section 5E below (“Early Tenure Review”), faculty holding regular three-year appointments shall be considered for tenure in the third year of the second three-year contract. If tenure is denied, the faculty member shall be offered a one-year extension. A faculty member who is not awarded tenure shall conclude his or her teaching at the College at the completion of this one-year extension.
2. Except as provided in Article III, Section 5E below (“Early Tenure Review”), the procedures outlined in Article III, Section 6 below (“Procedures Governing Teaching Appointments...”) must be followed before an appointment to the tenured faculty can be conferred, and a tenure appointment shall not be effective until the completion of the normal sequence of two three-year contracts.
3. Tenure implies continuous service until retirement or resignation, subject to exceptional circumstances and to the policies of the College and of the Board of Trustees. Tenure does not preclude inquiry into, or discussions regarding, the course content or method of teaching of any faculty member, and/or the fulfillment of contract obligations.
4. Except as provided in Article III, Section 5F below (“Reduction in Teaching Schedules”), faculty members holding tenure on either part-time or full-time schedules will retain such schedules through the duration of their appointments unless a change is mutually agreed upon by the faculty member in question and the president. As is the case with all appointments, it is the decision of the president, in consultation with the Advisory Committee, whether faculty members may reduce or expand schedules in any given year.

E. Early Tenure Review.

The College is committed to the normal tenure review schedule of two three-year contracts with a tenure review in the sixth year. Early tenure review is possible only in exceptional circumstances, as indicated below:

1. The possibility of an early tenure review will be offered at the time of appointment to the regular faculty only to candidates who have tenure elsewhere and only according to the following procedures. Prior to the initiation of a search for a new regular position, the faculty group in which the position would be located must agree by a vote of two-thirds of

the regular faculty that there are special circumstances which warrant this exception. The group must then submit a written request to the Curriculum Committee outlining these circumstances. This proposal must be approved by four out of five of the faculty serving on the Curriculum Committee. It must then be approved by the president. The possibility of an early tenure review must then be included in any advertisements of the position.

2. Members of the faculty for whom an early tenure review has been granted will be considered, at the earliest, in their fourth term of full-time teaching at the College. The procedures to be followed in such cases will conform to those for contract renewal described below with the exception of the timetable. If tenure is granted, it shall commence in the beginning of the academic year following its granting. If tenure is denied to a faculty member considered for early tenure, no other teaching contract with the College can be offered. In the case of a two-year contract negotiated under the circumstances described in paragraph "A" above, the faculty member shall be granted a one-year contract extension as described in Article III, Section 5D (1).
3. If an untenured regular member of the faculty is offered a position with tenure or an early tenure review at another academic institution, the Advisory Committee may consult with the Curriculum Committee and with the faculty group in which the member participates about whether the College should seek to retain the faculty member by negotiating with her or him an early tenure review. If two-thirds of the regular faculty of the appropriate faculty group and the majority of the regular faculty serving on the Curriculum Committee approve such negotiation, it may be pursued with the candidate by the provost/president acting on behalf of the Curriculum and Advisory Committees and the relevant Faculty Group. If tenure is denied, the faculty member shall conclude his or her teaching at the College at the completion of the year following the year in which tenure is denied.
4. All members of the faculty shall be notified of any contract involving early tenure as soon as it has been negotiated, in order to maximize the faculty's opportunities to meet, observe, and familiarize themselves with the candidate in the shortened time period which will provide evidence for the early tenure review.

F. Reduction in Teaching Schedules

If a faculty member reduces his or her teaching for a period of more than two consecutive years, the College shall be understood to be relieved of any obligation to employ such person for a greater number of days than that of his or her reduced schedule.

G. Sabbatical Leaves

Faculty members on tenure shall be granted sabbatical leave of one semester at their regular salaries in the year following five years of teaching at Sarah Lawrence, with the first sabbatical coming in the first year of tenure, but normally not before the seventh year of teaching at Sarah Lawrence, subject to the provisions outlined in "Procedures Governing Sabbatical Leave" below.

- H. Effective in Academic Year 2009–10, faculty members on tenure shall be granted sabbatical leave of one semester at their regular salaries in the year following six years of teaching at SLC, with the first sabbatical coming in the first year of tenure. All schedules currently provided in Article III, Section 6E will be delayed accordingly. Effective Academic Year 2016–17, the provisions of this section shall expire and the bylaws governing sabbatical leaves and procedures will revert to those in force during Academic Year 2008–09.

Section 6. Procedures Governing Teaching Appointments, Termination of Tenure, and Sabbatical Leave

A. General Appointment Procedures

The principles and procedures governing appointments to the faculty shall be made known to candidates being considered for appointment. The precise terms and conditions of individual appointments shall be stated in writing and be signed by both the president and the faculty member before the appointment is made final.

B. Procedures for Appointment to the Guest Faculty

1. The decision that a new or continuing undergraduate guest appointment is needed shall be made by the president, with the involvement of the appropriate curricular groups and/or the Curriculum Committee and the provost.
2. Candidates for new guest positions shall be interviewed by an ad hoc committee of the faculty group concerned. This ad hoc committee shall be empowered to recommend appointment of a candidate to provost and the president. Final authority for the appointment rests with the president.
3. Renewal of a guest appointment shall be decided by the president in consultation with the Advisory Committee on Appointments. The decision that a new or continuing graduate guest appointment is needed shall be made by the president, with the involvement of the dean of the college, the dean of graduate and professional studies, and the program director.

C. Procedures for Appointment to the Regular Faculty

All appointments and all reappointments to the regular faculty are to be made by the president after consultation with the Advisory Committee on Appointments, and the appropriate faculty groups, as specified below.

1. The decision that a new regular appointment is needed shall involve the faculty group or groups whose fields are most directly concerned, the Curriculum Committee, the Advisory Committee on Appointments, and the president. The decision that a new appointment is to be made will then be made by the president. Candidates shall be interviewed by the Advisory Committee and an ad hoc committee of the faculty group concerned. The ad hoc committee is appointed by the faculty group chair, in consultation with the provost and other members of the group. It consists of three or four regular members of the faculty; at least one member must come from outside the discipline or disciplines in which the search is taking place, or even outside the faculty group. The recommendations of each member of the ad hoc committee on the candidates interviewed shall be communicated to the president and the Advisory Committee.
2. When a regular contract comes up for renewal, the Advisory Committee on Appointments shall review all data concerning the faculty member's teaching, donning, the place of his or her work in the curriculum, his or her contribution to the educational program of the College as a whole, and the relationship of his or her work to that of the relevant subject matter group. The president and the Advisory Committee on Appointments shall be empowered to consult any member of the faculty who may have data to offer, and they shall consult the members on tenure of the appropriate subject matter group. It shall be a normal part of this procedure for the members of the subject matter group on tenure to meet and then for each member to report his or her comments in writing to the president

and the Advisory Committee on Appointments. Such comments shall include an estimate of the strengths and weaknesses of the faculty member concerned and of the place of his or her work in the curriculum of that group. The members of the faculty group on tenure may, in addition, meet with the president and the Advisory Committee on Appointments at the request of the president or of either group. The Committee shall make its recommendation to the president. Before any such recommendation is made, the committee shall interview each candidate for reappointment. It shall also ask the candidate whether he or she wishes to suggest to the committee two faculty members in any field, other than the tenured members of his or her group, who in the candidate's opinion are qualified to evaluate his or her work.

3. Whenever there is serious question about the renewal of a regular contract, the faculty member will be given an opportunity to meet with the president, the Advisory Committee on Appointments, or both. At the candidate's discretion, he or she may meet with the elected members of the Advisory Committee (i.e., without the president and the provost).
4. Faculty members on their first three-year contracts will be advised regarding renewal of contract by **November 1** of the third year of the contract. If serious question about renewal is raised at this time, a final decision must be announced not later than **November 15**.
5. Regular faculty members on second three-year contracts will be advised regarding tenure by **April 15** of the third year of the contract. If serious question about renewal is raised at this time, a final decision must be announced no later than **May 1** of the third year of the contract.
6. If a decision about reappointment or tenure is negative, the candidate may appeal the decision to the Appeals Committee only for the following reasons ("causes worthy of appeal"):
 - Abridgment of academic freedom
 - Failure to observe established procedures
 - Discrimination on the basis of race, sex, color, sexual orientation, gender identity or its expression, disability, religion, age, veteran status or national or ethnic origin
- a. The appeal must be made in writing to the provost within 31 days of the date of the letter of denial. The provost will call together the Appeals Committee.
- b. The Appeals Committee shall consist of the three most recent former members of the Advisory Committee who are available to serve and who did not serve on the Advisory Committee for the hiring, reappointment, or tenure decision for the faculty member making the appeal. If a former member of the Advisory Committee recuses him/herself, alternates are to be selected from the list of former Advisory Committee members by most recent service.
- c. The Appeals Committee will only consider causes worthy of appeal as listed above; it will not render a judgment on the merits of the original decision.
- d. The Appeals Committee will base its determination only on materials relevant to the grounds for appeal. They may review any pertinent materials. The Appeal Committee will adhere to strict principles of confidentiality.

- e. The Appeals Committee will render a written judgment, by **January 30** for reappointment appeals and by **June 30** for tenure appeals, to the president who will inform the candidate in writing.
- f. If the Appeals Committee's determination is in favor of the appellant, it will provide its written judgment of the cause alleged to the Advisory Committee that made the original decision and will request reconsideration by that committee.
- g. The Advisory Committee will reconsider reappointment decisions as soon as possible during the following spring semester and will reconsider tenure decisions as soon as possible during the following fall semester.
- h. Reconsideration by the Advisory Committee will be final. There will be no further appeal.
- i. The Advisory Committee will make its recommendation to the President.

D. Termination of Tenure

1. Background and principles

- a. A faculty dismissal policy should be founded on the principle of faculty self-governance that is central to academic freedom and academic life at Sarah Lawrence College. We, as faculty, fully participate in the hiring and promotion of our colleagues. The principle of self-governance suggests that we must also be significantly involved in dismissal proceedings against a faculty member.
- b. The facts about individual cases and their disposition are considered confidential. This means that such information is shared by the College only on a bona fide need-to-know basis. The College reserves the right to correct misinformation that becomes public.
- c. This policy is intended to address only a dismissal for adequate cause arising from the conduct of a faculty member. This policy does not address the College's authority to dismiss faculty due to other reasons including, but not limited to, financial exigency and change of institutional program.

2. Any member of the community may bring an allegation under this by law.

3. Allegations should be brought in writing to the provost.

Allegations involving faculty within Graduate and Professional Studies should be brought in writing to the dean of graduate and professional studies. An allegation against a faculty member brought to the dean of studies, dean of graduate and professional studies, the head of Human Resources, or another member of the College community will be forwarded to the provost. If the provost is a party to or the target of the allegation, the chair of the Committee on Conditions of Teaching will receive the allegation. If the dean of graduate and professional studies is a party to or the target of the allegation, the president of the College will receive the allegation. In these cases, the chair of the Committee on Conditions of Teaching or the president will undertake the responsibilities assigned to the provost or the dean of graduate and professional studies, respectively.

4. Adequate cause, as defined below, reflects a standard generally in accord with AAUP guidelines.
 - a. Adequate cause includes but is not limited to one or more of the following: incompetency, egregious neglect of duty, a pattern of repeated and willful disregard of College policy, physical or mental incapacity, conduct of a character seriously prejudicial to his/her teaching or injurious to the welfare of the College, its students, faculty or staff. Underperformance in the area of research or College service shall not constitute adequate cause for dismissal. Conduct that constitutes a legitimate exercise of academic freedom, including the expression of dissenting or unpopular opinions shall not constitute adequate cause for dismissal so long as the manner in which they are expressed does not violate this bylaw.
 - b. The thresholds for determining adequate cause are meant to be extremely high. The particulars of the acts and the relevant circumstances surrounding the acts must be weighed before adequate cause can be found.
5. The role of the Provost and Dean of Faculty
 - a. When presented with an allegation, the provost or the dean of graduate and professional studies, as described in paragraph 3 above, will conduct an initial investigation in consultation with the Director of Human Resources and may decide to dismiss the allegation, determine a resolution, or, having judged the allegation credible and serious under the guidelines described above, convene a Hearing Committee.
 - b. If the allegation is dismissed, the provost will prepare a report of the allegation and reasons for its dismissal. Dismissal is permissible only if the evidence doesn't amount to probable cause that one or more violations as delineated in paragraph 4a above have occurred. The report will be reviewed by the faculty trustee and the most recent former chair of Committee on Conditions of Teaching. If a majority feels that the allegation should be dismissed, the report will be kept for future reference. If a majority feels that the allegation cannot be dismissed, the provost will then decide whether to proceed with a resolution or to convene a Hearing Committee.
 - c. If the dispute is resolved by the provost, both the faculty member and the complainant(s) must indicate agreement to the resolution in writing; otherwise, the allegation is sent on to the Hearing Committee.
 - d. If the provost decides the allegation merits a hearing, he/she shall meet with the faculty member to inform him or her of the allegation. The faculty member is informed of the complainant's identity and is required to respond in writing to the allegation in accordance with the deadline and regulations pertaining to the hearing process.
 - e. The provost may suspend the faculty member from professional duties upon receipt of the allegation or during the hearing proceedings only if and for as long as immediate harm to the faculty member or the campus or members of the community is threatened by the faculty member's continuance. During the suspension period, the provost will maintain contact with the faculty member and communicate all pertinent developments. Suspension will be with pay and benefits. The pay and benefits may continue for a maximum of six

months, during which time it is expected that the matter will be resolved according to 7c below. The faculty member is expected to cooperate with the provost and the Hearing Committee's schedule. The College will make every reasonable effort to conclude all proceedings within six months; if it is prevented from doing so for reasons beyond the faculty member's control, the provost, in consultation with the faculty trustee and the most recent former chair of the Committee on Conditions of Teaching, may consider extending the paid suspension. If a majority of these three agree, the paid suspension will continue until the proceedings have concluded; otherwise pay and benefits will not continue beyond the six month period.

- f. The provost will bring the charge to the Hearing Committee. If the provost is the complainant, the chair of the Committee on Conditions of Teaching will undertake the provost's responsibilities in accordance with paragraph 3 above.

6. The Hearing Committee

- a. A Hearing Committee will be formed consisting of the three most recent former members of the Advisory Committee who are currently on campus, who did not participate in either the reappointment or tenure process for the faculty member against whom the charge has been made, and who are not directly involved in the current charge. If a former member of the Advisory Committee recuses him/herself alternates are to be selected from the list of former Advisory Committee members by most recent service.
- b. The complainant and the faculty member will each have one challenge of committee members without cause; alternates are to be selected from the list of former Advisory Committee members by most recent service.

7. The hearing process

- a. Confidentiality shall be observed by all parties to the greatest extent possible as delineated in section 1b.
- b. The Hearing Committee will select a chair who will make a written record of the formal processes of the hearing, as defined in paragraph 7m.
- c. The investigation and hearing should proceed in a timely manner; in all cases the College will make every reasonable effort to conclude all proceedings within six months. It is within the Hearing Committee's discretion to determine how much time is adequate for the faculty member to complete his or her own preparations for the hearing. The hearing will be conducted in accordance with the guidelines for conducting a tenure revocation hearing which are published in the Faculty Handbook.
- d. The hearing will be limited to matters directly related to the specific charge.
- e. The Hearing Committee will form a list of witnesses based on the investigation previously conducted by the provost, names supplied by the complainant(s) and the faculty member, and its own inquiries. The provost will provide the Hearing Committee with all evidence he/she has collected. The faculty member will be provided with the list of witnesses and copies of all documentary and other evidence.

- f. During the proceedings, both the faculty member and the complainant (as long as the complainant is not the provost) will be permitted to have an adviser from the Sarah Lawrence community present. Neither the Hearing Committee nor the complainant(s) nor the faculty member will bring legal counsel to the hearing.
- g. The faculty member should have the opportunity to question all witnesses and respond to all additional evidence. If the Hearing Committee deems it necessary to withhold the faculty member's right to question a witness, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may be taken outside the hearing and reported to it.
- h. The complainant(s), the faculty member, and their advisers have the right to be present to hear all of the testimony presented. The meeting shall be closed to all but the Hearing Committee, the complainant(s), the faculty member, their advisers, and the witness being interviewed. Persons called as witnesses shall be in the hearing room only during the time they are speaking.
- i. If the faculty member cannot attend the hearing because of an extended incapacity or incarceration, or if the faculty member refuses to attend the hearing, the Hearing Committee will hold the hearing without her/him.
- j. The burden of proof that adequate cause exists rests with the College.
- k. Public statements and publicity about the case by the faculty member, complainant, witnesses, Hearing Committee, or administrative officers will be avoided so far as possible. The College reserves the right to correct misinformation that becomes public.
- l. The Hearing Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the charges involved. Reasonable efforts will be made to obtain the most reliable evidence available. The findings of fact and the decision will be based solely on the hearing record.
- m. A written record of the formal hearing process and its outcome will be retained by the provost. This record will include the charge; all written statements by the complainant(s), faculty member, and witnesses; and other documentation or evidence discovered by the investigation. Notes taken by the individual panel members in the process of the panel investigation and hearing will not be maintained in the permanent record. No audio or stenographic record will be permitted.
- n. Any retaliation, discrimination or other adverse action, such as intimidation or threats, taken against a participant in this process is strictly prohibited by this bylaw and may itself constitute a violation of a faculty member's contract. Any such retaliation will result in disciplinary sanctions, up to and including dismissal in accordance with this bylaw.

8. The decision of the Hearing Committee
 - a. At the conclusion of the hearing, the Hearing Committee will deliberate and make its decision, based on a majority. The committee may conclude that adequate cause for dismissal has not been established or that dismissal is warranted.
 - b. The faculty member will be notified of the Hearing Committee's decision in writing by the chair, and will be given a copy of the record of the hearing.
 - c. The president will be notified of the Hearing Committee's decision in writing by the chair, and will take appropriate action subject to the appeals process below.
9. The appeals process
 - a. The faculty member may appeal the Hearing Committee's decision. The appeal must be submitted, in writing, to the Advisory Committee within 15 days after receipt of decision. Any appeal will be based on the written record of the hearing, and must include a written statement of the reasons for the appeal.
 - b. The faculty members of the current Advisory Committee, with the president, will serve as the Appeals Committee. The provost will not participate.
 - c. The Appeals Committee will review the written record of the hearing and will consider newly discovered evidence that was not available at the time of the hearing.
 - d. If newly discovered evidence is provided, the Appeals Committee will investigate its veracity and interview appropriate witnesses.
 - e. The Appeals Committee will determine whether or not to uphold the Hearing Committee's decision; a decision to overturn requires agreement of three out of the four members. The Appeals Committee's decision will be final.
 - f. The Appeals Committee's decision will be rendered in writing and the president will take appropriate action.

E. Procedures Governing Sabbatical Leaves for Teaching Faculty

1. Faculty members are eligible for their first sabbatical during their first year of tenure. They are eligible for subsequent sabbaticals the year following a period of five years teaching after the year of their previous sabbatical. The year in which a sabbatical is taken shall not count toward the necessary accumulation of five years of teaching for eligibility for further sabbaticals.
2. One half-year unpaid leave during the period in which the sabbatical is earned may be taken without postponement of the sabbatical. Any subsequent unpaid leave during this period will result in postponement of the sabbatical; four and a half years of teaching must accrue before the next sabbatical.
3. Full-time faculty members may choose one of three options in taking their sabbatical: a) Teach a half year on a full-time schedule at full salary; b) Teach a full year on a half-time schedule at full salary; or c) Take a full year's leave at half salary.
4. Part-time faculty members shall be eligible for sabbaticals on the same schedule as full-time

- members and may choose one of two options in taking their sabbatical: a) Take a full year's leave at half their part-time salary; or b) Take a one-semester leave at their part-time salary.
5. Faculty members may choose to delay a sabbatical by up to one year. The College may also ask for such a delay when it is desirable for the purposes of the curriculum. In such cases the next sabbatical will come after four years of teaching instead of five. Requests to delay a sabbatical for more than one year must be made to provost and may be granted at the provost's discretion. In those cases, the faculty member's subsequent sabbatical schedule will be delayed accordingly.
 6. Untaken sabbaticals cannot be accumulated, i.e., only one sabbatical can be taken in any one six-year period (except as allowed under paragraph 5 of this section).
 7. It is the faculty member's responsibility to keep track of his or her sabbatical cycle and to request a sabbatical at the appropriate time.
 8. During their sabbatical leave, faculty members will receive a salary proportionate to their average teaching load over the period during which the sabbatical was earned. One year of reduced teaching time may be included during this period without a proportionate reduction of the base on which sabbatical pay is calculated.

Article IV: Committees of the Faculty

Section 1. Standing Committees

- A. The standing committees of the faculty shall be the Nominating Committee, the General Committee, the Advisory Committee on Appointments, the Curriculum Committee, the Committee on Diversity, the Admission Committee, the Committee on Undergraduate Student Work, the Committee on Undergraduate Student Life, the Committee on Graduate Studies, the Committee on Conditions of Teaching, the Committee on Graduate Student Life, the Graduate Program Directors Committee, and the Committee on Academic Freedom.
- B. In general, all persons defined as faculty under Article III, Section 1A, with the exception of guest faculty, shall be eligible to serve as elective members of standing committees of the faculty. Exceptions to this provision are stipulated under specific committee provisions.
- C. Each standing committee will establish an organization with a chair, agenda, and minutes of meetings or record of action taken. Committees may request the General Committee to refer to the faculty for action regarding any statements of policy, principles or other matters of general concern.
- D. Ex-officio members of a committee shall be voting members of the committee.
- E. No member of the faculty shall serve as an elected member on any one standing committee continuously for more than three years, except in cases where a faculty member has filled less than half of the remainder of a term, in which case he or she can be elected for a full term. This exception does not apply to the Advisory Committee on Appointments. No member of the faculty shall serve as an elected member of more than one of the standing committees of the faculty simultaneously, with the exception of the Committee on Academic Freedom and the

Nominating Committee.

Section 2. Ad Hoc Committees

- A. When existing committees are felt to be inadequate for the discussion of special problems, the General Committee, on its own initiative or on that of other committees or faculty groups, may provide for the election of an ad hoc committee.
- B. The General Committee is required to provide for the election of an ad hoc committee when petitioned to do so by at least 15 members of the faculty.
- C. Whether initiated by the General Committee or by petition of the faculty, the election of ad hoc committees, including preparation of the slate, shall be carried out by the Nominating Committee.
- D. Election for ad hoc committees shall normally be conducted at faculty meetings. Exceptions may be made by the General Committee when, in its judgment, time is of the essence, in which case the committee election may be conducted by mail ballot.

Section 3. Election Procedures

- A. The Nominating Committee shall prepare a slate of candidates for vacancies to all standing committees. This slate will constitute one ballot and will indicate for all committees the names of continuing members and the names of candidates to fill vacancies. Two nominations are required for each vacancy.
- B. At the regular election time, and in accordance with the normal election procedures, a person shall be elected to substitute for a committee member who is going on leave.
- C. Elections shall normally take place beginning **May 1** for service beginning with the autumn term. Elections will normally take place by electronic ballot, but may take place by paper ballot when warranted. The registrar will notify the faculty by e-mail when the ballots for committee vacancies are available for electronic voting.
- D. When notifying the faculty about balloting, the registrar will ask that additional nominations be sent. After confirming that the nominee has agreed to run and is eligible to serve, and after the deadline for additional nominations, the Registrar will conduct the vote by electronic balloting.
- E. There will be successive balloting until the needed number of names have received a majority of the votes cast. A majority of votes cast constitutes an election. If there is no majority for any one nominee, the two receiving the highest number of votes shall be submitted for final election. In the case of a tie, the additional name shall be included on the ballot. The Office of the Registrar shall serve as teller and announce the results of nominations and elections. Twenty-five percent of all faculty members eligible to vote, exclusive of those on full-time leave for the year, or for the semester during which the vote is taken, shall constitute a quorum.
- F. In case of a resignation from a committee, the Nominating Committee shall immediately convene and prepare a slate to fill such vacancy for the remainder of the vacant term. This slate shall be sent to the faculty to be voted on at the next faculty meeting. Additional nominations may be sent to the registrar. Normal faculty election procedure shall be followed, as in Article IV, Section 3D above.

Section 4. Nominating Committee

- A. A Nominating Committee of three members shall be elected by the faculty each spring for

a term of one year, at the same time and in the same manner as elections for other faculty committees.

- B. The Nominating Committee shall be responsible for preparing the slate of candidates for vacancies on all elective committees.
- C. In case of resignation from the Nominating Committee, the General Committee shall be empowered to appoint a replacement for the remainder of the academic year.

Section 5. General Committee

The General Committee shall consist of six members of the regular teaching faculty who have been at the College at least four years, elected by the faculty for terms of three years, two members to be elected each year; two representatives of the administrative staff who have been at the College for at least four years, to be elected by the administrative staff for a term of two years; two undergraduate students, elected by the matriculated undergraduates for a term of one year, from those who will be matriculated members of the sophomore, junior, or senior class during their terms of office, successive terms being permitted; and one graduate student, elected by the graduate students for a term of one year, successive terms being permitted. The president of the College, the dean of the College, the provost and dean of studies and student life, the dean of equity and inclusion, and the dean of graduate and professional studies shall be ex-officio members of the committee. The president of the College shall act as chair of the committee. The functions of the General Committee shall be as follows:

- A. The committee shall meet regularly with the president of the College who shall preside at its meetings. In the absence of the president, the provost may preside. The committee shall make recommendations on general College policy to the president and to the faculty.
- B. The committee shall discuss matters of general concern, including questions of doubtful or overlapping committee jurisdiction. It shall review the coordination of efforts to achieve diversity in the College. It shall set the agenda for faculty meetings and approve the College calendar. If requested to do so by at least 15 faculty members, the General Committee shall call a special meeting of the faculty. The General Committee (or its elected members) shall meet with any faculty group or committee at its initiative or by request.
- C. Members of the General Committee shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 6. Advisory Committee on Appointments

The Advisory Committee on Appointments shall consist of three members of the faculty on tenure, elected by the faculty for terms of three years, one member to be elected each year, with the president of the College and the provost serving as members ex-officio. No elected member may serve on the committee for more than three consecutive years. The president of the College and, in his or her absence, the provost shall act as chair of the committee. The functions of the committee shall be as follows:

- A. To consult with and advise the president in all instances of appointments and reappointments, as specified under Article II, Section 1C and Article III, Section 1A; Section 5; and Section 6.
- B. To consult with and advise the president in the determination of individual faculty salaries.
- C. To consult with and advise the president concerning teaching duties, sabbatical leaves, and

leaves of absence.

- D. To consult with and advise the president on appointments to named chairs and professorships.
- E. To consult with and advise the president concerning serious problems about members of the faculty and academic administrators. The elected members of the committee shall meet with faculty groups, with all teaching members of the faculty, or with the academic administration (exclusive of the president and the provost) on their initiative or at the request of the groups mentioned.
 - 1. In some circumstances it may be necessary or advisable for an elected member of the Advisory Committee to absent himself or herself from the committee's deliberations. These circumstances would include illness or personal emergency. They would also include cases where a member of the Advisory Committee was needed to serve on a Search Committee. In those circumstances, an alternate faculty member will be chosen to serve as a replacement. The alternate would be chosen from faculty members who had served on the Advisory Committee in recent years, beginning with the person whose term expired most recently. If that person is not available, the next most recent member would be chosen. Faculty members who serve on the Advisory Committee will, at the time of nomination, agree to serve as alternates for up to two academic years following the expiration of their term on the Advisory Committee. This provision will apply only to cases involving new appointments.

Section 7. The Curriculum Committee

The Curriculum Committee shall consist of five members of the regular teaching faculty elected by the faculty for terms of three years, the appropriate number of members to be elected each year, and two students, elected by all matriculated undergraduates, from those who will be matriculated members of the sophomore, junior, or senior class during their terms of office, for terms of one year, successive terms being permitted. The provost shall have the right to appoint, with the approval of the Curriculum Committee, one nonvoting member to achieve broader representation. The president of the College, the provost, and the dean of studies and student life, shall serve as ex-officio members of the committee. The provost, or his or her designate, shall act as chair of the committee. The functions of the Curriculum Committee shall be as follows:

- A. To serve as a forum for the discussion of the undergraduate curriculum and to undertake its formulation.
- B. To receive each year from each faculty group, a statement of its proposed offerings for the next year, as well as of its faculty needs.
- C. To review these statements and to accept or, after further discussion with the faculty group, to reject them.
- D. To recommend to the president and the provost the establishment of special programs (summer schools, foreign study programs, etc.) offered or sponsored by the College.
- E. To conduct frequent reviews of the curriculum of the College; to initiate or further faculty discussion of such problems as the relation to various fields of study, of the balance of the curriculum and of its effectiveness in view of the College's aims and of general educational needs.
- F. To discuss with individual faculty members on their initiative or that of the committee, possible new offerings, problems arising in the work now being given, or other curricular matters.

- G. To review periodically the content of the catalogue, especially those sections descriptive of the educational program.
- H. To develop and review the curriculum and to make recommendations to the president for teaching positions in specific fields.
- I. To consult with the dean of graduate and professional studies and/or the appropriate program director about issues affecting both the undergraduate and the graduate curriculum.
- J. Members of the Curriculum Committee shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 8. The Committee on Diversity

The Diversity Committee shall consist of five faculty members, elected by the faculty for terms of three years, the appropriate number to be elected each year; two students, elected by all matriculated undergraduates for terms of one year; a graduate student elected by all matriculated graduate students for a term of one year; one representative of the administrative staff who has been at the College for at least four years to be elected by the administrative staff for a term of two years; the dean of equity and inclusion; the director of financial aid; the director of diversity; a representative designated by the dean of Studies; a representative designated by the provost; a representative designated by the dean of graduate and professional studies; and the dean of enrollment. Voting members of the committee shall consist of the faculty representatives, the student representatives, the dean of equity and inclusion, the director of diversity, and the elected administrative staff representative. The dean of equity and inclusion shall serve as committee chair. The president of the College and the provost shall serve as ex-officio members of the committee, and shall attend meetings of the committee at their own discretion.

The functions of the Diversity Committee shall be as follows:

- A. To serve as a forum for the discussion of diversity at the College.
- B. To monitor and report to the General Committee and the faculty on the progress of diversity at the College.
- C. To recommend to the General Committee, Curriculum Committee, Admissions Committee and Committee on Student Life measures it determines are likely to enhance the diversity of the College.

Section 9. Committee on Admissions and Enrollment

- A. The Committee on Admissions and Enrollment shall consist of five faculty members, elected by the faculty for terms of three years, the appropriate number to be elected each year; two students, elected by all matriculated undergraduates from those who will be matriculated members of the senior class during their terms of office for terms of one year; and the dean of enrollment, who shall serve as an ex-officio member and chair of the committee. In case an increase in applications or other processing issues require enlarging the committee, the committee may elect additional faculty members, subject to the approval of the faculty, at its next meeting. The president of the College and the dean of studies of their designees shall serve as ex-officio members of the committee.
- B. The functions of the Committee on Admissions and Enrollment shall be as follows:
 - 1. To serve as a forum for the discussion of undergraduate admission.

2. In questions of broad policy concerning any aspect of enrollment, make recommendations to the dean of enrollment, who may then review and consult with the General Committee.
3. To review and assess criteria and standards for admission of students to the College, and to periodically review forms and tests used for admission and change these when appropriate.
4. When the committee deems valuable, to participate in the evaluation and selection of specific student applicants.
5. To consider and make recommendations for pre-enrollment and other programming designed to enhance matriculation and retention of students.
6. When appropriate, to review and make recommendations for the allocation of named scholarship support to newly admitted students, and to select recipients of faculty-designated awards.
7. To assist in recruitment and follow-through for prospective student events, and to enlist faculty colleagues in recruitment and follow-through programs.

Section 10. Committee on Undergraduate Student Work

- A. The Committee on Undergraduate Student Work shall consist of the dean of studies and student life, who shall be an ex-officio member and chair of the committee; the associate deans of studies; six members of the faculty, elected by the faculty for terms of three years, two members to be elected each year; the registrar as a nonvoting member; and two students who shall be matriculated members of the sophomore, junior, or senior class during their terms of office elected for one year by all matriculated undergraduates. Successive terms are permitted. The president and provost shall be ex-officio members.
- B. Students are entitled on request to have any matter concerning them as individuals discussed and decided by the committee acting without the participation of the student members.
- C. The functions of the committee shall be as follows:
 1. To assess, formulate, and propose for faculty consideration policies and procedures regarding student academic work.
 2. To evaluate the academic performance and progress of each student.
 3. To review in consultation with the dean, and to make recommendations with the dean of studies and student life, on individual cases pertaining to academic discipline, including matters of probation, separation from the College, and appeals for reinstatement.
 4. To review and rule on individual student proposals for independent study, conference courses, fieldwork, and credit for courses taken in nonaccredited programs.
 5. To review and rule on individual student requests for waivers of specific academic requirements and other exceptions to standard academic policies and procedures.
 6. To review and recommend students for competitive scholarships and foreign study programs.
 7. To process applications of the Center for Continuing Education and guest students for admission to the College as degree candidates.
 8. To review and decide cases in which the academic integrity of a student has been formally questioned, in accordance with the procedures mandated by the faculty and detailed in the Student Handbook.
- D. The Committee on Undergraduate Student Work is empowered to certify candidates for the Bachelor of Arts degree on behalf of the faculty.

- E. Members of the Committee on Undergraduate Student Work shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 11. Committee on Undergraduate Student Life

- A. The Committee on Undergraduate Student Life shall consist of three members of the faculty elected by the faculty for terms of three years, one member to be elected each year; 15 undergraduate students, five elected in accordance with the Student Senate bylaws, nine residential area representatives, and a resident adviser; one graduate student appointed by the Graduate Student Senate; and four members of the administration representing the Dean of Studies Office, the Office of Student Affairs, the Office of Multicultural Affairs, and the Office of Campus Facilities. The dean of student affairs and the dean of studies and student life shall serve as nonvoting members. Other members of the student body and administration may be invited by the committee to serve as nonvoting members.
- B. The committee shall elect a chair and vice chair from among the voting members. Until such election takes place, and/or in the absence of both the chair and the vice chair, the dean of student affairs shall serve as chair.
- C. The functions of the committee shall be as follows:
1. All meetings of the committee are open to the community, and students are invited to bring concerns or proposals relating to the quality of student life for review. Any change in the campus environment proposed by the administration will also be brought to the committee for discussion and recommendation.
 2. The committee shall advise and consult with the president on issues regarding policies and procedures relating to student behavior, space utilization, future planning and student services. The standing subcommittees will be: housing, food services, health services, parking, security, Students for Students Scholarship Fund, bookstore, library, sexual assault and violence, programming, and diversity. Special ad hoc subcommittees may be formed in order to address specific issues or take specific action as directed by the committee.
 3. The committee shall oversee, through regular reports, the co-curricular programming of the College, including the events of the Students for Students Scholarship Fund, new student orientation, and programming board events.

Section 12. Committee on Graduate and Professional Studies

The committee shall consist of three members of the faculty (excluding graduate program directors) to be elected by the faculty for terms of three years, one member to be elected each year; the associate dean of graduate and professional studies; the dean of graduate and professional studies; a graduate student; and the provost or their designate, who shall serve as an ex-officio member. In addition, the graduate program directors shall appoint three program directors or associate / assistant directors who will serve for two years. The dean of graduate and professional studies shall serve as chair of the committee.

The functions of the committee shall be as follows:

1. To review new master's degree programs and academic credit-bearing initiatives at the level of graduate and professional programs. In conjunction with the graduate program directors, to make recommendations about new programming to the president of the College and the

Educational Policies Committee of the Board of Trustees.

2. To review curriculum and academic integrity of existing programs in consultation with the graduate program directors.
3. To review policies and procedures proposed by the graduate program directors.
4. To hear final appeals of students contesting a dismissal decision.
5. To represent the entire faculty's interests in the activities of Graduate and Professional Studies and to report on them to both teaching and administrative members of the faculty.

Section 13. Committee on Conditions of Teaching

- A. The committee shall consist of three members of the regular teaching faculty on tenure, elected by the faculty for terms of three years, one member to be elected each year. The committee shall elect its own chair.
- B. The functions of the committee shall be as follows:
 1. The committee may, on its own initiative or at the request of a teacher, review with the president, the Advisory Committee on Appointments, and/or the General Committee, College policies concerning the conditions of teaching and employment for both undergraduate and graduate faculty.
 2. The committee shall conduct periodic reviews of the College's policies on teaching schedule and teaching load, leaves of absence, salary scale, retirement, medical, and other benefits, and shall be empowered to make recommendations on these matters to the president (and through him or her to the Board of Trustees), the Advisory Committee on Appointments, and the General Committee.
 3. The committee, after consultation with the Advisory Committee on Appointments, may submit to the president of the College (and through him or her to the Board of Trustees) a request for increases in the teaching salary budget.
 4. At the specific request of a faculty member on tenure, whose contract has been terminated, the committee shall have the right to examine the reasons for such action and the records of procedures employed.
 5. Members of the Committee on Conditions of Teaching shall also be members of the College's Budget Committee.

Section 14. Committee on Academic Freedom

- A. The Committee on Academic Freedom shall consist of three members of the faculty, elected by the faculty for terms of three years, one member to be elected each year. The committee shall elect its own chair.
- B. The functions of the committee shall be as follows:
 1. To inquire into and make recommendations regarding academic freedom at Sarah Lawrence College at both the undergraduate and graduate levels.
 2. To advise the administration and faculty, individually or collectively, on questions of academic freedom as they relate to Sarah Lawrence College.
 3. To cooperate with the Board of Trustees, the president, and the faculty in the formation and execution of policies regarding academic freedom.

Section 15. Committee on Graduate Student Life

- A. The Committee on Graduate Student Life shall consist of at least one student representing each of the eight graduate programs, selected in accordance with the Graduate Student Senate by-laws; the officers of the Graduate Student Senate; one member and one alternate from the graduate faculty/administration selected by the Program Directors Committee; and three members of the administration representing the Dean of Graduate and Professional Studies Office, Office of Student Affairs, Office of Campus Facilities, and Health Services. The administrative adviser to the Graduate Student Senate will serve as a nonvoting member. Other members of the student body and administration may be invited by the committee to serve as nonvoting members. The committee will meet a minimum of four times a year.
- B. The committee shall elect a chair from among the voting members.
- C. The functions of the committee shall be as follows:
 - 1. Advise and consult with the president regarding College policies which affect graduates in the areas of financial aid, health services, parking, housing, bookstore, security, space utilization, and future planning. Any change in campus environment affecting graduate students shall be brought to the Graduate Student Life Committee for discussion and recommendations.
 - 2. The committee, with appropriate support from the administration and program directors, and in concert with the Graduate Student Senate will be responsible for developing programs to improve the quality of life on campus.

Section 16. Graduate Program Directors Committee

- A. The Program Directors Committee shall consist of the dean of graduate and professional studies as chair and the individual program directors from each of the graduate programs. The associate dean of graduate and professional studies and associate directors from the graduate programs will serve as ex-officio members.
- B. The functions of the committee shall be as follows:
 - 1. To serve as a forum for the discussion of all issues of relevance to graduate studies, including educational philosophy, program development, program review, relationships with the undergraduate College, and cross-program initiatives.
 - 2. To discuss, formulate, and propose for consideration by the Graduate Studies Committee policies and procedures regarding student academic work.
 - 3. To generate proposals and to respond to proposals from the Graduate Studies Committee, the Graduate Student Senate, and/or the Committee on Graduate Student Life.
 - 4. To identify issues that are relevant to all programs and affecting students and/or faculty, including but not limited to: financial aid, facilities, library, bookstore, and health services.
 - 5. To advise about and/or develop graduate activities/events, such as commencement, orientation, and graduation.

Article V: Faculty Trustee

- A. The faculty trustee shall be a tenured member of the faculty nominated by the faculty for election as a trustee of the College by the Board of Trustees.
- B. The faculty shall elect a candidate for faculty trustee by the following process:

1. Prior to the time of nominations for faculty committees in the case of normal expiration of term of office, or as soon as possible in the case of an unexpected vacancy, the provost shall call for nominations for faculty trustee by mail ballot. The three names receiving the largest number of nominations shall constitute the slate for electing a candidate for faculty trustee.
2. Voting on the slate shall be by mail ballot, one or more as necessary, with the person first receiving a majority of votes being deemed the recommended candidate for faculty trustee. All members of the faculty, as defined in Article III, Section 1 (including limitations on voting by guests), shall be eligible to vote for the faculty trustee.
- C. The term of the faculty trustee, and his or her eligibility for reelection to the board shall be as specified in the Bylaws of the Board of Trustees.*
- D. Election of the faculty trustee indicates the confidence of a majority of the faculty in the trustee's understanding, judgment, and discretion in matters pertaining to the Sarah Lawrence education. The faculty trustee shall be free to consult with other members of the faculty on issues pertaining to them, and to act in all matters of the office according to his or her own informed judgment of what is best for the College, exactly as any other trustee.
- E. The faculty trustee shall serve on the College's Budget Committee.

* The Bylaws of the Board of Trustees specify that no person shall serve more than one term as a faculty trustee. A person serving as a faculty trustee shall not be eligible for election as a regular trustee following the end of his or her term as faculty trustee as long as he or she remains in the employ of the College. (Trustee Bylaws Article II, Section 1, C and Section 2, A and E.)

Article VI: Amendments

Except as to Article I ("Authority and Powers") and Article II, Sections 1 and 2 ("Academic Administration/The President/The Provost and Dean of Faculty"), which may be amended or otherwise modified only by the Board of Trustees, these bylaws may be amended or otherwise modified, following two weeks' notice of such proposed amendment or modification, this two-week period to occur while the College is in session, by a two-thirds vote of those eligible to vote present and voting, if a quorum is present, plus mail ballots from those members of the faculty eligible to vote whose teaching schedules do not require them to be at the College on the day of the meeting and/or who are on leave, and shall require the consent of the Board of Trustees pursuant to Article VI of its bylaws.

Article VII: Rules of Order

Robert's Rules of Order shall provide guidance for protocols and procedures at meetings of the faculty.

Election Process for Standing Committees

Once the Nominating Committee has submitted its slate of candidates for vacancies on standing committees to the Office of the Dean of the College, it will be given to the registrar. The registrar will notify the faculty of the slate, as well as the continuing members on each committee, at least one week in advance of **May 1**. Beginning on **May 1**, the registrar will send electronic ballots to all eligible voters, beginning with the

ballots for candidates for elections to committees in Group I. Committee vacancies will be filled in three groups:

Group I: Advisory Committee on Appointments, Committee on Diversity, Committee on Undergraduate Student Work, Committee on Undergraduate Student Life

Group II: General Committee, Committee on Graduate Studies, Admissions Committee, Nominating Committee

Group III: Curriculum Committee, Committee on Conditions of Teaching, Committee on Academic Freedom

When notifying the faculty about balloting for Group I, the registrar will ask that nominations from the “floor” be sent to him or her within two business days. Those making nominations from the floor will secure people to second the nominations, and they will submit their seconding at the time the nominations are made. After confirming that the nominee has agreed to run, and after the deadline for additional nominations, the registrar will announce that the final ballots for Group I committees are available for electronic voting, with a deadline for ballots to be submitted by 5:00 p.m. two business days later.

The registrar will then announce the results of elections for the Group I committees and contemporaneously announce the slate for the Group II committees. Elections for Groups II and III will proceed in the same manner as Group I (above).

Quorum: 25% of eligible voters must submit votes in order to achieve the required quorum.

Run-offs: When one candidate has not received a majority of votes, a run-off election will be conducted.

Resignations: In the case of a resignation from a committee, the Nominating Committee shall prepare a slate of candidates which shall be announced to the faculty, and electronic ballots will be sent to eligible voters.

Additional Committees

While they are not standing committees of the faculty, the following entities also require faculty membership:

Budget Committee

The Budget Committee is called by the president and chaired by the vice president of finance and operations (CFO). It is advisory to the president and CFO. When constituted, the committee membership includes (but is not limited to) The dean of the college or his/her designee, the dean of graduate and professional studies or her/his designee, the faculty trustee, the membership of the Committee on Conditions of Teaching (CCT) and the Committee on Conditions of Staff Employment (CCSE), and one faculty representative from each of the following committees: General Committee, Curriculum Committee and the Committee on Student Work.

The committee’s purpose is the dissemination and discussion of key financial information. The committee

is a conduit for faculty and staff concerns about financial matters and, in turn, serves an important role in communicating with constituencies the substance of meeting discussions and conveying important financial information. Faculty and staff representatives are encouraged to bring forward as agenda items faculty and staff concerns about financial matters.

Student Conduct Review Board (SCRB)

The Student Conduct Review Board shall receive and review complaints of social violations by undergraduate students when another undergraduate student, a graduate student, or the College brings a complaint before it. The members of SCRB will consist of a senior member of the Curriculum Committee and a senior member of the Committee on Undergraduate Student Life. These members will be chosen at the beginning of each academic year so that they will be in place should such a need arise.

Ad Hoc Committees

The formation of ad hoc committees or task forces should be announced to the community if the issues are of general concern (for instance, the Smoking Task Force; the Ad Hoc Committee on Library Renovation).

When an ad hoc committee or task force is formed, regular written updates will be given to the General Committee as the work of the committee progresses. The General Committee will determine the communication of these reports at faculty meetings and to the broader SLC community. (See also: Faculty Bylaws, Article IV, Section 2.)

Faculty Groups

The Role of Faculty Groups

There are currently 13 faculty groups:

1. Dance
2. Filmmaking and Moving Image Arts
3. Global Studies
4. Humanities
5. Literature
6. Modern and Classical Languages and Literature
7. Music
8. Natural Science and Mathematics
9. Psychology
10. Social Science
11. Theatre
12. Visual and Studio Art
13. Writing

Faculty groups will have the following functions:

1. To form ad hoc committees for searches
2. To propose new and replacement positions to the Curriculum Committee
 - a. To serve as the units defined as “internal” with regard to solicitation of required letters for reappointment and tenure
3. To prepare budget requests and to monitor the budget for the group
4. In the case of faculty groups containing several disciplines, to coordinate disciplinary functions

The Creation of New Faculty Groups

Proposals for new faculty groups must adhere to the following guidelines:

- A. Proposals to form a new faculty group must be based on intellectually coherent configurations that conform to or enhance the pedagogical ethos of the institution.
- B. Proposals must also take into account the size of the proposed group. If by breaking up a discipline in order to form a new group, either the new one or the remainder of the old one falls below a range too small to be desirable, the greater good of the whole College should be considered and atomization avoided. The acceptable minimum should be five members.
- C. Once a new group is formed, a faculty member will participate in the voting business of that group only.

The Migration from One Faculty Group to Another

- A. In larger disciplines (five or more) single members or a group of members may request to transfer their appointment to another faculty group, if a persuasive intellectual rationale for migrating can be made and if the discipline left retains no fewer than five members. In disciplines with fewer than five members, no individual member or small group of members may switch to another group. The whole group, however, may request to migrate to another faculty group.
- B. Once an appointment is formally transferred to another unit, a faculty member will participate in the voting business of that unit only.

Procedures for the Creation of New Faculty Groups and for Migration Between Existing Groups.

- A. Individual faculty members or groups of faculty wishing to migrate to another existing group or wishing to form a new group must prepare a written proposal explaining the intellectual rationale for such a move and demonstrating that the size of the proposed group is within recommended limits. In the case of migration between groups, approval of the group into which they wish to migrate is required.
- B. The proposal should be submitted to the Curriculum Committee and to the General Committee. Those two committees will meet as a joint body in April of each year to consider such proposals. At that time two representatives of the proposed group will be invited to speak with the two committees.
- C. Proposals for new groups will be circulated to the entire faculty who will be invited to comment on the proposal. Those letters will be circulated to the members of the proposed group and to the General and Curriculum Committees.

- D. The decision of the joint committee will be final. Once approved, a formal letter of appointment to a new group will be issued by the dean to individual faculty members. The entire faculty will also be notified.
- E. Faculty members who change group affiliation must remain in their new faculty group for at least three years. The same time requirement applies to new groups.

Review of Related Practices

- A. Each of the major standing committees—Advisory, Curriculum, Student Work, Admissions, Graduate Studies, Conditions of Teaching—should review its procedures in light of the new governance structure and make recommendations to the General Committee for appropriate revisions.
- B. Each faculty group should develop (or formally reconfirm) procedural guidelines for administrative and advocacy involvement in hiring and promotion matters. In the discussion of procedures for hiring and for reappointment and tenure review, faculty groups should work toward a more formal statement of procedures to be used. Attention should also be given to the preservation of breadth of academic areas in search committees.
- C. The formal configuration of faculty groups, the student spread sheet, and the catalogue listing of subject areas should be rationalized and coordinated.
- D. The relationship between discipline-based budgets and faculty groups requires overt clarification. The General Committee, in conjunction with the dean of the college and the vice president for financial planning, should review the structure of budget allocations and expenditures in order to develop explicit, standard procedures among all disciplines and faculty groups.

Administration of Faculty Groups

The conduct of the work of faculty groups will be guided by the following:

- A. Chairs of faculty groups will be elected by the members of that group for a term of two years. A chairperson may not serve for two consecutive terms. (An exception to this rule will be made for those disciplines with a course structure based on components—dance, music, theatre) Responsibilities and workload of chairs of groups will be defined by the General Committee in cooperation with the faculty groups. (The General Committee is looking into the possibility of providing release time for administrative work by faculty members.)
- B. Each faculty group shall keep minutes (or records) of meetings and make them available to each member. We recommend that Web pages be established for each faculty group.
- C. Communication among faculty groups requires planning and programmatic coordination. Chairs of faculty groups should meet regularly with the dean of the college and the president and, as needed, with standing committees.

Administrative Organization Charts

For a searchable, online listing of the College's administrative offices and staff, please go to: <http://www.slc.edu/directory/index.html>. Organization charts for each department can be requested by e-mail—please contact: tblum@sarahlawrence.edu.

SECTION 3: FACULTY & ADMINISTRATIVE FACULTY APPOINTMENTS

Procedures for Making New Regular (Tenure- Track) Faculty Appointments

Authorizing a New Appointment

The decision to authorize a new faculty appointment is made by the president after discussions among members of the appropriate discipline and faculty group and the Curriculum Committee. Such conversations may be initiated by either the faculty group or the Curriculum Committee, or brought to either from a third source. Ordinarily, new appointments will be made at a level parallel to that of assistant professor at other liberal arts colleges. Regular appointments offer initial three-year contracts, with a review for a second three-year appointment in the third year and a tenure review in the sixth year. (In rare cases, a faculty group may wish to request that a position carry with it the possibility of an early tenure review. Procedures for consideration of this request are included in the Faculty Bylaws, Article III, Section 5E.

Appointing an Ad Hoc Committee

After the Curriculum Committee has given approval for a search, the faculty group chair, having consulted with the provost and the other members of the faculty group, appoints an ad hoc committee to search for and screen candidates and to send finalists to the Advisory Committee on Appointments. The ad hoc committee consists of three or four regular members of the faculty. At least one member must come from outside of the discipline or disciplines in which the search is taking place, or even outside the faculty group.

Establishing a Diverse Applicant Pool

After discussing the search with the provost and dean of faculty (hereafter, provost), the ad hoc committee then writes a description for advertising and for communicating to graduate schools and other good sources. This description will be consistent with the policy regarding the possibility of an early tenure review as described in Article III, Section 5E(1) of the Faculty Bylaws and must be approved by the provost and the Curriculum Committee. Candidates will be asked to submit a curriculum vitae, at least two descriptions of courses they would like to offer at Sarah Lawrence College, examples of their scholarly or artistic work and three letters of recommendation.

The ad hoc committee then develops a list of appropriate advertising venues for the position. At this point in the process, particular attention must be given to the issue of racial and cultural diversity. The College has as one of its goals to recruit and maintain a racially and culturally diverse faculty. To that end, each search must be seen as an opportunity to increase diversity, and every effort must be made to expand the applicant pool. Openings will be advertised in the Chronicle of Higher Education, in the professional publications and/or Web sites of the relevant discipline(s), as well as in sources designed to reach candidates of color. Each ad will contain the following statement: “SLC is an Equal Opportunity Employer committed to achieving a racially and culturally diverse community.” The following fuller statement will appear in our online application form: “Sarah Lawrence College is an Equal Opportunity Employer and has as one of its goals the recruitment and retention of a racially and culturally diverse administration, staff, and faculty. To that end, every job opening is seen as an opportunity to increase diversity and every effort will be made to expand the applicant pool in accordance with these goals.”

In addition, the ad hoc committee may contact the department chairs of institutions with established graduate programs in the area of a given search. When timely, members of the committee may attend scholarly and professional meetings for the purpose of identifying and interviewing candidates. All open positions will appear on the College’s Web site for the duration of the search.

Screening Candidates/The Campus Visit

The Search Committee reviews all materials received, and selects the candidates for further consideration. Various methods—interviews at professional meetings, phone interviews, meetings on campus with members of the Search Committee—may all be used to develop a short list of three finalists.

As soon as the application deadline passes (or in the case of an “open until filled” position, when the review of applications has begun) the Search Committee will develop a provisional or “long-short” list of about eight to 12 semifinalists for the position. That list will be submitted by the Advisory Committee to the dean of equity and inclusion who will have access to the EEO report generated by our online application system, PeopleAdmin. With that report in hand, the dean of equity and inclusion will review the list of semifinalists and will determine whether the list is sufficiently diverse in relation to the information in the EEO report. The dean of equity and inclusion will report back to the Advisory Committee and the Advisory Committee will forward that report to the Search Committee either with a determination that the committee may proceed with the selection of their three finalists from the list they have submitted, or that they will be asked to return to the pool and consider adding some other names.

After the Advisory Committee on Appointments and the dean of equity and inclusion have approved the long-short list, the Search Committee will select three finalists to be invited for a full campus visit and an interview with the Advisory Committee on Appointments. The search chair will then arrange for interview slots on the Advisory Committee calendar and extend invitations to the three finalists for campus visits. The three candidates to be interviewed by the Advisory Committee will be sent identical packets of information about the College.

The Search Committee will design the campus visit that is most appropriate to the position. All campus visits must include an interview with the ad hoc committee, an interview with students, and an open presentation of the candidate's work, which must be announced in advance. All candidates will be asked to sign a permission form allowing for the digital recording of their public presentations. These recordings will be made available to the SLC community for the duration of the search. At the conclusion of the search, these recordings will be destroyed. The campus visit may include a tour of the campus, visits to classes, and/or artistic presentations, informal discussions and/or social events with faculty members. When the campus visits are completed, members of the ad hoc committee will meet to review the candidates, prior to a discussion with the Advisory Committee. The budget and logistical details for each search will be arranged with the director of faculty affairs. Funds can be made available for students to help with the details of meeting and greeting candidates and coordinating appointments. Funds will also be available for informal social gatherings.

The Role of Students

Members of each ad hoc committee are invited to suggest names of appropriate students to serve as student interviewers. If there is an internal candidate for the position, donees of the candidate are not eligible to serve as student interviewers. The chair of the Search Committee asks the students to meet and talk with candidates. Students may also be invited to attend and respond to a public presentation or a class given by the candidate.

At the end of the presentation or interview, students are asked to report on their reactions through individual letters to the ad hoc committee and Advisory Committee. These letters should be received by the Advisory Committee in advance of the final meeting with the Search Committee. (It is sometimes helpful to provide a form for students to use in responding) While student response is almost always helpful, the views of students who have seen all the candidates in a particular search are especially valued; the availability of students to meet with all candidates should be an important criterion in their selection.

Consideration of Current Guest Faculty Members

In some cases a current guest faculty member will be a candidate, among others, for a regular position. In such cases the Search Committee will interview the guest and will arrange an appropriate review process that is identical to the process used for external candidates. Some additional elements made possible by the candidate's guest status—course appraisals, class observations—may also be included in the process. If the guest faculty member is one of the three finalists for the position, they will have an interview with the Advisory Committee on Appointments. Prior to that interview, the provost will send a letter to the entire community, soliciting comments on the guest's candidacy.

Arriving at a Decision

At the conclusion of the interviews, the members of the Search Committee and Student Search Committee will write individual letters to the Advisory Committee before the ad hoc committee meets as a group with the Advisory Committee to discuss their final recommendations.

After that meeting, on the basis of material from the candidate, the meeting with the Search Committee, student letters, comments from other faculty who met or observed the candidate, and from its own interview, the Advisory Committee will recommend to the president that an offer be made to one of the candidates. Prior to tendering an offer, the provost will advise the chair of the Search Committee of the Advisory Committee's intention.

Once the president has arrived at a decision, the provost is authorized to make an offer and to conduct appropriate discussions with the candidate. When an offer is accepted the provost will write a confirming letter to the candidate, and an official contract will be issued. The chair of the Search Committee will communicate the decision to the other finalists and to any candidates who were interviewed by the Search Committee. The chair of the Search Committee will instruct the faculty support coordinator to notify all other applicants that the position has been filled.

Protocol for Regularization of a Guest Contract Without a Search

In accordance with Article III Section 5 B 5 of the Faculty Bylaws:

“If an undergraduate guest teacher's fields are incorporated into the regular curriculum, or if a rotating or special post is made a regular one by the relevant division and the Curriculum Committee, or if an opening in the regular faculty occurs in those fields, then that teacher, on the occasion of their next contact, may be considered by the Advisory Committee on Appointments for an appointment to the regular teaching faculty. Normally, however, a search for other candidates for the post shall be undertaken before a regular appointment is offered to the guest teacher.”

Therefore, guests who wish to receive regular contracts must, in all but extraordinary cases, compete in the external (national and international) searches conducted by their faculty groups. Appointing a guest to a regular teaching position without a search can only occur if their specific qualifications would preclude the possibility that an outside candidate might prove a better fit for the specific needs of the group or program. These qualifications must exceed participation in the Sarah Lawrence pedagogy and community.

One example of such an extraordinary case would be the following: Retirements will leave one faculty group or program without any member with history and experience in the College and with—its practices, colleagues, and how that program constructs its curriculum. In this case continuity would be the prime qualification for a candidate, and it would be impossible for an outside candidate to compete with an active, long-term guest.

However, it is still essential that the guest who is being considered for a regular appointment be vetted with reference to the College's normal appointment guidelines: Teaching, Donning, Relation of the Candidate's work to the Curriculum and Scholarly or Artistic Growth and Intellectual vitality.

In these extraordinary cases, the protocol ought to be the following:

1. The request for a regular contract without search must come from the candidate's faculty group or program director.
2. The job description must be reviewed and approved by the Curriculum Committee.
3. The request must then be approved by the president and the provost to determine if a regular appointment is feasible and advisable.
4. Once approved by the president, the request is sent to the Advisory Committee, which requests materials from the candidate and their program/group:
 - a. Letter describing the circumstances that justify a regular appointment without a search (from the group chair or program director)
 - b. A cover letter from the candidate
 - c. Candidate's CV
 - d. Description of all courses taught by the candidate in the College
 - e. Work samples
 - f. Outside reviews of work
 - g. Letters concerning the candidate from all regular members of the faculty group
5. A letter will then be sent from the Advisory Committee to all faculty and students requesting comments on the guest faculty member's candidacy. These must be received one week prior to the Advisory Committee's interview with the candidate.
6. The Advisory Committee will meet with the candidate.
7. The Advisory Committee will make a recommendation to the president.
8. In accordance with Article III, Section 5B6 of the Faculty Bylaws: "If a guest teacher is offered a regular teaching appointment, if the teacher so desires, some part of their service as a guest may be counted retroactively by the provost as part of the normal sequence of contracts leading to tenure"

Procedures for Making New Guest Faculty Appointments

Searches for guest appointments need not be as extensive as searches for regular appointments. There are, however, three conditions that must be met:

1. At least two candidates for the position must be interviewed.
2. The candidates must be interviewed by at least two current faculty members.
3. The search must be conducted with adherence to the College's stated policy regarding diversity: "Sarah Lawrence has as one of its goals the recruitment and retention of a racially and culturally diverse administration, staff, and faculty. To that end, every job opening is seen as an opportunity to increase diversity, and every effort will be made to expand the applicant pool in accordance with these goals."

Once the ad for the position has been written, it should be given to Meybol Bazelais, Faculty Support Coordinator x6074; mbazelais@sarahlawrence.edu, who will arrange for the ad to be placed on the College's

online application site and advertised on sources the College uses for the purpose of reaching a diverse applicant pool. The Search Committee may also wish to send the ad to heads of relevant graduate schools, and/or colleagues who may be in a position to recommend suitable candidates.

While it is presumed that candidates for guest positions will live in commuting distance from the College, there may be times when a candidate not living in the area will be invited for an interview. In such cases, the chair of the search should consult with the provost about funds available to cover transportation expenses for the candidate.

A campus visit may include a meeting with several faculty members and students (if available), a campus tour, and an on-campus meal. Meal tickets are available for the candidate, as well as for faculty and students involved in the interview process. To arrange for posting an ad, reimbursement of expenses and meal tickets, or if you have any questions about the process, please contact Kristy Hartman, Director of Faculty Affairs, x2213; khartman@sarahlawrence.edu.

To arrange for the appointment of the successful candidate, please provide a copy of the candidate's CV and contact information to Melissa Frazier, Associate Dean of the College, x2214; mfrazier@sarahlawrence.edu.

Policy for Evaluating Guest Faculty

Materials to be considered in evaluating guest faculty will include course appraisals written by the students and any reports on class observations by tenured faculty.

A. Course appraisals. Access to course appraisals for the guest faculty member shall be limited to:

- The guest faculty member who taught the course (after all student evaluations and grades have been received by the registrar).
- The relevant faculty group chair (or faculty group chair designee).
- Members of the relevant Search Committee.

Please contact Judith McNatt, Executive Assistant to the Provost and Dean of Faculty, x2304; jmcnatt@sarahlawrence.edu in advance to arrange for access to course appraisals.

B. Class observations are part of the evaluation process. The chair of the relevant faculty group will designate a class observer for each new guest appointment. Class visits will take place in early November or in early April for those new guests who teach only in the spring semester. After the class visit, the class observer is asked to have a conversation about the class with the guest faculty member whose class s/he observed. The report on the class observation should be submitted to the Associate dean of the college. The observer has the option of also providing the guest faculty member with a copy of the report on the class observation, but is not required to do so. Other tenured members of the faculty group may view the report on the class observation upon request.

Protocol for Searches for Graduate Directors

Candidates not standing for regular faculty positions. This procedure is used for both internal and external candidates.

- A. Directors of programs who are hired from outside the College will be vetted by a Search Committee chosen by the dean of graduate and professional studies in consultation with members of the program in question and the provost. The committee will include at least two members of the regular faculty of the College, one of whom is a member of the Committee on Graduate and Professional Studies.
- B. After vetting applications, Search Committee members will solicit recommendations and invite candidates to campus (a minimum of two). Candidates will meet with faculty, students, key administrators, and the Advisory Committee.
- C. Before the interview with the Advisory Committee, the committee will be provided with a dossier concerning the candidate, including, but not limited to, a CV, cover letter, and recommendations. In the course of the search, they will also be provided with faculty and student evaluations of the candidate, and the recommendation of the Search Committee.
- D. The Advisory Committee meets with the Search Committee.
- E. The dean of graduate and professional studies reports the recommendation of the Search Committee to the Graduate Studies Committee.
- F. The dean of graduate and professional studies will make his/her own recommendation with reference to the particular interests of the graduate program in question to the Advisory Committee.
- G. The Advisory Committee on Appointments will make its recommendation directly to the president.
- H. The president makes the final decision.

Candidates who will also hold regular faculty positions

Directors of blended programs who are hired from outside the College as regular teaching faculty will be vetted by the same procedure as searches for regular faculty in the undergraduate College. In addition to considerations as a teacher and scholar/artist/practitioner, the committee will consider the candidate's virtues as a program director and their management capacities.

This procedure is also followed in a case in which a candidate for the administrative position in question is already a regular faculty member at the College.

- A. The Search Committee will be chosen by the Advisory Committee in consultation with the dean of graduate and professional studies. The committee will include at least two members of the regular faculty of the College, one of whom is a member of the Graduate Studies Committee.
- B. The normal search procedure for a regular faculty member in the College will be followed. Besides the normal procedure with the Advisory Committee, the committee will report its recommendations to the dean of graduate and professional studies.

- C. The dean of graduate and professional studies reports the recommendation of the Search Committee to the Graduate Studies Committee.
- D. The dean of graduate and professional studies will make his/her own recommendation with reference to the particular interests of the graduate program in question to the Advisory Committee.
- E. The Advisory Committee will make its recommendation directly to the president.
- F. The president makes the final decision.

The Advisory Committee will devise a protocol for renewal of the positions described above informed by the appointment process.

Reappointment Review Guidelines

What follows is an effort on the part of the Advisory Committee on Appointments, in consultation with the General Committee, to lay out for the College and candidates for appointment a more explicit description of both the criteria and the process for reappointment than presently exists in the Faculty Bylaws. Over the years, practice has added or refined a number of features in the appointment process. It is important that current practice be known and understood.

We should say at the outset that a set of principles underlies the design of the College and the process of education. While the concrete manifestations of these principles are always open to question and revision, the College, working through the Advisory Committee, looks to appoint and retain faculty who are in sympathy, broadly interpreted, with the basic principles of the College. Briefly, these principles include the commitment to the individualized nature of a Sarah Lawrence education and to the structures-seminars, conferences, and donning-that make that education possible.

These guidelines give the criteria for review in detail, and also discuss how evidence regarding the criteria are gathered. Candidates are evaluated in four main areas:

Teaching

At Sarah Lawrence, effective teaching is the sine qua non for faculty appointment and reappointment. No single definition of good teaching is sufficient, but among the attributes of good teaching, the College looks for the following:

- Mastery of the subject matter of the discipline
- Capacity to design interesting and sophisticated courses and to work with students in developing appropriate conference projects
- Breadth of teaching interests and subjects offered
- Capacity and flexibility to develop new interests and courses
- Skill in teaching students at all levels (e.g., from First Year Studies to advanced seminars) and across a range of abilities

- Sufficient teacherly presence and accessibility
- An ability to listen and take important cues from students
- Capacity to communicate enthusiasm and excitement, skill at engaging and motivating students
- Facility in helping students to see connections, to think across disciplinary lines, to place issues within a larger cultural context.

Donning

In donning, the College looks for a capacity to work productively with donees and other students: to advise, inspire, encourage, and set limits. This includes the ability to help donees to reflect on their experience; to help them consider academic options and to choose wisely from among those options; to interpret the College to the student and vice versa; to intervene, where appropriate, in time of crisis; to be open to students' opinions, problems, needs.

Scholarly or Artistic Growth and Intellectual Vitality

The College looks for demonstrated scholarly or artistic growth, intellectual vitality, and the promise of their continuation in the future. These qualities could be demonstrated in a number of ways, including, but not limited to: contributions to scholarly meetings; published articles and books; professional recognition through elections, awards, nominations; applications of one's own research to contemporary problems. Scholarly growth and intellectual vitality may also be shown by formal and informal presentations at Sarah Lawrence and through development of new ways to organize knowledge or approach a field, as illustrated, for example, by new teaching techniques.

For artists, writers and performers, shows, reviews, performances and other forms of external recognition measure creativity, vitality and leadership in one's field.

A completed Ph.D./terminal degree is a significant part of the case for reappointment. In the case of the Ph.D., the dissertation should be completed by the time of reappointment to a second three-year contract. The dissertation gives evidence of the ability to deal with an important intellectual question in a rigorous manner, and it gives an opportunity for scholars in the field to measure a candidate's promise.

Note: Review of scholarly or artistic work is part of the reappointment process, but is not a criterion for the reappointment decision. Consideration of scholarly and artistic work allows the Advisory Committee to guide candidates, post reappointment, towards the tenure review.

Contribution to the Educational Program of the College as a Whole

Leadership, Governance, Service

The College values intellectual and civic leadership as shown through inventing and enriching programs, arranging lectures and workshops, service on standing committees or on ad hoc projects (such as service on the Bookstore Committee or participating in Parents Day or Admitted Students Day).

Collegiality and relations among colleagues

In trying to build a humane and open intellectual community, the College gives relationships among colleagues high importance. Collegiality does not mean congeniality. Rather it means that the senior partners in the College need to be able, with confidence, to share with each other the tasks of leadership, governance and service to their College. The attributes for these roles are many, such as experience, vision, energy, depth, rigor, breadth, circumspection, clarity, flexibility, humor, responsibility, commitment and a robust sense of “troubleshooting.”

Overall, the criteria should be considered as a constellation of desired strengths-pedagogic, scholarly, collegial-that are evaluated as a whole. While we look for excellence in all areas, we recognize that individuals contribute to the College in varying ways and weighting of the criteria will reflect that.

How the Criteria Are Measured

The Advisory Committee has available the following sources of information and data to assist its deliberations and judgments.

A. Material provided by the candidate

1. Candidate’s letter to colleagues addressing their own particular goals and qualities as a teacher and scholar
2. Candidate’s résumé (including a list of activities at the College), course descriptions, syllabi
3. Candidate’s own written work, artistic product or performance

B. Faculty letters

1. At the time of reappointment, the Provost and Dean of Faculty solicits letters about the candidate from members of the faculty. Tenured members of the candidate’s faculty group are required to write.
2. In preparation for these letters, the faculty group chair arranges:
 - a. A presentation by the candidate to the faculty group, which may also include other faculty members outside the group.
 - b. A confidential discussion of the reappointment case by tenured members of the group.
 - c. A confidential meeting between the candidate and the faculty group chair. The candidate is invited to bring a senior colleague to this meeting.
3. All other faculty, in and outside the faculty group, are invited to write. Additionally, the Advisory Committee shall also ask the candidate whether they wish to suggest to the Committee two faculty members in any field, other than the tenured members of their group, who in the candidate’s opinion are qualified to evaluate their work.

C. Class visits

Advisory requires each candidate standing for reappointment to be observed by two tenured members by the end of the second year. Each observer’s assessment is conveyed to the Advisory Committee in a confidential letter.

Any candidate who feels that class observations (or other mentoring) in addition to the two required class visits would be helpful, is welcome to request that support from tenured faculty members.

D. Course appraisals

Course appraisals are distributed by the Office of the Provost and Dean of Faculty in December for fall courses and May for spring and year courses. (All faculty, but particularly those up for reappointment, should encourage a full response in whatever ways they find effective and comfortable.) Students must sign course appraisals, but they may ask that their names be deleted from the faculty copy.

E. Other Letters

Currently enrolled students: In the spring, the Student Senate sends to all students a list of the faculty being considered for reappointment. Students are invited to write confidential, signed letters to the Advisory Committee regarding any of the candidates. In addition, 20 randomly-chosen current students who have studied with the candidate will receive letters from the dean, inviting them to comment on the candidate.

F. Dean of Studies and Student Life

The Advisory Committee will write to the dean of studies and student life to ask for any information that they and/or their staff may be able to provide about the candidates as a result of interactions that the Dean of Studies Office may have had with the candidates or their students.

G. Registrar's data

Course enrollments, list of donees, evaluations for students, record of dates of submission of candidate's student evaluations and grades.

H. Internal review of scholarly or artistic work

Candidates will be asked to identify representative pieces from their body of scholarly or artistic work to be reviewed. For the reappointment review, only an internal review of the representative work is required.

Advisory Committee suggests to the candidate, for their approval, the names of several faculty members who might be asked to review a representative sample (or samples) of scholarly or artistic work submitted by the candidate. Advisory Committee will choose one of the approved faculty members to review the work. The candidate does not know which faculty member has been chosen. The reviewer is asked to send their confidential comments on the work to the Provost.

Note: As stated in section IV, review of scholarly or artistic work is part of the reappointment process, but is not a criterion for the reappointment decision. Consideration of scholarly and artistic work allows the Advisory Committee to guide candidates, post reappointment, towards the tenure review.

I. Interview

Following the confidential meeting between the candidate and the faculty group chair, the candidate meets with the Advisory Committee.

Consideration for reappointment provides both the candidate and the institution an opportunity for reflection. As the institution evaluates the individual's record, it is also evaluating its commitment to the area of initial appointment, and the evolving development of the area as it relates to institutional priorities.

The Decision

At the end of the process, the Advisory Committee makes a recommendation to the president. By **November 1** the candidate will be told one of two things:

1. The candidate may receive a positive decision from the President about the granting of reappointment.

When the review is positive, the candidate will receive a letter from Advisory Committee which includes areas of concern that may have surfaced during the review. The candidate may write a letter to the Advisory Committee or have a meeting with the Provost to request that factual errors in the letter be corrected. They may also write a response to the final letter for the permanent record.

The letter will be followed by a meeting with the Provost.

2. The candidate may be told that there are serious questions about their candidacy that need further exploration. In that case, the process is as follows:
 - The candidate will meet with the President and the Provost to be informed of the questions.
 - The candidate will have the option of a second meeting with the Advisory Committee to discuss the questions. For that second meeting, the candidate is given the choice of meeting with the full Advisory Committee or with only the elected members of the committee (i.e. without the President and the Provost).
 - The final decision will be communicated to the candidate by **November 15**.

Tenure Review Guidelines

What follows is an effort on the part of the Advisory Committee on Appointments, in consultation with the General Committee, to lay out for the College and candidates for appointment a more explicit description of both the criteria and the process for tenure than presently exists in the Faculty Bylaws. Over the years, practice has added or refined a number of features in the appointment process. It is important that current practice be known and understood.

We should say at the outset that a set of principles underlies the design of the College and the process of education. While the concrete manifestations of these principles are always open to question and revision, the College, working through the Advisory Committee, looks to appoint and retain faculty who are in sympathy, broadly interpreted, with the basic principles of the College. Briefly, these principles include the commitment to the individualized nature of a Sarah Lawrence education and to the structures-seminars,

conferences, and donning-that make that education possible.

These guidelines give the criteria for review in detail, and also discuss how evidence regarding the criteria are gathered. Candidates are evaluated in four main areas:

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At Sarah Lawrence, effective teaching is the sine qua non for faculty appointment and reappointment. No single definition of good teaching is sufficient, but among the attributes of good teaching, the College looks for the following:

- Mastery of the subject matter of the discipline
- Capacity to design interesting and sophisticated courses and to work with students in developing appropriate conference projects
- Breadth of teaching interests and subjects offered
- Capacity and flexibility to develop new interests and courses
- Skill in teaching students at all levels (e.g., from First Year Studies to advanced seminars) and across a range of abilities
- Sufficient teacherly presence and accessibility
- An ability to listen and take important cues from students
- Capacity to communicate enthusiasm and excitement, skill at engaging and motivating students
- Facility in helping students to see connections, to think across disciplinary lines, to place issues within a larger cultural context.

Donning

In donning, the College looks for a capacity to work productively with donees and other students: to advise, inspire, encourage, and set limits. This includes the ability to help donees to reflect on their experience; to help them consider academic options and to choose wisely from among those options; to interpret the College to the student and vice versa; to intervene, where appropriate, in time of crisis; to be open to students' opinions, problems, needs.

Scholarly or Artistic Growth and Intellectual Vitality

The College looks for demonstrated scholarly or artistic growth, intellectual vitality, and the promise of their continuation in the future. These qualities could be demonstrated in a number of ways, including, but not limited to: contributions to scholarly meetings; published articles and books; professional recognition through elections, awards, nominations; applications of one's own research to contemporary problems. Scholarly growth and intellectual vitality may also be shown by formal and informal presentations at Sarah Lawrence and through development of new ways to organize knowledge or approach a field, as illustrated, for example, by new teaching techniques.

For artists, writers and performers, shows, reviews, performances and other forms of external recognition

measure creativity, vitality and leadership in one's field.

At the tenure review, the candidate needs to demonstrate that he or she can develop a new intellectual question or project, moving beyond the supervised dissertation question.

Contribution to the Educational Program of the College as a Whole

Leadership, governance, service

The College values intellectual and civic leadership as shown through inventing and enriching programs, arranging lectures and workshops, service on standing committees or on ad hoc projects (such as service on the Bookstore Committee or participating in Parents Day or Admitted Students Day).

Collegiality and relations among colleagues

In trying to build a humane and open intellectual community, the College gives relationships among colleagues high importance. Collegiality does not mean congeniality. Rather it means that the senior partners in the College need to be able, with confidence, to share with each other the tasks of leadership, governance and service to their College. The attributes for these roles are many, such as experience, vision, energy, depth, rigor, breadth, circumspection, clarity, flexibility, humor, responsibility, commitment and a robust sense of "troubleshooting."

Overall, the criteria should be considered as a constellation of desired strengths-pedagogic, scholarly, collegial-that are evaluated as a whole. While we look for excellence in all areas, we recognize that individuals contribute to the College in varying ways and weighting of the criteria will reflect that.

How the Criteria Are Measured

The Advisory Committee has available the following sources of information and data to assist its deliberations and judgments.

A. Material provided by the candidate

1. Candidate's letter to colleagues addressing their own particular goals and qualities as a teacher and scholar.
2. Candidate's résumé (including a list of activities at the College), course descriptions, syllabi.
3. Candidate's own written work, artistic product or performance.

B. Faculty letters

1. At the time of reappointment, the Provost and Dean of Faculty solicits letters about the candidate from members of the faculty. Tenured members of the candidate's faculty group are required to write.
2. In preparation for these letters, the faculty group chair arranges:
 - A presentation by the candidate to the faculty group, which may also include other faculty members outside the group.
 - A confidential discussion of the reappointment case by tenured members of the group.
 - A confidential meeting between the candidate and the faculty group chair. The candidate is

invited to bring a senior colleague to this meeting.

3. All other faculty, in and outside the faculty group, are invited to write. Additionally, the Advisory Committee shall also ask the candidate whether they wish to suggest to the Committee two faculty members in any field, other than the tenured members of their group, who in the candidate's opinion are qualified to evaluate their work.

C. Class visits

Advisory requires each candidate standing for tenure to be observed by two tenured members by the fall of their tenure review year. Each observer's assessment is conveyed to the Advisory Committee in a confidential letter.

Any candidate who feels that class observations (or other mentoring) in addition to the two required class visits would be helpful, is welcome to request that support from tenured faculty members.

D. Course appraisals

Course appraisals are distributed by the Office of the Provost and Dean of Faculty in December for fall courses and May for spring and year courses. (All faculty, but particularly those up for tenure, should encourage a full response in whatever ways they find effective and comfortable.) Students must sign course appraisals, but they may ask that their names be deleted from the faculty copy.

E. Other Letters

1. **Currently enrolled students:** In the fall, the Student Senate sends to all students a list of the faculty being considered for tenure. Students are invited to write confidential, signed letters to the Advisory Committee regarding any of the candidates. In addition, 20 randomly-chosen current students who have studied with the candidate will receive letters from the Provost, inviting them to comment on the candidate.
2. **Alumnae/i:** Candidates for tenure may give the Provost the names of up to 10 graduates. The Provost writes directly to these graduates, inviting them to submit letters. An additional 20 randomly-selected graduates will receive similar letters from the Provost.
3. **Dean of Studies and Student Life:** The Advisory Committee will write to the Dean of Studies and Student Life to ask for any information that they and/or their staff may be able to provide about the candidates as a result of interactions that the Dean of Studies Office may have had with the candidates or their students.
4. **Registrar's data:** Course enrollments, list of donees, evaluations for students, record of dates of submission of candidate's student evaluations and grades.

F. External and internal review of scholarly or artistic work

Candidates will be asked to identify representative pieces from their body of scholarly or artistic work to be reviewed. For the tenure review, the representative work will be reviewed both internally and externally. The procedures to be followed:

1. **For external review:** 1. Both the candidate and a senior member of the candidate's discipline (or a related discipline) are asked by the Provost to provide, independently, the names of

five outside reviewers who would be in a position to offer an opinion on the intellectual or artistic value and sophistication of the work submitted by the candidate for evaluation. Candidates should consult Tenure Review Schedule for the guidelines to follow in developing this list. *(Note: Candidates should not contact the suggested reviewers in advance.)*

The senior member of the candidate's discipline may consult with tenured SLC colleagues to develop the list. The candidate is given the opportunity to veto one of the suggested names. From the remaining list, the Provost will choose three reviewers, at least one of whom has been suggested by the candidate. These names are not revealed to the candidate. The Provost will contact the reviewers directly, asking them to review the materials and send their confidential comments to the Provost.

2. **For internal review:** Advisory Committee suggests to the candidate, for their approval, the names of several faculty members who might be asked to review the same scholarly or artistic work submitted for external review. Advisory Committee will choose two of the approved faculty members to review the work. The candidate does not know which two have been chosen. Reviewers are asked to send their confidential comments on the work to the Provost.

Interview

Following the confidential meeting between the candidate and the faculty group chair, the candidate meets with the Advisory Committee.

Consideration for tenure provides both the candidate and the institution an opportunity for reflection. As the institution evaluates the individual's record, it is also evaluating its commitment to the area of initial appointment, and the evolving development of the area as it relates to institutional priorities.

The Decision

At the end of the process, the Advisory Committee makes a recommendation to the president. In the case of a positive decision, the President then makes a recommendation to the Board of Trustees, with which the authority of conferral of tenure rests.

By **April 15** the candidate will be told one of two things:

1. 1. The candidate may receive a positive decision from the President about the granting of tenure, in which case the process will be over.
2. 2. The candidate may be told that there are serious questions about their candidacy that need further exploration. In that case, the process is as follows:
 - The candidate will meet with the President and the Provost to be informed of the questions.
 - The candidate will have the option of a second meeting with Advisory Committee to

discuss the questions. For that second meeting, the candidate is given the choice of meeting with the full Advisory Committee or with only the elected members of the committee (i.e. without the President and the Provost).

- The final decision will be communicated to the candidate by **May 1**.

Revocation of Tenure Hearing Procedures

Generally hearings will follow the order of business listed below, variations may occur depending on the circumstances of the individual cases:

1. Introductions
2. Chair explains the process
3. Opening statement by complainant, which may be read by their adviser
4. Opening statement by the faculty member, which may be read by their adviser
5. Panel questions the complainant
6. Panel questions the faculty member
7. Complainant and faculty member may ask questions of each other. If, prior to asking questions, the complainant and/or faculty member requests a brief (up to 10 minutes) recess to consult with their advisors, this may be granted by the chair.
8. Witnesses speak
9. Questions from the parties and further questions from the panel
10. Final statement by complainant, which may be read by their adviser
11. Final statement by faculty member, which may be read by their adviser
12. Dismissal of complainant, faculty member, and advisers
13. Deliberation by the panel

SECTION 4: PROFESSIONAL DEVELOPMENT

Faculty Research and Development

Release-Time Funds

Normally, each year a limited number of faculty members on regular contracts receive a reduced teaching load (half-time teaching for one semester at full pay). Individual research projects (including fieldwork and performance), as well as projects leading to the development of courses in a new area are appropriate for these awards. The application process for release-time awards is announced in the fall. Decisions on all release time awards are made by the Advisory Committee on Appointments.

Faculty Publication Support

The Office of the Provost and Dean of the Faculty has money available to support faculty publications. These funds, though limited, are available to faculty members on regular contracts as well as guest faculty who teach at least half time and who have been at the College for at least three years. They are for activities that lead to publication or presentation of scholarly/artistic projects. Examples include 1) preparation for manuscript of a book (but not a book tour), 2) a single reading of a play, before it goes into production (but not the production of the play or a full-scale workshop, 3) preparation of a trailer for a film (but not the shooting, editing or other part of the post production of the film itself, and 4) preparation for mounting an exhibition (but not for the creation of the work of art itself) Costs such as indexing fees, subventions, permissions, etc., are fundable.

Members on regular contracts and guest faculty who have been at the College for at least three years and teach at least half time may apply for these funds. Due to limited funds, we can only support the same project once in a fiscal year (**June 1—May 31**). Applications should be submitted to the associate dean of the college.

If approved, the allocated funds will be reimbursed upon presentation of original receipts to Judith McNatt, Westlands 216 B. The receipts must be accompanied by a list of the expenses and their totals, normally within a month of the completion of services rendered.

The Faculty Research & Development Fund

The Ellen Schloss Flamm and Family Endowed Fund for Faculty Research and Development was established by Trustee Ellen Flamm '59 in recognition of the College's strong commitment to professional growth, research and creative expression of its faculty. The fund is intended to support faculty on regular full or half-time contracts. Awarded by the Advisory Committee, the maximum amount that will be awarded to any individual is \$3,000.

Professional Travel

Funds are available to faculty members on regular contracts and guest faculty who have been at the College for at least three years and teach at least half time. These funds are to help defray the cost of travel and professional meetings for faculty members. Faculty may receive funding for more than one trip; however, there is a yearly cap on the maximum funding for any one faculty member.

Requests for all travel funds must be approved in advance (before the travel takes place.) To apply for money, write to the associate dean of the college giving the details of the conference (dates, location, etc.), your role in it, and an estimated itemized budget. The associate dean will then advise the faculty member of the amount of money provided by the Office of the Provost and Dean of Faculty.

The usual items that can be fully or partially reimbursed are transportation, conference fees, lodging, and meals. While there may be exceptions, generally the College will not reimburse organizational memberships, airline insurance, or incidental expenses.

Tax law requires that the business purpose for all reimbursable expenses be described. Unsubstantiated expenses are considered taxable payments to the employee. The allocated funds will be reimbursed upon presentation of receipts to Judith McNatt, Westlands 216 B. Those receipts must be accompanied by a list of expenses and their totals, and must normally be submitted within one month of completion of travel. See Section 8, "Expense Requisition," for details on submitting reimbursable receipts and the link to the form.

Office of Foundation, Government, and Corporate Relations

The Office of Foundation, Government, and Corporate Relations has resources available to faculty members seeking external funding for sponsored research, program development, and fellowships. Resources include assistance in proposal strategy and preparation as well as access to the Foundation Directory Online, a database of foundations, corporate-giving programs, and grant makers, including program descriptions and application guidelines. To request a search for funding opportunities, or discuss a proposal, contact Joseph Tomara at [REDACTED], or submit a Notice of Intent to Apply for a Grant at: https://my.slc.edu/ICS/Campus_Life/Departments/advancement/Grants_Office/Notice_of_Intent_to_Apply_for_a_Grant.jnz

Student Assistants

Faculty may hire students to assist them in their work. Funds for student assistants are available from the Office of the Provost with a maximum of \$450 per semester. Please note that the hourly rate for undergraduate students is currently \$12. In January 2020 the hourly rate will increase to \$13. Student assistants' work may contribute to faculty teaching and/or their creative, performing and scholarly work. A Faculty Request for Student Assistant Form, at the bottom of the letter from the associate dean, should be completed and e-mailed directly to Judith McNatt in the Office of the Provost at [REDACTED]. For further instructions please go to: https://myslc.edu/ics/Faculty/Resources_for_Faculty/Procedures_for_Hiring_a_Student_Assistant.jnz

Leaves of Absence

The College tries very hard to grant requests for unpaid leaves of absence for either a semester or an academic year. In special circumstances, faculty may apply to the Advisory Committee on Appointments for additional years of leave. Approval for two consecutive years of leave is normally reserved only for tenured faculty. Requests for leaves of absence should be made to the provost.

Sabbaticals

Newly tenured faculty members are eligible for a sabbatical in the seventh year of teaching. After the initial sabbatical, all tenured faculty members normally are eligible for a sabbatical after five years of teaching. Sabbaticals may be taken in three different ways: a semester sabbatical at full pay; a yearlong sabbatical at half-time pay; or a half-time, yearlong sabbatical combined with half-time teaching at full pay. (See Faculty Bylaws, Article III, Section 6E — Procedures Governing Sabbatical Leaves for Teaching Faculty)

SECTION 5: ACADEMIC POLICIES, PROCEDURES, AND GUIDELINES

Undergraduate Program Planning

Students are encouraged to use their own interests as the key to engaged involvement with the subject matter and to choose the course of study most meaningful to them. Faculty dons and students work together to develop educational plans and approaches best suited to the students' needs. The College's degree requirements are designed to both foster these ideals as well as expose students to different means and methods of learning and to a variety of subjects.

Degree Requirements

The responsibility for satisfying all degree requirements rests with the student. Course requirements for the Bachelor of Arts degree are:

- A. Satisfactory completion of 120 credits, at least 60 of which must be Sarah Lawrence credits.
- B. Satisfaction of the residency requirement:
 - a. A minimum of two consecutive years of full-time study at Sarah Lawrence.
 - b. SLC off-campus programs (both abroad and in the US) **do not** fulfill residency requirements.
 - c. Successful completion of full-time study at Sarah Lawrence in Bronxville for either the junior or senior year.
- C. Fulfillment of the distribution and lecture requirements as outlined below.

Distribution Policies and Guidelines

Sarah Lawrence seeks to give its students a broad and balanced liberal arts background and as such does not impose specific course requirements. For this reason, students are asked to plan their programs with their dons in accordance with the following guidelines:

- A. The curriculum consists of four academic areas: Natural Sciences and Mathematics, Humanities, History and Social Sciences, and Creative Arts. Degree candidates are required to complete a minimum of two semesters in at least three of the four areas.
- B. Within the 120 degree credits, there is a fixed maximum for each of the four areas. Students may take no more than 60 credits in the Creative Arts, 80 in History and the Social Sciences, 80 in the Humanities, and 80 in Natural Sciences and Mathematics. The disciplines included in each area are as follows: Natural Sciences and Mathematics: biology; chemistry; computer science; mathematics; physics. Humanities: art history; dance history, film history; language; literature; LGBT studies; music history; philosophy; religion. History and Social Sciences: anthropology; Asian studies; economics; environmental studies; geography; history; politics; psychology; public policy; science, technology, and society; sociology. Creative Arts: dance; music; visual arts, including digital imagery, drawing, filmmaking, screenwriting, media arts, painting, photography, printmaking, sculpture; theatre; writing.
- C. Of the 120 degree credits, no more than 50 can be in a single discipline, e.g., math or literature or photography.

Of the 120 degree credits, no more than 50 can be in a single discipline, e.g., math or literature or photography. On occasion, in order to advance their curricular and academic interests, students may wish to seek an exception to the residency or distribution requirements. Such exceptions are decided by the Committee on Student Work. See “Exceptions to Academic Policies” for more information. The 60-credit creative arts limit and the lecture requirements are never waived.

Lecture Requirement

Students are required to successfully complete four semesters of lecture courses at Sarah Lawrence and are strongly encouraged to do so prior to their senior year.

The lecture requirement is reduced by one semester for each block of 15 transfer credits accepted, or each semester successfully completed in an SLC off-campus program.

Students taking two of the following courses containing a laboratory component in a single semester are exempt from one semester of the lecture requirement: “General Biology,” “General Chemistry,” “Organic Chemistry,” “General Physics” (including “Introduction to Mechanics” and “Introduction to Electromagnetism”), “Genetics,” and “Cell Biology.” This makes it possible for premed students to take additional academic seminars. The lecture requirement is reduced by a maximum of two semesters for students enrolled in such a program.

Students may elect to take a Lecture Third or a Language Lecture Third in one semester for half credit with the consent of both teachers. Students may only register for this option during the add/drop period. It is the faculty's prerogative to determine the scope of work the student must complete. This option fulfills one semester of the lecture requirement. Partial credit is not granted for components of Lecture or Language/Lecture Thirds. The lecture requirement is never waived.

Exceptions to Academic Policies

Students requesting exceptions to the College's academic policies must do so in a letter of appeal addressed to the Committee on Student Work and sent to CommitteeOnStudentWork@sarahlawrence.edu. The letter should state the requirement or policy for which the exception is requested and provide a rationale for why the exception should be made. If possible, requests for exceptions should be submitted to the Committee on Student Work in the semester prior to the one for which the exception is requested. Request letters should be accompanied by a letter from the student's don in order for the committee to consider the appeal. The 60-credit Creative Arts limit and the lecture requirement are never waived.

Accommodations for Students with Disabilities

Disability Services works with students, faculty, and staff to ensure that appropriate accommodations and services are provided for students with disabilities. Sarah Lawrence will make reasonable accommodations and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Disability Services also provides assistance to students with temporary disabilities due to illness or injury. Students who need accommodations due to a disability are encouraged to contact the associate dean of studies and disability services in the Office of the Dean of Studies and Student Life. Complete information regarding Disability Services can be found on the College Web site at www.slc.edu/disability-services.

Donning

Faculty/student interaction is central to life at Sarah Lawrence. The don, an academic adviser, helps the student plan a program and meets with the student regularly throughout the undergraduate years. A don's approval is necessary in matters such as registration and program changes, for special plans such as an off-campus year, or acceleration. In addition, dons are available to help students access resources for non-academic issues. After the first year, students and their dons should continue to meet on a regular and consistent basis.

First-year students are donned by their First-Year Studies teachers in weekly meetings. Having worked closely with the student in seminar and conference, the don is particularly attuned to the student's strengths and challenges. Transfer and guest students are assigned dons for the opening weeks of the semester. As the semester progresses, they may continue with these dons or select other faculty to be their dons.

Many students keep the same dons throughout their undergraduate years. Others may change dons because of faculty leaves, change of interest, or personal preference. Students wishing to change dons after

the first year do so by submitting a don change form, which is available either in the Office of the Registrar or on MySLC. Before making a change, students must speak with the former don and new don and obtain the signature of the new don. Since dons are consulted by faculty and administration and receive copies of student reports, an accurate record of each student's don is essential. Students on a leave of absence or an off-campus year should remain in touch with their dons. When a faculty member takes a leave, his or her donees should arrange an on-campus don for the duration of the leave.

Competitive Fellowships, Scholarships, and Grants

Students planning ahead for opportunities during their time at the College and/or following graduation should consult the “Competitive Fellowships, Scholarships, and Grant Opportunities” brochure available on MySLC. Competitive fellowships, scholarships, and grants offer unique possibilities to conduct research, work in different parts of the world, or follow a passion. Many are merit-based with special attention to financial need. Students are encouraged to consult campus liaisons listed in the brochure for further information about the criteria of each fellowship, scholarship, and/or grant and the process by which to apply. Deadlines vary.

Undergraduate Registration

General Description

Course registration takes place on campus in the opening week of each semester. Registration material is available to students on MySLC. In the opening days, students review the curriculum and discuss proposed programs with their dons. Students are required to interview for classes for which they wish to register, and students who fail to interview may be denied admission to the class. All students are required to be enrolled full-time each semester unless granted a reduced course load by Disability Services or Health and Wellness. When the student and don have agreed upon a program, the registration forms, signed by the don, are filed with the Office of the Registrar. Registration dates for the current academic year may be found on the Academic Calendar, available at: <https://www.sarahlawrence.edu/academic-calendar/>. Faculty will find all materials needed for registration in their campus mailboxes in late August. All faculty are required to make themselves available for student interviews, generally one-on-one sessions for which students sign up in advance. (Those teaching lecture courses or large seminars usually find it more convenient to schedule group interviews with students.) Faculty will be asked to provide the provost with a schedule of available interview times and to post a corresponding sign-up sheet, one for each course being taught, on their office doors.

Registration Accommodations

Any student who has a disability and requires accommodations at any point in the registration process should contact the Associate Dean of Studies and Disability Services at [REDACTED]. Students with mobility impairments requiring accessible classrooms should choose their classes without regard to location. The registrar will work with the associate dean of studies and

disability services to arrange a location for the class in an accessible classroom or lecture hall. Interviewing faculty during registration is an integral part of the SLC course selection process. Any student who has a disability and requires accommodations to participate in the interview process should contact the associate dean of studies and disability services. The accommodations will be determined by the associate dean of studies and disability services and the student to ensure that the student meets with the faculty for interviews in a manner equivalent to all other students. The associate dean of studies and disability services will assist the student in contacting the faculty and setting up the interview, whether in person, via e-mail, or by phone.

Alternate Registration

On the day following the initial registration period, registration placements are posted to MySLC as well as a list of all courses that still have openings. Faculty members whose courses have spaces available, and those whose donees need alternate placements, are asked to come to campus for alternate registration. Faculty should call the Office of the Provost and Dean of Faculty (x2303 or 2304) to find out if their presence is required. Students spend that day interviewing teachers in order to select an alternate course. At the end of the day, they hand in a list of three possible alternate courses; final course assignments are posted by the first day of classes.

Second Semester Registration

Students who complete a semester course or who leave a yearlong course at the end of the first semester must register again in January. When students leave a yearlong course at midyear, they must file a drop form with the Office of the Registrar before the end of the first semester so the teacher can submit a final grade and credit report. If the course is not dropped at the appropriate time, students will only be allowed to register during the add/drop period.

Add/Drop Period

The add/drop period runs for the first two weeks beginning with the first day of classes. Once classes begin, interviews are no longer necessary. Students should speak directly with the teacher in whose class they are interested. During this time, students who wish to change their programs must file Add/Drop forms (available on MySLC) with the Office of the Registrar, which include signatures from the teachers of the courses added and dropped and their dons. During this period faculty must admit qualified students to classes with spaces available (by definition, all students are eligible to enroll in “open” level classes).

Students seeking to enter a course in the third week of classes may do so only with the teacher’s written permission on a form specially designed for registrations during the third week. To earn full credit in the course, the student must make up all of the work missed prior to entering the class. The teacher has the discretion not to admit a student to a course in the third week.

Credit in a Course for Which a Student Has Not Registered

No credit will be given in any course for which a student has not registered at the beginning of a semester. Students cannot convert an audit into a credit course after the registration period has ended.

Late Registration

All students must complete their registration by the end of the add/drop period. This includes registration for directed study options (conference courses, independent studies, and fieldwork) to which earlier deadlines may apply. In exceptional circumstances, the dean of studies and student life may give permission for a course change or addition after the third week, but in those cases, students will not receive full credit for the added course. Any program changes submitted after the add/drop period has ended will be subject to a late registration fee of \$50. No changes will be accepted after the fourth week of classes.

Auditing

Students may audit one course with the permission of the instructor but should not expect to have conferences with the teacher or to have written work evaluated. Audit requests will be reviewed and approved by the Committee on Student Work. If approved, the audit will be listed on the student's transcripts if the student registered for the audit within the registration period and if the instructor has informed the Office of the Registrar that classes have been attended throughout the semester. There is no charge for auditing by matriculated Sarah Lawrence students. Students cannot convert an audit into a credit course, or vice versa, after the registration period has ended.

Pass/Fail

Students may take one course per semester on a pass/fail basis. The arrangement must be made during the add/drop period, and the teacher must notify the Office of the Registrar in writing by the end of the third week of classes. The arrangement cannot be made retroactively, and students cannot ask at the end of the term or in a subsequent year to have a pass instead of the grade that was given or to receive a grade in a course for which a pass/fail arrangement has been made. Practicum and fieldwork courses are taken on a pass/fail basis.

Four-Course Programs

Any credit in excess of three courses or 15 credits is considered a fourth course, including course work undertaken at another institution, and must be approved by the Dean of Studies Office on behalf of the Committee on Student Work. Students are encouraged to consult with their dons when considering extra coursework during an academic semester.

Courses

For three-to-five-credit courses in the curriculum, registration for a fourth course takes place in the second week of the semester and is limited to courses that have openings at that time; faculty may not hold a place for fourth-course requests. However, students interested in taking a fourth course

should request the teacher's permission to participate in the class until they can register for it. Fourth-course request forms become available from the Office of the Registrar and through MySLC in the second week of the semester. In the third week of classes, the Dean of Studies Office on behalf of the Committee on Student Work will review academic records and programs of students requesting fourth courses and notify them of its decision.

Directed Study

Only one directed study may be taken per term. Once approved, the directed study will be registered in the student's program.

- A. Practicum course fieldwork seminar is the only option permitted as a two-to-three-credit fourth course for non-graduating seniors. Students intending to do fieldwork for two or three credits, not to exceed 18 credits per term, must submit a Fieldwork Proposal.
- B. Seniors who need additional credits to graduate have the option of proposing an independent study for two-to-three credits and must submit an Independent Study Proposal.

Fourth courses are not allowed for first-year students nor for first-semester transfer students. Fourth-course requests from students on academic probation or who have lost credit in the immediately preceding semester are usually not approved. A four-course program is unusually demanding, and students who consider applying for such a program should be sure that they are not jeopardizing any of the benefits to be gained from the normal three-course program. Because it is important that students have maximum flexibility in this regard, they are allowed to withdraw from the approved fourth course without academic penalty. For courses in the curriculum, or for fieldwork or independent studies, a fourth course may be dropped by the Friday of October study days in the fall semester and by the Friday prior to spring break in the spring semester.

Tuition for fourth courses prior to the second semester of the senior year is charged during the semester in which the course is taken. Flat-rate tuition covers students approved for a two-to-three-credit directed study or course in addition to the regular (15-credit) program. Any fourth course credits in excess of 18 for the term are charged at the regular per-credit tuition rate. A partial refund for charges in excess of 18 credits will follow the published refund schedule (see the Student Handbook, page 145) and will be granted if the fourth course is dropped after the sixth week of the semester.

First-Year Student Programs

First-Year Studies placements are made during the summer on the basis of the First-Year Studies submission form and the student's college application. During the first week of school, first-year students study the curriculum, confer with their dons, and interview with faculty. Once the don and the first-year donee have agreed upon two additional courses, the student submits the registration form, signed by the don.

First-year students must take courses in three different disciplines and are encouraged to fulfill distribution requirements in their first year. Programs with two Creative Arts courses are not allowed for first-year students.

Transfers and Guests

Transfer and guest students are assigned temporary dons during the summer and must meet with them when they arrive on campus at the beginning of the interview period. Mid-year transfer students are assigned temporary dons just prior to arrival on campus. If transfer students encounter difficulties in registration or in arranging a program, they should speak with their dons or make an appointment to see a member of the Office of the Dean of Studies.

Students transferring into Sarah Lawrence with a maximum of 60 credits will not be permitted to study abroad or at another institution in the United States. The remaining coursework (60 credits) must be completed on the Bronxville campus. Guest students should consult with their home institutions about their academic programs to ensure that they will receive credit and meet institutional requirements

Physical Education Requirement

Students are required to take four physical education credits, half of which must be completed in the first year. Registration for classes takes place each semester. Sophomore transfer students must complete two PE credits. Junior transfer students are not required to complete PE credits.

Undergraduate Program Options

The College offers a number of different opportunities that make it possible for students to expand the curriculum based on their interests.

Credit for Work over Intersession

Students may earn a maximum of two credits over intersession by enrolling in another college's intersession program or by undertaking independent study or fieldwork under the guidance of a Sarah Lawrence faculty member. Completed intersession projects must be submitted by the first day of spring registration. Partial credit cannot be earned for intersession independent study or fieldwork. Intersession independent study projects will be charged at the per-credit tuition rate. Intersession fieldwork projects will be charged at 50 percent of the per-credit tuition rate.

Directed Study

Directed study provides the opportunity to work one on one with faculty in a course designed to deal with subject matter not covered in the curriculum. (The proposal should not substantially overlap with an existing course) Ideally, proposals should be submitted in the final month of the semester prior to that in which the student wishes to undertake the study. Proposals not submitted by the end of the first week of the add/drop period will not be considered. All Directed Study forms can be found on MySLC. The title of a directed study will appear on the student's transcript and will not be altered once the proposal has been approved. As such, the chosen title should reflect the nature of the subject and its intended theme. First-year students, first-semester transfer students, and guest students are ineligible to propose directed study courses.

These options take one of the following forms:

Conference Course: 5 credits only

A semester course for an individual student in which the proposed material cannot be studied as conference work in conjunction with a regular course offered in the curriculum. The student meets weekly with a faculty sponsor. As with any seminar, students work in an organized manner through a set body of materials. Conference courses offer the flexibility to evolve along with the student's mastery and interest. Conference courses may not be undertaken during the summer.

Faculty Responsibilities (Conference Course)

Individual one-hour meetings, once a week, and a written evaluation must be submitted at the end of the course. There is no additional compensation; however, the size of one of the faculty member's regular classes will be reduced if the proposal is finalized by registration.

Independent Study: 2–5 credits

An independent study is an intensive, advanced investigation of a selected topic. Advanced students work independently under the guidance of a faculty sponsor (usually a teacher with whom the student has previously studied) in research, creative work or intensive reading. Such study results in a major work such as a long paper, play, musical composition, or film. Students meet periodically with their sponsors to assess and direct work. Credits should be commensurate with the scope of the project, frequency of meetings, and nature and quantity of academic work submitted. Independent study courses are available to juniors and seniors only.

Faculty Responsibilities (Independent Study)

Initial meeting with the student to set up the project, plus additional meetings throughout the semester to assess the progress; a written evaluation must be submitted at the conclusion of the project. If the work is undertaken during the academic year, there is no additional compensation. If the work is done during the summer or intersession, faculty members are paid one-half the tuition charged.

Fieldwork Course: 2—5 Credits

Fieldwork combines work in an off-campus organization with independent academic study under the guidance of a faculty sponsor. Ideally, fieldwork represents a practical application of a theoretical approach—and/or hands-on exposure to a particular subject—that the student has already studied in an academic setting. Fieldwork courses may be taken as part of a student's regular program during the academic year, during the summer, or while on a leave of absence from the College. These courses are not assigned grades, only written evaluations, and are taken on a pass/fail basis. Students meet periodically with their sponsors to assess and direct work. Credits are commensurate with the scope of the project, frequency of meetings, and nature and quantity of academic work submitted. Academic credit is not awarded solely for the number of hours worked at the placement; if no academic work is completed, the course will result in a fail. Fieldwork is available to all but first-year students and first-semester transfer and guest students.

Faculty Responsibilities (Fieldwork)

Initial meeting with the student to set up the academic project and supervision as necessary during the semester. A pass or fail grade along with a written evaluation must be submitted at the conclusion of the fieldwork. If the fieldwork is undertaken during the academic year, there is no additional compensation. If the fieldwork is done during the summer or intersession, faculty members are paid one half the tuition charged.

Senior Thesis: 10 credits

A senior thesis affords the opportunity of doing intensive and interdisciplinary work over the course of an academic year with a committee of two or three faculty members from different disciplines chosen by the student. One faculty member serves as chief sponsor, while the others bring the insights and methods of their disciplines to bear on the project. A senior thesis requires a good deal of planning that must be done in the spring of the junior year (proposal forms submitted by **May 1**) and earns 10 credits for the year in which it is completed. Students who register for a senior thesis are responsible for meeting with each of their sponsors and keeping them informed of their progress. Early in the fall, the chief sponsor and student will agree on a schedule of work, including a substantial piece of written or artistic work to be turned in by the end of the fall semester. This can be a first chapter, a 10-to-15-page prospectus and detailed bibliography, or the first piece of an art project. If the faculty sponsors feel the work is proceeding satisfactorily, the project will be continued second semester. If satisfaction has not been achieved, the chief sponsor and the student will discuss how the thesis may be reformed as a conference project or an independent study or dropped as a course option.

In the spring semester, the committee should meet again. Students should submit a first draft of the thesis to the chief sponsor before spring break; at the latest, the completed thesis will be due a week before the end of classes. Upon revisions made to the first draft, students should submit a revised draft of the thesis to the faculty sponsor by mid-April. All faculty sponsors should read the final thesis and provide comments to the chief sponsor. The chief sponsor submits an evaluation at the end of each semester and a single grade at the end of the year.

Faculty Responsibilities (Senior Thesis)

Chief Sponsor

At the proposal stage, the chief sponsor provides a statement which indicates the preparedness of the student to undertake a senior thesis. The chief sponsor will also indicate what specific functions the individual sponsor(s) have in relation to this project. In addition to supervision of the project, the chief sponsor convenes the committee early in the fall and spring semesters. The chief sponsor, after consulting with the other faculty sponsor(s), submits an evaluation at the end of each semester and a single grade at the end of the year. During the year when a faculty member serves as a chief sponsor on a senior thesis, the faculty will have one fewer student during the fall and spring semesters if the thesis proposal has been submitted and approved in the preceding spring semester.

Faculty Sponsor

At the proposal stage, the faculty sponsor provides a statement about what role she or he will play on the senior thesis committee. As a committee member, the faculty sponsor is expected to meet periodically with the student to offer methods and insights as it relates to the sponsor's discipline. Faculty sponsors will read the revised draft and the final thesis and offer comments to the chief sponsor for the final evaluation.

Directed Study Approval and Restrictions

While directed study options differ in form, they share the same approval process and restrictions. Students interested in pursuing these options are urged to consult first with their dons and complete the application process in the semester prior to that in which they intend to take the course. Directed study, fieldwork, and senior thesis proposal forms are available in the Office of the Dean of Studies and on MySLC. Completed intersession projects must be submitted by the first day of spring classes.

Proposals are reviewed and approved by the Committee on Student Work and the Curriculum Committee. The content as well as writing and reading requirements of the directed study must be comparable to other courses in the curriculum. Proposals must discuss in detail:

- A. Objectives and rationale for the course, fully describing the course and addressing the student's preparation, how the course fits in with current and future work, and how the proposed course differs from current curriculum offerings
- B. Preliminary bibliography
- C. Tentative course outline
- D. The specific work to be reviewed for final evaluation, e.g., a long paper, play, film, or composition

Approval Process

Proposals are to be prepared in consultation with the faculty sponsor or sponsors in the case of senior theses.

- A. The student must submit the completed form (including all signatures indicated) to the Office of the Dean of Studies and Student Life, where it will be reviewed first by the Committee on Student Work and then by the Curriculum Committee.
- B. Once approved by the Committee on Student Work and Curriculum Committee, a two-to-three-credit directed study along with a regular three-course program is registered as part of the program.
- C. Should a two-to-three credit directed study that exceeds a regular 15-credit program need to be dropped, the deadline by which to do so is the Friday of October Study Days in the fall semester and the Friday prior to spring break in the spring semester.
- D. Summer and intersession proposals are registered and billed upon approval and cannot be canceled. Fieldwork undertaken in the summer or intersession is charged at 50 percent of the current per-credit tuition rate.

Restrictions

A student may take only one such course each semester.

- A. Over the course of a student's career at the College, a maximum of 20 credits may be applied to the degree through directed study options.
- B. The senior thesis option is available only to seniors; conference courses and fieldwork are available to all but first-year students and first-semester transfers; and independent study courses are available to juniors and seniors only.
- C. Only regular faculty can serve as sponsors. Special permission regarding guest faculty must be obtained by the Dean of Studies Office.

Academic Thirds

Academic Thirds (i.e. Language/Language, Language/Lecture, and Lecture/Lecture Thirds) offer students the possibility of combining two languages, one language and one lecture course, or two lectures to make up one third of their course of study. Students receive a total of five credits (for the semester) or 10 credits (for the year) for the combined course work; and both courses will be listed separately on their transcripts.

While we strongly encourage students to interview teachers during the initial registration period, at registration they will be allowed to enroll only in one class. Space permitting, after the conclusion of alternate registration, i.e., during the add/drop period, they may then add an additional class to create a Third.

Students need to have a clear sense of what they are undertaking before they enroll in an Academic Third, and accordingly, first-year students and students on probation are not eligible.

For any Academic Third, students need the written permission of the two instructors whose courses together will make up the Third. This permission is not automatic; faculty members have the right not to accept a student who wishes to take that course as a Third and to determine the scope of work to be completed if a student is placed in the class. Language/Language, Language/Lecture, and Lecture/Lecture Third registration forms are available at the Office of the Registrar and on MySLC and must be signed by the relevant faculty members and also by the student's don.

Please note: Partial credit is not granted for components of Academic Thirds.

In addition to the above, please read the information under each option for further details.

Language/Language Thirds

Students may combine any two languages at any level into a Third with one exception: students may not 1) combine two beginning courses (if one part of the Third is at the beginning level, the other part must be at a more advanced level) or 2) combine either Japanese I or II as part of a Third.

In combining the two courses into one-third of a program, a student may elect, with the instructor's permission, to not do conference work in one of the two classes. If one of the two courses is a beginning language class, however, the student must do the work for that class in its entirety. Students need to plan carefully and consider beforehand the consequences of opting out of conference work for a given course since full credit cannot be given retroactively.

A student may drop the Language Third option during the add/drop period and revert to taking one course for full credit. If a student decides to drop a language component during the semester, no credit will be earned for the dropped course. A student planning to leave a year-long Language Third at midyear must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester.

Language/Lecture Thirds

Students may combine any language course at any level with any lecture course. However, students must do the work for beginning language in its entirety. Language professors will not approve a Language/Lecture Third unless the student has satisfactorily demonstrated the mutual relevance of the combined courses.

Students must always complete the group conference work for the lecture course. However, in combining the two courses into one third of a program, a student may elect, with the instructor's permission, to opt out of conference work for that language course.

A student may drop the Language/Lecture Third option during the add/drop period and revert to taking one course for full credit. If a student decides to drop a component during the semester, no credit will be earned for the dropped course. A student planning to leave a year-long Language/Lecture Third at midyear must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester. A student who has opted out of conference work for the language class cannot drop the lecture and receive full credit for the language class alone.

Students who complete a Language/Lecture Third will satisfy one semester of the lecture requirement.

Lecture/Lecture Thirds

Students may combine any two lectures into a Third. Students are responsible for all class work (reading, papers) but may elect, with the instructors' permission, to opt out of conference work for either or both courses. A student may drop the Lecture/Lecture Third option during the add/drop period and revert to taking one course for full credit. If a student decides to drop a component during the semester, no credit will be earned for the dropped course. A student planning to leave a year-long Lecture/Lecture Third at mid-year must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester.

Students who complete a Lecture/Lecture Third will satisfy one semester of the lecture requirement.

Science and Mathematics Thirds

The Science and Mathematics Third set is designed to allow more flexibility in studying science at Sarah Lawrence College. Qualifying students can take two mathematics and science courses to comprise one third of their academic program for a semester or academic year without incurring an additional tuition charge.

The student is expected to have regularly scheduled conference meetings with at least one of the instructors. The Third program is intended for students with a primary interest in the natural

sciences and/or mathematics who have a strong background in the subject(s) involved. One purpose of the Third program is to help students meet the challenges inherent in the hierarchical nature of science and mathematics study, in which advanced courses often have one or more prerequisite topics. Students who take two elementary- or intermediate-level Third components can more quickly qualify for advanced study. Students already at the advanced level can enroll in two advanced courses simultaneously. First-year students in their first semester of study at Sarah Lawrence are not eligible.

Conceivably, any science or mathematics course (seminar or lecture) can be taken as a Science and Mathematics Third component. Students can take two components in the same discipline or in different disciplines. Students can take two components at the same level (open, intermediate, or advanced) or at different levels, assuming the student qualifies for both courses. However, because of the time demands of lab courses, students are discouraged from enrolling in a Third program involving two lab-based science courses.

A student interested in enrolling for two courses as a Third should interview both faculty members involved. The student should declare an interest in taking the course as part of a Third program during the registration interview, and register for one of the two courses during registration week. The other course should be added during the add/drop period.

To register for a Science and Mathematics Third, the student must fill out a special registration form (available at the Office of the Registrar and on MySLC) and have it signed by both faculty members involved and by the chair of the Science and Mathematics faculty group, subject to approval.

Students will receive a separate evaluation and grade for each of the two Third component courses and will earn a combined total of five credits per semester for the Third. The names of both courses will be listed on the student's transcript.

Please note: Partial credit is not granted for components of Science and Mathematics Thirds.

Undergraduate Transfer Credits

All requests for previously completed transfer credit, including college courses, AP, IB, A-level, and similar examinations, should be made by the student prior to the beginning of the senior year. Transfer credit will not be granted for course work undertaken concurrent with SLC registration unless prior approval has been given by the Committee on Student Work.

Students may apply for transfer credit for courses taken at other schools if those courses meet the following conditions:

- A. They must have been taken at an accredited US college or university, or at an international university of comparable accreditation. Courses completed at nonregionally accredited institutions require direct review by SLC faculty, a process initiated through the Registrar's Office. Students who have already attained junior standing, (i.e. 60 credits posted toward their degree) may not transfer credits from two-year/community colleges. Credit is not given for courses taken online or through distance learning.
- B. The grade must be C or above. (C- will not be accepted.)

- C. Students transferring into Sarah Lawrence with a maximum of 60 credits will not be permitted to study abroad or at another institution in the United States. The remaining coursework (60 credits) must be completed on the Bronxville campus.

Courses that meet the above conditions are evaluated in terms of content. The general rule is that, in order to receive credit, courses must be in disciplines offered at Sarah Lawrence and must not duplicate, overlap, or regress previous work for which the student has received credit. Prior to enrolling, the student should consult the registrar to determine whether or not credit for the course or courses will transfer to SLC. A form to obtain approval for transfer credit is available on MySLC. A maximum of 30 semester hours will be accepted for one year of study; a maximum of 15 hours for one semester and a maximum of 10 semester hours for one quarter or trimester. A maximum of 60 transfer credits may be applied to the requirements of the degree. A full memo indicating courses that are not normally creditable (speech, business, health education, and courses of a technical nature, for example) is available under “Policies” on the Registration page in MySLC. Transcripts to be evaluated must be official copies sent directly by the issuing institution to the Office of the Registrar.

Credit Earned Prior to Matriculation as a First-Year Student

(A form to request credit is available from the Office of the Registrar)

- A. Advanced Placement Examinations: Students may request credit for up to three AP exams in which scores of 4 or 5 were earned. Two credits will be granted for each exam in disciplines accepted toward a Sarah Lawrence degree. Office score reports from the College Board must be sent to the Office of the Registrar. No credit will be awarded for tests taken after the completion of high school. Credit for AP examinations cannot be used to satisfy distribution requirements.
- B. College Courses Taken Prior to High School Graduation: A maximum of nine credits completed during the junior or senior year may be awarded for work done prior to high school graduation. (This includes AP exams, IB subject tests, and college courses.) Students may receive credit for college-level courses taken while in high school under the following conditions:
- Courses must have been taken at a US regionally accredited two- or four- year college or university in classes intended primarily for college students. Courses may not have been taken at a student’s high school, nor may they have been used to fulfill high school graduation requirements. This must be verified in writing by the student’s high school.
 - A grade of C or above (C- will not be accepted) must have been earned.
 - Courses must satisfy all of the other requirements that govern transfer credit in general.
- C. International Baccalaureate (IB): Students who enter the College with a full IB diploma may earn up to 30 credits toward a Sarah Lawrence degree. Non diploma IB students who score 5 or above on higher-level exams may request three credits for a maximum of three subjects, or a total of nine credits. If a student has earned an IB diploma and other credits prior to matriculation, a maximum of 30 credits will be awarded. Credit for an IB diploma may be requested only after a student has successfully completed the first year at the College, earning full credit in all courses. No credit will be awarded for tests taken after the completion of high school. Only credit for higher-level IB examinations with scores of 5 or above may be applied toward distribution requirements.

D. A-Level Examinations: Seven and one-half credits will be awarded for each A-level exam in which a student has earned an A or B. Credit for A-levels may be requested only after a student has successfully completed the first year at the College, earning full credit in all courses.

Summer Study

Students may earn credit during summer directed study taken under the supervision of Sarah Lawrence faculty or through course work at another accredited, degree-granting institution. A maximum of 16 summer credits (including SLC credits) can be used to fulfill degree requirements. Normally, students may earn a maximum of eight credits in one summer.

Courses Taken at Another College

Students should discuss proposed courses with their dons and complete the summer study form available on MySLC to ensure transferability of credit. Completed forms should be turned in to the Office of the Registrar. Students who enroll in extended summer sessions of 10 weeks or longer may earn up to 10 credits. Students may not take the same course at another institution for which they have already received credit. Preprofessional courses, vocational courses, business courses and online (distance learning) courses are not eligible for transfer. Students must have an official transcript sent directly to the Office of the Registrar upon completion of their summer work. Credit can be transferred only if the student has earned a grade of C or above (C- will not be accepted). Students with 60 or more credits completed may transfer credits only from four-year accredited institutions. Students who transfer to the College with 60 credits must earn all of their remaining credits at Sarah Lawrence.

Directed Study

Students may propose directed study in the form of fieldwork or independent study for summer credit. Such work is limited to five credits. Proposals are due to the Office of the Dean of Studies and Student Life by **May 1**. Proposals must be approved by the Committee on Student Work and the Curriculum Committee (see “Undergraduate Program Options,” in the Student Handbook). Tuition is charged at the regular tuition rate of the previous academic year for independent study and at 50 percent of regular tuition. Current tuition and fee information may be found in the Student Handbook and on our Web site at www.slc.edu. Once registration for such work is completed, students are responsible for the full tuition fee and are not eligible for refunds.

Evaluating Student Progress for Undergraduates

Progress Reports During the Term

Faculty members are urged to submit a report to the Office of the Dean of Studies about any student whose attendance is irregular or whose work reflects academic difficulty. This permits the Dean of Studies Office to connect students with resources. The Dean of Studies Office may request progress reports on any student who is on probation or who seems to be experiencing academic difficulty.

End-of-Semester Reports to Students

Students receive written narratives from each of their teachers at the end of each semester. Evaluations submitted electronically are available for students to view or print through MySLC. Faculty also submit letter grades for all courses to the Office of the Registrar. Those grades are meant primarily for external use (applications for graduate school, for example) and can be seen only by the provost(s) and deans of faculty, the deans of studies and student life, and the student; they are not available to the student's teachers or don, nor are they used by the Committee on Student Work in evaluating a student's progress. Grades are posted to the official transcript but not automatically sent to students. Grades can be viewed through their MySLC accounts.

Credit and grades for year-long courses are submitted in June. A student planning to leave a year-long course at midyear should discuss their plans with the instructor within the first two weeks of December to ensure that sufficient work has been accomplished to earn full credit for that semester. The teacher will then submit a grade and credit for the fall semester to the Office of the Registrar.

Incompletes

All work is due on the last day of classes unless the student has asked for and been granted an official "incomplete" by the teacher. The form to be used by students is the Incomplete Request Form which is available on MySLC and in the Office of the Dean of Studies. Students are responsible for requesting an incomplete from the faculty who determine whether the student is eligible. An incomplete may be awarded only if the student has already done substantial passing work in the course and the teacher judges the reasons for granting incomplete status to be valid, e.g., illness, serious personal crisis, accident, extenuating academic circumstances. Faculty members are under no obligation to grant incompletes unless they feel they are warranted. Students on academic probation must receive approval by the Dean of Studies office prior to making a request for an incomplete. If students plan to submit their work in time for faculty to write their evaluations by the requested deadline or if the course is yearlong, an incomplete is not necessary. For fall semester incompletes, all work must be turned in by **January 31**, and for yearlong or spring-semester courses, all work must be turned in by **June 30**. If there are exceptional circumstances which warrant an extension of these deadlines, the teacher must gain approval from the dean of studies and student life.

Grades and evaluations for fall semester incompletes are due in the Office of the Registrar by **March 1**; grades and evaluations for spring incompletes are due by **September 1**. If the registrar has not received a new credit assignment, report, and grade from the faculty, the credit listed on the faculty incomplete form will be posted on the transcript.

Grade Change

Students who wish to contest a grade must notify the course instructor and the dean of studies and student life within the calendar year following the semester in which the grade was earned. Additional or revised work cannot be handed in after a course is over in order to earn additional credit or to improve the grade, but the teacher may be asked to reevaluate the work that was submitted during the term if the student believes the work was undervalued. Faculty must notify the registrar of the grade change, and the change must be approved by the dean of studies and student life before it can be posted.

Student Worksheets

At the end of each semester, some faculty require students to submit a worksheet for their course. Worksheet forms are available on MySLC. The worksheet is a synthesis of the work accomplished for class and conference, and should include readings, fieldwork, field trips, concerts, plays, movies, and lectures attended that are relevant to the course material. Careful preparation of the worksheet serves to pull together, organize, and review the term's work. Worksheets can be important for transfer and graduate school purposes. They also offer an ideal opportunity for students to propose, and faculty to approve, titles for conference projects, and copies should be kept for personal reference. Note that students can request that title projects appear on their official transcripts.

Course Appraisals

Students are urged to write a course appraisal at the completion of every single-term or yearlong course. These evaluate the contribution of the teacher to the student's education and to Sarah Lawrence. The appraisals are submitted to the Office of the Provost and are available to the Advisory Committee on Appointments. Faculty do not read them until their own student reports have been submitted to the Office of the Registrar.

Assessment

In keeping with the Faculty Bylaws, the Curriculum Committee will "conduct frequent reviews of the curriculum of the College; to initiate or further faculty discussion of such problems as the relation to various fields of study, of the balance of the curriculum and its effectiveness in view of the College's aims and of general educational needs."

The Curriculum Committee will conduct regular reviews of curriculum and educational policy based on (but not limited to) recommendations from the Office of the Dean of Studies, the Committee on Student Work, and using as a resource the results of our Direct Student Assessment, bringing problems to the faculty for discussion and action where necessary "in view of the College's aims and of general educational needs." The Direct Student Assessment results will also be provided to the Committee on Student Work as a resource both for their evaluation of individual students and of more general College concerns.

Students in Academic Difficulty

Students who are having difficulty attending classes and conferences regularly and doing the work of their courses are monitored closely by the Office of the Dean of Studies in conjunction with the students' dons. The College assists students in identifying the underlying reasons for the problems and finding appropriate sources of assistance. These resources include the writing coordinators, Health and Wellness, and Disability Services.

At the end of each semester, the Committee on Student Work reads all evaluations of students and sends letters of concern and of warning to students who have poor evaluations and/or have lost credit. The College appraises students' progress based on their evaluations; grades are never used for this purpose. Students who have a persistent pattern of poor evaluations or credit loss or who have lost considerable credit may be placed on academic probation or may be suspended. In either case, parent(s) or legal guardian(s) are notified of the student's standing.

Loss of Credit

In addition to the written narrative evaluation, a teacher may reduce credit to indicate when a student has had particular difficulty in fulfilling requirements for a course. Credit for a course may be reduced at the discretion of a faculty member in cases where:

- A. The student has failed to submit assigned coursework of import;
- B. The student has missed a significant portion of the classes and/or conferences.

In general, the number of credits assigned at the end of a course reflects the amount of work done, while the grade reflects the quality of the work. However, in cases where partial credit is assigned, the grade may not be higher than a B+. The evaluation must indicate the reasons for loss of credit. Fewer than three credits are not posted to the Sarah Lawrence transcript in five-credit courses as this indicates the student has not demonstrated sufficient mastery of the course materials. In reviewing a student's record, the Committee on Student Work will pay particular attention to a pattern of credit loss. If a student loses credit, that student may be placed on probation or, in the case of significant credit loss, may be suspended.

The student may not submit additional or revised work after the term is over to improve a grade or to recover lost credits.

Credit that is lost must be made up in order to stay on track to graduation. SLC courses taken to make up for lost credit will be charged at the prevailing per-credit tuition rate if in excess of 18 credits per semester.

Academic Probation

Students on academic probation must adhere to the following terms for a full academic year:

- A. Timely submission of work that meets course expectations.
- B. Consistent attendance and application;
- C. Full credit and on-time completion of all courses (permission to request an incomplete must be approved by the dean of studies and student life).
- D. No violations of the college's academic integrity policy — whether resolved formally with a faculty member or informally.

Probationary students are reviewed at the end of each semester and, if the terms are met, are permitted to return for the second semester, but remain on probation. If the terms are not met, the student is suspended and parents/legal guardians are notified.

In rare cases, students who have lost a significant number of academic credits may be suspended without first being placed on probation as such credit loss indicates that the student has not engaged with course instructors or with the available academic resources.

Students on academic probation are not permitted to engage in the following activities:

- A. Register for Academic Thirds or course overloads
- B. Apply for OR study abroad

- C. Sit on campus governance committees
- D. Participate on athletic teams
- E. Serve on Student Senate or as resident advisers, orientation leaders, peer mentors, or admissions tour guides/interviewers

Academic Suspension

The College reserves the right to suspend students if they are not making satisfactory progress toward their degree. A student suspended for academic reasons must be away from the College for at least a full academic year before applying for reinstatement. In these cases, students must appeal to the Committee on Student Work to be reinstated. Students will be notified of the reinstatement procedures in the letter of suspension. Students who have been suspended for academic reasons may not receive a Sarah Lawrence degree until they have been reinstated and have completed additional full-time coursework on the Bronxville campus.

Policy for Student Presence on Campus While Separated from the College

Students who have been suspended do not have the rights and privileges accorded to full-time enrolled Sarah Lawrence College students. Such students may visit campus only with permission, given in advance, by the dean of studies and Student life. Failure to abide by this expectation may adversely affect the decision to reinstate.

Reinstatement Process

A student wishing to be reinstated from academic suspension must appeal in writing and appear before the Committee on Student Work. To initiate an appeal, the student should send a letter to the committee (██████████) by **November 1** for spring return and **April 1** for fall return. Appeals should be accompanied by a letter from the student's don. The letter requesting reinstatement should discuss the following: 1) the issues that led to the suspension from the College and the measures taken to address them; 2) the reasons the student feels ready to resume study at this time; and 3) the plans made to support the student's progress if reinstated. The Committee bases its decision on evidence that the student has addressed the issues that impeded academic work in the past and demonstrated readiness to reengage with the academic demands of the College. As such, the Committee strongly recommends that, if possible, students engage in meaningful activity (work, volunteer, take classes) in preparation for a return to SLC.

Students who are reinstated will return to the College on academic probation. Students who have been reinstated to the College following an academic suspension are required to enroll full time for at least one semester in order to receive a Sarah Lawrence degree. A student who is suspended after having been reinstated on appeal may not apply again for reinstatement for two academic years.

Undergraduate Policy on Academic Integrity

Academic work is a shared enterprise that depends on a commitment to truthfulness. Sarah Lawrence College students are expected to abide by the standards of intellectual integrity that govern the broader academic community to which the College belongs. These standards entail acknowledging the origin of the ideas, data, and forms of expression that one employs in one's own work; giving due credit to the sources from which one has borrowed; and affording one's reader a means of consulting those sources directly. Different academic disciplines may have varying conventions of citation and acknowledgment, and electronic media have increased the availability of oral and printed sources. Students are expected to consult faculty members, library staff, and academic style manuals for specific, up-to-date guidelines on citation.

In addition to the true representation of one's own work, academic integrity requires that students not abet others in any misrepresentation of their work. It also requires that students not interfere with the access of other students to shared material such as library books, course packets, etc. The Esther Raushenbush Library offers citation and reference educational workshops throughout the academic year. For further information, students may contact the library at: [REDACTED].

Offenses

Offenses against academic integrity include (but are not limited to) the following:

- A. Plagiarism
- B. Failure to properly cite sources
- C. Submitting under a student's own name work that is not entirely theirs
- D. Cheating or abetting others in the act of cheating
- E. Falsification of information, data, or attributions
- F. Submitting the same work for more than one class, within the same or different semesters, without the express permission of all faculty involved
- G. Stealing or defacing library materials or otherwise rendering them inaccessible to others

Procedures

If a teacher discovers work believed to violate academic integrity after the semester ends, the teacher should confer with the Dean of Studies about how best to proceed. Faculty must discuss the suspected violation with the student (in person whenever possible). Resolution will be handled through the processes below.

Any student who has reason to believe that another student has committed a violation of the policy on academic integrity must immediately speak with the faculty or staff member involved who shall be in charge of further proceedings. If, after this initial conversation, the faculty or staff member feels that the concern is justified, they shall immediately speak with the student believed to have committed the violation and that student's don.

Informal Resolution

Once the teacher has spoken with the student about the violation of the policy on academic integrity, it may be resolved informally by one or both of the following means:

- A. The faculty member may refuse to accept the work in question and/or require that it be redone and/or reduce credit. Faculty alone determine whether or not credit will be reduced.
- B. The Office of the Dean of Studies and Student Life, in consultation with the faculty or staff member, may issue the student an informal warning and a clarification of College policies. The Committee on Student Work recommends that all informal resolutions be communicated to the dean of studies by filling out a Report of Informal Resolution form. Informal resolutions are used internally by the College along with evaluations to monitor a student's academic progress.

Formal Complaint

Faculty or staff members filing a formal complaint (one that may result in institutional discipline against a student) must provide the Office of the Dean of Studies and Student Life with evidence in writing. This must include a copy of the work in question, a description of the alleged offense and how it was discovered, and anything else relevant to the charges. The office will make this evidence available to the student and don. The student will also have the opportunity to present the office with any materials deemed relevant to the charge.

In the event that a formal complaint is filed during a semester when the student is unable to be on campus for a hearing, s/he has the option for the hearing to proceed via Skype or by responding in writing to the charge and responses. If the student elects to respond in writing, the committee will review all materials relevant to the hearing in that form. Students on campus at the time a complaint is filed must meet with the committee in person.

The Committee on Student Work shall review the evidence in the presence of the student, faculty or staff member, and the student's don. Directly after the review and discussion, the committee will decide (by secret ballot, if deemed necessary) whether or not a violation meriting disciplinary action on the part of the College has occurred. The student, faculty or staff member, and don shall be notified in writing of the decision.

If the committee decides that the student has not committed an offense or that there is insufficient evidence for a decision, no record of the inquiry shall be retained in the student's files. If new information is presented at a later time, the faculty or staff member involved is responsible for reopening the charge and providing all relevant materials for re-examination by the committee.

If the Committee on Student Work decides that the student has violated the policy on academic integrity, the committee shall decide which penalties are appropriate, including: a letter of warning; academic probation, suspension for a specified period, expulsion, or recommendation to the provost and president that the degree be revoked (in the case of a student already graduated). As always, the faculty member alone determines whether credit will be reduced. The student, don, and parent(s) or legal guardian(s) shall be notified in writing of any penalties. A finding that the student has violated the College's policy on academic integrity becomes part of the student's permanent academic record, and will be disclosed to outside institutions or agencies, e.g. graduate schools and state bar associations, upon request.

Appeals

A student against whom a formal complaint has been filed and who is found in violation of the academic integrity policy shall have the right to appeal the decision and/or the penalty before an independent, ad hoc Appeals Committee. This committee shall consist of the provost (the provost's designee), one faculty member selected by the provost (or the provost's designee) from among the senior members of the Curriculum Committee and/or the Committee on Undergraduate Student Life, and a senior member of the library staff. The student must present all relevant materials, including the grounds for the appeal, in writing. Note that an appeal is not a rehearing of the case. The Appeals Committee will consult with the Committee on Student Work regarding its response to the appeal. The decision of the Appeals Committee is final.

Attendance

Consistent attendance for all academic obligations is expected. A student's absence from class takes on a special meaning in a pattern of study where a course may meet only once a week and a skipped conference may mean a monthlong gap in the direction of the student's work. In cases of frequent or extended absences from class or conferences, it is expected that there will be a loss of credit, the amount to be determined by the faculty. Students are expected to notify faculty when they must miss a conference appointment or class.

Faculty members will notify the Office of the Dean of Studies and Student Life about a student who has missed two classes or conferences in succession without prior notice or explanation. Attendance reports should be e-mailed to [REDACTED]. That office will notify the don of the absences. A teacher will speak directly to a student and notify the don if the student is frequently late or absent and warn of possible credit loss. Illness does not excuse a student from academic work. Regardless of the reason for an absence, all absences must be explained and missed work must be made up. When possible, field trips are scheduled during or close to meeting time to avoid conflicts. Students are responsible for arranging to be excused from a scheduled class or conference if there are conflicts with a field trip planned for another course or any other College-sanctioned activity (i.e., athletic competition, theatre production, etc.). Missed conferences may be rescheduled at the teacher's discretion. Students may not leave early or return late from school breaks. All academic appointments must be met, including class meetings, don and class conferences, physical education classes, and laboratory meetings.

Religious Holiday Observances

Although the College does not close officially for religious holidays, the right of any member of the community to observe these holidays is respected. Students who will miss class are asked to inform their teachers in advance. Faculty are asked to help students make up the work missed because of such observance and to avoid scheduling special activities for those days.

Short-Term Absence from Campus

A student may take an emergency leave for a limited period in case of serious illness or family emergency. The don should be consulted and faculty contacted before the student leaves campus. Work missed should

be made up either during the time away or immediately upon return. Students needing an emergency leave should notify the Office of the Dean of Studies who is available for assistance as needed, and when the absence is illness related, the Health and Wellness Center; resident students should also notify the Office of Student Affairs if they plan to be away from campus for more than a day or two.

Academic Resources for Undergraduates

The Writing Center and Writing Assistance

Expository writing is seen as a way of understanding any discipline rather than as a discrete and separate skill; therefore, it is an integral part of every academic course. The College encourages students to work closely with their teachers on their writing in their biweekly conferences. However, for those who may need or desire additional help and practice, special assistance is available. Writing coordinators and their assistants at the Writing Center meet regularly with individual students who have been identified by their teachers as having particular difficulty or who themselves seek additional help. Instruction (ESL) is also available for students writing in English as an additional language.

For additional information, contact Writing Coordinators Carol Zoref () or Kevin Pilkington (). ESL appointments, as well as weekend and evening appointments, can be made online by writing to [s](#).

Library Research Assistance

Individual research consultations are available by appointment. A research consultation provides the opportunity for an individual student to meet with a research services librarian to discuss library resources and research strategies for conference and course work. Students may schedule an appointment by telephone, e-mail, or via an online form available on the library home page.

The library staff works closely with disability services to identify appropriate technologies to assist students with special needs. Sarah Lawrence College library staff members contact students once per month during the school year with information about new databases or tools, events, library research strategies, policies and procedures, etc.

Library staff produce a Library Newsletter which is e-mailed to students once a month during the school year with information about new databases or tools, events, library research strategies, policies and procedures, etc.

Academic Coaching

While every student at the College has a don for discussion of relevant academic matters, there are times when a student may need additional assistance with time management and organizational issues. The associate dean of studies and disability services provides academic coaching for students at any point in their time at SLC. This coaching involves working on general organizational techniques, time management, and goal setting; planning out long-term assignments; and specific academic skills, such as active reading or note-taking. Students interested in academic coaching should contact the Office of the Dean of Studies and Student Life

Special Arrangements for Undergraduates

Acceleration

Completion of 120 credits and the residence requirement does not automatically qualify any student for a degree. Students who wish to accelerate are urged to discuss their options as early as possible with their dons. Students who seek to graduate in fewer than four years must submit a proposal to [REDACTED] no earlier than a full year in advance of their proposed graduation date. The proposal, addressed to the Committee on Student Work, should be in the form of an essay articulating the student's reason for wanting to graduate early and should constitute a statement of purpose as to the student's current and future plans and how acceleration is related to those plans. The proposal must be accompanied by a statement of support from the don and from at least one other faculty member attesting to the student's intellectual maturity and readiness to graduate early.

Reduced Course Load

Matriculated undergraduate students normally carry three courses a semester and are billed for full tuition even if some difficulty makes it necessary for them to drop below the three-course load during the semester. In some circumstances related to a medical condition or disability, students may request to take two courses, also known as a reduced course load. Ideally, such a request should be made prior to the semester for which the status is requested. Whenever possible, but most especially during a semester, students considering a reduced course load should meet with one of the deans of studies to discuss the academic and other implications of such a decision. If a student wishes to pursue a reduced course load, a request should be submitted, in writing, to the dean of studies and student life. Either Health Services or Disability Services will contact the student. If applicable, appropriate medical documentation may be requested. After review, either the directors of counseling and medical services or the associate dean of studies and disability services will make a recommendation to the dean of studies and student life. The student will be notified via e-mail of the final decision, after which the student must submit the completed and signed add/drop form.

If a reduced course load is granted, tuition will be calculated on a per-credit basis, provided that arrangements are made prior to the semester deadlines for payment of fees. Current tuition and fee information may be found on our Web site at www.slc.edu. In applying for a reduced course load, students should consider implications for scholarships, loans, health insurance, and housing, some of which may require full-time status. If a medical emergency arises during the semester, a student may request a reduced course load up until the 10th week of the semester. A partial refund, following the published refund schedule may be requested for a reduced course load authorized by the dean of studies. The student's parent(s) or legal guardian(s) will be notified of the change in status.

In instances associated with sexual assault or harassment, students may request to take a reduced course load. Such requests must be made to Fatiah Touray, vice president for diversity, equity, and inclusion at [REDACTED], or call [REDACTED]. She will provide guidance for any student considering a reduced course load or leave of absence. <https://www.sarahlawrence.edu/media/student-life/pdf/SLC-Student-Handbook.pdf>

Nonmatriculated Student Status

Non-matriculated students are students who are not working toward a Sarah Lawrence degree but have been admitted on a temporary basis (a semester or a year). These students normally take one or two courses per semester. Registration for these students takes place during the add/drop period. A student who is a degree candidate at Sarah Lawrence may not become a non-matriculated student.

Second Semester Senior Year

Second-semester seniors are eligible for partial programs (and prorated tuition) in their final semester only when the college has transcripts of all their prior degree credits and their residence, lecture, and distribution requirements have been fulfilled. Those transcripts must be received by the registrar by **December 1** for May graduates, and by **September 1** for December graduates. Special arrangements cannot be made on the basis of transcripts expected but not received.

Please note that financial aid may not be available for credits in excess of degree requirements. Those students who register for less than a full course load are billed only the credits in which they enroll and are responsible for applying to the Office of the Dean of Studies for reduced tuition under these circumstances. This request must be made no later than the end of the add/drop period for spring semester. Students who register for a directed study over the summer to complete their remaining credits will be billed for those credits. In applying for a part-time load, students should consider implications for loans, scholarships, health insurance, and housing some of which may require full-time status.

Second-semester seniors with a full course load (15 credits) may take one additional course (not to include directed studies) beyond the 120 credits required for graduation without charge if they were registered as a full-time student during the preceding semester. To receive this benefit, they must register for the fourth course during the fourth-course registration period (see “Four-Course Programs”). Seniors who anticipated entering their final semester needing fewer than 12 credits will be billed at the per-credit tuition rate. Generally, seniors who enroll in credits exceeding 126 will be billed for those credits.

Leave of Absence

A leave of absence for one or two semesters may be granted to a student who is in good academic standing at the end of the term. (Students who are on a leave of absence but are subsequently suspended for academic reasons must apply for reinstatement.) The student should discuss with the dean the reasons for taking a leave and whether a year away would be more valuable personally or academically than a year in residence at the College. If the student and dean agree, the student should complete the Leave of Absence form available in the Office of the Dean of Studies and Student Life. The student's parent (or legal guardian/s) will be notified of the change of status. Students on leave from the College or on an off-campus year, are charged a matriculation fee. For students on a voluntary leave who are not studying in other programs, the fee to maintain matriculated status is \$300 for any part of the academic year they are on leave per semester.

We encourage students on a leave of absence to remain in touch with their deans. A leave of absence may be extended upon request of the dean of studies.

Student who do not return from a leave of absence of four semesters and do not request extensions of leave are considered to have withdrawn. Students with loans or grants who are planning a leave of absence should consult with the Office of Financial Aid about any financial implications of their leave. While on leave, students are expected to absent themselves from campus as well as off-campus College-sponsored/affiliated activities, and to visit only with permission, given in advance, by the dean of studies and student life.

Medical Leave

A leave with review may be requested by a student for medical reasons that interfere with the student's ability to function academically. Students must consult one of the Health and Wellness directors and submit a Medical Leave Request form to the Dean of Studies Office to make an official request. A medical leave may also be required by the dean of studies and student life if, in the dean's judgment the student has a medical condition that cannot be reasonably accommodated by the College.

In either case, the student will be placed on a medical leave and the student's re-entry to the College will be reviewed by the Health and Wellness staff in consultation with the dean of studies and student life as appropriate. Parent(s) or legal guardian(s) will be notified of the change in the student's status. The student will be expected to obtain treatment for the condition that warranted the leave. Documentation of such treatment from the medical providers involved will need to be submitted to the director of medical services/counseling who will review the materials. Once the documentation is reviewed, the student will have an interview with the director of medical services/counseling who will make a recommendation to the dean of studies and student life. Once the review is completed, the dean of studies and student life will notify the student of the final decision.

Requests for a medical leave are to be submitted no later than **November 15** for the fall semester and **April 15** for the spring semester.

When requesting to return from a medical leave for the spring semester, requests are to be made by **November 15** with clinical documentation submitted to Health and Wellness by **December 15**. When requesting to return from a medical leave for the fall semester, requests are to be made by **June 1** with clinical documentation submitted to Health and Wellness by **July 1**.

While on medical leave, students are expected to absent themselves from campus, as well as off-campus College sponsored/affiliated activities, and to visit only with permission, given in advance, by the dean of studies. Failure to abide by this expectation may adversely affect the decision to readmit. Students who are on medical leave but are subsequently suspended for academic reasons must apply for reinstatement first (see "Reinstatement Process" in the Student Handbook).

Withdrawal

Students who do not return from a leave of absence of four consecutive semesters and have not requested an extension will automatically be withdrawn from the College and will need to complete a readmission application through the Office of Admission if they want to return to the College. Similarly, students who have withdrawn from the College and seek to return will also have to complete a readmission application,

available through the Office of Admission. Applications for readmission will be e-mailed upon request. Students seeking to return will be asked to provide transcripts for any college-level work completed and to detail what activities they have been involved in during their time away from the College. Applications will be reviewed by the Office of Admission and the Office of the Dean of Studies and Student Life.

Preparation for Graduate Study

The process of preparing a path to graduate school can begin as early as a student's first year on campus. The critical thinking, independent primary research, experiential learning, and analytical skills at the heart of the Sarah Lawrence education are essential ingredients to one's success as a graduate student. Still, because graduate school course requirements range from none to several specific pre-requisites, it is important to know graduate program requirements. Students who begin exploring program options early in their college careers are in a better position to make informed course selections that provide the necessary foundation to become a competitive graduate school applicant. Students should seek the guidance of their dons, who can serve as an important resource for how best to research and approach their applications.

Sarah Lawrence College provides preprofessional advising for continued study in three areas— education, law, and health—to support students in their professional development.

The Office of Career Services can also assist with the application process through individual counseling and workshops.

Pre-Education Program

Any undergraduate student exploring a career in education may participate in the pre-education program. This program helps students navigate program options and support students as they prepare for graduate study in education.

Five-Year Combined BA/Master of Science Degree in Education

SLC also provides information regarding our unique and cost-saving opportunity to work on a Master of Science in Education while still an undergraduate student at Sarah Lawrence College. Students begin their first year of the Art of Teaching master's program during their senior year at Sarah Lawrence.

The Art of Teaching master's program prepares students for the three exams necessary for New York State certification in Early Childhood/Childhood Education, providing them with the flexibility to work in pre-schools, elementary schools, and middle schools.

The Art of Teaching program, headed by Director Denisha Jones, has a unique and effective approach to teaching. It is child-centered, culturally sensitive, and interdisciplinary, focusing on the observation of children. A solid philosophical background in current thinking about educational theory and practice is also central to the Art of Teaching approach.

Pre-Health Program

Students interested in pursuing further studies in medicine or other health-related fields may take advantage of the Pre-Health program, which prepares students academically for medical school and assists in meeting the demands of admission to individual medical or graduate programs. Students supplement required courses in biology, chemistry, and physics with additional courses offered by the program as part of their preparation for the MCATs and postgraduate education.

Conference work provides students with additional opportunities to organize original research projects, pursue independent learning, and critically examine professional literature—skills fundamental to future success in medical and graduate schools. Students in the program have significant contact with the pre-health adviser, as well as with other faculty members in the program, through conferences, coursework, practice-based clinical experiences and independent research. Faculty members with a thorough and personal knowledge of the individual student write the College letter of recommendation. The Pre-Health Adviser, Office of Career Services and faculty members also serve as resources for information regarding application procedures, research and volunteer opportunities within the community, structuring of class work, MCAT preparation, and practice interviews.

Pre- Law Program

The program offers a variety of seminars, workshops, and panels to provide insight into the work of lawyers and the demands of a legal career, legal education, and anticipating law school. Receive individual counseling and access group meetings with programming that focuses on the law school admission process and the field of law in general. The pre-law advisers are Angela Cherubini, Director of Career Services, and Mark Shulman, History faculty member.

Off-Campus Study for Undergraduates

Off-Campus Year

When a student and don agree that another accredited college or university can offer extended curricular opportunity to meet the student's personal and academic goals, the student may elect to spend a semester or a year as a guest student at another institution. The course of study should be worked out between the student and don and must have prior approval of the Office of the Dean of Studies on behalf of the Committee on Student Work if full credit is to be ensured. The student is responsible for arranging to have an official transcript sent to the Office of the Registrar at Sarah Lawrence.

Students who successfully complete 30 semester hours as defined under "Undergraduate Transfer Credits" (p.67–68) are eligible to receive 30 college credits if the courses are acceptable and a grade of C or higher has been earned. (Credit for courses graded C- will not be transferred.) Any program that will earn more than 15 college credits per semester must have prior approval by the Committee on Student Work. Students transferring into Sarah Lawrence with a maximum of 60 credits will not be permitted to study away. The remaining course work (60 credits) must be completed on the Bronxville campus.

Students with loans or grants who are planning an off-campus year should consult with the Office of Financial Aid to determine what portion of their aid can be used off campus, whether or not a financial aid consortium is necessary, and to ensure that their eligibility remains valid upon their return. Sarah Lawrence gift aid can only be used on Sarah Lawrence study abroad and exchange programs. Students attending non-Sarah Lawrence programs may only transfer any loans and federal and state aid.

Study Abroad and Exchange Programs

The International and Exchange Programs Office can provide information on accredited study abroad and exchange programs approved for credit at the College. (Note: Not all study abroad programs are approved for Sarah Lawrence College credit). Credit for programs arranged through non-degree-granting organizations, e.g., CIEE or IES, must be credited through a sponsoring US school of record, and students may be required to pay a fee to the school for the transcription of the program. Students will be charged a **\$750** matriculation fee each semester when attending programs in cities where Sarah Lawrence does not offer a study abroad or exchange program. Students will be charged a **\$2,000** matriculation fee each semester when attending programs in cities where Sarah Lawrence runs its own program, works in collaboration with another program (i.e., Middlebury in Florence), or has an exchange program. Please go to sarahlawrence.edu/studyabroad for a list of all locations. Students may sign up for an appointment to speak to Prema Samuel or Christopher Olson in the Study Abroad and Exchange Office located in Swinford House (across from Westlands Gate).

The Study Abroad and Exchange Office is committed to facilitating access to every student interested in studying abroad. To enable the full participation of students with disabilities, accommodations may be needed. International and Exchange Programs, in conjunction with Disability Services, will work with students to identify appropriate programs and locations and assist students in determining the necessary accommodations. It is important to be aware of the cultural differences in disability accommodations in order to have a successful and safe experience abroad.

Sarah Lawrence Study Abroad Programs

Acceptance into any of the Sarah Lawrence study abroad programs is contingent on a solid academic record and appropriate proficiency in the language, if required. Students transferring into Sarah Lawrence with a maximum of 60 credits will not be permitted to study abroad or off campus. The remaining course work (60 credits) must be completed on the Bronxville campus. Students on academic and/or social probation are not eligible to apply for study abroad.

All course work and grades completed on a Sarah Lawrence study abroad program will be posted on the SLC transcript, with an appropriate header, e.g., “SLC at Oxford.” Course work completed on non-SLC-approved study abroad programs will be listed as transfer credit. Detailed information on all SLC study abroad programs, including application deadlines, can be found at www.sarahlawrence.edu/studyabroad or by visiting the Study Abroad and Exchange Office. Students will be charged Sarah Lawrence tuition and can apply all their financial aid towards the cost of the program. Sarah Lawrence offers study abroad programs in the following locations:

- China: Shanghai through CET (fall, spring, academic year)
- Cuba: Havana (fall or spring)

- France: Paris (fall, spring, academic year)
- Italy:
 - Florence, Italy through Middlebury College (fall, spring, academic year)
 - Parma, Italy through Pitzer College (fall, spring)
- Japan:
 - Kansai Gaidai University in Osaka, Japan (fall, spring, year)
 - Tsuda College for Women in Tokyo, Japan (spring, year)
- Southern Africa, a joint program with Pitzer College (fall, spring)
- United Kingdom:
 - University of Leeds, England (academic year, spring)
 - London Theatre Program at the British Academy for Dramatic Arts (fall, spring, academic year)
 - Wadham College, Oxford (academic year)

Non-Sarah Lawrence Programs

Sarah Lawrence College students have the opportunity to spend a year or semester abroad through programs offered by other approved colleges and universities. Sarah Lawrence defines study abroad as an academic program combined with an immersive experience abroad. To provide the opportunity for an immersive experience, programs that involve comparative study in multiple countries must incorporate a four-week minimum stay in each country. Course work completed on approved study abroad programs will be listed as transfer credit. Be sure to review the information on our Web site at <https://www.sarahlawrence.edu/study-abroad-and-exchange/non-sarah-lawrence-programs/>.

Exchange Programs (fall, spring)

Sarah Lawrence College offers students the opportunity to spend a semester with our exchange partners in the US or, when available, their programs abroad. Spaces are limited, and to qualify for the exchanges, students must be in good academic standing and have completed their first and second years at Sarah Lawrence. Students must also plan to complete either their junior or senior year in Bronxville. The exchange programs are not open to students who have transferred into Sarah Lawrence College with the maximum of 60 credits. Students should make an appointment to meet with Chris Olson in the International and Exchange Programs Office for further information.

Summer Abroad

Sarah Lawrence offers a few summer courses/programs abroad. Please check the website and contact the Study Abroad Office for the current summer offerings.

Study in Nonaccredited Programs

While almost all degree credits are earned in accredited degree programs, there are a few nonaccredited programs for which SLC credit may be granted. These include specialized research institutions, fine arts programs or language institutes which have university staff and standards but do not offer a BA or a BFA degree. Students wanting to earn credit at such institutions need to discuss with a relevant member of the SLC faculty what work will need to be presented for

review at the end of the course. Students will also need to secure approval from the Dean of Studies Office before the work begins. Forms are available in that office. The proposal needs the approval of the Curriculum Committee (for quality and content) and the Committee on Student Work (for its appropriateness to the overall degree program). Students pay tuition to the host institution, but, because the work must be assessed by Sarah Lawrence faculty members, students also pay a fee to Sarah Lawrence of 25% of the tuition for the credits granted.

Graduate and Professional Studies Program Planning

Graduate Programs

Sarah Lawrence offers an array of master's degree programs and several dual or joint degrees in the arts, humanities, and sciences:

- The Art of Teaching (Master of Science in Education [can be dual BA/MS])
- Child Development (Master of Arts [can be dual BA/MS])
- Dance (Master of Fine Arts)
- Dance/Movement Therapy (Master of Science)
- Health Advocacy (Master of Arts)
- Human Genetics (Master of Science)
- Theatre (Master of Fine Arts)
- Women's History (Master of Arts [can be dual BA/MS])
- Writing (Master of Fine Arts)
- Dual Degree in Social Work and Child Development is offered in cooperation with New York University School of Social Work (Master of Social Work/Master of Arts)
- Joint Degree in Women's History and Law is offered in cooperation with Pace University Law School (Master of Arts/Juris Doctorate)

Graduate Degree Requirements

The responsibility for seeing that all degree requirements are satisfied rests with the student. Each graduate program has specific requirements as defined on the individual program Web sites. Graduate students plan their course of study with their program directors.

Program Options

The following are general characteristics of the graduate programs at Sarah Lawrence. Please refer to the graduate catalog for information on each program's specific structure and course of study.

Graduate Seminars and Courses

Each master's program has one or more seminars or courses designed exclusively for graduate students.

Seminar-conference courses

Within several graduate programs, small seminars are combined with biweekly private conferences with the course teacher. In these conferences, student and teacher identify the student's specific areas of interest and begin to explore them, often via a project or research paper. These independent enterprises help each student develop and refine skills of analysis, interpretation and writing. Frequently, a conference project becomes the basis for a master's thesis.

Independent study

Graduate students who seek to develop an individual research project or creative work more fully, or to undertake an intensive course of reading, may embark on a program of independent study. Permission is obtained from the student's program director and approved by the dean of graduate and professional studies.

Components

Courses in dance and theatre are specifically structured to integrate theory and practice. Working with an adviser, students select a combination of several components that together constitute a full program for the Master of Fine Arts degree.

Fieldwork and internships

In several of the master's programs, fieldwork—the integration of the theoretical with the practical—is a requirement for the degree, and students receive a pass/fail credit for their course in fieldwork. The sites for fieldwork are in New York, New Jersey and Connecticut and include hospitals, schools and community initiatives, nonprofit organizations, and government agencies.

Many graduate students participate in internships throughout the New York City metropolitan area. Students interested in pursuing internships should work with their program directors to identify good internship opportunities. Program directors might refer students to the Office of Career Services as is helpful.

Master's project

Most graduate programs require a master's project, but the forms for the projects vary. The Art of Teaching master's project consists of a written and oral presentation. The Child Development and Women's History programs have master's projects that are original research-based theses. The Joan H. Marks Graduate Program in Human Genetics requires 1,000 hours of supervised fieldwork and a culminating Capstone Project/Thesis. Dance/Movement Therapy requires clinical internships totaling 700 hours, with at least 350 hours of direct client contact and a culminating master's thesis. The Health Advocacy program requires 600 hours of supervised fieldwork and a culminating Capstone Project.

In the creative arts, the Dance program requires students to develop a master's performance project, which includes choreography and performance. The Theatre program requires a master's portfolio project, representing complete documentation of students' work, including photographs, programs, design project and important papers. The Writing program requires a master's manuscript.

Transfer Credit

A maximum of 10 credits in course work appropriate to the graduate discipline may be accepted from another regionally accredited college or university, or foreign university of comparable accreditation, with the following stipulations:

- A. The determination of transfer credit is made at the discretion of the graduate program director, with the consent of the dean of graduate and professional studies.
- B. An official transcript and translation, if necessary, must be sent directly from the college or university at which the work was completed to the Office of Graduate and Professional Studies.

Auditing

Students may audit a course with the permission of the instructor and the student's program director, but should not expect to have conferences with the teacher or to have written work evaluated. The audit will be listed on the student's transcripts if the student registered for the course within the registration period and if the instructor has informed the Office of the Registrar that classes have been attended throughout the semester. There is no charge for auditing by matriculated Sarah Lawrence students. Students cannot convert an audit into a credit course.

Graduate Registration

General Description

Graduate students are preregistered each semester in the required courses. In the Art of Teaching, Dance/Movement Therapy, Health Advocacy, Human Genetics, and Writing programs, students are registered directly into courses by their programs. For those programs (Child Development, Dance, Theatre, and Women's History) which have electives and components that might be integrated graduate and undergraduate level courses.

During the week of registration, students study the curriculum and discuss proposed programs with their program director. They arrange interviews with faculty to discuss their courses and to explore the appropriateness of their choices. When the student and the program director have talked about the courses, the registration form is signed by the director and is filed by the student with the Office of the Registrar. Because class size is limited to 15 students, some students will not be admitted to one of their choices.

On the last day of the initial registration period, the registrar posts a list of all students who were not admitted to one of their choices and a list of all courses that still have openings. Students are asked to spend that day interviewing teachers to enable them to select an alternate course. At the end of the day, students hand in a list of three possible alternate courses; final course assignments are posted by the first day of class.

Late Registration

All students must complete their registration by the end of the add/drop period. This includes registration

for conference courses and independent study. In exceptional circumstances, the dean of graduate and professional studies may give permission for a course change or addition after the third week. No changes will be accepted after the fifth week of classes.

Add/Drop Period

The add/drop period runs for the first two weeks after the first day of classes. During this time, students who want to change their programs should get course change forms from the Office of the Registrar and obtain faculty signatures for the course they are dropping as well as for the course they plan to enter.

Students seeking to enter a course in the third week of classes may do so only with the teacher's written permission on a form specially designed for registrations during the third week. In order to earn full credit in the course, the student must make up all of the work missed up to the date the teacher has specified on the registration form. The teacher has the discretion not to admit a student to a course in the third week. Students may not change their registration after the fifth week.

Credit in a Course for Which a Student Has Not Registered

No credit will be given in any course for which a student has not registered at the beginning of a term. Students cannot convert an audit into a credit course after the registration period has ended.

Second Semester Registration

Students who complete a semester course or who plan to leave a yearlong course at the end of the first semester must register again in December. When students leave a yearlong course at midyear, they must notify the teacher before the end of the first term so that the teacher can submit a final grade and can report credit to the Office of the Registrar.

Quality of Work and Evaluating Graduate Student Progress

End-of-Term Reports to Students

In most classes, faculty members prepare written evaluations of each student's work to augment the traditional grading system. End-of-semester evaluations summarize the continuing dialogue between teacher and student in class and conference, giving students a more complete sense of their progress. Students receive these written evaluations from each of their teachers at the end of each semester. Evaluations and grades are submitted electronically and are available for students to view and print through MySLC.

Credits and grades for yearlong courses are submitted in June. A student planning to leave a full-year course at midyear should inform the instructor before the end of the first semester and ensure that sufficient work has been accomplished to earn full credit for that term. The teacher will then submit a grade and credit for the fall semester to the Office of the Registrar.

Reports During the Term

A faculty member should submit an alert to the dean of graduate and professional studies and the specific program director about any student whose attendance is irregular or whose work reflects academic difficulty. Mid-semester reports may be requested for any student who is on probation or who seems to be experiencing academic difficulty.

Attendance

Consistent attendance at all classes and conferences is expected. A student's absence from class takes on a special meaning in a pattern of study where a course may meet only once a week. In cases of frequent or extended absences from class or conferences, it is expected that there will be a loss of credit, the amount to be determined by the faculty. Students are expected to notify the teacher by phone or note when they must miss a conference appointment or class. Faculty generally permit one such absence during the semester. Teachers are not required to reschedule missed conferences.

Students may not leave early or return late from vacation. All academic appointments must be met.

Religious Holiday Observances

Although the College does not close officially for religious holidays, the right of any member of the community to observe these holidays is respected. Faculty are asked to help students make up the work missed because of such observance and to avoid scheduling special activities for those days. Students who will miss class are asked to inform their teachers in advance.

Incompletes

All work is due on the last day of classes unless the student has asked for and been granted an official "incomplete" by the teacher. The Incomplete Request Form for graduate students is available on MySLC. Students have the responsibility to communicate with faculty to determine whether they are eligible for an incomplete. Faculty members are under no obligation to grant an incomplete unless they feel it is warranted. Students on academic probation are not eligible to receive an incomplete in any class.

An incomplete may be awarded only if the student has already done substantial passing work in the course and the teacher judges the reasons for granting incomplete status to be valid (e.g., illness, serious personal crisis, accident, extenuating academic circumstances). In this situation, the teacher will submit a special incomplete form instead of the regular evaluation form. The form will specify the work that is owed and the date it is due. The teacher may also choose to write an evaluation and assign a provisional grade on the basis of what has been completed thus far.

Grades and evaluations for spring semester incompletes are due in the Office of the Registrar on the first day of classes of the fall semester; grades and evaluations for fall incompletes are due at the end of the fourth week of the spring semester. If the registrar has not received a new credit assignment, report, and grade from the faculty, the credit listed on the incomplete form will be posted on the transcript.

Partial Credit

Partial credit is not given to students enrolled in graduate degree programs.

Academic Probation

Sarah Lawrence emphasizes student evaluations as an indication of a student's progress in the program. Students are asked to view their grades as an additional indication of standing in their program.

Graduate students at Sarah Lawrence are expected to achieve the level of grades determined by their program and receive a pass grade in all pass/fail courses and fieldwork practicum. A grade lower than the expected grade designated by the program indicates academic difficulty and the student should discuss areas of weakness that need improvement with the faculty adviser.

Any student with more than one grade lower than the expected grade designated by the program will be put on academic probation until the completion of their program. They will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another grade lower than the expected grade designated by the program in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

A fail in a pass/fail course or a grade below that required is an indication that the quality of work is below graduate standards. The student may be asked to repeat the course and meet with the program director to discuss the student's future in the program. The student must meet with the director and discuss the student's future in the program, including withdrawal.

Grade Change

Students who wish to contest a grade must notify the course instructor, the program director and the dean of graduate and professional studies within the calendar year following the semester in which the grade was earned. Additional or revised work cannot be handed in after a course is over in order to improve the grade, but the instructor may be asked to re-evaluate the work which was submitted during the term if the student believes the work was underrated. Faculty must notify the registrar of the grade change, and the change must be approved by the dean and the student's program director before it can be posted.

Course Appraisals

Students are urged to write a course appraisal at the completion of every single-term or full-year course. They evaluate the contribution of the teacher to the student's education and to Sarah Lawrence. The

appraisals are read by the provost and the dean of graduate and professional studies. Faculty do not read them until their own student reports have been submitted to the Office of the Registrar.

Special Arrangements for Graduate Students

Leaves of Absence

Requests for leaves of absence are discussed with and approved by an individual student's program director, and notification is given to the dean of graduate and professional studies. Leaves are granted for only one year at a time and rarely for more than two years in total. An unapproved leave is a withdrawal. Students with loans should consult the Office of Financial Aid regarding loan obligations during the leave. Students on leave from the College or on an off-campus year, who wish to maintain their matriculation status, are charged a fee. The fee is \$100 for any part of the academic year they are on leave. The maximum cumulative charge is \$200 for any two or more consecutive years.

Medical Leave

A medical leave may be requested by a student for medical reasons that interfere with the student's ability to function academically. Students must consult with the Office of the Dean of Graduate and Professional Studies and obtain the Medical Leave Request form. Upon completion, the form is submitted to the Office of the Dean of Graduate and Professional Studies to make an official request. A medical leave may also be required by the Dean's Office, if the student has a medical condition that cannot be reasonably accommodated by the College. In either case, the student will be placed on a medical leave and the student's re-entry request will be reviewed by the directors of medical services and counseling and psychological services, in consultation with the Office of the Dean of Graduate and Professional Studies. During the medical leave, the student will be expected to obtain treatment for the condition that warranted the leave. Documentation of such treatment from the medical providers involved will need to be submitted to the directors of medical services and counseling and psychological services, who will review the materials. Once the documentation is reviewed, the student will have an interview with the Director of Medical Services or Psychological services, who will make a recommendation to the Office of the Dean of Graduate and Professional Studies. Once the review is completed, the office will notify the student of the final decision.

Students who do not request to return from a medical leave within four semesters will be withdrawn.

Withdrawal

Students withdraw from the College either voluntarily or involuntarily. A student who initiates a withdrawal at any time of the year is expected to confer with the program director and submit a written statement to the dean of graduate and professional studies before leaving campus. A student who wishes to resume study at the College after having initiated a withdrawal should write to the dean of graduate and professional studies requesting readmission. Graduate students whose progress or performance fails to meet the standards of the program may be required to withdraw from the program and the College.

Continuing Enrollment

For those students who require additional semesters beyond the standard two to complete their projects/ capstone projects/ theses, a fee equivalent to one credit is assessed during each subsequent semester the student is enrolled. The student must be enrolled in the semester of degree completion.

Time Limits

A full-time student is expected to complete the degree in two years. A part-time student is expected to complete the degree in four years. Exceptions to this may be made by the program director who will grant extensions as needed and ensure that a plan of action for completion has been developed, signed, and copied to the Office of Graduate and Professional Studies. If an extension is not requested and/or granted, the student will be withdrawn from the program.

Graduate Policy on Academic Integrity

Standards of Integrity

In an academic community in which integrity and truthfulness form the basis of intellectual development and trust, graduate students are expected to be motivated by honesty and self-respect and are required to maintain the highest standards of academic integrity. If that trust is violated, disciplinary action, up to and including dismissal from the College, will be taken. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and fraud. The following are examples of academic dishonesty: representing the ideas or language of another as one's own; falsifying or inventing any information, data, or citation; representing work already submitted for one course as original work for another course; permitting another to represent one's work as their own; or otherwise receiving or providing unauthorized assistance to another in formal academic work.

Student Dismissal Policy

Graduate and professional programs have the right to dismiss students from its programs who:

- Do not make adequate academic progress
- Engage in academic or research misconduct
- Engage in illegal, fraudulent, or unethical behavior as defined in this handbook
- Fail to demonstrate attitudes or behaviors consistent with the professional standards of the field in which they are preparing to enter
- Consistently disrupt the learning environment and educational mission of the College
- Engage in behavior that would endanger the health, welfare, or safety of other people.

There may be other unusual or emergent situations for which a student could be dismissed from a program. Procedures for such unusual situations will be similar to those described below. The College reserves the right to make an immediate dismissal if necessary.

Lack of Adequate Academic Progress

Any student with more than one grade lower than a B will be put on academic probation until the completion of their program. Students will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another one grade lower than a B in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

Students who have not been placed on probation, but who are not making adequate academic progress, must be warned in writing of the possibility of dismissal.

- Either an instructor or an administrator in the program should first discuss with the student his/her weak academic performance.
- Following that discussion, the student will be given a clear written statement about what must be done within a specified time period to alleviate the problem. These expectations must be reasonable and consistent with expectations held for all students in the program. The statement will be written by the instructor in consultation with the program director.
- The student will be required by the instructor to sign the statement indicating his/her understanding of its terms.
- If the student does not meet the requirements within the time frame specified, he/she may be dismissed from the program.
- Notification of dismissal will be made in writing to the student and the dean of graduate and professional studies. The notification will include the effective dismissal date.
- Students dismissed under this policy may appeal to the dean of graduate and professional studies.
- The dean's decision is final.

Disrupting the Learning Environment

- A student who is disruptive will first be spoken to by the instructor or a program administrator.
- The student is then warned in writing that the behavior exhibited is inappropriate and will not be tolerated. The student is told that any further misconduct on the part of the student can result in dismissal from the College.
- The program director will initiate dismissal in consultation with the dean.
- Students will have reasonable opportunity to present their case to the dean of graduate and professional studies.
- If dismissal is proposed, the student must be notified in writing with a copy sent to the dean of graduate and professional studies.
- The student may appeal the dean's decision to the Committee on Graduate Studies for final review.

Expectations for Student Engagement in the Online Environment

- Students will not share their Canvas and MySLC user names and passwords and will maintain this information as private and confidential. Students will not allow others to gain access to or participate in any aspect of their course work including engaging with their classmates, faculty, and Sarah Lawrence College staff.

- Students should not share personal information that is not directly and immediately relevant to the course work. Information of a personal nature that is shared should be maintained in strict confidence and not disclosed or otherwise made available in any way to others. Do not assume that personal information that has been communicated to one person is known to others.
- All communications will be respectful and courteous.
- All communications will be in support of the students' learning within the course. Students should not send e-mails that are not course related, that are unsolicited, inflammatory, offensive, harassing or otherwise inappropriate to a professional and learning environment.
- Students are expected to proofread all communications to eliminate spelling and grammatical errors and to ensure that the information being communicated has not been already stated, is clearly articulated, accurate, and furthers the intellectual discussion. Be as brief as possible.
- When disagreeing or countering a point raised by another do so with evidence and not with emotion. Do not be disrespectful or dismissive in your response. Avoid the use of sarcasm, jokes, and ALL CAPS as intent and tone can be easily misinterpreted.
- Students will be kind, forgiving, and considerate when identifying the errors of others.
- Students will not disrupt the learning environment by taking actions such as making off-topic comments, encouraging others to engage in communications not appropriate to the course, or by inciting others to anger or inappropriate statements.
- Students will adhere to all policies related to academic integrity, including but not limited to, appropriately citing sources, not misrepresenting thoughts and ideas of others as their own or using/posting content that they do not have the legal right to use.
- Students will not post or link to information, software, or other content that could be harmful to Canvas, MySLC or their faculty and classmates' computers.

Failure to adhere to these guidelines or any Sarah Lawrence College policy may result in a negative impact to individual course grades, as well as sanctions up to and including expulsion from the College.

Expectations of Student Professional Behavior in the Field

- A. Display honesty and integrity: Students must always be honest in their dealings with all individuals and should never misrepresent themselves, their actions, or the actions of others. Students must never engage in illegal or unethical behavior.
- B. Show respect for the dignity and rights of others: Students should always treat others with respect and dignity and should not act in a way that is demeaning to others or is biased regarding any identity issues (including but not limited to race, class, gender, gender identity, sexual orientation, religion, spirituality, ability status, etc.), is rude, arrogant, insolent, or condescending.
- C. Maintain a professional demeanor: Students should project a positive attitude and be enthusiastic about their work at school, in their fieldwork organization, and in the Health Advocacy field. Students must adhere to all school policies and the generally accepted professional norms of their fieldwork sites in respect to appearance, dress and professional behavior. Students must maintain a professional demeanor at all times, including when stressed or upset. Students should never act in a way that can be perceived as being hostile, abusive, dismissive, or inappropriately angry. Students should not be on their phones while in class, in

meetings or in fieldwork. Personal phone calls (excluding emergencies), texting, and e-mailing should only be done during lunch hours or during specifically designated break times.

- D. Maintain professional interpersonal relationships: Students must be able to develop and maintain disciplined professional relationships with classmates, faculty, school staff and administration as well as clients, colleagues, and members of the organization in which they may be working. Students should not develop or engage in relationships that may be perceived as inappropriate even if not explicitly prohibited by an organization's rules. Such relationships may include, but are not limited to, sexual relationships, financial relationships, or intimate social relationships. Students must use caution not to engage in activities or relationships that may interfere with the student's ability to fulfill their roles and responsibilities or that could call into question the honesty or integrity of the student, the fieldwork site organization, or Sarah Lawrence College.
- E. Student responsibility for professional development: Students must recognize their own limits and identify when it may be necessary or beneficial to seek assistance. Students must be self-reflective of their work and must be able to make modifications as learning proceeds. Students must develop an awareness of their strengths and weaknesses and should proactively reach out for support and feedback to HAP staff and faculty, their site supervisors, or other staff members at the organization.
- F. Appropriately respond to supervision and feedback: Students must be cognizant of their role as a student. Obtaining feedback and being able to respond and incorporate suggested guidance is key to learning and professional development overall. It is not always easy to hear feedback, especially if it is not all positive. However, students must be open and receptive to feedback and should try not to be resistant or react in a defensive manner. Students must take responsibility if they have made mistakes and take appropriate steps to make corrections or improve their work. Students may not always agree with the feedback provided; however, students continue to have an obligation to act in a professional manner. Students who are unclear about feedback provided should seek additional guidance from HAP staff and faculty or their site supervisor.
- G. Demonstrate dependability: Students must always be prompt and should provide notification to the appropriate person if they are going to be late. Students must make every effort to attend all scheduled classes, meetings, and/or work days. Requests for time off should be made in advance when possible, or the student must otherwise provide notice as quickly as possible. Unexplained absences are not acceptable. Students must meet deadlines for work and should notify their faculty and/or site supervisor if they believe that they will not be able to meet these timelines. Students should not need reminders to complete assignments or required paperwork.
- H. Exhibit appropriate initiative: Students should be aware that while they may frequently be working independently they may also be working as part of a team. Students should be willing to take on additional responsibilities related to their fieldwork, and help out other staff members as may be needed from time to time. Students should take advantage of opportunities to interact with other students and staff members, learn additional roles or participate in organizational activities, as time may permit. Students should never go outside of the organization to obtain guidance or feedback on the work they are doing in fieldwork unless specifically asked to by the site supervisor, or unless the student has requested and been granted permission to do so from their site supervisor.

Failure to adhere to these guidelines or any Sarah Lawrence College policy may result in a negative impact to individual course grades, as well as sanctions up to and including expulsion from the College.

Statement on Cyberbullying

Cyberbullying is willful and repeated harm and harassment inflicted through the use of computers, cell phones, and other electronic devices. Some examples of cyberbullying include but are not limited to:

- Sending and/or posting harassing text messages, tweets, Instagram posts, and e-mails that harass another person
- Posting, threatening, demeaning, and/or defamatory comments on popular social media sites and other online forums and services (e.g., Facebook, Twitter, Goodreads, Instagram, RateMyProfessor, etc.)
- Posting or sending sexual pictures intended to harass another person.
- Threatening someone with violence or wishing violence happens to them
- Creating fake online accounts and/or false online personas to humiliate a person

Cyberbullying, like other forms of harassment and defamatory, slanderous, or injurious speech, is a violation of the College's policy regarding freedom of expression and mutual respect. It also represents a violation of interim measures such as "no contact" orders. When reported to the College, every reasonable effort will be made to identify the individual, individuals, or groups involved in the harassing and harmful activity. This may involve reviewing network activity logs and local area network and Internet network traffic to determine the origins of the activity. Sanctions for cyberbullying are the same as those typically available under the Code of Conduct, including suspension and dismissal depending on the severity of the infraction.

When cyberbullying involves the use of external online systems, Sarah Lawrence will coordinate with relevant Internet Service Providers and online forum service providers. If the cyberbullying rises to the level of criminal behavior, local law enforcement will be notified.

Grievance Procedures

If a graduate student wishes to make a complaint against a faculty member or administrator, these procedures are followed: Students who have a complaint should meet with the program director. However, if resolution does not occur, the student may appeal to the Committee on Graduate Studies. The committee reviews the matter and renders a decision. The committee's decision is final.

Student Conduct Process

Graduate students are expected to observe all College policies and all local, state, and federal laws, including breach-of-peace offenses. Students who violate College policies or federal, state, or local laws are subject to College conduct action and may be sanctioned to leave the College by the dean of graduate and professional studies and/or the dean of student affairs. Students are expected to comply with requests of College officials, including public safety officers. Failure to comply with requests will result in conduct action.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- A. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. Current students must present their SLC ID Card when making a request; former students may present a government-issued photo ID containing a verifiable address. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.
- B. The right to request amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student privacy rights under FERPA. A student who wishes to ask the College to amend a record should write to the dean of studies and student life (or other College official responsible for the record), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for the amendment.

The hearing panel will consist of the provost and/or the dean of studies and student life, and the relevant faculty members. Please note that the assignment of credit and grade, as well as the narrative evaluation submitted by the teacher, is solely the purview of the course instructor and not subject to this provision.

- C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Committee on Student Work, or assisting another school official. A school official has a legitimate educational interest if the official needs to review an education record to fulfill a professional responsibility for the College.

Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll or where the student has already

enrolled, if the disclosure is for purposes related to the student's enrollment or transfer. This disclosure may include updated or corrected information.

- D. The right to file a complaint with the US Department of Education concerning alleged failures by Sarah Lawrence College to comply with the requirements of FERPA. Complaints should be addressed to the Family Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

At its discretion, the College will release directory information, as allowed by FERPA, without prior consent unless the student specifically asks that prior consent be obtained. Directory information will include only a student's name, address, telephone number, class, enrollment status, participation in officially recognized activities and sports, and degrees received. This information is intended only for use within the College community with the following exceptions: 1) a student's name may be used in connection with announcements or reports of College activities or sports, and 2) the verification of a student's enrollment and degree(s) received may be released without prior consent in response to legitimate inquiries from outside the College community. Otherwise, it is longstanding College policy not to release any information about a student. In certain circumstances, the College may release student information in matters involving safety or health emergencies; in compliance with a lawfully issued subpoena or judicial order; to federal, state and local authorities, or their authorized representatives, involving an audit or evaluation of compliance with educational programs; in connection with financial aid (including veterans benefits); to organizations conducting studies for or on behalf of educational institutions; to accrediting organizations to carry out their accrediting functions; in connection with the release of the results of a disciplinary hearing to an alleged victim of a crime of violence; or nonforcible sex offense; to parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and, in matters involving violation of the alcohol policy, the student is under the age of 21; as required by other applicable state or federal regulations; or as otherwise allowed under FERPA. Students may withhold directory information by notifying the registrar in writing by the end of the first week of classes for the fall term. Requests for nondisclosure will be honored for only one year and must be filed annually. Please note that a nondisclosure request applies to all elements of directory information. The College does not apply nondisclosure requests differentially to the various directory information data elements.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the registrar.

SECTION 6: HUMAN RESOURCES OFFICE: POLICIES, PROCEDURES AND BENEFITS

For current information, please visit the Human Resources Web site: https://myslc.edu/ICS/Employee_Info/Policies_and_Procedures/

SECTION 7: COMMUNITY STANDARDS: POLICIES AND PROCEDURES

Please become familiar with all of the following policies, and feel free to call the Office of Human Resources (x2315) if you have any questions.

https://myslc.edu/ICS/Employee_Info/Policies_and_Procedures

- [Acceptable Computer and Network Use](#)
- [Background Check Policy](#)
- [Bias Related Incidents and Crimes](#)
- [Breastfeeding Guidelines](#)
- [Children on Campus](#)
- [Complaint Procedures for Discrimination Claims](#)
- [Conflict of Interest Policy](#)
- [Copyright Policy](#)
- [Drug-Free Workplace](#)
- [E-mail Policy](#)
- [Employees with Drug Related Convictions](#)
- [Employment of Relatives](#)
- [Expense Reimbursement](#)
- [Freedom of Expression and Mutual Respect](#)
- [Grievance Procedures for Work Related Problems](#)
- [Identity Theft Prevention Program](#)
- [Medical Emergency Procedures](#)
- [Moving Allowance Policy](#)
- [Nondiscrimination](#)
- [Nonsolicitation Policy](#)
- [OSHA & EPA Compliance](#)

- [Overtime Policies](#)
- [Pay Practices and Salary Review](#)
- [Pet Policy](#)
- [Photography and Video Policy](#)
- [Principles for Mutual Respect](#)
- [Privacy Practices](#)
- [Revocation of Tenure Hearing Procedures](#)
- [Risk Management/Insurance Policy](#)
- [Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking](#)
 - [Procedures for Filing and Addressing Sexual Harassment and Sexual Assault Complaints against Faculty, Staff or Student Employees](#)
 - [Mandatory Reporting of Sexual Misconduct](#)
 - [Responding to Students Regarding Sexual Assault, Sexual Harassment, Domestic Violence, Dating Violence, and Stalking](#)
- [Smoke-Free Environment](#)
- [Social Media Policy](#)
- [Statement of ERISA Rights](#)
- [Warnings, Discipline and Termination for Cause](#)
- [Weapons Policy](#)
- [Whistleblower Policy](#)
- [Forms](#)

SECTION 8: ALPHABETICAL GUIDE/GENERAL INFORMATION

"A" Week/"B" Week

See "Conferences"

Absences (Faculty)

If you cannot get to campus due to illness or some other emergency, please contact Meybol Escoto Montilla, the Coordinator of Faculty Support, at [REDACTED]. A notice of your absence will be placed on the doors of both your classroom and office.

When a faculty member replaces an absent faculty member, the replacement faculty will be compensated. Please contact the Associate Dean of the College [REDACTED] to arrange for payment.

Admission Office (Undergraduate)

See also "Admitted Student Days"; "Fall Open House"

The Office of Undergraduate Admission is located on the first floor of Westlands and can be reached at [REDACTED] or by e-mail at [REDACTED]. The office is responsible for all recruitment and application processing for all undergraduate students. The vice president for enrollment and dean of admissions and financial aid is Kevin McKenna [REDACTED]. Faculty members are often called upon to help the Office of Admission with open houses for prospective and/or admitted students and their families and are often asked to allow prospective students to sit in on their classes when appropriate. New faculty members are welcome to call the Office of Admission [REDACTED] to schedule a campus tour. Tours are available Monday-Friday and on select weekends throughout the year. Please contact the Office of Admission or visit the Admission Web page for specific dates and times.

Admitted Student Days

Admitted Student Days occur during April and involve a variety of programming showcasing life and academics at SLC. These events welcome admitted students and their families as students make their enrollment decisions. Faculty members may be called upon to meet with admitted students and their families in reception-style format, host admitted students in their regularly scheduled seminars, or host model seminars showcasing the classroom style and content. Faculty participation is essential to the success of these events.

Alumni Office

The Alumni Relations Office (e-mail: [REDACTED]) is located at 45 Kraft Avenue in Bronxville, NY. The office is staffed by the director of alumni relations [REDACTED]; Cheryl Cipro, director of regional and special programs [REDACTED]; Joanna Bettelheim '09, alumni relations coordinator [REDACTED]; Miriam Zarin, manager of alumni networking & affinity programs [REDACTED]; Madeline Goldfischer '89, assistant director, regional alumni chapters [REDACTED]; and Barbara Michael, administrative assistant [REDACTED]. Should you need to get in touch with an alumna/us, they will be happy to assist you. From time to time, the office may contact you to participate in various alumni activities such as Faculty on the Road and Reunion Weekend. The schedule of upcoming events is posted on the Alumni Web site: www.sarahlawrence.edu/alumni. You are certainly welcome to attend any program.

Archives

See also "Assignments & Syllabi"

The College Archives houses material documenting the history of Sarah Lawrence College from 1924 to the present. The Archives preserves official records of the College, but also collects the professional papers of faculty and administrators related to SLC; photographs of faculty, administrators, students, and campus events; video and audio recordings of campus events; student publications; and material relating to student life. Open during regular business hours. For further information please contact the Archives at [REDACTED] or archives@sarahlawrence.edu. Please visit the Archives Web site www.sarahlawrence.edu/archives/.

Assignments and Syllabi

Please send copies of your assignments and syllabi to the College Archives for inclusion in the Course Assignment/Syllabus Collection which dates back to the establishment of the College. The course syllabus and assignment list are important resources for documenting the Sarah Lawrence curriculum. Please send either hard copies or e-mail attachments to the Archives at [REDACTED] or call [REDACTED] for more information.

ATM Machine

There is an ATM machine located in the Barbara Walters Campus Center. The machine is accessible when the building is open, which during the academic year is 7:30 a.m. to 1 a.m. The ATM is located on the first floor.

Audiovisual

If you need Audiovisual Services for a class meeting or an event, please contact Brian Muir, director, Audio Visual Department [REDACTED].

The office is located in the basement of the Performing Arts Center below the Bookstore. Equipment can be checked out for up to seven days. For a full list of equipment please log onto MySLC, AV department.

AV can Transfer:

VHS/DVD/DV-Mini/DV-CAM, PAL DVD/PAL VHS TO NTSC DVD. 16mm/Super 8 Film to NTSC DVD or DV-Mini/DVCAM Reel to Reel/78/45/Audio Cassette To Audio CD.

Please be aware that when you book a room through College Events, you are only booking the room, not the equipment or services AV offers. If you book a “Crestron Smart Classroom” you will need a tutorial from Help Desk [REDACTED]. After you book a space, please contact AV or Help Desk three to five days in advance to go over the equipment.

For more information please go to: https://myslc.edu/ics/Campus_Life/Departments/AV.

Bookstore

The SLC Bookstore provides all required and recommended textbooks and coursework related supplies for classroom use. Faculty will be asked to provide a list of their course materials prior to the start of each semester. Fall book orders are due in April and spring book orders in October, to allow time for searching for used copies and importing books printed in another country. Submitting your book orders on time will ensure that your books will be on the shelves at the start of the semester.

The Bookstore also stocks a full line of school supplies, faculty publications, clothing and gift items. All current faculty receive a discount on most items in the store, upon presentation of a valid SLC Faculty/Staff ID.

Business Cards

For information about our business card policy and to access the business card request form, please visit: www.sarahlawrence.edu/marketing-communications/ and select “Frequently Requested Resources” on the left-side navigation bar.

Calendar of Campus Events

See “Events on Campus”

Campbell Sports Center

See “Physical Education & Athletics”

Campus Lockdown and Other Emergency Procedures

The link below will bring you to SLC's emergency procedures which include the College's lockdown procedures.

<https://www.sarahlawrence.edu/media/security/pdf/2017SecurityReportSLC.pdf#page=39>.

Campus Publicity Policy

All employees are advised that Sarah Lawrence College's Office of Marketing & Communications photographs and videotapes members of the campus community throughout the year, which may include students, faculty, and staff in classrooms, in study and social areas, at athletic events, throughout campus and at other Sarah Lawrence on- and off-campus activities. Sarah Lawrence College reserves the right to use these photographs and videotapes as a part of its internal and external communications efforts, as well as to retain them in the College Archives. Therefore, employees of Sarah Lawrence College understand that their images, names, voices, and likenesses may be included, published, or used in Sarah Lawrence College publications including print, online, broadcast, social, or other electronic media, for publicity, commercial, or marketing purposes, and their employment constitutes consent to such inclusion.

Any employee who prefers not to allow his or her photographic or video likeness, name, or voice to be thus utilized should alert photographers or videographers they encounter that they do not wish to be photographed or recorded; these wishes will be respected. Employees may also e-mail the Sarah Lawrence College Office of Marketing & Communications with the subject line: "Photo opt out" to let us know that they prefer not to be included in College materials. Please be certain to include your full name.

Career Services

See "Office of Career Services"

Catalogue

The online catalogue <http://www.sarahlawrence.edu/undergraduate> contains course listings and descriptions for a given academic year, in addition to the biographies of faculty offering the courses. It is a living document: a core resource that is continually updated. A modest number of printed copies are made for students and faculty to use during donning, interviewing, and registration.

The Office of the Provost and Dean of Faculty produces the Sarah Lawrence undergraduate course catalogue based on the following curricular planning schedule. Note that we are trying this year to complete the process considerably earlier than we have in the past, namely to make guest day allocations by the end of December; we are also trying to move faculty to a two-year planning schedule.

September

The Office of the Provost and Dean of Faculty provides materials to faculty group chairs, including sabbatical information and possible FYS teachers for the next two years, as well as fall enrollment figures. Faculty group chairs are asked to begin discussions of curriculum in their groups for the following two academic years.

October

Faculty group chairs submit to Curriculum Committee preliminary course titles, with levels, from those faculty already slated to teach the following academic year as well as requests for guest days for the following year. As the Office of the Provost and Dean of Faculty posts the curriculum in progress on MySLC, faculty who share a topical interest or discipline (e.g. Literature, History, African Studies) but who are in different faculty groups are encouraged to meet to coordinate their course offerings.

Curriculum Committee will begin reviewing course offerings, including sending any queries back to group chairs. The Committee will also begin the consideration of guest days.

November

Curriculum Committee continues the review of course offerings and guest day allocations.

December

Curriculum Committee finalizes the curriculum for the following year.

January

Monday of the first full week of spring classes all course descriptions are due from faculty whose curriculum for the following year is confirmed.

Early-August

The catalogue is published online and is accessible to the College community.

Note: This is a general guide of the curricular planning schedule. Specific dates are subject to change.

Center for Continuing Education

Located in Slonim House, the center offers many noncredit learning options. The center houses The Writing Institute and Summer Programs, both of which offer classes and workshops for adults, and middle and high school-age students. The center also provides post BA students the opportunity to take classes in the undergraduate College. For more information, please contact Sweet Orefice at x2205.

Center for Global Education

The Center for Global Education provides information on off-campus study both abroad and in the US. Acceptance into any Sarah Lawrence off-campus program is contingent on a solid academic record and if required, appropriate proficiency in the language. Please do not hesitate to contact Prema Samuel or Chris Olson for further information. Information is also available on the website: www.sarahlawrence.edu/globaleducation. All courses and grades completed on a Sarah Lawrence Program will be posted on the SLC transcript. Coursework completed on non-SLC off-campus programs will be listed as transfer credit.

Students transferring into Sarah Lawrence with junior status (60 credits) will not be permitted to study abroad or off campus. All remaining coursework (minimum of 60 credits) must be completed on the Bronxville campus. Students on academic and/or social probation are not eligible to apply for off-campus study.

Class Rosters

Class rosters are available to faculty to view or print through MySLC on the first day of each semester, and at any time throughout the term. IDs and passwords are required for Web access and are distributed to new faculty at the beginning of the academic year. Following the add/drop period, faculty are asked to report discrepancies between the rosters and actual attendance to the registrar. Questions or problems should be addressed to the registrar.

Class Schedule

Scheduling forms are available through MySLC in the spring for the following year. The forms are to note any particular schedule preferences or needs. Any questions or problems can be addressed to Daniel Licht, registrar, [REDACTED].

Please note that the electronic classroom in the library is reserved for classes that require computer workstations and resident software for a majority of their class sessions. Faculty who have an ongoing need for a classroom with computer and/or AV projection facilities should include this information in their scheduling requests. Those who have an occasional need for such a classroom should contact the Office of College Events [REDACTED] or e-mail [REDACTED]. In either case, faculty must receive an orientation to the equipment before CFAS will issue a key to the equipment cabinet. Orientations to the computer equipment are scheduled through IT's Help Desk ([REDACTED]); to the AV equipment through Audiovisual ([REDACTED]).

Classroom Changes/Needs

If a change of classroom or scheduled meeting is needed, faculty must contact the registrar ([REDACTED]). Faculty should not move a class to a different room without consulting the registrar. Generally, scheduling changes are difficult since space is at a premium on campus, but the registrar will try to accommodate a particular need. For additional chairs, a different table, or a blackboard, faculty should call the College Events Office ([REDACTED]) and allow a week for delivery. Faculty should have chalk with them—it tends to disappear from the classroom. To reserve a classroom or meeting room for a makeup class, special event or speaker, e-mail [REDACTED]. See “Events on Campus” for more details.

College Events

See “Events on Campus”

Committees

There are currently 11 standing committees at Sarah Lawrence College to which faculty representatives are elected by their faculty peers. A list of the faculty members on each committee for the current academic year may be found under the Faculty tab on MySLC. Six of these committees also include members of the Student Senate:

Committee on Admission

Discusses campus issues pertaining to admissions and enrollment, and studies the criteria and methodology for student recruitment, admission, and enrollment

Committee on Undergraduate Student Work

Reviews all student programs and makes decisions on issues that may arise, including requests for off-campus study or special courses and procedures for students in academic difficulty.

Curriculum Committee

Works with the provost and in consultation with faculty and is responsible for planning the educational program of the College.

General Committee

Meets regularly with the president and makes recommendations on general College policy.

Committee on Diversity

Serves as a forum for the discussion of diversity at the College and monitors and reports to the General Committee and the faculty on the progress of diversity at the College. The committee recommends to the General Committee, Curriculum Committee, Admission Committee, and Committee on Student Life measures it determines are likely to enhance diversity of the College.

Committee on Undergraduate Student Life

Advises the president on all nonacademic matters affecting student life on campus, and is the only faculty/student/administrative committee with a voting majority of students.

The other faculty committees are:

Advisory Committee on Appointments

Consults with and advises the president on all instances of faculty appointments, reappointments, tenure and related issues.

Committee on Academic Freedom

Inquiries into and makes recommendations concerning situations regarding academic freedom at the College.

Committee on Conditions of Teaching

Meets as needed to review and discuss College policies relating to conditions of teaching and employment.

Committee on Graduate Studies

Meets regularly to discuss issues and concerns of the College's graduate programs.

Nominating Committee

Charged with compiling a slate of faculty candidates to fill vacancies on each standing committee.

Communications and Marketing

See “Office of Marketing & Communications”

Anita L. Stafford Office of Community Partnerships and Service Learning

The Office of Community Partnerships (Bates 320) serves as a hub for faculty and students interested in working for social change in Yonkers, New York City, and other surrounding areas

The office works with faculty to develop and design service learning/community-based courses and supports faculty with individual meetings to think through all aspects of a new or existing service learning class including developing community-based sites appropriate for course content. Faculty and students interested in developing, designing, and implementing new and sustainable community-based projects are also supported by the office. Reflection and skill building sessions can be provided to support community-based work as well. Occasionally the office can support faculty with speakers, films, and other local and community-oriented projects.

For additional information please visit our Web site, <https://myslc.edu/facultycommunitypartnerships> or call [REDACTED].

Computers

The most current and complete information about computing services is available on the Help Desk Web site: <http://slc.edu/hd>.

The Help Desk, a service of the College’s Information Technology Department, is located in the Esther Raushenbush Library. The Help Desk offers problem-solving for general computing issues, hardware, software, and network support for the students, faculty, and staff of Sarah Lawrence College. The Help Desk staff and student workers provide computing assistance with troubleshooting via telephone support, as well as walk-in, office visits, and e-mail. They install, replace, and maintain all College-owned computers in faculty offices, classrooms, labs, and general access computing spaces. The Help Desk also provides cartridges for College-owned printers in faculty offices. For more information, please visit our Web site at <http://slc.edu/hd>.

Offices

All faculty offices are equipped with a school computer connected to the Internet and the campus network. Standard applications include Internet Explorer and Firefox for Web browsing and Microsoft Office for word processing, spreadsheets, and presentations. Other program-specific applications can be made available; contact the Help Desk [REDACTED] to discuss your specific needs.

Public Computing Facilities

One Macintosh computer and a laser printer are available in the Office of Faculty Support—Bates 07. Faculty may also use the computer lab located in the library or in Heimbold.

Smart Classrooms

Smart classrooms are located in Andrews 103 and 104, Westlands 104, Titsworth LR and Miller Lecture Hall, Dudley Lawrence LR, Science 103 and 201, Heimbold 111 and Heimbold 208. Each room includes PCs, laptop connection, projector, Crestron controlled equipment, and a seminar table. Use of these rooms may be reserved in advance. For reservations or to request the installation of special software, please contact the Office of College Events [REDACTED]. Training sessions on using the room or its tools can be made for individuals or groups by contacting the Help Desk at [REDACTED].

Conference Calls

All phones have the capability of conference calling. If you need to make a conference call, contact Campus Operations at [REDACTED] to reserve the conference line and receive instructions for placing the call.

Conferences

As part of the SLC academic structure, conferences are indispensable to student learning at the College. All regular seminars include these biweekly meetings (at least 30 minutes in length) between teacher and individual student. (Note: Some First-Year Studies courses meet weekly, at least for the fall semester) Teacher and student together decide the work to be accomplished in conference, which is usually a research project culminating in a paper, series of papers or another scholarly or creative product. Primarily, conference provides the student with an opportunity to work in an area different from the course itself, allowing the student to enrich his or her curricular breadth in a given semester. However, conferences may also be used to review class work for a student who needs extra help, or as an interdisciplinary link between two different courses in a student's program. In the creative arts, conference work will take a form appropriate to each discipline. All conference projects are aimed at deepening students' educational experience and allowing them to bring a new, personal perspective to their studies.

Conference scheduling is done on a grid of "A" and "B" weeks. The calendar will provide an equal number of conferences for all students. The schedule for the current academic year may be found in the Student Handbook, as well as on MySLC at: <https://myslc.edu/ics/faculty>.

Since students meet with their teachers only every other week, a missed conference can set a student back by a month. Conference attendance is mandatory; if a student misses more than one conference, contact the Dean of Studies Office. For lecture courses, individual conferences are replaced by group conferences. Depending on the lecture schedule, group conferences meet either bi-weekly or weekly. Group conferences are generally divided into four groups.

Dean of Studies and Student Life

The Office of the Dean of Studies and Student Life shares students' academic difficulties (absence reports, academic letters, teacher concerns, etc.) with their dons. Dons are encouraged to confer with the DOS Office if donnees are dealing with issues that affect their academic progress. The dean can help direct students to the appropriate support for the issues at hand.

The Committee on Student Work, a standing faculty committee of the College, meets weekly and has as its function reviewing each student's academic progress at the end of every semester, setting and evaluating academic policies and procedures, hearing student appeals for exceptions to academic policy, reviewing student plans for leaves of absence and for domestic and abroad off-campus study programs, and screening candidates for competitive postgraduate scholarships and fellowships.

The Dean of Studies Office supports First-Year Studies teachers and their donning, conducts an annual review of the "Student Handbook," assists students with special needs and consults regularly with staff from other related student-centered departments such as: Office of Student Affairs, Health and Wellness, Office of Community Partnerships and Service Learning, Physical Education and Athletics, Office of Career Services, Office of the Registrar and Office of International Affairs.

Directory (Faculty/Staff)

An online directory of the office addresses, home and office phone numbers and e-mail addresses for all members of the Sarah Lawrence College faculty and staff is available on MySLC on the Employee page at: https://myslc.edu/ICS/Employee_Info/Directories.jnz.

Disability Services for Students

Disability Services works with students, faculty, and staff to ensure that appropriate accommodations and services are provided for students with disabilities. Sarah Lawrence will make reasonable accommodations and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Disability Services also provides assistance to students with temporary disabilities due to illness or injury.

The process for receiving accommodations begins with the student self-disclosing a disability to Disability Services and providing that office with the supporting documentation to verify eligibility. Documentation is considered confidential information and does not become part of a student's permanent record, nor is it shared with other campus offices or persons without the student's written consent. Polly Waldman, the associate dean of studies and disability services, works closely with the student to assess special needs, and together they determine what accommodations and services will be reasonable and appropriate. Those accommodations are communicated to the faculty via an accommodations letter signed by the student and Dean Waldman and given to the faculty by the student. The student is encouraged to discuss with the faculty how the disability has an impact on academic functioning and how the faculty can be of assistance. The faculty member should not ask the student the nature of the disability.

Students who would like Sarah Lawrence to accommodate a disability are encouraged to contact Polly Waldman at [REDACTED]. Dean Waldman is available to meet with faculty to discuss strategies for working with students with specific disabilities. If faculty need help carrying out a particular accommodation, extended time for a test as an example, they should contact Dean Waldman for assistance. Complete information regarding disability services can be found on the College Web site at www.slc.edu/disability-services. Dean Waldman encourages faculty to include a statement on their syllabi about Disability Services and can provide a statement upon request.

Discounts/Shopping Convenience

Many local retailers in the Village of Bronxville offer discounts to members of the College community. Employees are encouraged to ask local merchants if they offer such a discount, and to carry proof of employment (1 Card) with them to take advantage of such discounts.

For your convenience the Sarah Lawrence 1Card (your official identification, door access, and payment card) will be honored at selected businesses. A list is available at: <http://myslc.edu/1card>.

Diversity and Campus Engagement

The associate/assistant dean for engagement, diversity, equity, and inclusion and the assistant director of diversity, equity, and inclusion's offices are located on the second floor of Bates, [REDACTED]. Their mission is to support students at Sarah Lawrence College. The focus is on the whole student—on intersecting identities and how race, class, gender identity, religion, spirituality, ability, and sexuality all impact daily interactions and experiences. Through this mission we strive to help students connect to members of the SLC community and to support their development through programs and services that focus on identity development and intersectional identity awareness.

The programs and community connections we offer are:

- DAPS—the Diversity Advisory and Programming Subcommittee
- Advising the Student Identity Space and Student Identity Groups at Sarah Lawrence
- Social Justice Leadership Retreat
- Real Talk @ SLC
- Mediation for students who've experienced peer-to-peer bias incidents

Dons/Donning

Also see “Faculty Dons”

Every student at the College has a faculty adviser or don. The don begins as a student's First-Year Studies teacher (see “First-Year Studies”) and comes to know the student academically and personally through their work together. A don's consultation is necessary in matters such as registration and program changes, or for special plans such as an off-campus year. In addition, dons are available to discuss any situation affecting College life. After the first year, students and their dons should continue to meet on a regular and consistent basis. Having worked closely with the students in seminar and conference, the don is particularly attuned to their student's strengths and needs and can offer academic guidance to students, pointing them toward courses that will strengthen the program and help them think about connections between work

in different disciplines. Dons also help students to focus their learning and to reflect on the relationship between their academic work and their personal growth.

Dons are kept abreast of the donees' academic progress (and any problems that may arise) through the Office of the Dean of Studies and Student Life. If dons are concerned about a particular situation that may be troubling one of their donees, they should speak with the Office of the Dean of Studies and Student Life about sources of support for students. It may also be appropriate that the student seek help through the College's Health & Wellness Center (see below).

Many students keep the same don throughout their four years at the College; some change dons (after the first year) if they have forged a similar relationship with a different faculty member. Students should feel encouraged to connect with as many faculty as they can and to find the don who works for them.

Transfer students are assigned a don prior to arrival on campus and are encouraged to change dons if they forge an advising relationship with a faculty member who has actually taught them.

Students on a leave of absence or an off-campus year are encouraged to remain in touch with their dons. When a faculty member takes a leave, the donees should arrange an on-campus don for the duration of the leave.

Duplicating

Duplicating Services are located in the North Building. The office can be entered only through the north entrance of the building. To copy material for class, faculty may use the self-serve copy machines located in the office, e-mail the copy job to [REDACTED], or fill out a work order with Duplicating Services and leave the material to be copied. Be sure to give the office as much notice as possible. Please note that in certain instances, the copying of copyrighted material is limited by current laws and regulations. Most duplicating jobs can be completed within one day, but a minimum of one- to two-days' notice is requested, especially for larger jobs. Your department will be charged for the copies made.

E-Mail Account

If you have not been notified that a Sarah Lawrence e-mail account has been established for you, please contact the Help Desk at [REDACTED] or [REDACTED].

Emergencies

Also see "Safety and Security"

Call [REDACTED] immediately in any emergency, day or night. Westlands Desk is always covered, 24 hours a day, and the receptionist or dispatcher can immediately contact Public Security or 911. Also, you may access all outside emergency services by dialing 9-911 or just 911.

Emergency Medical Response Action Plan

Sudden Cardiac Arrest

Trained First Responders only follow indications for Automated External Defibrillator (AED) use.

Unconscious/Nonresponsive/Not Breathing/Other Medical Emergencies

Responder should provide only the patient care consistent with his/her training. If a medical emergency exists, the following procedures are to be performed immediately:

- A. Someone call 911 and someone else call Public Safety at [REDACTED] immediately and simultaneously. The caller(s) should give the following information to 911 and Public Safety: type of emergency, address of facility/cross streets, location of emergency, phone number they are calling from if asked, and any further information requested from 911 or Campus Public Safety operator
- B. Send someone outside of building to meet and direct EMS and Campus Public Safety.
- C. Start CPR immediately until Public Safety or EMS (911) arrives with an AED; 911 and Public Safety should know where inside the building or where on the grounds you are so that they can respond to the location quickly.

Any trained CPR/AED first responder should begin the AED treatment procedure if you are close to an AED location until EMS (911) or Public Safety arrives. Retrieve an AED or send someone to retrieve an AED. Remember to contact 911 and Public Safety immediately. If people are available at the scene, direct one person to contact 911 and someone else to contact Public Safety simultaneously.

AED Locations

- Campbell Sports Center—entrance floor facing rear stairs
- Bates—first floor hallway next to the cafeterias
- Health Services—inside Lyles House
- Campus Public Safety vehicles
- Library Building—on the first floor in the main office area.
- 45 Wrexham—1st floor by main entrance
- Hill House—lobby

AED cabinets are not locked. The visible key lock is only to deactivate the alarm.

Emergency Notification System

Sarah Lawrence College uses Rave Mobile Safety for its emergency notification system. Rave is one of the largest and most respected providers of emergency alert systems to colleges throughout the United States. Rave Mobile Safety is able to deliver messages to your Sarah Lawrence e-mail address and your cell phone.

All students, staff, and faculty are automatically placed into the system (as long as the College's IT Department has your cell phone number) and do not need to manually input their data.

Visitors/vendors/summer conference participants can also temporarily join the system by texting into it. Once they join, they will receive alert messages for up to 90 days. Should they want to leave the system before 90 days, all they need to do is text the word “stop.” It is also possible to renew for another 90 days. If you know someone who will be visiting the campus and they would like to temporarily receive emergency text messages from the College, please give them the instructions below:

To text into the system

- Text slcalert (one word, not case sensitive) to [REDACTED]

To text out of the system

- Text stop (not case sensitive) to [REDACTED]

Please e-mail the College’s interim director of public safety at [REDACTED] if any of the following apply to you:

- You want to opt out of the system.
- You are presently not in the system, but would like to join.
- You would like to change any of your data in the system.

Emergency Response

All members of the Sarah Lawrence College community should notify the Sarah Lawrence Security Department immediately at [REDACTED] of any situation or incident on campus that involves a significant emergency or danger that may pose an immediate or ongoing threat to the health and safety of students and/or employees on campus. Members of SLC Security will then respond to such situations to assess the potential threat and will summon the necessary resources to mitigate, investigate, and/or document any situation that may pose a significant emergency or danger. Depending on the threat, if the Security Department determines that the situation does in fact, pose a threat to the community, it will notify the campus community or the appropriate segments of the community that might be affected by the situation, using various systems that have been implemented to provide emergency information quickly, such as global e-mails and emergency text messages.

Emeritus Faculty

See “Faculty Emeritus Program at Sarah Lawrence”

Events on Campus

Events on campus are managed by the Office of College Events. This includes scheduling space, audio visual and setup requirements, catering and on-campus publicity. The Office of College Events is a one-stop shop and will liaise with the above-noted offices on campus for your event. Event publicity requests including posters, flyers, campus TV screen postings, Web announcements, and invitations must be made through this office. All updates to event information including, for example, date changes, bios of speakers, and photographs, are coordinated by the College Events staff and forwarded to the appropriate person

in the Communications Office. AVI Fresh is the exclusive food service provider and must be used for all campus events. The College Events office is located in Bates, second floor, and can be reached at [REDACTED] or [REDACTED]. Event space can be reserved through virtual booking. Visit MySLC/campus events for information and to create an account.

Event Calendar Listings

The Office of College Events maintains a web-based event calendar. To submit an announcement please send your event description to [REDACTED] or enter it into the event description field on the event request form found on MySLC. The Office of the Provost and Dean of Faculty will send your text-only event announcement by e-mail campuswide. Please send your event description to [REDACTED].

Expense Requisition

Faculty incurring expenses for College related business and have been approved for such by the associate dean of the college (travel, conferences, supplies, etc.) should request reimbursement within 60 days of incurring an expense. Faculty members should complete a Check Requisition form, available on MySLC at: https://myslc.edu/ICS/Employee_Info/Finance/Accounts_Payable_Forms.jnz. If preferred, Judith McNatt, in the Provost's Office, can complete a Check Requisition form, but faculty must turn in receipts and include a note stating the faculty's name; the type, amount, and date of the expense; and the department to be charged.

The check requisition form needs to be signed by the requesting faculty member, then sent to Judith McNatt for undergraduate program expenses or to Alba Coronel for the graduate studies expenses. They will complete or check the forms and then submit the approved expenses to Accounts Payable.

Expenses submitted more than six months (180 days) after being incurred will not be reimbursed without supplemental documentation of extenuating circumstances (e.g., extended personal illness, a death in the family, unanticipated leave of absence, etc.). Such explanation must be submitted with the reimbursement and be approved by the associate dean. Expenses without this supplemental documentation may not be reimbursed and could be the responsibility of the individual to handle as unreimbursed business expenses on their personal tax returns where appropriate. If supplemental documentation, such as receipts, is lost, missing, or not issued, the faculty member must submit in writing the reason for the missing documentation, along with detailed dates and descriptions of purchases.

Automatic check payment is SLC's preferred method of payment in most cases, and reimbursements will be deposited directly into your bank account. Please allow at least 10 business days from the time you submit your reimbursables for a direct deposit to appear in your bank account.

Please bear in mind that the College is exempt from New York State sales tax and so, except in unusual circumstances, Sarah Lawrence will not reimburse sales tax incurred on any goods or supplies purchased for College use. If you need a sales tax-exempt form to provide a vendor, or require any assistance in dealing with a vendor who refused to waive sales tax, please contact Charlotte Stephenson in Accounts Payable, [REDACTED], e-mail [REDACTED]. PRIOR to making the purchase.

Regarding Sales Tax

- The College is exempt from paying sales tax on all purchases. We should avoid paying sales tax wherever possible.
- The preferred method for purchases of supplies, equipment, and other physical goods is through the use of the College's credit card or through a College purchase order (see https://myslc.edu/ICS/Employee_Info/Finance/Purchasing/). Especially on larger items where the tax is anticipated to be \$100 or more, there needs to be clear justification on why we are purchasing the item differently (e.g., a faculty member was entitled to a discount of more than \$100 which would not have been received had the item been purchased through the College's regular channels).
- When the College is reimbursing minor payments or restaurant meals, we are reimbursing an employee for costs incurred in the conduct of College business. If those costs include sales tax, those costs will be reimbursed (again with the exception of larger purchases of equipment), though we again ask people to be diligent about attempting to avoid payment of a tax the College does not owe.
- Any items purchased through College funds are the property of the College and not the property of an individual employee. This is true regardless of whether the source of the funds is the operating budget, a research grant, or an endowed chair purse. The only way the property belongs to the individual is if he or she 1) is purchasing it using funds that were paid to them as compensation through payroll or 2) a specific written agreement with the College exists indicating that the items are owned by the employee.

Faculty Dons

Also see "Dons/Donning"

Each new faculty member is assigned a senior faculty member who serves as his/her don. The faculty don, who is often a member of the initial Search Committee, is available to help with all aspects of teaching at Sarah Lawrence (course design, pedagogical issues, practical concerns, etc.). Faculty dons for regular appointments are assigned by the provost in consultation with the Advisory Committee on Appointments; for guest faculty by the associate dean of the college. The Office of the Provost and Dean of Faculty then notifies the new faculty member of the name of the don. Typically, once assigned, the don will contact the new faculty member. However, there are no hard and fast rules; the faculty don and donee are welcome to work out whatever arrangement works best for them. We also encourage new faculty to contact the Office of the Provost and Dean of Faculty with any and all questions. We are always happy to meet.

Faculty Emeritus Program at Sarah Lawrence

The community and intellectual life of the College is supported and maintained through the presence of SLC's veteran faculty, while faculty emeriti themselves can continue their lives within the College community. A listing of current faculty emeriti is available on MySLC at: <https://myslc.edu/ics/Faculty/Directories/Directories.jnz?portlet=Handouts>.

Benefits

Faculty Emeritus Office

Located in North 3 (equipped with two computers and a phone, a comfortable place to check e-mail, make calls or meet with colleagues, and conveniently located near the faculty/staff dining room. (To request a personal key to the Faculty Emeritus Office, please contact the Campus Operations Office at 9 [REDACTED]; [REDACTED] (at least 24 hours in advance of obtaining the key). North Building will be open during normal business hours. If the building is locked when you need access, please contact Security at [REDACTED].

Free Lunch on Tuesdays of Faculty Meetings

We offer free lunch on Tuesdays of faculty meetings (which we hope you will continue to attend!) or on any other Tuesday. Please contact Judith McNatt in the Office of the Provost and Dean of Faculty ([REDACTED]; [REDACTED]) to obtain meal tickets.

Parking

Parking privileges can be obtained by registering your car with Operations. For information, call [REDACTED].

Use of the 1Card System (your ID card)

Allows you to add money for photocopying or dining on campus and provides access to buildings on campus. To access the 1Card system, go to: <https://my.slc.edu/1card>.

Campbell Sports Center

Full privileges in the Campbell Sports Center, for you and your spouse/partner. For information, please call the Office of Physical Education: [REDACTED].

Auditing Courses

With the faculty member's permission, you and your spouse/partner are welcome to audit courses of your choice. For information, call the Office of the Provost and Dean of Faculty: [REDACTED].

E-Mail Notifications

Notifications about campus events and other items of interest. Upon your retirement, your name will be added to our Faculty Emeritus e-mail distribution list for such notices.

College Mailings

Please contact Alumni Relations at [REDACTED] if you wish to receive the Sarah Lawrence Magazine and internal newsletters.

E-Mail Privileges

For assistance, call the Help Desk: [REDACTED]

MySLC Privileges

You may continue to access your MySLC account using the same ID number you have always used. The faculty/staff directory is available on MySLC.

File Use and Storage

You may access the files on your G-Drive through File Way at the SLC mail center. For information, call the Help Desk: [REDACTED].

Access to Remote Databases

You may continue to access remote databases. Log in using the user ID and password you use to access your Web e-mail. For assistance contact the Library at reference@sarahlawrence.edu or [REDACTED].

Web Page

If you have an active Web page, it will remain available and you may make changes to it. (Note: The College may not be able provide support or maintenance for your Web page.)

Access to Computer Purchase Discounts

Details are available at: https://myslc.edu/ics/Campus_Life/Departments/Help_Desk/

Honorary Library Membership

Extended to you and your spouse/partner. For information, call Bobbie Smolow, library director: [REDACTED].

Honorary Membership in the Alumni Association

For information, call Alumni Relations: [REDACTED].

Other Opportunities for Faculty Emeriti

- A. Some faculty groups will reach out to faculty emeriti to be involved in the donning of new faculty and in the transmission of certain key pedagogical and donning practices to the next generation of SLC teachers. It is hoped that they also may be enlisted to help faculty groups with classroom observations.
- B. According to the College's needs, faculty emeriti, while receiving retirement benefits, can still teach in the following programs:
 - a. "Special Programs": Noncredit courses for the College. (Such teaching is constrained by certain regulations regarding the College retiree health insurance plan.)*
 - b. Emeritus faculty can, if needed by their faculty group, teach as guests in the College in the years immediately following their retirement, and in other circumstances as well. (Such teaching is constrained by certain regulations regarding the College retiree health insurance plan.)*

- C. Emeritus faculty can be enlisted in alumni outreach and fundraising on behalf of the College:
- a. Participating in Faculty on the Road and admissions recruiting
 - b. Aiding Alumni Relations in contacting or creating events with alumni.

* Once a faculty member's health coverage switches to the College's retiree plan, the situation regarding teaching becomes more complex. Immediately following retirement, a faculty member can teach as a guest, on at least a half-time basis, and will be permitted to remain on our Active Faculty Medical Plan, so teaching immediately after your retirement date is not a problem. However, when the faculty member switches to the retiree medical plan, current regulations do not permit them to teach or work for the College. Such teaching, however, is possible if the retiree is covered by a different plan (i.e. spouse or partner's plan).

Faculty Groups

For the purposes of curriculum planning and new faculty appointments, the faculty is organized into 13 groups. For the names of the members of each group, please consult MySLC at: <https://myslc.edu/ICS/faculty>.

The 13 faculty groups are: Dance, Global Studies, Filmmaking, Humanities, Literature, Modern and Classical Languages and Literature, Music, Natural Science and Mathematics, Psychology, Social Science, Theatre, Visual Arts, and Writing.

Faculty group meetings are scheduled by the groups themselves, generally on Tuesdays from 1:30-3 p.m., one week before a Group Chairs meeting and two weeks before a general faculty meeting. The faculty group meeting schedule for the current academic year may be found on MySLC at: <https://myslc.edu/ics/faculty>.

Faculty House

See "Overnight Accommodations"

Faculty Meetings

General faculty meetings (for all members of all faculty groups) are held once a month on Tuesdays from September through May. The General Committee may call additional meetings as required. The meetings take place in the Faculty/Staff Dining Room in Bates from 1:30 to 3 p.m.; the faculty is asked not to schedule classes or conferences during that time. The faculty meeting schedule for the current academic year may be found on MySLC at: <https://myslc.edu/ics/Faculty>.

Faculty on the Road Program

The Edith Ingalls Vignos '45 Faculty on the Road Program brings faculty into the homes of alumni all across the country to recreate the seminar experience. It provides an opportunity for alumni to reconnect with the College and each other and to build new relationships. Parents of current students, as well as pro-

spective students and their parents, often attend these seminars to get a better sense of Sarah Lawrence.

Faculty Support Office

The Office of Faculty Support is located in Bates 07.

Meybol Escoto Montilla, the Faculty Support Coordinator [REDACTED] and [REDACTED], is available Monday–Friday, 8:30 a.m.–4:30 p.m., to assist faculty with any number of tasks or special projects, such as ordering desk copies, arranging for duplicating services to make photocopies, document scanning, typing letters of recommendation, and ordering office supplies. Please try to submit your requests well in advance of the date by which you need the work completed.

The Faculty Support Office also has a Faculty Events Assistant (graduate student) during the academic year who reports to the coordinator and who is available to assist faculty bringing in guests with the guests' travel arrangements, honoraria, housing and expense reimbursements.

Fall Open House (Formerly Prospective Students Days)

Fall Open House is usually held in October and is designed to showcase SLC for high school students in the process of applying to colleges. Some faculty members may be asked to make themselves available to serve on panels, hold demonstration classes, or participate in other ways. For any questions, please contact Admissions at [REDACTED].

Fax Machines

There are three fax machines on campus that are available for faculty use. Their locations and fax numbers are as follows:

Faculty Support Office

Bates 07: [REDACTED]

Duplicating Office

North Building [REDACTED]

Westlands

Second Floor: [REDACTED]

If you wish to use the fax machines for non-College business, you will be charged a fee.

Film Viewing Rooms

Most classrooms are equipped with a VHS deck and DVD player. If you would like to show a movie, and the classroom to which you have been assigned does not have AV equipment, please contact the Office of College Events at [REDACTED]; or e-mail College Events at [REDACTED]. The staff will try to arrange for an alternate location with the necessary equipment. Faculty must receive an orientation to the equipment prior to using it. This can be arranged by contacting the Audio Visual Office [REDACTED]; [REDACTED].

Financial Aid

The Office of Financial Aid is located on the main level of Westlands. Faculty members who become aware of students facing financial difficulty, at any time during the academic year, are asked to contact Nicholas Salinas, Director of Financial Aid ().

Fire Safety

If a member of the Sarah Lawrence Community finds evidence that a fire occurred and has been extinguished, and the person is not sure whether the Sarah Lawrence College Security Department has already responded, the community member should immediately notify the Campus Security Department at () to investigate and document the incident. For example, if a staff member finds evidence of an extinguished fire in a trash can in the hallway of a residence hall, he/she should not touch the trash can and should report the incident to the SLC Security Department immediately and wait for an officer's response. The officer will document the incident prior to removing the trash can from the area.

One violation frequently found in faculty/staff offices is items placed within 18 inches from a sprinkler head. Usually this is found in offices where books are kept on the top shelves of tall bookcases.

The following items are considered fire hazards and are prohibited from being inside of a faculty/staff office:

- Candles/incense
- Extension cords
- Hot plates
- Electric teapots
- Coffeemakers
- Toasters
- Toaster ovens
- Electric heaters
- Halogen lamps
- Heavy-duty appliances (with the exception of cube-sized refrigerators and microwaves)
- Any appliances with an internal heating unit

Other violations that are of great concern are:

- Hanging items from the sprinkler system
- Blocking doorways, hallways and fire exits
- Evidence of smoking, including vaping, within a building
- Propping of fire doors
- A surge suppressor must be plugged directly into a wall. One surge suppressor strip cannot be plugged into another surge suppressor. These strips also cannot be overloaded
- The use of "multi-plugs" is strictly prohibited
- Tapestries or hanging posters need to be secured firmly to a wall
- At no time should a smoke head be covered

If you are unsure as to whether something is a fire safety violation, please contact the SLC Fire Safety Director at [REDACTED].

First-Year Studies

All first-year students are enrolled in a yearlong First-Year Studies seminar as one third of their program. These seminars are designed to acquaint students with SLC's methods of learning, research, and writing, and allow them to take new chances within a group of their peers. Each student in a First-Year Studies seminar has an individual conference with his/her teacher; the teacher serves as the student's don (see definition above), and will likely remain so throughout the student's four years at the College. These seminars are offered in most disciplines and faculty members generally teach a First-Year Studies seminar every fourth year; however, this schedule does vary subject to curricular need.

Graduate Programs

Sarah Lawrence College offers an array of master's degree programs and several dual or joint degree programs in the arts, humanities, and sciences:

- Art of Teaching (Master of Science in Education [also dual BA/MS])
- Child Development (Master of Arts [also dual BA/MA])
- Dance (Master of Fine Arts)
- Dance Movement Therapy (Master of Science)
- Health Advocacy (Master of Arts)
- Human Genetics (Master of Science)
- Theatre (Master of Fine Arts)
- Women's History (Master of Arts [also dual BA/MA])
- Writing (Master of Fine Arts)
- Dual Degree in Social Work and Child Development is offered in cooperation with New York University School of Social Work (Master of Social Work/Master of Arts)
- Joint degree in Women's History and Law is offered in cooperation with Pace University Law School (Master of Arts/Juris Doctorate)

For further information, please visit the Web site, http://www.sarahlawrence.edu/grad_index.php, or call Kim Ferguson, Dean of Graduate and Professional Studies, [REDACTED].

Health & Wellness Center

9 a.m.—5 p.m. Monday—Friday

The Sarah Lawrence College Health & Wellness Center provides compassionate, informative, and confidential care for students' medical and psychological health concerns. Routine visits are provided to all registered students.

Medical Services

The staff includes nurse practitioners and registered nurses. A local physician, affiliated with NYP

Lawrence Hospital, provides ongoing consultation to the medical staff. Common needs treated by the medical staff include acute illnesses, minor injuries, physical exams, vaccinations, and sexual health issues including birth control and testing for sexually transmitted infections.

Nurse practitioners write prescriptions as needed to treat diagnosed illnesses and renew prescriptions when appropriate.

Psychological Services

The staff includes licensed psychologists, clinical social workers, and a part-time psychiatrist who are specifically trained to work with college students. Time-limited individual therapy and group therapy sessions are available to all students at the College. Common student concerns treated by our staff include depression, anxiety, and relationship and family issues. The psychiatrist is available for psychiatric medication evaluation, prescriptions, and medication management. The Health & Wellness staff is able to facilitate referrals for students seeking care off-campus.

As of September 1, 2019, the Health & Wellness Center will offer the services of *My Student Support Program* (MySSP) to all enrolled undergraduate and graduate students. MySSP provides immediate 24/7 counseling support at no cost to the student, regardless of health insurance. Students can call or text with a licensed clinician directly from their cell phone, regardless of location. Students have been instructed to download the MySSP app to access this service.

Appointments

The Health & Wellness Center is located in Lyles House, on Boulder Trail next to the corner of Mead Way and near the Westlands Gate. The office is open for appointments Monday through Friday from 9 a.m. to 5 p.m. when the College is in session. Appointments for medical and psychological services may be made online ([My.SLC.edu/health](https://my.slc.edu/health)) or by calling the office at [REDACTED]

Urgent Health Care: During hours that the Health & Wellness Center is open, students should call the Center at [REDACTED] and identify the call as a health emergency. Calls will be routed to an appropriate clinician. When the center is closed, students with serious medical or psychological concerns can access a doctor or request to be transported directly to NYP Lawrence Hospital Emergency Room by calling the Westlands Desk/Public Safety and Security at [REDACTED]. When the Health & Wellness Center is closed, there is always a member of the Student Affairs staff available (through Westlands Desk) to answer questions or accompany students to the hospital.

Human Resources

The Human Resources Office ([REDACTED]) is located in Andrews Annex. Lina Ferrito, associate director, will provide you with information about benefits and compensation. Before you begin work, usually during the summer, you will receive an e-mail from ScreeningOne to complete a background check. This background check must be completed and once Human Resources receives the clearance from ScreeningOne, you will receive an e-mail with instructions to complete paperwork and schedule an orientation appointment. All forms must be completed and returned to Human Resources before you receive your first paycheck. Benefit plan descriptions are also published on the Sarah Lawrence Web page at <https://www.sarahlawrence.edu>.

[edu/human-resources/benefits.html](http://slc.edu/human-resources/benefits.html). Feel free to call the Human Resources Office with specific questions about your benefits, including eligibility for the various plans and enrollment. If your home address or phone number changes during the course of the year, it is important to notify the Human Resources Office immediately so the appropriate changes can be made.

Identification Cards

You will need an ID card to use the library, to photocopy, to gain entrance to campus buildings, and to pick up packages in the post office. ID cards may be obtained during registration in the Library. After registration week, the Duplicating Office (North, [REDACTED]) will prepare new faculty IDs or replace lost ones.

International Admissions and Advising

Shirley Be (Westlands 208, [REDACTED]), is the Assistant Dean of Studies and Director of International Admissions. As the International Student Adviser/DSO, she supports international students—including US citizens coming from abroad.

Keys

Faculty office keys are available at Campus Operations in Andrews ([REDACTED]). If you get locked out or forget to bring yours to campus, a security officer can open your office for you. Call Security (at [REDACTED]) Please note: You will need to show your SLC ID before Security can open your office. If you would like to grant access to your office to a member of the SLC faculty/staff or a student, you must e-mail [REDACTED] at least 48 hours in advance to authorize permission.

Libraries

See also: “Library Reserves”

For complete information about resources and services for students and faculty at the College’s three libraries, please visit the library Web site: <http://libraryslc.edu>

The Esther Raushenbush Library is essential to the academic life of Sarah Lawrence College. Its diverse resources have always supported the College’s academic mission, and its congenial atmosphere and open floor plan allow for both group and independent study.

The Library has more than 600,000 printed and e-books, government documents, DVDs, and streaming videos, and subscribes to over 500 print journals and newspapers. In addition it offers access to over 100 online full text and citation databases, which in turn provide electronic access to almost 50,000 journals.

Access to the Library’s collection and online databases is available from any connection to the academic network. Research services librarians provide a bibliographic instruction session to all First-Year Studies classes and incoming graduate students. Bibliographic instruction sessions can also be scheduled for any course during the academic year to help students develop their research skills. Students are invited to make individual appointments for research consultations with librarians for additional help.

The Library encourages suggestions for additions to the collection, which can be made via an online Purchase Request form.

There are two other libraries on campus. The William Schuman Music Library, located in the Marshall Field Music Building, offers listening facilities and collects books on music and musicians, periodicals, scores, and sound recordings. The Visual Resources collection, comprising images on Western, ancient Greek, Roman, Asian, and Islamic art, architecture, decorative and minor arts, Western social and political history, and performing arts, is located in the Heimbold Visual Arts Center.

Computer Labs are available in the Esther Raushenbush Library, the Heimbold Visual Arts Center, and the Ilchman Science Center. Wireless access is provided in all the libraries, public meeting spaces, all classroom and instructional facilities, and in dorm rooms.

The Help Desk, a service of the College's Information Technology Department, is located in the Esther Raushenbush Library. The Help Desk offers problem solving for general computing issues, hardware, software, and network support for the students, faculty, and staff of Sarah Lawrence College. The Help Desk staff and student workers provide computing assistance with troubleshooting via telephone support, as well as walk-in, office visits, and e-mail. They install, replace, and maintain all College-owned computers in faculty offices, classrooms, labs, and general access computing spaces. For more information, please visit our Web site at https://my.slc.edu/ics/Campus_Life/Departments/Help_Desk.

Hours for the Esther Raushenbush Library

Monday through Thursday: 8:30 a.m. to 1 a.m.

Friday: 8:30 a.m. to 12 midnight

Saturday: 11 a.m. to 12 midnight

Sunday: 11 a.m. to 1 a.m.

There are extended hours at the end of each semester.

Hours in the summer and during vacations will vary.

Hours for the William Schuman Music Library

Monday through Thursday: 9 a.m. to 9 p.m.

Friday: 9 a.m. to p.m.

Saturday: 1 p.m. to 5 p.m.

Sunday: 5 p.m. to 9 p.m.

Hours in the summer and during vacations will vary.

Hours for the Visual Resources Collection in Heimbold

Monday through Friday: 9 a.m. to 5 p.m.

Saturday: Closed

Sunday: Closed

Hours in the summer and during vacations will vary.

For complete information about resources and services, please visit the library Web page:

<https://www.sarahlawrence.edu/library/>.

Library Reserves

Information on Library Reserves and detailed instructions for adding material for your courses to the Reserve Collection are to be found under “Faculty Quick Links, Course Reserves Information” on the library Web page: <https://www.sarahlawrence.edu/library/services/reserves.html>. You can also contact the Reserve Department at [REDACTED] or e-mail [REDACTED].

Lockdown and Other Emergency Procedures

See “Campus Lockdown...”

Mail

SLC’s campus Post Office is located on the lowest level of Bates, near North parking lot. For questions about the mail or mailboxes, you should call [REDACTED] or e-mail at: [REDACTED].

Most faculty members are assigned mailboxes in the Post Office, although mail for some faculty members, e.g., those who teach dance, music, writing, and theatre, is delivered to their departmental offices. Faculty mailboxes in the Post Office are accessible during normal business hours: Monday—Friday, 8 a.m.—4:30 p.m. Incoming mail is sorted and distributed between approximately noon and 2 p.m. every weekday. You are automatically notified by e-mail if you have a package or overnight letter (FedEx, UPS, etc.). You must have your Sarah Lawrence ID card in order to pick up these tracked items. The Post Office is not allowed to release packages without a valid SLC ID.

Campus mail is also distributed through the Post Office, where you will find a slot for intra-campus envelopes. Outgoing mail leaves the Post Office on weekdays at 11 a.m. and 4 p.m.

Maintenance/Repairs

Nonemergency

For basic maintenance repairs, faculty must submit a request on MySLC at: <https://myslc.edu/workorders>. Basic repairs consist of, but are not limited to, furniture, shades, screens, dripping faucets, etc.

For any heating or air conditioning issues in an office or classroom, faculty should call Campus Operations immediately to report the problem. Do not wait to report lack of or too much heat or air-conditioning. After 5 p.m. and on weekends, faculty should call Westlands Desk at [REDACTED] to report a maintenance emergency.

Emergency

For maintenance emergencies such as loss of power, no heat, pipe break, or major flooding, IMMEDIATELY call the Campus Operations Office at [REDACTED] (Monday—Friday, 8 a.m.—5 p.m.). After 5 p.m. and on weekends, faculty should call Westlands Desk at [REDACTED] to report a maintenance emergency. For most of the academic year, Maintenance has onsite 24 hour-a-day, seven day a week coverage.

Missing Students Policy

If a member of the College community has reason to believe that a student who resides in on-campus housing is missing, he or she should immediately notify the SLC Security Department at [REDACTED]. Security will generate a missing person report and initiate an investigation. After investigating, should SLC Security determine that the student is missing, they will notify the Yonkers Police Department no later than 24 hours after the student is determined to be missing. Once it is determined that the student has been missing for a period of more than 24 hours, the SLC Security Department will also notify the student's emergency contact. If the missing student is under the age of 18 and is not an emancipated individual, SLC Security will notify the student's parent or legal guardian immediately after Security has determined that the student has been missing for more than 24 hours.

MySLC

MySLC, our campus portal and learning management system, is the primary source of information for members of the SLC community. It can be accessed at <http://myslc.edu>.

Through MySLC, faculty can:

- View the course catalog, schedule, and registration information
- Post course materials including syllabi, readings, and links
- Collaborate with students by sending emails, setting up a discussion board, and collecting assignments
- Submit Evaluations, Assessments, and grades
- View course appraisals that students have written about the class
- See information about donees (if applicable)
- Find out about benefits and policies, fill out HR and other forms
- View and print paystubs
- Search for students, faculty, and staff
- See what events are happening on campus
- Browse information about campus departments
- And more

User IDs and passwords for MySLC access are distributed to new faculty upon completion of hiring paperwork. If you have questions regarding your password or logging in to MySLC, please contact sysweb@sarahlawrence.edu.

The Learning Management System (LMS), found within the Academics tab of MySLC, allows for sharing of course materials and collaboration with students online. It allows faculty to post syllabi, readings, and links; email students; set up a discussion board; collect assignments; and more.

For help using MySLC, visit myslc.edu/help (log in to view all FAQs). Contact myslc@sarahlawrence.edu with any questions or to set up training on MySLC and the LMS.

Notary Public

Deby Finkelstein, Senior Director, College Events (Bates 2nd fl – [REDACTED]; [REDACTED]) and Judith McNatt, Executive Assistant & Budget Coordinator for the Provost & Dean of Faculty (Westlands 216B – [REDACTED]; [REDACTED]) are Notaries Public. If you need to have a document notarized, please contact Deby or Judith in advance to arrange for the service.

October Study Days

During the month of October, two days (always a Monday and Tuesday) are designated “October Study Days,” i.e., days when no classes or conferences are held. These days are set aside to allow students time to catch up on their work. Faculty members are not expected to be on campus on these two days. During the rest of the week (Wednesday, Thursday, Friday), classes are held, but there are no scheduled conferences. The dates of October Study Days for the current academic year are listed in the Student Handbook and in the Academic Calendar, available on MySLC at <https://www.sarahlawrence.edu/academic-calendar>.

Office Assignments

New faculty and those who have a change in office assignment will be notified by the Office of the Provost and Dean of Faculty by **August 1**. Faculty who are retiring or moving to a new office must be ready to move out of their current office by **June 30**. Keys can be obtained from Operations and Facilities, Andrews House, [REDACTED]. If you have special circumstances regarding your office allocation, please contact Meybol Escoto Montilla, Faculty Support Coordinator ([REDACTED]; [REDACTED]).

Office of Career Services

The Office of Career Services (Bates, [REDACTED]) provides a broad range of services that empower students to explore, define, and realize their career goals. Our office is a student-centered support service. We offer one-on-one advising appointments, consultations throughout the career planning process, and a variety of career exploration and networking activities. Our goal is to provide lifetime tools and skills for professional development, job search success, and career satisfaction.

Whether it's putting the final touches on resumes/cover letters, providing internship/job search and networking strategies, or preparing for interviews, the entire Career Services team is here to help students. Students are encouraged to complete their profile on Handshake, our online database, to gain access to internship and job opportunities. Handshake (<https://sarahlawrence.joinhandshake.com/>) is a fantastic resource for Sarah Lawrence students to:

- Access and apply to internship and job postings
- Schedule appointments with Career Advisers
- RSVP to Career Services' programs and events
- Network with employer contacts as well as alumni professionals

When completing their profile on Handshake, students are encouraged to join one or more career community. Career Communities connect students with faculty and alumni professionals who share an interest or expertise in a particular industry. Students can choose from the following Career Communities: Arts, Media & Entertainment; Human Services, Health & Education; Law, Government & Activism; STEM;

Environment & Sustainability; Business. By joining one or more community, students have access to:

- Individual/group consultations facilitated by career advisers
- Industry specific resources, networking events and other programming
- Targeted internship, entry-level, and professional development opportunities
- Advice from alumni professionals

The Career Services website (<http://www.slc.edu/ocs>) contains information about our programs and events, employer information sessions, employer site visits, career and internship fairs, and more.

Through the Career Adviser Program, career advisers are paired with FYS dons and offer support in connecting their donees to the professional development resources available through Career Services. Career advisers establish relationships with first year students and provide the First-Year and Fourth-Year Career Action Plans to help keep students on track in their career development. Emphasis is placed on encouraging student attendance at our signature class year programs.

For additional information, contact Angela Cherubini, director of the Office of Career Services.

Office of Marketing & Communications

The Office of Marketing & Communications promotes and safeguards the reputation and image of Sarah Lawrence College and all of its schools, institutes, centers, and programs. It ensures that the institution presents itself in an engaging and accurate manner, whether through our own publications and interactive media, or when working with the news media or other external information providers. The Office of Marketing & Communications is responsible for the development and maintenance of Sarah Lawrence's graphic identity standards; brand messaging; public Web site design, development, and content, publications and print collateral; photography and video production; and news/media inquiries. The office also publishes *Sarah Lawrence Magazine*, the College's semiannual alumni magazine.

Faculty and Student News

The Office of Marketing & Communications welcomes news of academic achievements—conferences, presentations, research projects, publications—as well as notice of students doing particularly noteworthy conference work, internships, or volunteer activities. Please send your news to communications@sarahlawrence.edu.

Media Requests

If you are contacted by a reporter regarding your expertise and choose to grant an interview or provide information, please notify the Office of Marketing & Communications (x2220) to make them aware that a story may run or for assistance with working with the media. In either case, the Marketing & Communications staff may be able to work with the reporter to provide additional information about the College. When relevant to news or events, the staff will work with faculty members to make their expertise known to the media or to help with the writing, editing, and/or placing of op-eds.

Office Supplies

See “Stationery and Supplies”; also see “Purchasing Policies and Procedures”

Overnight Accommodations

The Faculty House, located at 161 Hampshire Road (on Kimball Avenue across from Bates Center for Student Life), is available to faculty who need to stay overnight at the campus on an occasional basis related to business only. There is a maximum of four reservations per month. The fee is \$25 per night for faculty members and \$35 for guests.

Arrangements should be made through Paula Brunson (████████████████████) in Campus Operations, (██████████).

Only guests staying in the Faculty House are allowed to park in the Faculty House driveway. Please request a Faculty House parking permit when making your reservations.

Parking (Faculty/Staff)

Faculty and staff who will be driving to the campus must register their cars by completing the parking permit form at: myslc.edu/parkingpermit. A reply e-mail will be sent to notify the employee when the hanger permit is ready for pickup in Operations (the purple door). It is for the rear-view mirror and should remain on display in the car at all times. The hanger permit entitles faculty and staff to park in any campus parking lot, except Westlands and Mead Way.

Students, faculty and staff who are in need of accessible parking on campus due to a disability and who have city- or state-issued accessible plates or permits may park in any designated accessible parking space on campus. Accessible parking is available in the Westlands, Kober, Andrews, 45 Wrexham, and North parking lots, and near the Performing Arts Center. To park in the designated accessible spaces, vehicles must also display a valid SLC parking pass.

Parking (for Guests of Faculty)

Faculty who invite guests (speakers, job candidates, etc.) who will be driving to the campus should contact Campus Operations at (██████████) to arrange for a parking permit for the guest. When making the reservation, please advise if the person will be staying overnight at the Faculty House so that a parking permit can be included with the guest’s key to the Faculty House.

Paychecks

Paychecks are issued on the last business day of the month. Regular faculty and undergraduate guest faculty who teach all year will be paid in equal installments over 12 months and will receive their first check on the last business day of August and their last check on the last business day of July. Regular faculty and undergraduate guest faculty who teach for only one semester will be paid in equal installments over six months. Those who teach only fall semester will receive their first check on the last day of August and their last check on the last day of January, and those who teach only spring semester will receive their first check on the last business day of February and their last check on the last business day of July.

Guest faculty who teach exclusively in graduate programs all year will be paid in equal installments over 10

months and will receive their first check on the last business day of September and their last check on the last business day of June. Guest faculty who teach exclusively in graduate programs for only one semester will be paid in equal installments over five months. Those who teach only fall semester will receive their first check on the last day of September and their last check on the last day of January, and those who teach only spring semester will receive their first check on the last business day of February and their last check on the last business day of June.

Paychecks may be directly deposited into your checking and/or savings account. Please contact Luis Urias, payroll manager, [REDACTED], to begin direct deposit. Be aware that it may take up to one pay period for direct deposit to take effect. Please include a voided check or bank-generated form with your direct deposit form to reduce activation time. You will receive a paper check before your direct deposit information is confirmed; after direct deposit is activated, you will be able to log onto MySLC to retrieve, download, and save PDF copies of your paystubs.

Personnel

See “Human Resources”

Physical Education & Athletics

Campbell Sports Center

All faculty members are invited to use the Campbell Sports Center at no charge. You must have a valid College ID to enter. This facility houses a swimming pool, the Whitney Fitness Center, Wendy’s Studio, Noyes Court, the Rudman Track, the Clifford Squash Center, indoor rowing tanks, and locker rooms. Faculty who are eligible for College benefits may register their spouse/partner and children (ages 3-21) to use the facility free of charge. For complete information, please see the Web site: www.GoGryphons.com or call [REDACTED]. Faculty are also welcome to use the tennis courts, which are located behind Andrews House.

Physical Education

You may contact the Department of Physical Education & Athletics, [REDACTED], for information on faculty/staff exercise classes and participation in special events (squash tournaments, basketball tournaments, fitness challenges, etc.) or see the Web site, www.GoGryphons.com for more details.

Students are required to take four credits (one year) of physical education, and it is recommended that half be completed in the first year. Registration for classes takes place four times per year. The program emphasizes participation and enjoyment in a noncompetitive atmosphere. Due to limited space, faculty are not permitted to participate in most physical education classes.

Athletics

Faculty are invited to attend all athletic events free of charge. Please check the Web site for schedules. The athletic program is intended to provide learning opportunities to students as an adjunct

to their academic experiences. Reflecting the College's educational philosophy, success is measured by the growth and development of the individual and the team. At Sarah Lawrence, competition is viewed as a challenge for excellence and an incentive for commitment. Students may not miss classes or conferences in order to attend athletic practices. Absences to attend athletic competitions require approval of the faculty member.

Post Office

See "Mail"

Purchasing Policies and Procedures

For the current policy and procedures, please go to:

https://myslc.edu/ICS/Employee_Info/Finance/Purchasing/.

Registrar

The Office of the Registrar, located on the second floor of Westlands, is responsible for student registration, maintenance of academic records, collection of faculty evaluations and grades, certification of degree completion, issuance of transcripts, verification of enrollment, scheduling of classes, and classroom assignments. Daniel A. Licht, registrar (██████████); Marion Scimeca, associate registrar (██████████); Melissa McCarter, administrative assistant (██████████, ██████); see also "Class Rosters," "Class Schedule," "Classroom Changes/Needs," "MySLC."

Safety and Security

To speak with the director of Public Safety in a non-emergency situation, call ██████████ during regular business hours. In an emergency situation, you can immediately contact a member of the Public Safety staff at ██████████ (Westlands Desk). Westlands Desk is staffed 24 hours a day/seven days a week. All outside emergency services may be reached by dialing 9-911.

Security and Fire Safety Report

The Higher Education Act requires colleges to publish a yearly security and fire safety report. This report includes statistics for the previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Sarah Lawrence College; and on public property within, or immediately adjacent to and accessible from, the campus. The report includes institutional policies regarding campus security, such as policies about sexual assault, emergency procedures, missing students, and other matters. Fire statistics and a description of the fire safety system for each on-campus student housing facility can also be found in the report. You can access the report on our College Web site at www.slc.edu/security. The College's crime and fire statistics can also be found at the US Department of Education's Web site at www.ope.ed.gov/security. You can obtain a hard copy of this report by contacting the Sarah Lawrence College Operations and Facilities Office at ██████████.

Crime Reporting Responsibilities

As a faculty or staff member, if you observe any crime, or if any person reveals to you that he/she learned of or was the victim of, perpetrator of, or witness to any crime, you must immediately call the Campus Security Department at [REDACTED] or the SLC director of security at [REDACTED] to report it. This applies to crimes that occurred on campus; in any off-campus building or property owned or controlled by Sarah Lawrence College; on public property within, or immediately adjacent to and accessible from, the campus; on any Sarah Lawrence College sponsored trip; and at any of the SLC international programs. If you are in doubt as to whether a specific incident is criminal in nature, please err on the side of reporting the matter. In addition to reporting the incident to the Security Department, you can also report it to the Yonkers Police Department directly. Please be aware that, with the sole exception of health providers in the Health & Wellness Center, all faculty and staff are obligated to report situations they know about. You may not keep confidential any information about criminal activity, sexual harassment or assault, even if a student asks you to do so. If you have any questions regarding crime reporting, please call Matt Brewster at [REDACTED].

Campus Security is required to report any violent felonies or missing students to the Yonkers Police Department. It is also required to report the number of occurrences of the following crimes to the federal government on a yearly basis: murder and non-negligent manslaughter; negligent manslaughter; forcible sex offenses; nonforcible sex offenses; robbery; aggravated assault; burglary; motor vehicle theft; arson; all hate crimes involving bodily injuries; all liquor, drug, or weapon law violations resulting in an arrest; any hate crime that involved larceny-theft, simple assault, intimidation, destruction, damage, or vandalism of property.

Sexual Assault

Complete information regarding the College's Sexual Assault Policy may be found at: https://myslc.edu/ICS/Campus_Life/Resources/Sexual_Violence_Prevention_Support/.

Shuttle Services

A shuttle service is available most evenings from sundown to sun up when residence halls are open. To contact the shuttle, call Westlands Desk, [REDACTED]. The shuttle van stops at Westlands Gate and Hill House every 10 minutes and can only drive students or faculty from one on-campus location to another. When residence halls are open, there is a free evening/late night shuttle from Westlands Gate to the Bronxville train station, where Metro-North offers train service to New York City and White Plains. The shuttle delivers riders to all southbound trains. The first shuttle leaves Westlands Gate at 5 p.m. The shuttle meets all northbound trains from 5:15 p.m.–2:30 a.m. Riders must present a valid SLC ID card or guest pass to use the shuttle.

Snow/Bad Weather

See “Weather-Related Closings/Delays”

Speakers

For individual classes, modest funds are available to faculty members who wish to bring speakers to their classes. Such funding is usually available in the budget for the relevant discipline.

Requests for funds for speakers to address several classes or the entire College can be made to Melissa Frazier, associate dean of the college, at: [REDACTED]. While the Office of the Provost and Dean of Faculty has limited funds to support speakers, we also stand ready to assist faculty in combining funds from different sources. Faculty should be aware that complicated legal and financial requirements can apply in issuing honoraria. Please contact Judith McNatt [REDACTED] with any questions.

Stationery and Supplies

At the beginning of each academic year, faculty are provided with start-up stationery and office supplies, which may be picked up at the Faculty Support Office (Bates 07). Additional stationery as needed during the year is also available in the Faculty Support Office. For office supplies other than SLC stationery, please send your requests to: Meybol Escoto-Montilla, [REDACTED]. Requests are batched and orders are sent to our online supplier, Proftech, twice a week.

Student Affairs

The Department of Student Affairs, located on the second floor of Bates ([REDACTED]), consists of the Offices of Residence Life, and Community Partnerships and Service Learning. In addition to providing those services, Student Affairs is also responsible for the coordination of Orientation and Family Weekend, providing on-call crisis response, enforcing College policies, and advising undergraduate Senate. Our mission is to collaborate with students, staff and faculty to create welcoming, supportive, and challenging communities that maximize opportunities for student learning and engagement. Through innovative and student-centered programs and services, the professional staff facilitates student development, embraces differences, encourages civil discourse, empowers students to pursue leadership opportunities, and promotes personal, professional and civic responsibility.

Student Assistants

Faculty may hire students to assist them in their work. Funds for Student Assistants are available from the Office of the Provost with a maximum of \$450 per faculty member per semester. Student assistants' work may contribute to faculty teaching and/or their creative, performing and scholarly work. At the beginning of each semester the associate dean sends an e-mail informing faculty of the process for hiring. For further instructions, please go to the Faculty tab on MySLC, and click on "Student Assistants" under Resources for Faculty.

Telephones

Also see "Conference Calls"

All office extensions on campus are four-digit numbers beginning with “2” or “6” and may be directly dialed. From outside lines: For extensions beginning with “2,” dial [REDACTED]; for extensions beginning with “6,” dial [REDACTED]. To reach the Advancement staff located at 45 Kraft Avenue, dial [REDACTED].

To get an outside line, dial “9.” If you have other telephone questions, including questions about voice mail, please e-mail Mo Gallagher at [REDACTED].

TransitChek

TransitChek is a premium tax-advantaged benefit. For 2019, the IRS allows you to deduct up to \$265 per month (pre-tax) toward transit and up to \$265 per month (pre-tax) for qualified parking. (See its Web site at <http://tams.transitchek.com>.) If you have any questions, or would like to enroll in TransitChek, please contact Imelda Pleitez-Santana in the Human Resources Office, [REDACTED]; [REDACTED]. Please be advised that this benefit is for benefit-eligible faculty.

Vans and Vehicles

The College maintains a limited number of passenger vans and vehicles for College-sponsored activities, class trips, community partnership programs, and athletic events. For complete information, including instructions for reserving a van, go to the Campus Operations Service Center at <http://myslc.edu/operations> and click on Van Reservations.

Voicemail

Instructions are available on MySLC at: https://myslc.edu/ICS/Campus_Life/Departments/Help_Desk/FAQs.jnz?portlet=FAQs&screen=PostView&screenType=change&id=b2d18686-813d-4683-8649-5029e2088e2f

Weather-Related Closings/Delays

In the event that the College will be closed or will have a delayed opening due to poor weather, you will be notified by the emergency notification system. Please sign up and/or update your information regularly. An announcement will also be posted on the SLC Web site.

Westlands Desk

Westlands Desk ([REDACTED]) is the main reception area of the College and is covered 24 hours a day, 365 days a year. For nonemergencies, dial [REDACTED]. For emergencies dial [REDACTED].

EXHIBIT G

SARAH
LAWRENCE
COLLEGE



Student Handbook

2019–2020

Important Phone Numbers & E-mail Addresses

Bookstore		
Campus Operations		
Career Services		
Center for Global Education		
College Events		
Community Partnerships		
Dean of the College		
Duplicating		
Financial Aid		
Food Services		
Graduate Studies		
Health & Wellness Center		
Help Desk (Student Computing)		
Human Resources		
International Student Services		
Library		
Office of the Dean of Studies and Student Life		
Physical Education and Athletics		
Post Office		
President's Office		
Public Safety (non-emergency phone number)		
Registrar's Office		
Residence Life		
Student Accounts		
Student Affairs		
Student Involvement and Leadership		
Student Employment		
Title IX Coordinator		

The Student Handbook

The 2019–20 Sarah Lawrence College Student Handbook is your guide to Sarah Lawrence and the campus. Please read it through at least once. Familiarity with the material contained herein will save you much time and many headaches later. You are especially advised to read carefully the sections outlining academic and campus life policies and procedures, as you are responsible for following the College regulations printed there. When you need information, always check this handbook first.

This handbook has been prepared for the undergraduate and graduate students, faculty, and staff of Sarah Lawrence College, and others wishing to know about College policies, procedures, programs, and activities. Every effort has been made to ensure that the information contained herein is accurate as of the date of publication (August 2019). Sarah Lawrence College reserves the right to correct errors and to make changes in policies, procedures, programs, and/or activities without prior notice. Changes and amendments made after publication will be posted on the College's Web site.

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*In an effort to avoid gendered language in this document,
Sarah Lawrence College has chosen to make exceptions
to select grammatical rules (i.e., pronoun agreement)*

To the Students of Sarah Lawrence:

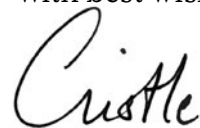
Greetings and welcome to new and returning students for the 2019–2020 academic year at Sarah Lawrence College. I am delighted to welcome you and I look forward to getting to know you as members of the Sarah Lawrence community.

At Sarah Lawrence, you will find yourself surrounded by talented, passionate, self-directed, creative students. Your education at Sarah Lawrence begins with the work you undertake with faculty in seminars and conferences, lectures and labs, but it extends to every aspect of your life at the college and your peers will be a rich part of your education. Get to know them – they are an amazing group of people! While Sarah Lawrence is a place, we are above all else, a community. As a community our goal is to foster shared respect for intellectual and creative work, and for differences, in whatever form they take, as a foundational value expressed in our Principles of Mutual Respect, and as one of the most formative learning opportunities you will have in your time as a student.

One of the great benefits, but also primary challenges, you will discover at Sarah Lawrence is that you are likely to find yourselves in a less structured academic environment than you have experienced before, with new freedoms blended with new responsibilities, above all the responsibility to shape your education. Always know that your professors, deans, and the staff are here for you. And know that I, too, am here for you. I look forward to running into you over meals at Bates, at the gym and in the theaters, at events around the campus, and as our paths cross in our day-to-day work. Take a moment in those chance encounters to stop and say hello and let me know what you're discovering at this wonderful college.

This handbook is designed to help you navigate your way at Sarah Lawrence and, in many respects, life beyond your four years at the College. I wish you great personal success and fulfillment in this academic year and in our common life together as part of the Sarah Lawrence community.

With best wishes,

A handwritten signature in black ink, reading "Cristle".

Cristle Collins Judd

President, Sarah Lawrence College

About Sarah Lawrence College

History of the College

William Van Duzer Lawrence founded the College in 1926 as a two-year diploma-granting institution (or junior college) intended, in part, to relieve the overcrowding in women's colleges around the country. Named to honor his wife, Sarah Bates Lawrence, the College became a four-year degree-granting institution in 1931. Originally admitting only women, the College made the commitment to coeducation in 1968, with the conviction that our distinctive opportunities should be available to all. Today the College welcomes men and women of all races and backgrounds who display evidence of intellectual curiosity and stamina, concern for others, and the potential for personal growth. We are particularly concerned that our faculty, administration, and student body reflect the social, racial, and economic diversity that characterizes our society. We believe that education is enhanced by diversity, that when a college is too homogeneous it loses the vitality of a dialogue among people of different experiences and beliefs.

Throughout its history, Sarah Lawrence has promoted new ideas and instituted outstanding programs. In 1937, the College founded the Early Childhood Center, a school for children ages 2 through 6, where Sarah Lawrence students serve as interns and engage in research projects. In 1949, the College introduced programs leading to the MA degree; since 1969, the College has also awarded the MFA degree in the performing arts and creative writing. In 1962, Sarah Lawrence established the Center for Continuing Education, the first full-scale undergraduate program in the country designed for returning adult students. Sarah Lawrence has pioneered the founding of several outstanding graduate programs that have served as models nationwide: the master's program in human genetics (1969), providing training for health professionals in human genetics and inheritable disorders; the master's program in women's history (1972), linking teaching and research with the problems of women in a changing society; and the master's program in health advocacy (1980), educating advocates for a broad array of roles within the health care system. In 1985, the College began the Art of Teaching Program, which leads to the MEd degree and prepares students for teacher certification (nursery through sixth grade). Activities and programs in child development were consolidated as the Child Development Institute in 1987.

Our Philosophy

We believe an educated person is one who combines skepticism with reverence, who questions everything but the dignity and worth of others, and who recognizes an obligation to serve the larger community.

We believe the most profound learning takes place when the process of education is linked to the experiences, interests, and capacities of the individual student. By investing their own human and intellectual resources in the process of education, students more effectively commit themselves to academic study. We foster that active involvement by focusing on each student and that student's unique interests and potential.

To help each student attain a fully autonomous and meaningful relationship to knowledge, our pedagogy is based on small discussion seminars, individual conferences, and direct faculty advisement. When students take intellectual and creative risks, they become aware of the particular strengths and weaknesses of their own processes of learning, communication, and expression. We encourage students to:

- explore intellectual issues within a framework of humanistic values,
- blend intellectual rigor with passionate human concern,
- derive pleasure from disciplined study,
- approach learning with a sense of meaning and urgency,
- transcend any intellectual and creative limitations.

Close faculty-student contact is required to realize our educational goals. The low student-to-faculty ratio of 9-to-1 makes the intensity of this teaching possible. The result is more direct faculty participation and involvement with students in the educational process than at any other major undergraduate college in the country.

The Mission Statement of Sarah Lawrence College

At Sarah Lawrence College our mission is to graduate world citizens who are diverse in every definition of the word, who take intellectual and creative risks, who cross disciplinary boundaries, and who are able to sustain exceptional academic discipline within a framework of humanistic values and concern for community. Our unique educational practices provide our students with the opportunity to study intensively in small classes, to engage in independent research, and to spend unparalleled amounts of time working one-on-one with an exceptional faculty of scholars and artists, creating a tailored academic program of the students' own design. Our goal is to instill in students a lifelong intellectual curiosity and nimbleness, as well as the confidence and entrepreneurial spirit to embrace a broad range of personal, professional, and creative pursuits. We thus prepare students to think and act independently so that they will tackle the problems of, and thrive in, a complex and rapidly evolving world.

Method of a Sarah Lawrence Education

Sarah Lawrence College was founded on the belief that even the best of traditional colleges define education too narrowly. Our history has been consistent with that vision. And so we have sought to integrate elements in education that are elsewhere conceived of as mutually exclusive: reason and imagination, subject matter

and personal experience, intellectual play and the disciplined pursuit of ideas, an established curriculum and the need to shape one's own education. In so doing, we offer an opportunity for genuine learning that begins with the experience of each student, with people who come to college with a series of urgent questions based on their backgrounds, needs, values, and goals. We make it possible for students to link their personal concerns to the great traditions of knowledge, and we regard that link as the element that brings life and vitality to the process of education.

The educational aims and objectives of the College are realized through practices that center upon the growth of the individual and the crucial role played in this growth by the relationship between student and teacher. We believe this humanistic stance to be important in a time of increasing depersonalization and specialization. These practices are translated into a set of characteristics, which, taken together, mark the College as distinctive:

- We have no system of faculty rank. Each teacher is simply a teacher. In addition, we are one of the few colleges that do not use graduate assistants as teachers.
- There are no departmental syllabi, standard textbooks, or fixed teaching procedures. This leads to a joint student/teacher learning experience centered upon personal and scholarly interests and enthusiasm.
- In our philosophy and practice, we reward good teaching. We provide freedom from the “publish or perish” syndrome, which enables our teachers to devote full attention to teaching and to their scholarly interests. Free of the pressure to publish on schedule, they pace themselves and publish books that reflect complete and mature scholarship.
- We employ a teaching mode patterned after the Oxford/Cambridge system of seminars and tutorials. Most course work involves studying in this format, with heavy emphasis placed upon the student's responsibility for personal performance and success.
- Every student is assigned a faculty don (derived from the Oxford terminology), who is the student's academic and personal adviser. First-year students meet with their dons weekly. After the first year, donning sessions are scheduled as needed.
- We encourage students to build their own concentrations, selecting courses tailored to their interests and abilities as well as to their career goals, such as entrance to medical or other graduate schools. Student and don work together to plan the sequence and distribution of courses in the student's program.
- We have never used grades as a competitive device to motivate students. This helps place responsibility for students' work upon themselves. Students do receive a continuing evaluation of their work through the tutorial process and written evaluations from their teachers.
- We provide a three-course educational program for all students. In special cases, students may take four courses and, in the senior year, may elect to do a consolidated senior thesis under the guidance of teachers in several areas of study.

The ultimate aim of this highly individualized and humane approach to education is to help students take intellectual risks, discover and enjoy their innate creativity through the discipline that leads to skill, explore issues within a framework of humanistic values, blend intellectual rigor with passionate human concern, and approach all learning with joy and urgency. We are concerned, above all, with endowing students with the efficacy and will to make a difference in their own and others' lives.

Undergraduate Academic Policies and Procedures

Undergraduate Program Planning

Students are encouraged to use their own interests as the key to engage involvement with the subject matter and to choose the course of study most meaningful to them. Dons and students work together to design educational planning and approaches best suited to the students' needs. The College's degree requirements are designed to foster these ideals as well as expose students to different means and methods of learning and to a variety of subjects.

Degree Requirements

The responsibility for knowing and satisfying all degree requirements rests with the student. Course requirements for the Bachelor of Arts degree are as follows:

1. Satisfactory completion of 120 credits, at least 60 of which must be Sarah Lawrence credits..
2. Satisfaction of the residency requirement:
 - a. a minimum of two consecutive years of full-time study to the Bronxville Campus. Sarah Lawrence Study-Abroad programs satisfy a maximum of one year of this requirement for students entering the college prior to spring 2018. Starting fall 2018 SLC study abroad programs will no longer be used to meet residency requirements.
 - b. successful completion of full-time study at Sarah Lawrence in Bronxville for either the junior or senior year.
3. Fulfillment of the distribution and lecture requirements as outlined below.

Distribution Policies and Guidelines

Sarah Lawrence seeks to give its students a broad and balanced liberal arts background and as such, does not impose specific course requirements. For this reason, students are asked to plan their programs with their dons in accordance with the following guidelines:

1. The curriculum consists of four academic areas: natural sciences and mathematics, humanities, history and the social sciences, and creative and performing arts. Degree candidates are required to complete a minimum of 10 credits in at least three of the four areas.
2. Within the 120 degree credits, there is a fixed maximum for each of the four areas. Students may take no more than 80 credits in natural sciences and mathematics, 80 in the humanities, 80 in history and the social sciences, and 60 in the creative and performing arts. The subjects included in each area are as follows:

Natural Sciences and Mathematics: biology; chemistry; computer science; mathematics; physics

Humanities: art history; dance history; film history; language; literature; LGBT studies; music history; philosophy; religion

History and the Social Sciences: anthropology; Asian studies; economics; environmental studies; geography; history; politics; psychology; public policy; science, technology, and society; sociology

Creative and Performing Arts: dance; music; visual arts, including digital imagery, drawing, filmmaking, screenwriting, media arts, painting, photography, printmaking, sculpture; theatre; writing

Of the 120 degree credits, no more than 50 can be in a single discipline, e.g., math or literature or photography. On occasion, in order to advance their curricular and academic interests, students may wish to seek an exception to the residency or distribution requirements. Such exceptions are decided by the Committee on Student Work. See [“Exceptions to Academic Policies” \(p. 7\)](#) for more information. The 60-credit creative arts limit and the lecture requirement are never waived.

Lecture Requirement

Students are required to successfully complete four semesters of lecture courses at Sarah Lawrence and are strongly encouraged to do so prior to their senior year.

The lecture requirement is reduced by one semester for each block of 15 transfer credits accepted, or each semester successfully completed in a Sarah Lawrence off-campus program.

Students taking two of the following courses containing a laboratory component in a single semester are exempt from one semester of the lecture requirement: “General Biology,” “General Chemistry,” “Organic Chemistry,” “General Physics” (including “Introduction to Mechanics” and “Introduction to Electromagnetism”), “Genetics,” and “Cell Biology.” This makes it possible for pre-health students to take additional academic seminars. The lecture requirement is reduced by a maximum of two semesters for students enrolled in such a program.

Students may elect to take a lecture or a language/lecture third in one semester for half credit with the consent of both teachers. Students may only register for this option during the Add/Drop period. It is the faculty’s prerogative to determine the scope of work the student must complete. This option fulfills one semester of the lecture requirement. Partial credit is not granted for components of lecture or language/lecture thirds. The lecture requirement is never waived. See [“Academic Thirds” \(p. 15\)](#).

Exceptions to Academic Policies

Students requesting exceptions to the College's academic policies must do so in a letter of appeal addressed to the Committee on Student Work and sent to [REDACTED]. The letter should state the requirement or policy for which the exception is requested and provide a rationale for why the exception should be made. If possible, requests for exceptions should be submitted to the Committee on Student Work in the semester prior to the one for which the exception is requested. Request letters should be accompanied by a letter from the student's don in order for the committee to consider the appeal. The 60-credit creative arts limit and the lecture requirement are never waived.

Accommodations for Students with Disabilities

Sarah Lawrence will make reasonable academic accommodations and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students requesting accommodations for a documented disability must contact the associate dean of studies and disability services in the Office of the Dean of Studies.

Donning

Faculty/student interaction is central to the academic life at Sarah Lawrence. The don serves as the primary academic adviser, helps the student plan a program and meets with the student regularly throughout the undergraduate years. A don's approval is necessary in matters such as registration and program changes, for special plans such as an off-campus year, or acceleration. In addition, dons are available to help students access resources for non-academic issues. After the first year, students and their dons should continue to meet on a regular and consistent basis.

First-year students are donned by their First-Year Studies teachers. Having worked closely with the student in seminar and conference, the don is particularly attuned to the student's strengths and challenges. Many students keep the same dons throughout their undergraduate years. Others may change dons because of faculty leaves, change of interest, or personal preference. Students wishing to change dons after the first year do so by submitting a don change form which is available either in the Office of the Registrar or on MySLC. Before making a change, students must speak with the former and new dons and obtain the signature of the new don. Transfer and guest students are assigned dons for the opening weeks of the semester. As the semester progresses, they may continue with these dons or select other faculty to be their dons. Since dons are consulted by faculty and administration and receive copies of student reports, an accurate record of each student's don is essential. Students on a leave of absence or an off-campus year are encouraged to remain in touch with their dons. When a faculty member takes a leave, their donees should arrange an on-campus don for the duration of the leave.

Competitive Fellowships, Scholarships, and Grants

Students at any stage of their undergraduate years who are planning ahead for opportunities available during their time at the College and/or following graduation are urged to meet with any of the deans of studies to discuss these options. Information about such opportunities can be found at the "Competitive Fellowships, Scholarships, and Grant Opportunities" link on MySLC. Competitive fellowships, scholarships, and grants offer possibilities to conduct research, work in different parts of the world, or follow a passion. Students are

encouraged to consult campus liaisons listed in the brochure for further information about the criteria of each fellowship, scholarship, and/or grant and the process by which to apply. Deadlines vary by fellowship and many have internal in addition to the ones imposed by the fellowship administrators.

Undergraduate Registration

General Description

Course registration takes place on campus in the opening week of each semester. Registration material is available to students on MySLC. In the opening days, students review the curriculum and discuss proposed programs with their dons. Students are required to interview for classes for which they wish to register, and students who fail to interview may be denied admission to the class. The interviewing process allows students to learn more about course content and expectations, to explore possible conference ideas, and, if relevant, to discuss prior experience with the subject. All students are required to be enrolled full-time each semester unless they have been granted a reduced course load by Disability Services or Health & Wellness. First-year students are required to be enrolled in three five-credit courses unless granted a reduced course load. When the student and don have agreed upon a program, the registration forms, signed by the don, are filed with the Office of the Registrar.

Registration forms must include three course choices. Students may not enroll in two writing courses in the same genre. First year students may not take two courses in the same discipline nor two creative arts concurrently. However, because class sizes are limited to 15 students in seminars and 45 students in lectures, some students will not be admitted to all three of their first choices. Every effort is made to place students in at least two of their three choices. First-Year Studies course assignments are considered first-choice placements.

Following the last day of the initial registration period, registration placements, as well as a list of all courses that still have openings, are posted on MySLC. Students who still need a third class after initial registration, participate in alternate registration. Alternate registration takes place the day after initial registration is posted. In order to select an alternate course, students once again must interview teachers and must hand in a list of three possible alternate courses. Final course assignments are posted by the first day of classes. Students who do not submit three choices run the risk of not being placed in class during alternate registration.

The Office of the Dean of Studies, on behalf of the Committee on Student Work, reviews all registrations to make sure they result in acceptable degree programs. Students will be notified, as needed, regarding their distribution and lecture requirements. They should then consult their dons and rework their programs, if necessary, during the Add/Drop period.

Second Semester Registration

Students who complete a semester course or who leave a yearlong course at the end of the first semester must register again in January. When students leave a yearlong course at midyear, they must file a yearlong course drop form with the Office of the Registrar before the end of the first semester so the teacher can submit a final grade and credit report. If the course is not dropped at the appropriate time, students can only change their registration during the Add/Drop period.

Registration Accommodations

Any student who has a disability and requires accommodations at any point in the registration process should contact the associate dean of studies and disability services at [REDACTED] or [REDACTED]. Students with mobility impairments requiring accessible classrooms should choose their classes without regard to location. The registrar will work with the associate dean of studies and disability services to arrange a location for the class in an accessible classroom or lecture hall.

Interviewing faculty during registration is an integral part of the Sarah Lawrence course selection process. Any student who has a disability and requires accommodations to participate in the interview process should contact the associate dean of studies and disability services. The accommodations will be determined by the associate dean of studies and disability services and the student to ensure that the student meets with the faculty for interviews in a manner equivalent to all other students. The associate dean of studies and disability services will assist the student in contacting the faculty and setting up the interview, whether in person, via e-mail, or by phone.

Add/Drop Period

The Add/Drop period begins on the first day of classes and continues for the next two weeks. Once classes begin, interviews are no longer necessary. Students should speak directly with the teacher in whose class they are interested. During this time, students who wish to change their programs must submit Add/Drop forms signed by the relevant faculty and their don.

Students seeking to enter a course in the third week of classes may do so only with the teacher's written permission on a form specially designed for registrations during the third week. To earn full credit in the course, the student must make up all of the work missed prior to joining the class. The teacher has the discretion not to admit a student into a course in the third week. All students are expected to register for a three-course program.

Credit in a Course for Which a Student Has Not Registered

No credit will be given in any course for which a student has not registered at the beginning of a semester. Students cannot convert an audit into a credit course after the registration period has ended.

Late Registration

All students must complete their registration by the end of the Add/Drop period. This includes registration for directed study options (conference courses, independent studies, and fieldwork) to which earlier deadlines may apply. In exceptional circumstances, the Office of the Dean of Studies may give permission for a course change or addition after the third week, but in those cases, students will not receive full credit for the added course. Any program changes submitted after the Add/Drop period has ended will be subject to a late registration fee of \$50. No changes will be accepted after the fourth week of classes.

Auditing

Students may audit one course each semester with the permission of the instructor but should not expect to have conferences with the teacher nor to have written work evaluated. Audit requests will be reviewed and approved by the Office of the Dean of Studies on behalf of the Committee on Student Work. If approved, the audit will be listed on the student's transcript if the student registered for the audit within the registration period and if the instructor has informed the Office of the Registrar that classes have been attended throughout the semester. There is no charge for auditing by matriculated Sarah Lawrence students. Students cannot convert an audit into a credit course, or vice versa, after the registration period has ended.

Pass/Fail

Students may take one course each semester on a pass/fail basis. The arrangement must be made during the Add/Drop period, and the teacher must notify the Office of the Registrar in writing by the end of the third week of classes. The arrangement cannot be made retroactively, and students cannot ask at the end of the semester or in a subsequent year to have a pass instead of the grade that was given or to receive a grade in a course for which a pass/fail arrangement had been made. Practicum and fieldwork courses are taken on a pass/fail basis only.

Four-Course Programs

Any semester program in excess of three courses or 15 credits is considered a fourth course, including course work undertaken at another institution, and must be approved by the Office of the Dean of Studies on behalf of the Committee on Student Work. Students are encouraged to consult with their dons when considering extra course work during an academic semester.

1. **Courses:** For three-to-five-credit courses in the curriculum, registration for a fourth course takes place in the second week of the semester and is limited to courses that have openings at that time; faculty may not hold a place for fourth-course requests. However, students interested in taking a fourth course should request the teacher's permission to participate in the class until they can register for it. Fourth-course request forms become available from the Registrar's Office and through MySLC in the second week of the semester. In the third week of classes, the Office of the Dean of Studies, on behalf of the Committee on Student Work, will review academic records and programs of students requesting fourth courses and notify them of its decision.
2. **Directed Study:** Only one directed study may be taken per term. Once approved, the directed study will be registered in the student's program.
 - a. Practicum courses and fieldwork is the only option permitted as a two-to-three-credit fourth course for non-graduating seniors. Students intending to take fieldwork for two or three credits, not to exceed 18 credits per term, must submit a Fieldwork Proposal.
 - b. Community Partnerships
 - c. Seniors who need additional credits to graduate have the option of proposing an independent study for two to three credits and must submit an Independent Study Proposal

Fourth courses are not allowed for first-year students nor for first-semester transfer students. Fourth-course requests from students on academic probation or who have lost credit in the immediately preceding semester are usually not approved. A four-course program is unusually demanding, and students who consider applying for such a program should be sure that they are not jeopardizing any of the benefits to be gained from the normal three-course program. Because it is important that students have maximum flexibility in this regard, they are allowed to withdraw from the approved fourth course without academic penalty. Students wishing to drop a fourth course must do so by the end of the sixth week of the semester.

Tuition for fourth courses prior to the second semester of the senior year is charged during the semester in which the course is taken. Flat-rate tuition covers students approved for a two-to-three credit directed study or course in addition to the regular (15-credit) program. Any fourth course credits in excess of 18 for the term are charged at the regular per-credit tuition rate. A partial refund for charges in excess of 18 credits will follow the published refund schedule ([see page 145](#)).

Second Semester Senior Year

Second semester seniors are eligible for partial programs (and prorated tuition) in their final semester only when the College has transcripts of all their prior degree credits and their residence, lecture, and distribution requirements have been fulfilled. Those transcripts must be received by the Registrar Office by December 1 for May graduate and September 1 for December graduates. Special arrangements cannot be made on the basis of transcripts expected but not received. Please note that financial aid may not be available for credits in excess of degree requirements. Those students who register for less than a full course load are billed only for the credits in which they enroll and are responsible for applying to the Office of the Dean of Studies for reduced tuition under these circumstances. This request must be made no later than the end of the Add/Drop period for spring semester. Students who register for a directed study over the summer to complete their remaining credits will be billed for those credits. In applying for a part-time load, students should consider implications for scholarships, loans, health insurance, and housing, some of which may require full-time status.

Second-semester seniors with a full course load (15 credits) may take one additional course (not to include directed studies) beyond the 120 credits required for graduation without charge if they were registered as a full-time student during the preceding semester. To receive this benefit, they must register for the fourth course during the fourth-course registration period ([see “Four-Course Programs” \[p. 10\]](#)). Seniors who anticipate entering their final semester needing fewer than 12 credits to graduate must notify the Office of the Dean of Studies by December 1 to request that their billing be adjusted. Seniors enrolling in fewer than 12 credits will be billed at the per-credit tuition rate. Generally, seniors who enroll in credits exceeding 126 will be billed for those credits.

First-Year Studies Programs

Assignments to First-Year Studies courses are made by the Office of the Dean of Studies during the summer on the basis of the First-Year Studies submission form and the student's college application.

First-year students must take courses in three different disciplines and are encouraged to fulfill distribution requirements in their first year. Programs with two creative arts courses are not allowed for first-year students.

Transfer and Guest Students

Transfer and guest students are assigned temporary dons during the summer and must meet with them when they arrive on campus at the beginning of the interview period. Midyear transfer students are assigned temporary dons just prior to arrival on campus.

If transfer students encounter difficulties in registration or in arranging a program, they should speak with their dons or make an appointment to see a member of the Office of the Dean of Studies.

Guest students should consult with their home institutions about their academic programs to ensure they will receive credit and meet institutional requirements.

Undergraduate Program Options

The College offers a number of different opportunities that make it possible for students to expand the curriculum based on their interests.

Directed Study

Directed study provides the opportunity to work one on one with faculty in a course designed to deal with subject matter not covered in the curriculum. (The proposal should not substantially overlap with an existing course.) Ideally proposals should be submitted in the final month of the semester prior to that in which the student wishes to undertake the study. Proposals not submitted by the end of the Add/Drop period will not be considered. The title of a directed study will appear on the student's transcript and will not be altered once the proposal has been approved. As such, the chosen title should reflect the nature of the subject and its intended theme. **First-year students, first-semester transfer students, and guest students are ineligible to propose directed study courses.**

These options take one of the following forms:

Conference Course: 5 credits only

A conference course is a semester course for an individual student in which the proposed material cannot be studied as conference work in conjunction with a regular course offered in the curriculum. The student meets weekly with a faculty sponsor. As with any seminar, students work in an organized manner through a set body of materials. Conference courses offer the flexibility to evolve along with the student's mastery and interest. Conference courses may not be undertaken during the summer.

Independent Study: 2–5 credits

An independent study is an intensive, advanced investigation of a selected topic. Advanced students work independently under the guidance of a faculty sponsor (usually a teacher with whom the student has previously studied) in research, creative work, or intensive reading. Such study results in a major work such as a long paper, play, musical composition, or film. Students meet periodically with their sponsor to assess and direct work. Credits should be commensurate with the scope of the project, frequency of meetings, and nature and quantity of academic work submitted. Independent study courses are available to juniors and seniors only.

Fieldwork Course: 2–5 credits

Fieldwork combines work in an off-campus organization with independent academic study under the guidance of a faculty sponsor. Ideally, fieldwork represents a practical application of a theoretical approach—and/or “hands-on” exposure to a particular subject—that the student has already studied in an academic setting. Fieldwork courses may be taken as part of a student’s regular program during the academic year, during the summer, or while on a leave of absence from the College. These courses are not assigned evaluative grades, only written evaluations, and are taken on a pass/fail basis. Students meet periodically with their sponsors to assess and direct work. Credits are commensurate with the scope of the project, frequency of meetings, and nature and quantity of academic work submitted. Academic credit is not awarded solely for the number of hours worked at the placement. If no academic work is completed, the course will result in no credit. Fieldwork is available to all but first-year students and first-semester transfer students.

Senior Thesis: 10 credits

A senior thesis affords the opportunity of doing intensive and interdisciplinary work over the course of an academic year with a committee of two or three faculty members from different disciplines chosen by the student. One faculty member serves as chief sponsor, while the others bring the insights and methods of their disciplines to bear on the project. A senior thesis requires a good deal of planning that should be done in the spring of the junior year (and proposal forms submitted by May 1) and earns 10 credits for the year in which it is completed. Students can expect to be notified of approval by July 1. Students who register for a senior thesis are responsible for meeting with each of their sponsors and keeping them informed of their progress. Early in the fall, the chief sponsor and student will agree on a schedule of work, including a substantial piece of written or artistic work to be turned in by the end of the fall semester. This can be a first chapter, a 10- to 15-page prospectus and detailed bibliography, or the first piece of an art project. If the faculty sponsors feel the work is proceeding satisfactorily, the project will be continued in the second semester. If satisfactory progress has not been made, the chief sponsor and the student will discuss how the thesis may be reformed as a conference project or an independent study or dropped as a course option.

In the spring semester, the committee should meet again. Students should submit a first draft of the thesis to the chief sponsor before spring break; at the latest, the completed thesis will be due a week before the end of classes. Upon revisions made to the first draft, students should submit a revised draft of the thesis to the faculty sponsor by mid-April. All faculty sponsors should read the final thesis and provide comments to the chief sponsor. The chief sponsor submits an evaluation at the end of each semester and a single grade at the end of the year.

Directed Study Approval and Restrictions

While directed study options differ in form, they share the same approval process and restrictions. Students interested in pursuing these options are urged to consult first with their dons and complete the application process in the semester prior to that in which they intend to take the course. Directed study, fieldwork, and senior thesis proposal forms are available in the Office of the Dean of Studies and on MySLC. Completed intersession projects must be submitted by the first day of spring classes.

Proposals are reviewed and approved by the Office of the Dean of Studies, on behalf of the Committee on Student Work, and the associate dean of the college on behalf of the Curriculum Committee. The content, as well as writing and reading requirements of the directed study, must be comparable to other courses in the curriculum. Proposals must discuss the following in detail:

1. Objectives and rationale for the course, fully describing the course and addressing the student's preparation, how the course fits in with current and future work, and how the proposed course differs from current curriculum offerings
2. Preliminary bibliography
3. Tentative course outline
4. The specific work to be reviewed for final evaluation, e.g., a long paper, play, film, or composition

Approval Process

1. Proposals are to be prepared in consultation with the faculty sponsor or sponsors in the case of senior theses.
2. The student must submit the completed form (including all signatures indicated) to the Office of the Dean of Studies, where it will be reviewed first by the Committee on Student Work and then by the Curriculum Committee.
3. Once approved by the Committee on Student Work and the Curriculum Committee, a two-to-three-credit directed study, along with a regular three-course program, is registered as part of the program.
4. Should a two-to-three-credit directed study that exceeds a regular 15-credit program need to be dropped, the deadline by which to do so is the Friday following October Study Days in the fall semester and the Friday prior to spring break in the spring semester.
5. Summer and intersession proposals are registered and billed upon approval and cannot be cancelled. Fieldwork undertaken in the summer or intersession is charged at 50 percent of the current per-credit tuition rate.

Restrictions

1. A student may take only one such course each semester.
2. Over the course of a student's career at the College, a maximum of 20 credits may be applied to the degree through directed study options.
3. Only regular faculty can serve as sponsors. Special permission regarding guest faculty must be obtained by the Office of the Dean of Studies.
4. The senior thesis option is available only to seniors; conference courses and fieldwork are available to all but first-year students and first-semester transfers; independent study courses are available to juniors and seniors only.

Academic Thirds

Academic Thirds (i.e., Language/Language, Language/Lecture, and Lecture/Lecture Thirds) offer students the possibility of combining two languages, one language and one lecture course, or two lectures to make up one-third of their course of study. Students will receive a total of five credits (for the semester) or 10 credits (for the year) for the combined course work, and both courses will be listed separately on their transcripts.

While we strongly encourage students to interview teachers during the initial registration period, at registration they will be allowed to enroll only in one class. Space permitting, after the conclusion of alternate registration, i.e., during the Add/Drop period, they may then add an additional class to create a Third.

Students need to have a clear sense of what they are undertaking before they enroll in an Academic Third, and accordingly, first-year students and students on probation are not eligible.

For any Academic Third, students need the written permission of the two instructors whose courses together will make up the Third. This permission is not automatic; faculty members have the right not to accept a student who wishes to take that course as a Third and to determine the scope of work to be completed if a student is placed in the class. Language/Language, Language Lecture, and Lecture/Lecture Third registration forms are available at the Office of the Registrar and on MySLC and must be signed by the relevant faculty members and also by the student's don.

Please note: Partial credit is not granted for components of Academic Thirds.

In addition to the above, please read the information under each option for further details.

Language/Language Thirds

Students may combine any two languages at any level into a Third with two exceptions: Students may not (1) combine two beginning courses (if one part of the Third is at the beginning level, the other part must be at a more advanced level) or (2) combine either Japanese I or II as a part of a Third.

In combining the two courses into one-third of a program, a student may elect, with the instructor's permission, not to do conference work in one of the two classes. If one of the two courses is a beginning language class, however, the student must do the work for that class in its entirety. Students need to plan carefully and consider beforehand the consequences of opting out of conference work for a given course since full credit cannot be given retroactively.

A student may drop the Language/Language Third option during the Add/Drop period and revert to taking one course for full credit. If a student decides to drop a language component after the Add/Drop period has ended, the student must secure approval from the Office of the Dean of Studies. No credit will be earned for the dropped course. A student planning to leave a yearlong Language/Language Third at midyear must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester.

Language/Lecture Thirds

Students may combine any language course at any level with any lecture course. However, students must do the work for beginning language in its entirety. Language professors will not approve a Language/Lecture Third unless the student has satisfactorily demonstrated the mutual relevance of the combined courses.

Students must always complete the group conference work for the lecture course. However, in combining the two courses into one-third of a program, a student may elect, with the instructor's permission, to opt out of conference work for that language course, provided the language course is beyond the beginning level.

A student may drop the Language/Lecture Third option during the Add/Drop period and revert to taking one course for full credit. If a student decides to drop a component during the semester, no credit will be earned for the dropped course. A student planning to leave a yearlong Language/Lecture Third at midyear must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester. A student who has opted out of conference work for the language class cannot drop the lecture and receive full credit for the language class alone.

Students who complete a Language/Lecture Third will satisfy one semester of the lecture requirement.

Lecture/Lecture Thirds

Students may combine any two lectures into a Third. Students are responsible for all class work (reading, papers, etc.) but may elect, with the instructors' permission, to opt out of conference work for either or both courses. A student may drop the Lecture/Lecture Third option during the Add/Drop period and revert to taking one course for full credit. If a student decides to drop a component after the Add/Drop period has ended, the student must secure approval from the Office of the Dean of Studies. No credit will be earned for the dropped course. A student planning to leave a yearlong Lecture/Lecture Third at midyear must consult with their faculty to ensure that sufficient work has been accomplished to earn full credit for that semester.

Students who complete a Lecture/Lecture Third will satisfy one semester of the lecture requirement.

Science and Mathematics Thirds

The science and mathematics program is designed to allow more flexibility in studying science at Sarah Lawrence College. Qualifying students can take two mathematics and science courses to comprise one-third of their academic program for a semester or academic year without incurring an additional tuition charge.

The student is expected to have regularly scheduled conference meetings with at least one of the instructors. The Science and Mathematics Third program is intended for students with a primary interest in the natural sciences and/or mathematics who have a strong background in the subject(s) involved. One purpose of the Third program is to help students meet the challenges inherent to the hierarchical nature of science and mathematics study in which advanced courses often have one or more prerequisite topics. Students who take two elementary- or intermediate-level Third components can more quickly qualify for advanced study. Students already at the advanced level can enroll in two advanced courses simultaneously. First-year students in their first semester of study at Sarah Lawrence are not eligible.

Conceivably, any science or mathematics course (seminar or lecture) can be taken as a Science and Mathematics Third component. Students can take two components in the same discipline or in different disciplines. Students can take two components at the same level (open, intermediate, or advanced) or at different levels, assuming the student qualifies for both courses. However, because of the time demands of lab courses, students are discouraged from enrolling in a Third program involving two lab-based science courses.

A student interested in enrolling for two courses as a Third should interview both faculty members involved. The student should declare an interest in taking the course as part of a Third program during the registration

interview and register for one of the two courses during registration week. The other course should be added during the Add/Drop period. To register for a Science and Mathematics Third, the student must fill out a special registration form (available at the Office of the Registrar and on MySLC) and have it signed by both faculty members involved and by the chair of the science and mathematics group subject to approval.

Students will receive a separate evaluation and grade for each of the two Third component courses and will earn a combined total of five credits per semester for the Third. The names of both courses will be listed on the student's transcript.

Please note: Partial credit is not granted for components of Science and Mathematics Thirds.

Evaluating Student Progress for Undergraduates

Progress Reports During the Semester

Faculty are urged to submit a report to the Office of the Dean of Studies about any student whose attendance is irregular or whose work reflects academic difficulty. This permits the Office of the Dean of Studies to connect students with resources. The office may request progress reports on any student who is on probation or who seems to be experiencing academic difficulty.

End-of-Semester Reports to Students

Students receive written narratives, called evaluations, from each of their teachers at the end of each semester. Evaluations are a detailed written assessment of student work in each course which provide students feedback on their strengths and areas for improvement. Evaluations submitted electronically are available for students to view or print through MySLC. Faculty also submit letter grades for all courses to the Office of the Registrar. Those grades are meant primarily for external use (applications for graduate school, for example) and can be seen only by the deans of the College, the deans of studies, and the student; they are not available to the student's teachers or don, nor are they used by the Committee on Student Work in evaluating a student's progress. Grades are posted to the official transcript but not automatically sent to students. Grades can be viewed through their MySLC accounts.

Credit and grades for yearlong courses are submitted in June. A student planning to leave a yearlong course at midyear should discuss their plans with the instructor within the first two weeks of December to ensure that sufficient work has been accomplished before the end of the first semester to earn full credit for that semester. The teacher will then submit a grade and credit for the fall semester to the Office of the Registrar.

Incompletes

All work is due by the last day of classes unless the student has asked for and been granted an official incomplete by the teacher. The form to be used by students is the Incomplete Request Form, which is available on MySLC and in the Office of the Dean of Studies. Students are responsible for requesting an incomplete from faculty who determine whether the student is eligible. An incomplete may be awarded only if the student has already done substantial passing work in the course and the teacher judges the reasons for granting incomplete status to be valid, e.g., illness, serious personal crisis, accident, extenuating academic circumstances. Faculty members are under no obligation to grant incompletes unless they feel

they are warranted. Students on academic probation must receive approval by the Office of the Dean of Studies prior to making a request for an incomplete. An incomplete is not necessary in the fall of a yearlong class or if a teacher agrees to an extension which allows the evaluation to be submitted by the required deadline. For fall semester incompletes, all work must be turned in by January 31, and for yearlong or spring semester courses, all work must be turned in by June 30. If there are exceptional circumstances that warrant an extension of these deadlines, the teacher must gain approval from the Office of the Dean of Studies.

Grades and evaluations for fall semester incompletes are due in the Office of the Registrar by March 1; grades and evaluations for spring incompletes are due by September 1. If the registrar has not received a new credit assignment, report, and grade from the faculty, the credit listed on the faculty incomplete form will be posted on the transcript.

Grade and Credit Changes

Students who wish to contest the credits awarded or a grade assigned must notify the course instructor and the Office of the Dean of Studies within the calendar year following the semester in which the grade was earned. Additional or revised work cannot be handed in after a course is over in order to earn additional credit or to improve the grade, but the teacher may be asked to re-evaluate the work that was submitted during the semester if the student believes the work was undervalued. Faculty must notify the registrar of the credit and/or grade change, and the change must be approved by the Office of the Dean of Studies before it can be posted.

Student Worksheets

At the end of each semester, some faculty require students to submit a worksheet for their course. Worksheet forms are available on MySLC. The worksheet is a synthesis of the work accomplished for class and conference, and should include readings, fieldwork, field trips, concerts, plays, movies, and lectures attended that are relevant to the course material. Careful preparation of the worksheet serves to pull together, organize, and review the semester's work. Worksheets can be important for transfer and graduate school purposes, and copies should be kept for personal reference.

Course Appraisals

Students are urged to write a course appraisal at the completion of every single-semester or yearlong course. These evaluate the contribution of the teacher to the student's education and to Sarah Lawrence. The appraisals are read by the dean of the college and are available to the Advisory Committee. Faculty do not read them until their own student evaluations have been submitted to the Office of the Registrar.

Transcripts

Transcripts may be requested online at myslc.edu/transcripts or by filing a Transcript Request Form in the Office of the Registrar. Requests are not accepted by telephone or e-mail. The fee for transcripts is \$8.25 per copy. Additional charges apply for use of an expedited delivery service or electronic PDF delivery, an option available only with online orders. Credit card payments are accepted for online orders only; other requests require cash, check, or money order payment. Transcript fees cannot be billed to the student's account. Transcripts are issued once payment is received and Student Accounts has given clearance. Transcripts will not be issued for students unless they have met their financial obligations to the College.

Official transcripts bear the College seal and the registrar's signature. Transcripts include only courses in which academic credit has been earned and courses currently in progress. Transcripts issued to the student are stamped "Issued to Student" and enclosed in a sealed envelope. When forwarding them to another party, e.g., another college or university, potential employer, etc., where an official transcript is needed, the student should not open the envelope.

Sarah Lawrence College cannot provide copies of transcripts from other schools a student has attended. If such transcripts are needed, those schools should be contacted directly.

The College does not provide unofficial academic transcripts. Currently enrolled students and recent graduates have access to their academic records through MySLC. If a student is currently enrolled and the request is marked "hold for final grades" or "hold for degree," the College will hold the request until grades and/or degree are posted, or until the student notifies the Office of the Registrar otherwise. If a student is currently enrolled in yearlong classes and wishes to include provisional grades with the transcript, the student must ask the teachers to submit provisional grades through MySLC, and notify the Registrar that the transcript should not be issued until the provisional grades are received. Please allow at least three to five business days to process transcript requests. Students who wish to have any evaluation included must include the name and year of the course with the transcript request. Allow 10 business days for transcripts with evaluations.

Transcripts that are requested in person from the registrar's office for competitive fellowship applications are free to students.

Certification of Enrollment

All students requiring certification of enrollment for veterans' benefits, loan deferments, or any other reason should contact the Office of the Registrar. Full-time status is defined as 12 credits or more per semester for undergraduate students and 10 credits for graduate students. Part-time enrollment may have implications for financial aid, scholarships, student loans, and health insurance. It is the student's responsibility to investigate these implications. Students enrolled in non-Sarah Lawrence off-campus programs must have an approved financial aid consortium agreement on file in order for the College to certify their enrollment. Information for students holding a foreign visa can be obtained from the assistant dean of studies/director of international admission and advising.

Undergraduate Policy on Academic Integrity

Academic work is a shared enterprise that depends on a commitment to truthfulness. Sarah Lawrence students are expected to abide by the standards of intellectual integrity that govern the broader academic community to which the College belongs. These standards entail acknowledging the origin of the ideas, data, and forms of expression that one employs in one's own work; giving due credit to the sources from which one has borrowed; and affording one's reader a means of consulting those sources directly. Different academic disciplines may have varying conventions of citation and acknowledgment, and electronic media have increased the availability of oral and printed sources. Students are expected to consult faculty members, library staff, and academic style manuals for specific, up-to-date guidelines on citation.

In addition to the true representation of an individual's work, academic integrity requires that students not abet others in any misrepresentation of their work. It also requires that students not interfere with the access of other students to shared material such as library books, course packets, etc. The Esther Raushenbush Library offers citation and reference educational workshops throughout the academic year. For further information, students may contact the library at [REDACTED]. Students who are unclear about proper citation or who have been found to have violated the academic integrity policy are especially urged to attend these workshops.

Offenses

Offenses against academic integrity include (but are not limited to) the following:

1. plagiarism
 - a. failure to properly cite sources
 - b. submitting under a student's own name work that is not entirely theirs
 - c. cheating or abetting others in the act of cheating
4. falsification of information, data, or attributions
5. submitting the same work for more than one class, within the same or different semesters, without the express permission of all faculty involved
6. stealing or defacing library materials or otherwise rendering them inaccessible to others

Procedures

Faculty must discuss a suspected violation with the student (in person whenever possible). If a teacher discovers work believed to violate academic integrity after the semester ends, the teacher should confer with the Office of the Dean of Studies about how best to proceed. Resolution will be handled through the processes that follow.

Any student who has reason to believe that another student has committed a violation of the policy on academic integrity must immediately speak with the faculty or staff member involved who shall be in charge of further proceedings. If, after this initial conversation, the faculty or staff member feels that the concern is justified, they shall immediately speak with the student believed to have committed the violation and that student's don.

1. Informal Resolution

Once the teacher has spoken with the student about the violation of the policy of academic integrity, the violation may be resolved informally by one or both of the following means:

- a. The faculty member may refuse to accept the work in question and/or require that it be redone and/or reduce credit. Faculty alone determine whether credit will be reduced.
- b. The Office of the Dean of Studies, in consultation with the faculty or staff member, may issue the student an informal warning and a clarification of College policies. The Committee on Student Work recommends that all informal resolutions be communicated to the Office of the Dean of Studies by filling out a Report of Informal Resolution form. Informal resolutions are used internally by the College, along with evaluations, to monitor a student's academic progress

3. Formal Complaint

Faculty or staff members filing a formal complaint (one that may result in institutional discipline against a student) must provide the Office of the Dean of Studies with evidence in writing. This must include a copy of the work in question, a description of the alleged offense and how it was discovered, and anything else relevant to the charges. The Office of the Dean of Studies will make this evidence available to the student and don. The student will also have the opportunity to present the office with any materials deemed relevant to the charge.

In the event that a formal complaint is filed during a semester when the student is unable to be on campus for a hearing, s/he has the option for the hearing to proceed via Skype or by responding in writing to the charge and responses. If the student elects to respond in writing, the committee will review all materials relevant to the hearing in that form. Students on campus at the time a complaint is filed must meet with the committee in person.

The Committee on Student Work shall review the evidence in the presence of the student, faculty or staff member, and the student's don. Directly after the review and discussion, the committee will decide, by secret ballot if deemed necessary, whether or not a violation meriting disciplinary action on the part of the College has occurred. The student, faculty or staff member, and don shall be notified in writing of the decision.

If the committee decides that the student has not committed an offense or that there is insufficient evidence for a decision, no record of the inquiry shall be retained in the student's files. If new information is presented at a later time, the faculty or staff member involved is responsible for reopening the charge and providing all relevant materials for re-examination by the committee.

If the committee decides that the student has violated the policy on academic integrity, the committee shall decide which penalties are appropriate, including a letter of warning, academic probation, suspension for a specified period, expulsion, or recommendation to the dean of the college and president that the degree be revoked (in the case of a student already graduated). As always, the faculty member alone determines whether credit will be reduced. The student, don, and parent(s) or legal guardian(s) shall be notified in writing of any penalties. A finding that the student has violated the College's policy on academic integrity becomes part of the student's permanent academic record and will be disclosed to outside institutions or agencies, e.g., graduate schools and state bar associations, upon request.

Appeals

A student against whom a formal complaint has been filed and who is found in violation of the academic integrity policy shall have the right to appeal the decision and/or the penalty before an independent, ad hoc appeals committee. This committee shall consist of the dean of the college (or designee of the dean of the college), a faculty member of the Student Conduct Review Board, and a senior member of the library staff. The student must present all relevant materials, including the grounds for the appeal, in writing. Note that an appeal is not a rehearing of the case. The appeals committee will consult with the Committee on Student Work regarding its response to the appeal. The decision of the appeals committee is final.

Attendance Policies

Attendance

Consistent attendance for all academic obligations is expected. In cases of frequent or extended absences from class or conferences, it is expected that there will be a loss of credit, the amount to be determined by the faculty. Students are expected to notify faculty in advance when they must miss a conference appointment or class.

Faculty members will notify the Office of the Dean of Studies about a student who has missed two classes or conferences in succession without prior notice or explanation. The office will notify the dean of the absences. Illness does not excuse a student from academic work. Regardless of the reason for an absence, all missed work must be made up. When possible, field trips are scheduled during or close to meeting time to avoid conflicts. Students are responsible for arranging to be excused from an academic commitment (at the teacher's discretion) if there are conflicts with a field trip planned for another course or any other College-sanctioned activity (i.e., athletic competition, theatre production, etc.). Missed conferences may be rescheduled at the teacher's discretion.

Students may not leave early for or return late from school breaks. All academic appointments must be met, including class meetings, dean and class conferences, physical education classes, and laboratory meetings.

Religious Holiday Observances

Although the College does not close officially for religious holidays, the right of any member of the community to observe these holidays is respected. Students who will miss class are asked to inform their teachers in advance. Faculty are asked to help students make up the work missed because of such observance and to avoid scheduling special activities for those days.

Short-Term Absence from Campus

A student may need to take a short-term absence from campus in the case of serious illness or family emergency. The dean should be consulted and faculty contacted before the student leaves campus if timing allows. Work missed should be made up either during the time away or immediately upon return. Students should also notify the Office of the Dean of Studies who is available for assistance as needed. When the absence is illness related, the Health & Wellness Center; resident students should notify the Office of Student Affairs if the absence is for more than a day or two.

Academic Resources

Writing Coordinator and Writing Assistance

Expository writing is seen as a way of understanding any discipline, rather than as a discrete and separate skill; therefore, it is an integral part of every academic course. The College encourages students to work closely with their teachers on their writing in their biweekly conferences. However, for those who may need or desire additional help and practice, special assistance is available. Faculty writing coordinators and their assistants at the Writing Lab meet regularly with individual students who themselves believe

they would benefit from additional help or who have been identified by their teachers as having particular difficulty. Instruction (ESL) is also available for students writing in English as an additional language.

For additional information, contact faculty members Carol Zoref [REDACTED] or Kevin Pilkington [REDACTED]). ESL appointments, weekend appointments, and evening appointments can be made online by writing to [REDACTED].

Library Research Assistance

Individual research consultations are available by appointment. A research consultation provides the opportunity for an individual student to meet with a research services librarian to discuss library resources and research strategies for conference and course work. Students may schedule an appointment by telephone, e-mail, or via an online form available on the library home page. The library staff works closely with disability services to identify appropriate technologies to assist students with special needs. Sarah Lawrence College library staff members contact students once per month during the school year with information about new databases or tools, events, library research strategies, policies and procedures, etc.

Academic Coaching

While every student at the College has a don for discussion of relevant academic matters, there are times when a student may need additional assistance with time management and organizational issues. The Office of the Dean of Studies provides academic coaching for students at any point in their time at the College. This coaching involves working on general organizational techniques, time management, and goal setting; planning out long-term assignments; and specific academic skills, such as active reading or note-taking. Students interested in academic coaching should contact the Office of the Dean of Studies.

Students in Academic Difficulty

Students who are having difficulty meeting their academic commitments are monitored by the Office of the Dean of Studies in conjunction with the students' dons. The College assists students in identifying the underlying reasons for the problems and finding appropriate sources of assistance. These resources include the writing coordinators, Health & Wellness, and Disability Services.

At the end of each semester, the Committee on Student Work reads all evaluations of students, and the Office of the Dean of Studies sends letters of concern and of warning to students who have poor evaluations and/or have lost credit. The College appraises students' progress based on their evaluations; grades are never used for this purpose. Students who have a persistent pattern of poor evaluations or credit loss or who have lost considerable credit may be placed on academic probation or may be suspended. In either case, parent(s) or legal guardian(s) are notified of the student's standing.

Loss of Credit

At the conclusion of the term, students performance in class is assessed through the narrative evaluation, grade and number of credits assigned. Loss of credit occurs when a student has not fulfilled some element of course requirements. Credit for a course may be reduced at the discretion of a faculty member in cases where:

1. the student has failed to submit assigned coursework of import;
2. the student has missed a significant portion of the classes and/or conferences.

In general, the number of credits assigned at the end of a course reflects the amount of work done, while the grade reflects the quality of the work. However, in cases where partial credit is assigned, the grade may not be higher than a B+. The evaluation must indicate the reasons for loss of credit. Fewer than three credits are not posted to the Sarah Lawrence transcript in five-credit courses, as this indicates that the student has not demonstrated sufficient mastery of the course materials.

In reviewing a student's record, the Committee on Student Work will pay particular attention to a pattern of credit loss. If a student loses credit, that student may be placed on probation or, in the case of significant credit loss, may be suspended.

The student may not submit additional or revised work after the semester is over to improve a grade or to recover lost credits.

Credit that is lost must be made up in order to stay on track toward graduation. Sarah Lawrence courses taken to make up for lost credit will be charged at the prevailing per-credit rate, if in excess of 18 credits per semester.

Academic Probation

Students on academic probation must adhere to the following terms for a full academic year:

1. quality of work normally expected for undergraduates at their level
2. consistent attendance and application
3. full credit and on-time completion of all courses (permission to request an incomplete must be approved by the Office of the Dean of Studies)
4. no violations of the College's academic integrity policy — whether resolved formally or informally.

Any student with more than one grade lower than a B will be put on academic probation until the completion of their program. Students will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another one grade lower than a B in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

Probationary students are reviewed at the end of each semester and, if the terms are met, are permitted to return for the second semester, but remain on probation. If the terms are not met, the student is suspended and parent(s) or legal guardian(s) are notified.

In rare cases, students who have lost a significant number of academic credits may be suspended without first being placed on probation as such credit loss indicates that the student has not engaged with course instructors or with the available academic resources.

Students on academic probation are not permitted to register for academic thirds or course overloads, apply for study abroad, sit on campus governance committees, participate on athletic teams, or serve on Student Senate, or serve as resident advisers, orientation leaders, peer mentors, admissions tour guides/interviewers.

Academic Suspension

The College reserves the right to suspend students if they are not making satisfactory progress toward their degree. Students who have been suspended are eligible to apply for reinstatement after two academic semesters and must appeal to the Committee on Student Work to be reinstated. Students will be notified of the reinstatement procedures in the letter of suspension. Students who have been suspended for academic reasons may not receive a Sarah Lawrence degree until they have been reinstated and have successfully completed additional full-time course work on the Bronxville campus.

Policy for Student Presence on Campus While a Student Is Separated from the College

Students who have been suspended do not have the rights and privileges accorded to full-time enrolled Sarah Lawrence College students. Such students may visit only with permission, given in advance, by the Office of the Dean of Studies and Student Life. Failure to abide by this expectation may adversely affect the decision to reinstate.

Reinstatement Process

A student wishing to be reinstated from academic suspension must appeal in writing and meet with the Committee on Student Work. To initiate an appeal, the student should send a letter to the Committee on Student Work, [REDACTED] by November 1 for spring return or April 1 for fall return. Appeals should be accompanied by a letter from the student's don. The letter requesting reinstatement should discuss the following:

1. the issues that led to the suspension from the College and the measures taken to address them;
2. the reasons the student feels ready to resume study at this time; and
3. the plans made to support the student's progress if reinstated.

The committee bases its decision on evidence that the student has identified and addressed the issues that impeded academic work in the past and demonstrated of a readiness to re-engage with the academic demands of the College. As such, the committee strongly recommends that, if possible, students engage in meaningful activity (work, volunteer, take classes) elsewhere in preparation for a return to Sarah Lawrence College.

Students who are reinstated will return to the College on academic probation. Students who have been reinstated to the College following an academic suspension are required to enroll full time for at least one semester in order to receive a Sarah Lawrence degree. A student who is suspended after having been reinstated may not apply again for reinstatement for two academic years.

Undergraduate Transfer Credits

All requests for previously completed transfer credit, including college courses, AP, IB, A-level, and similar examinations, should be made by the student prior to the beginning of the senior year.

Students may apply for transfer credit for courses taken at other schools if those courses meet the following conditions:

1. They must have been taken at an accredited US college or university, or at an international university of comparable accreditation. Courses completed at non-accredited institutions require direct review by the College faculty in a process initiated through the Registrar's Office. Students who have already attained junior standing (i.e., 60 credits posted toward their degree) may not transfer credits from two-year/community colleges. Credit is not given for courses taken online or through distance learning.
2. The grade must be C or above (C- will not be accepted).

Courses that meet the above conditions are evaluated in terms of content. The general rule is that, in order to receive credit, courses must be in disciplines offered at Sarah Lawrence and must not duplicate, overlap, or regress to previous work for which the student has received credit. Prior to enrolling, the student should consult the registrar to determine whether or not credit for the course or courses will transfer to the College. A form to obtain approval for transfer credit is available on MySLC. A maximum of 30 semester hours will be accepted for one year of study; a maximum of 15 semester hours for one semester and a maximum of 10 semester hours for one quarter or trimester. A maximum of 60 transfer credits may be applied to the requirements of the degree. A full memo indicating courses that are not normally creditable (speech, business, health education, and courses of a technical nature, for example) is available under "Policies" on the Registration page in MySLC. Transcripts to be evaluated must be official copies sent directly by the issuing institution to the Office of the Registrar. Student copies cannot be accepted. Transfer credit will not be granted for course work undertaken concurrent with Sarah Lawrence College registration unless [prior approval has been given](#) by the Committee on Student Work.

Credit Earned Prior to Matriculation as a First-Year Student

(A form to request credit is available from the Registrar's Office.)

1. **Advanced Placement Examinations:** Students may request credit for a maximum of three AP exams in which scores of 4 or 5 were earned. Two credits will be granted for each exam in disciplines accepted toward a Sarah Lawrence degree. Official score reports from the College Board must be sent to the Office of the Registrar. No credit will be awarded for tests taken after the completion of high school. Credit for AP examinations cannot be used to satisfy distribution requirements.
2. **A maximum of nine credits completed during the junior or senior year may be awarded for work done prior to high school graduation. (This includes AP exams, IB subject tests, and college courses.)** Students may receive credit for college-level courses taken while in high school under the following conditions:
 - a. Courses must have been taken at a US regionally accredited two- or four-year college or university in classes intended primarily for college students. Courses may not have been taken at a student's high school, nor in special programs for high school students, nor may they have been used to fulfill high school graduation requirements. This must be verified in writing by the student's high school.
 - b. A grade of C or above (C- will not be accepted) must have been earned.
 - c. Courses must satisfy all of the other requirements that govern transfer credit in general.
4. **International Baccalaureate (IB):** Students who enter the College with a full IB diploma may earn up to 30 credits toward a Sarah Lawrence degree. Non-diploma IB students who score 5 or

above on higher-level exams may request three credits for a maximum of three subjects or a total of nine credits. If a student has earned an IB diploma and other credits prior to matriculation, a maximum of 30 credits will be awarded. Credit for an IB diploma may be requested only after a student has successfully completed the first year at the College, earning full credit in all courses. No credit will be awarded for tests taken after the completion of high school. Only credit for higher-level IB examinations with scores of 5 or above may be applied toward distribution requirements.

5. **A-Level Examinations:** Seven and one-half credits will be awarded for each A-level exam in which a student has earned an A or B. Credit for A-levels may be requested only after a student has successfully completed the first year at the College, earning full credit in all courses.

Summer Study

Students may earn credit during summer study through directed study taken under the supervision of Sarah Lawrence faculty or through course work at another accredited, degree-granting institution. A maximum of 16 summer credits (including Sarah Lawrence credits) can be used to fulfill degree requirements. Normally, students may earn a maximum of eight credits in one summer.

Courses Taken at Another College

Students should discuss proposed courses with their dons and complete the summer study form available on MySLC to ensure transferability of credit. Completed forms should be turned in to the Registrar's Office. Students who enroll in extended summer sessions of 10 weeks or longer may earn up to 10 credits. Students may not earn credit for coursework for which they have previously been awarded credit.

Pre-professional courses, vocational courses, business courses, and online (distance learning) courses are not eligible for transfer. General guidance regarding transfer credit may be found by following the "Policies" link on the Registration page in MySLC. Students must have an official transcript sent directly from the school to the Office of the Registrar upon completion of their summer work. Credit can be transferred only if the student has earned a grade of C or above (C- will not be accepted). Students with 60 or more credits completed may transfer credits only from four-year accredited institutions. Students who transfer to the College with 60 credits must earn all of their remaining credits at Sarah Lawrence in Bronxville. (See also ["Undergraduate Transfer Credits" \[p. 26\]](#).)

Directed Study

Students may propose directed study in the form of fieldwork or independent study for summer credit. Such work is limited to five credits. Proposals are due to the Office of the Dean of Studies by May 1. Proposals must be approved by the Office of the Dean of Studies on behalf of the Committee on Student Work and the associate dean of the college on behalf of the Curriculum Committee (see ["Undergraduate Program Options" \[p. 12\]](#)). Tuition is charged at the regular tuition rate of the previous academic year for independent study and at 50 percent of the rate for fieldwork. Current tuition and fee information may be found on page 11. Once registration for such work is completed, students are responsible for the full tuition fee and are not eligible for refunds.

Credit for Work Over Intersession

Students may earn a maximum of two credits over intersession by enrolling in another college's intersession program or by undertaking independent study or fieldwork under the guidance of a Sarah Lawrence faculty member. Intersession projects must be submitted by the first day of spring registration. Partial credit cannot be earned for intersession independent study or fieldwork. Intersession independent study projects will be charged at the per-credit tuition rate. Intersession fieldwork projects will be charged at 50% of the per-credit tuition rate.

Off-Campus Study for Undergraduates

Off-Campus Year

When a student and don agree that another accredited college or university can offer extended curricular opportunity to meet the student's personal and academic goals, the student may elect to spend a semester or a year as a guest student at another institution. The course of study should be worked out between the student and don and must have prior approval of the Office of the Dean of Studies on behalf of the Committee on Student Work if full credit is to be ensured. The student is responsible for arranging to have an official transcript sent to the Office of the Registrar at Sarah Lawrence.

Students who successfully complete 30 semester hours as defined under "Undergraduate Transfer Credits" (p. 26) are eligible to receive 30 College credits if the courses are acceptable and a grade of C or higher has been earned. (Credit for courses graded C- will not be transferred.) Any program that will earn more than 15 College credits per semester must have prior approval by the Committee on Student Work. **Students transferring into Sarah Lawrence with a maximum of 60 credits will not be permitted to study away. The remaining coursework (60 credits) must be completed on the Bronxville campus.**

Students with loans or grants who are planning an off-campus year should consult with the Office of Financial Aid to determine what portion of their aid can be used off campus, whether or not a financial aid consortium is necessary, and to ensure that their eligibility remains valid upon their return. **Sarah Lawrence gift aid can only be used on Sarah Lawrence study abroad and exchange programs. Students attending non-Sarah Lawrence programs may only transfer any loans, federal and state aid.**

Center for Global Education

Credit for programs arranged through certain non-degree-granting organizations must be credited through a sponsoring US school of record, and students may be required to pay a fee to the school for the transcription of the program.

Students will be charged a \$750 matriculation fee each semester when attending programs in cities where Sarah Lawrence does not offer off campus or exchange program. Students will be charged a \$2,000 matriculation fee each semester when attending programs in cities where Sarah Lawrence runs its own program, works in collaboration with another program (i.e., Middlebury in Florence), or has an exchange program. Please go to sarahlawrence.edu/globaleducation for a list of all locations.

Please sign up for an appointment to speak to Prema Samuel or Christopher Olson for further information. Students may sign up for an appointment in the Center for Global Education located in Swinford House (across from Westlands Gate).

The Center for Global Education is committed to facilitating access to every student interested in studying abroad. To enable the full participation of students with disabilities, accommodations may be needed. International and Exchange Programs, in conjunction with Disability Services, will work with students to identify appropriate programs and locations and assist students in determining the necessary accommodations. It is important to be aware of the cultural differences in disability accommodations in order to have a successful and safe experience abroad.

Sarah Lawrence Off-Campus Programs

Acceptance into any of the Sarah Lawrence Off-Campus programs is contingent on a solid academic record and appropriate proficiency in the language, if required. Students transferring into Sarah Lawrence with junior standing (60 credits) will not be permitted to study abroad or off campus. All remaining coursework (minimum of 60 credits) must be completed on the Bronxville campus. Students on academic and/or social probation are not eligible to apply for off-campus study.

All coursework and grades completed on a Sarah Lawrence off-campus program will be posted on the SLC transcript, with an appropriate header, e.g., “SLC at Oxford.” Coursework completed on non-SLC off-campus programs will be listed as transfer credit.

Detailed information on all SLC approved programs, including application deadlines can be found at [sarahlawrence.edu/globaleducation](https://www.sarahlawrence.edu/globaleducation) or by visiting the Center for Global Education. Students will be charged Sarah Lawrence tuition and can apply all their financial aid towards the cost of the program. Sarah Lawrence offers many opportunities both abroad and within the United States.

Non-Sarah Lawrence Programs

As a Sarah Lawrence College student, you have the opportunity to spend a year or semester abroad through programs offered by other approved colleges and universities. Sarah Lawrence defines study abroad as an academic program combined with an immersive experience abroad. To provide the opportunity for an immersive experience, programs that involve comparative study in multiple countries must incorporate a 4 week minimum stay in each country. Coursework completed on approved study abroad programs will be listed as transfer credit. Be sure to review the information on our website at <https://www.sarahlawrence.edu/globaleducation>.

Exchange Programs (fall, spring)

Sarah Lawrence College offers students the opportunity to spend a semester with our exchange partners in the US or, when available, their programs abroad. Spaces are limited, and to qualify for the exchanges, students must be in good academic standing and have completed their first and second years at Sarah Lawrence. Students must also plan to complete either their junior or senior year in Bronxville. The exchange programs are not open to students who have transferred into Sarah Lawrence College with the maximum of 60 credits. Students should make an appointment to meet with Chris Olson in the Center for Global Education for further information.

Special Arrangements for Undergraduates

Acceleration

Completion of 120 credits and the residence requirement does not automatically qualify any student for a degree (see [“Degree Requirements” \[p. 5\]](#)). Students who wish to accelerate are urged to discuss their options as early as possible with their dons. Students who seek to graduate in fewer than four years must submit a proposal to [REDACTED] no earlier than a full year in advance of their proposed graduation date. The proposal, addressed to the Committee on Student Work, should be in the form of an essay articulating the student’s reason for wanting to graduate early and should constitute a statement of purpose as to the student’s current and future plans and how acceleration is related to those plans. The proposal must be accompanied by a statement of academic support from the don and from at least one other faculty member, attesting to the student’s intellectual maturity and readiness to graduate early.

Reduced Course Load

Matriculated undergraduate students normally carry three courses and are billed for full tuition even if some difficulty makes it necessary for them to drop below the three-course load during the semester. In some circumstances related to a medical condition or disability, students may request to take two courses, also known as a reduced course load. Ideally, such a request should be made prior to the semester for which the status is requested. Whenever possible, but most especially during a semester, students considering a reduced course load should meet with one of the deans of studies to discuss the academic and other implications of such a decision. If a student wishes to pursue a reduced course load for a medical or disability condition, a request should be submitted, in writing, to the Office of the Dean of Studies. Either Health & Wellness or Disability Services will contact the student. If applicable, appropriate medical documentation may be requested. After review, either the directors of counseling, medical services, or the associate dean of studies and disability services will make a recommendation to the Office of the Dean of Studies. The student will be notified via e-mail of the decision, after which the student must submit the completed and signed Add/Drop form.

If a reduced course load is granted, tuition will be calculated on a per-credit basis, provided that arrangements are made prior to the semester deadlines for payment of fees. Current tuition and fee information may be found on [page 11](#). In applying for a reduced course load, students should consider implications for scholarships, loans, health insurance, and housing, some of which may require full-time status. If a medical emergency arises during the semester, students may request a reduced course load up until the 10th week of the semester; A partial refund, following the published refund schedule (see [page 145](#)) may be requested for a reduced course load authorized by the Office of the Dean of Studies. The student’s parent(s) or legal guardian(s) will be notified of their change in status.

CCE matriculants and non-matriculated students are the only students who normally register for fewer than full-time credits and are charged accordingly.

In instances associated with sexual assault or harassment, students may request to take a reduced course load. Such requests must be made to Allen Green, Dean of Equity & Inclusion, Title IX Coordinator at

██████████, or call ██████████ Dean Green will provide guidance for any student considering a reduced course load or leave of absence ([see page 32](#)).

Non-Matriculated Student Status

Non-matriculated students are students who are not working toward a Sarah Lawrence degree but have been admitted on a temporary basis (a semester or a year). These students normally take one or two courses per semester. Registration for these students takes place during the Add/Drop period.

A student who is a degree candidate at Sarah Lawrence may not become a non-matriculated student.

Graduation Policy

Students who have completed all requirements for the Bachelor of Arts degree during the academic year are invited to participate in the graduation ceremony in May. Students who are within five credits of completion at the end of the spring semester and have plans to finish during the summer may participate in commencement as non-graduates. These students should submit the Request to Participate in Commencement Exercises form, which is available in the Office of the Dean of Studies. If final requirements are completed during the summer, the students will be eligible for August degrees.

Leave of Absence

A leave of absence may be granted to a student upon request. (Students who request a leave of absence but are subsequently suspended for academic reasons must apply for reinstatement) The student should discuss with the don the reasons for taking a leave and whether a year away would be more valuable personally or academically than a year in residence at the College. If the student and don agree, the student should complete the Leave of Absence form available in the Office of the Dean of Studies. The student's parent(s) or legal guardian(s) will be notified of the change in status. Students on leave from the College or on an off-campus year are charged a matriculation fee. For students on a voluntary leave who are not studying in other programs, the fee to maintain matriculated status is \$300 per semester. We encourage students on a leave of absence to remain in touch with their don. A leave of absence may be extended upon request of the Office of the Dean of Studies.

A student who does not return from a leave of absence of four semesters will be withdrawn.

Students with loans or grants who are planning a leave of absence should consult with the Office of Financial Aid about any financial implications of their leave. While on leave, students are expected to absent themselves from campus, as well as off-campus College-sponsored/affiliated activities, and to visit only with permission, given in advance, by the Office of the Dean of Studies.

Medical Leave

A medical leave may be requested by a student for medical reasons that interfere with the student's ability to function academically. Students must consult with one of the Health & Wellness directors and submit a Medical Leave Request Form to the Office of the Dean of Studies to make an official request. A medical leave may also be required by the Office of the Dean of Studies, if the student has a medical condition that cannot be reasonably accommodated by the College.

In either case, the student will be placed on a medical leave and the student's re-entry to the College will be reviewed by the Health & Wellness Directors in consultation with the Office of the Dean of Studies. Parent(s) or legal guardian(s) will be notified of the change in the student's status. During the medical leave, the student will be expected to obtain treatment for the condition that warranted the leave. Documentation of such treatment from the medical providers involved will need to be submitted to the director of medical services or psychological services, who will review the materials. Once the documentation is reviewed, the student will have an interview with the director of medical services or psychological services, who will make a recommendation to the Office of the Dean of Studies. Once the review is completed, the Office of the Dean of Studies will notify the student of the final decision. Requests for a medical leave are to be submitted no later than November 15 for the fall semester and April 15 for the spring semester.

When requesting to return from a medical leave for the spring semester, requests are to be made by November 15 with clinical documentation submitted to Health & Wellness by December 15. When requesting to return from a medical leave for the fall semester, requests are to be made by June 1 with clinical documentation submitted to Health & Wellness by July 1. Students who do not request to return from a medical leave within four semesters will be withdrawn.

While on medical leave, students are expected to absent themselves from participating in or organizing on-campus as well as off-campus College-sponsored/affiliated activities, and to visit only with permission, given in advance, by the Office of the Dean of Studies. Failure to abide by this expectation may adversely affect the decision to readmit. Students who are on a medical leave but are subsequently independently suspended for academic reasons must apply for reinstatement first ([see "Reinstatement Process" \[p. 26\]](#)).

Withdrawal

Students who do not return from a leave of absence or a medical leave of four consecutive semesters will automatically be withdrawn from the College and will need to complete a readmission application if they want to return to the College through the Office of Admissions. Similarly, students who have withdrawn from the College and seek to return after a two-year absence will also have to complete a readmission application, which is available through the Office of Admissions. Applications for readmission will be e-mailed upon request. Students seeking to return will be asked to provide transcripts for any college-level work completed and to detail what activities they have been involved in during their time away from the College. Applications will be reviewed by the Office of Admissions and the Office of the Dean of Studies.

Preparation for Graduate Study

The process of preparing a path to graduate school can begin as early as a student's first year on campus. The critical thinking, independent primary research, experiential learning, and analytical skills at the heart of the Sarah Lawrence education are essential ingredients to one's success as a graduate student. Still, because graduate school course requirements range from none to several specific prerequisites, it is important to know graduate program requirements. Students who begin exploring program options early in their college careers are in a better position to make informed course selections that provide the necessary foundation to become a competitive graduate school applicant. Students should seek the guidance of their dons, who can serve as an important resource for how best to research and approach their applications.

Sarah Lawrence College provides three pre-professional advising programs for continued study in education, law, and health to support students in their professional development.

The Office of Career Services can also assist with the application process through individual counseling and workshops.

Pre-Education Program

Any undergraduate student exploring a career in education may participate in the pre-education program. This program helps students navigate program options and supports students as they prepare for graduate study in education.

5-year combined BA/Master of Science degree in Education – We also provide information regarding our unique and cost-saving opportunity to work on a Master of Science in Education while still an undergraduate student at Sarah Lawrence College. Students begin their first year of the Art of Teaching master's program during their senior year at Sarah Lawrence.

The Art of Teaching master's program prepares students for the three exams necessary for New York State certification in Early Childhood/Childhood Education, providing them with the flexibility to work in pre-schools, elementary schools, and middle schools.

The Art of Teaching Program has a unique and effective approach to teaching. It is child-centered, culturally sensitive, and interdisciplinary, focusing on the observation of children. A solid philosophical background in current thinking about educational theory and practice is also central to the Art of Teaching approach.

You will work with children at every point in the program, and you will learn how to be an effective teacher, prepared to work with students from birth to adolescence. The program will connect you with education faculty and alums who can help you find your first job.

What to do next:

Contact the acting director of the Art of Teaching Program, Kathleen Ruen, [REDACTED].

She will answer your questions, interview you, and send you the application form.

You can do this at any point during your time at Sarah Lawrence, but it is essential that you set up a meeting with her before you are in the spring semester of your junior year, because the deadline for the Fifth Year Program applications is March 1.

Pre-Health Program

Students interested in pursuing further studies in medicine or other health-related fields may take advantage of the Pre-Health Program, which prepares students academically for medical school and assists in meeting the demands of admission to individual medical or graduate programs. Students supplement required courses in biology, chemistry, and physics with additional courses offered by the program as part of their preparation for the MCATs and postgraduate education.

Conference work provides students with additional opportunities to organize original research projects, pursue independent learning, and critically examine professional literature—skills fundamental to future success in medical and graduate schools. Students in the program have significant contact with the pre-health adviser, as well as with other faculty members in the program, through conferences, coursework, practice-based clinical experiences, and independent research. Faculty members with a thorough and personal knowledge of the individual student write the College letter of recommendation. The Pre-Health Adviser, Office of Career Services, and faculty members also serve as resources for information regarding application procedures, research and volunteer opportunities within the community, structuring of class-work, MCAT preparation, and practice interviews.

If you are interested in finding out more, contact Danny Trujillo, Office of the Dean of Studies, [REDACTED].

Pre- Law Program

This program offers a variety of seminars, workshops, and panels to provide insight into the work of lawyers and the demands of a legal career, legal education, and anticipating law school. Receive individual counseling and access group meetings with programming that focuses on the law school admission process and the field of law in general. The pre-law advisers provide a full range of information and counseling to help you plan your legal career: course selection, resume building, LSAT prep, and assistance in helping you explore your interest in a legal career.

Call or e-mail to make an appointment with either of our pre-law advisers:

Angela Cherubini
Director of Career Services
[REDACTED]

Mark Shulman
History Faculty Member
[REDACTED]

Graduate Academic Policies and Procedures

Graduate Programs

Sarah Lawrence offers nine distinctive master's degree programs and three dual degrees in the arts, humanities, and sciences:

- The Art of Teaching (Master of Science in Education)
- Child Development (Master of Arts)
- Dance (Master of Fine Arts)
- Dance/Movement Therapy (Master of Science)
- Health Advocacy (Master of Arts)
- Human Genetics (Master of Science)
- Theatre (Master of Fine Arts)
- Women's History (Master of Arts)
- Writing (Master of Fine Arts)
- Joint Degree in Women's History and Law is offered in cooperation with Pace University Law School (Master of Arts/Juris Doctorate)

Graduate Academic Programs

Joint Degree in Child Development and Social Work is offered in cooperation with NYU School of Social Work (Master of Arts/Master of Social Work)

Joint Degree in Health Advocacy and Social Work is offered in cooperation with NYU School of Social Work (Master of Arts/Master of Social Work)

Graduate Degree Requirements

The responsibility for seeing that all degree requirements are satisfied rests with the student. Each graduate program has specific requirements as defined on the individual program web sites. Graduate students plan their course of study with the individual program director.

Program Options

The following are general characteristics of the graduate programs at Sarah Lawrence. Please refer to the graduate catalog for information on each program's specific structure and course of study.

Graduate Seminars and Courses – Each master's program has one or more seminars or courses designed exclusively for graduate students.

Seminar-Conference Courses – Within several graduate programs, small seminars are combined with biweekly private conferences with the course teacher. In these conferences, student and teacher identify the student's specific areas of interest and begin to explore them, often via a project or research paper. These independent enterprises help each student develop and refine skills of analysis, interpretation, and writing. Frequently, a conference project becomes the basis for a master's thesis.

Independent Study – Graduate students who seek to develop an individual research project or creative work more fully, or to undertake an intensive course of reading, may embark on a program of independent study. Permission is obtained from the student's program director and approved by the dean of graduate studies.

Components Courses – in dance and theatre are specifically structured to integrate theory and practice. Working with an adviser, students select a combination of several components that together constitute a full program for the Master of Fine Arts degree.

Fieldwork and Internships – In several of the master's programs, fieldwork—the integration of the theoretical with the practical—is a requirement for the degree, and students receive a pass/fail for their course in fieldwork. The sites for fieldwork are in New York, New Jersey, and Connecticut and include hospitals, schools, community initiatives, nonprofit organizations, and government agencies.

Many graduate students participate in internships throughout the New York City metropolitan area. The Office of Career Services provides information about existing internship programs, makes initial contacts for students who wish to create their own programs, and counsels students individually to help them determine internship possibilities. In certain cases, fieldwork credit may be given for internships.

Master's Project – Most graduate programs require a master's project, but the forms for the projects vary. The Art of Teaching master's project consists of a written and oral presentation. The Child Development and Women's History programs have master's projects that are original research-based theses. The Joan H. Marks Graduate Program in Human Genetics requires 1,000 hours of supervised fieldwork and a culminating Capstone Project/Thesis. Dance/Movement Therapy requires clinical internships totaling 700 hours, with at least 350 hours of direct client contact and a culminating master's thesis. The Health Advocacy Program requires 600 hours of supervised fieldwork and a culminating Capstone Project.

In the creative arts, the Dance Program requires students to develop a master's performance project, which includes choreography and performance. The Theatre Program requires a master's portfolio project, representing complete documentation of the student's work, including photographs, programs, project design, and important papers. The Writing Program requires a master's manuscript.

Transfer Credit

A maximum of 10 credits in course work appropriate to the graduate discipline may be accepted from another regionally accredited college or university, or from a non-US university of comparable accreditation, with the following stipulations:

The determination of transfer credit is made at the discretion of the graduate program director, with the consent of the dean of graduate studies. An official transcript and translation, if necessary, must be sent from the college or university at which the work was completed directly to the Office of Graduate Studies.

Auditing

Students may audit a course with the permission of the instructor and the student's program director, but should not expect to have conferences with the teacher or have written work evaluated. The audit will be listed on the student's transcript if they registered for the course within the registration period and the instructor has informed the Office of the Registrar that classes have been attended throughout the semester. There is no charge for auditing by matriculated Sarah Lawrence students. Students cannot convert an audit into a credit course.

Graduate Registration

General Description

Graduate students are pre-registered each semester in the required courses in the Art of Teaching, Dance Movement Therapy, Health Advocacy, Human Genetics, and Writing programs; students are registered directly into courses by their programs. For those programs (Child Development, Dance, Theatre, and Women's History) which have electives and components, the registration process is as follows:

During the week of registration, students study the curriculum and discuss proposed programs with their program directors. They arrange interviews with faculty to discuss their courses and to explore the appropriateness of their choices. When the student and the program director have talked about the courses, the registration form is signed by the director and is filed by the student with the Office of the Registrar. Because class size is limited to 15 students, some students will not be admitted to one of their choices.

On the last day of the initial registration period, the registrar posts a list of all students not admitted to one of their choices and a list of all courses that still have openings. Students are asked to spend that day interviewing teachers to enable them to select an alternate course. At the end of the day, students hand in a list of three possible alternate courses; final course assignments are posted by the first day of class.

Late Registration

All students must complete registration by the end of the Add/Drop period. This includes registration for conference courses and independent study. In exceptional circumstances, the dean of graduate studies may give permission for a course change or addition after the third week. No changes will be accepted after the fifth week of classes.

Add/Drop Period

For all programs except for the Health Advocacy Low-Residency Program:

The Add/Drop period runs for the first two weeks after the first day of classes. During this time, students who want to change their programs should get course change forms from the Office of the Registrar and obtain faculty signatures for the courses they are dropping as well as for the courses they plan to enter. Students should discuss their plans with their program directors and obtain their permission for any changes.

Students seeking to enter a course in the third week of classes may do so only with the teacher's written permission on a form specially designed for registrations during the third week. In order to earn full credit in the course, the student must make up all of the work missed up to the date the teacher has specified on the registration form. The teacher has the discretion not to admit a student to a course in the third week. Students may not change their registration after the fifth week.

For the Health Advocacy Low-Residency Program

The Add/Drop period runs for the first week of classes. During this time, students who want to drop a course in which they have been registered should get course change forms from Canvas, MySLC or the Office of the Registrar and obtain faculty signatures for the courses they are dropping. Students who wish to drop a course must advise the program director of their intent to do so in writing by email.

Any student with more than one grade lower than a B will be put on academic probation until the completion of their program. Students will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another one grade lower than a B in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

Students who have not been placed on probation, but who are not making adequate academic progress, must be warned in writing of the possibility of dismissal.

Credit in a Course for Which a Student Has Not Registered

No credit will be given in any course for which a student has not registered at the beginning of a term. Students cannot convert an audit into a credit course after the registration period has ended.

Second Semester Registration

Students who complete a semester course or who plan to leave a yearlong course at the end of the first semester must register again in January. When students leave a yearlong course at midyear, they must notify the teacher before the end of the first term so the teacher can submit a final grade and report credit to the Office of the Registrar. Students must complete all work required by their teacher in order to obtain full credit for the first semester of the course.

Quality of Work and Evaluating Graduate Student Progress

End-of-Semester Reports to Students

In most classes faculty prepare written evaluations of each student's work to augment the traditional grading system. End-of-semester evaluations summarize the continuing dialogue between teacher and student in class and conference, giving students a more complete sense of their progress. Students receive these written evaluations from each of their teachers at the end of each semester. Evaluations and grades are submitted electronically and are available for students to view and print through MySLC, a Web-based, password-protected utility used by all Sarah Lawrence students.

Credits and grades for yearlong courses are submitted in June. A student planning to leave a full-year course at midyear should inform the instructor before the end of the first semester and ensure that sufficient work has been accomplished to earn full credit for that term. The teacher will then submit a grade and credit for the fall semester to the Office of the Registrar.

Reports During the Term

A faculty member may submit an alert to the dean of graduate studies and the specific program director about any student whose attendance is irregular or whose work reflects academic difficulty. Mid-semester reports may be requested for any student who is on probation or who seems to be experiencing academic difficulty.

Attendance

Consistent attendance at all classes and conferences is expected. A student's absence from class takes on a special meaning in a pattern of study where a course may meet only once a week. In cases of frequent or extended absences from class or conferences, it is expected that there will be a loss of credit, the amount to be determined by the faculty. Students are expected to notify the teacher by phone or note when they must miss a conference appointment or class. Faculty generally permit one such absence during the semester. Teachers are not required to reschedule missed conferences.

Students may not leave early for or return late from vacation. All academic appointments must be met.

Religious Holiday Observances

Although the College does not close officially for religious holidays, the right of any member of the community to observe these holidays is respected. Faculty are asked to help students make up the work missed because of such observance and to avoid scheduling special activities for those days. Students who will miss class are asked to inform their teachers in advance.

Incompletes

All work is due on the last day of classes unless the student has asked for and been granted an official "incomplete" by the teacher. The Incomplete Request Form for graduate students is available on MySLC. Students have the responsibility to communicate with faculty to determine whether they are eligible for an incomplete. Faculty members are under no obligation to grant an incomplete unless they feel it is warranted. Students on academic probation are not eligible to receive an incomplete in any class.

An incomplete may be awarded only if the student has already done substantial passing work in the course and the teacher judges the reasons for granting incomplete status to be valid (e.g., illness, serious personal crisis, accident, extenuating academic circumstances). In this situation, the teacher will submit a special incomplete form instead of the regular evaluation form. The form will specify the work that is owed and the date it is due. The teacher may also choose to write an evaluation and assign a provisional grade on the basis of what has been completed thus far.

Grades and evaluations for spring semester incompletes are due in the Office of the Registrar on the first day of classes of the fall semester; grades and evaluations for fall incompletes are due at the end of the fourth week of the spring semester. If the registrar has not received a new credit assignment, report, and grade from the faculty, the credit listed on the incomplete form will be posted on the transcript.

Partial Credit

Partial credit is not given to students enrolled in the graduate degree programs.

Academic Probation

Sarah Lawrence emphasizes student evaluations as an indication of a student's progress in the program. Students are asked to view their grades as an additional indication of standing in their program.

Graduate students at Sarah Lawrence are expected to achieve the level of grades determined by their program and receive a pass grade in all pass/fail courses and fieldwork practicums. A grade lower than the expected grade designated by the program indicates academic difficulty, and the student should discuss areas of weakness that need improvement with the faculty adviser.

Any student with more than one grade lower than the expected grade designated by the program in a semester will be put on academic probation until the completion of their program. They will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another one grade lower than the expected grade designated by the program in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

A fail in a pass/fail course or a grade below that required is an indication that the quality of work is below graduate standards. The student may be asked to repeat the course and meet with the program director to discuss the student's future in the program. If this student receives another grade below graduate standards, the student must meet with the director and discuss the student's future in the program, including withdrawal.

Grade Change

Students who wish to contest a grade must notify the course instructor, the program director, and the dean of graduate studies within the calendar year following the semester in which the grade was earned. Additional or revised work cannot be handed in after a course is over in order to improve the grade, but the teacher may be asked to re-evaluate work that was submitted during the term if the student believes the work was underrated. Faculty must notify the registrar of the grade change, and the change must be approved by the dean of graduate studies and the student's program director before it can be posted.

Course Appraisals

Students are urged to write a course appraisal at the completion of every single-term or full-year course. They evaluate the contribution of the teacher to the student's education and to Sarah Lawrence. The appraisals are read by the dean of graduate studies and are available to the Advisory Committee on Appointments. Faculty do not read them until their own student reports have been submitted to the Office of the Registrar.

Special Arrangements for Graduate Students

Leave of Absence

Requests for leaves of absence are discussed with and approved by an individual student's program director, and notification is given to the dean of graduate studies. Leaves are granted for only one year at a time and rarely for more than two years in total. An unapproved leave is a withdrawal. Students with loans should consult the Office of Financial Aid regarding loan obligations during the leave. International students should also meet with Alba Coronel in the Office of Graduate and Professional Studies before taking a leave of absence. Students on leave from the College or on an off-campus year, who wish to maintain their matriculation status, are charged a fee. The fee is \$100 for any part of the academic year they are on leave. The maximum cumulative charge is \$200 for any two or more consecutive years.

Leave with Review

Students who must leave the College for academic, medical, or psychological reasons will need to be reviewed before being given permission to resume their studies. These students are placed on a leave with review rather than a leave of absence. If the student left the College while experiencing serious academic difficulties, the review is conducted by the dean of graduate studies and the student's program director. If the student left the College for medical or psychological reasons, the review will include an assessment by the director of medical services or the director of psychological services. Students on leave with review who wish to return to the College should begin the review process by writing to the assistant dean of graduate studies, explaining what they have been doing in the interim, and describing their reasons for feeling ready to resume graduate school.

Medical Leave

A medical leave may be requested by a student for medical reasons that interfere with the student's ability to function academically. Students must consult with one of the Health & Wellness directors and submit a Medical Leave Request Form to the Office of Graduate and Professional Studies to make an official request. A medical leave may also be required by the Office of Graduate and Professional Studies, if the student has a medical condition that cannot be reasonably accommodated by the College.

In either case, the student will be placed on a medical leave and the student's re-entry to the College will be reviewed by the Health & Wellness directors in consultation with the Office of Graduate and Professional Studies. During the medical leave, the student will be expected to obtain treatment for the condition that warranted the leave. Documentation of such treatment from the medical providers involved will need to be submitted to the director of medical services or psychological services, who will review the materials. Once

the documentation is reviewed, the student will have an interview with the director of medical services or psychological services, who will make a recommendation to the Office of Graduate and Professional Studies. Once the review is completed, the Office of Graduate and Professional Studies will notify the student of the final decision. Requests for a medical leave are to be submitted no later than November 15 for the fall semester and April 15 for the spring semester.

When requesting to return from a medical leave for the spring semester, requests are to be made by November 15 with clinical documentation submitted to Health & Wellness by December 15. When requesting to return from a medical leave for the fall semester, requests are to be made by June 1 with clinical documentation submitted to Health & Wellness by July 1.

While on medical leave, students are expected to absent themselves from participating in or organizing on-campus as well as off-campus College-sponsored/affiliated activities, and to visit only with permission, given in advance, by the Office of Graduate and Professional Studies. Failure to abide by this expectation may adversely affect the decision to readmit.

Withdrawal

Students withdraw from the College either voluntarily or involuntarily. A student who initiates a withdrawal at any time of the year is expected to confer with the program director and submit a written statement to the dean of graduate studies before leaving campus. A student who wishes to resume study at the College after having initiated a withdrawal should write to the dean of graduate studies requesting readmission. Graduate students whose progress or performance fails to meet the standards of the program may be required to withdraw from the program and the College.

Continuing Enrollment

For those students who require additional semesters beyond the standard two to complete their projects/capstone projects/theses, a fee, equivalent to one credit, is assessed during each subsequent semester the student is enrolled. The student must be enrolled in the semester of degree completion.

Time Limits

A full-time student is expected to complete the degree in two years. A part-time student is expected to complete the degree in four years. Exceptions may be made by the program director, who will grant extensions as needed and ensure that a plan of action for completion has been developed, signed, and copied to the Office of Graduate Studies. If an extension is not requested and/or granted, the student will be withdrawn from the program.

Graduate Policy on Academic Integrity

Standards of Integrity

In an academic community in which integrity and truthfulness form the basis of intellectual development and trust, graduate students are expected to be motivated by honesty and self-respect and are required to maintain the highest standards of academic integrity. When that trust is violated, disciplinary action, up to and including dismissal from the College, will be taken. Academic dishonesty includes, but is not limited

to, cheating, plagiarism, and fraud. The following are examples of academic dishonesty: representing the ideas or language of another as one's own; falsifying or inventing any information, data, or citation; representing work already submitted for one course as original work for another course; permitting another to represent one's work as their own; or otherwise receiving or providing unauthorized assistance to another in formal academic work.

Student Dismissal Policy

Graduate and Professional Studies has the right to dismiss students from its programs who:

- Do not make adequate academic progress
- Engage in academic or research misconduct
- Engage in illegal, fraudulent, or unethical behavior as defined in this handbook
- Fail to demonstrate attitudes or behaviors consistent with the professional standards of the field in which they are preparing to enter
- Consistently disrupt the learning environment and educational mission of the College
- Engage in behavior that would endanger the health, welfare, or safety of other people
- There may be other unusual or emergent situations in which a student could be dismissed from a program. Procedures for such unusual situations will be similar to those described below. The College reserves the right to make an immediate dismissal if necessary.

Lack of Adequate Academic Progress

Any student with more than one grade lower than a B will be put on academic probation until the completion of their program. Students will be notified in writing and must meet with the director of the program to discuss plans for improvement. If this student receives another one grade lower than a B in the course of their graduate studies, a second conversation with the program director is indicated. The director, in consultation with the faculty, will discuss the student's ability to complete the course of study and take steps as indicated, including withdrawal from the program.

Students who have not been placed on probation, but who are not making adequate academic progress, must be warned in writing of the possibility of dismissal.

- Either an instructor or an administrator in the program should first discuss with the student his/her weak academic performance.
- Following that discussion, the student will be given a clear written statement about what must be done within a specified time period to alleviate the problem. These expectations must be reasonable and consistent with expectations held for all students in the program. The statement will be written by the instructor in consultation with the program director.
- The student will be required by the instructor to sign the statement indicating his/her understanding of its terms.
- If the student does not meet the requirements within the time frame specified, he/she may be dismissed from the program.
- Notification of dismissal will be made in writing to the student and the dean of graduate and professional studies. The notification will include the effective dismissal date.
- Students dismissed under this policy may appeal to the dean of graduate and professional studies.
- The dean's decision is final.

Academic or Research Misconduct/Illegal, Fraudulent, or Unethical Behavior

In an academic community where integrity and truthfulness form the basis of intellectual development and trust, graduate students are expected to be motivated by honesty and self-respect and are required to maintain the highest standards of academic integrity. When that trust is violated, disciplinary action, up to and including dismissal from the College, will be taken. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and fraud. The following are examples of academic dishonesty: representing the ideas or language of another as one's own; falsifying or inventing any information, data, or citation; representing work already submitted for one course as original work for another course; permitting another to represent one's work as their own; or otherwise receiving or providing unauthorized assistance to another in formal academic work.

When an issue of academic dishonesty is raised, the graduate student is notified by the program director and is given an opportunity to respond to the charges before a final determination is made. Any student guilty of academic dishonesty is subject to penalties to be determined by the faculty member involved in conjunction with other faculty from the student's program. Penalties may include dismissal from the program and expulsion from the College.

Expectations for Student Engagement in the Online Environment

- Students will not share their Canvas and MySLC user names and passwords and will maintain this information as private and confidential. Students will not allow others to gain access to or participate in any aspect of their coursework including engaging with their classmates, faculty and Sarah Lawrence College staff.
- Students should not share personal information that is not directly and immediately relevant to the coursework. Information of a personal nature that is shared should be maintained in strict confidence and not disclosed or otherwise made available in any way to others. Do not assume that personal information that has been communicated to one person is known to others.
- All communications will be respectful and courteous.
- All communications will be in support of your learning within the course. Students should not send emails that are not course related, that are unsolicited, inflammatory, offensive, harassing or otherwise inappropriate to a professional and learning environment.
- Students are expected to proofread all communications to eliminate spelling and grammatical errors and to ensure that the information being communicated has not been already stated, is clearly articulated, accurate, and furthers the intellectual discussion. Be as brief as possible.
- When disagreeing or countering a point raised by another do so with evidence and not with emotion. Do not be disrespectful or dismissive in your response. Avoid the use of sarcasm, jokes and ALL CAPS as intent and tone can be easily misinterpreted.
- Students will be kind, forgiving and considerate when identifying the errors of others.
- Students will not disrupt the learning environment by taking actions such as, making off-topic comments, encouraging others to engage in communications not appropriate to the course or by inciting others to anger or inappropriate statements.
- Students will adhere to all policies related to academic integrity, including but not limited to, appropriately citing sources, not misrepresenting thoughts and ideas of others as their own or using/posting content that they do not have the legal right to use.

- Students will not post or link to information, software or other content that could be harmful to Canvas, MySLC or their faculty and classmates computers.

Failure to adhere to these guidelines or any Sarah Lawrence College policy may result in a negative impact to individual course grades, as well as sanctions up to and including expulsion from the College.

Expectations of Student Professional Behavior in the Field

1. Display honesty and integrity: Students must always be honest in their dealings with all individuals and should never misrepresent themselves, their actions or the actions of others. Students must never engage in illegal or unethical behavior.
2. Show respect for the dignity and rights of others: Students should always treat others with respect and dignity and should not act in a way that is demeaning to others or is biased regarding any identity issues (including but not limited to race, class, gender, gender identity, sexual orientation, religion, spirituality, ability status, etc.), is rude, arrogant, insolent, or condescending.
3. Maintain a professional demeanor: Students should project a positive attitude and be enthusiastic about their work at school and in their fieldwork organization and the Health Advocacy field. Students must adhere to all school policies and the generally accepted professional norms of their fieldwork sites in respect to appearance, dress and professional behavior. Students must maintain a professional demeanor at all times, including when stressed or upset. Students should never act in a way that can be perceived as being hostile, abusive, dismissive or inappropriately angry. Students should not be on their phones while in class, in meetings or in fieldwork. Personal phone calls (excluding emergencies), texting, and emailing should only be done during lunch hours or during specifically designated break times.
4. Maintain professional interpersonal relationships: Students must be able to develop and maintain disciplined professional relationships with classmates, faculty, school staff and administration as well as clients, colleagues and members of the organization in which they may be working. Students should not develop or engage in relationships that may be perceived as inappropriate even if not explicitly prohibited by an organization's rules. Such relationships may include, but are not limited to, sexual relationships, financial relationships, or intimate social relationships. Students must use caution not to engage in activities or relationships that may interfere with the student's ability to fulfill their roles and responsibilities or that could call into question the honesty or integrity of the student, the fieldwork site organization or Sarah Lawrence College.
5. Student responsibility for professional development: Students must recognize their own limits and identify when it may be necessary or beneficial, to seek assistance. Students must be self-reflective of their work and must be able to make modifications as learning proceeds. Students must develop an awareness of their strengths and weaknesses and should proactively reach-out for support and feedback to HAP staff and faculty, their Site Supervisors or other staff members at the organization.
6. Appropriately respond to supervision and feedback: Students must be cognizant of their role as a student. Obtaining feedback and being able to respond and incorporate suggested guidance is key to learning and professional development overall. It is not always easy to hear feedback, especially if it is not all positive. However, students must be open and receptive to feedback and should try not to be resistant or react in a defensive manner. Student must take responsibility if they have made mistakes and take appropriate steps to make corrections or improve their work.

Students may not always agree with the feedback provided, however, students continue to have an obligation to act in a professional manner. Student's, who are unclear about feedback provided, should seek additional guidance from HAP staff and faculty or their Site Supervisor.

7. Demonstrate dependability: Students must always be prompt and should provide notification to the appropriate person if they are going to be late. Students must make every effort to attend all scheduled classes, meetings and or work days. Requests for time off should be made in advance when possible, or the student must otherwise provide notice as quickly as possible. Unexplained absences are not acceptable. Students must meet deadlines for work and should notify their faculty and or Site Supervisor if they believe that they will not be able to meet these timelines. Students should not need reminders to complete assignments or required paperwork.
8. Exhibit appropriate initiative: Students should be aware that while they may frequently be working independently they may also be working as part of a team. Students should be willing to take on additional responsibilities related to their fieldwork, and help out other staff members as may be needed from time to time. Students should take advantage of opportunities to interact with other students and staff members, learn additional roles or participate in organizational activities, as time may permit. Students should never go outside of the organization to obtain guidance or feedback on the work they are doing in fieldwork unless specifically asked to by the Site Supervisor, or unless student has requested and been granted permission to do so from their Site Supervisor.

Failure to adhere to these guidelines or any Sarah Lawrence College policy may result in a negative impact to individual course grades, as well as sanctions up to and including expulsion from the College.

Statement on Cyberbullying

Cyberbullying is willful and repeated harm and harassment inflicted through the use of computers, cell phones and other electronic devices. Some examples of cyberbullying include but are not limited to:

- Sending and/or posting harassing text messages, tweets, Instagram posts and emails that harass another person
- Posting threatening, demeaning and/or defamatory comments on popular social media sites and other online forums and services (ex\Facebook, Twitter, Goodreads, Instagram, RateMyProfessor, etc.)
- Posting or sending sexual pictures intended to harass another person online
- Threatening someone with violence or wishing violence happens to them
- Creating fake online accounts and/or false online personas to humiliate a person

Cyberbullying, like other forms of harassment and defamatory, slanderous or injurious speech is a violation of the College's policy regarding Freedom of Expression and Mutual Respect. It also represents a violation of interim-measures such as "no contact" orders. When reported to the College, every reasonable effort will be made to identify the individual, individuals or groups involved in the harassing and harmful activity. This may involve reviewing network activity logs and local area network and Internet network traffic to determine the origins of the activity. Sanctions for cyberbullying are the same as those typically available under the Code of Conduct, including suspension and dismissal depending on the severity of the infraction.

When cyberbullying involves the use of external online systems, Sarah Lawrence will coordinate with relevant Internet Service Providers and online forum service providers. If the cyberbullying rises to the level of criminal behavior, local law enforcement will be notified.

Grievance Procedures

If a graduate student wishes to make a complaint against a faculty member or administrator, these procedures are followed: Students who have a complaint should meet with the dean of graduate and professional studies. However, if resolution does not occur, the student may appeal to the Committee on Graduate Studies. The committee reviews the matter and renders a decision. The committee's decision is final.

If a graduate student wishes to make a complaint against the dean of graduate and professional studies, the student may request a hearing with the Committee on Graduate Studies in writing to the assistant dean of student services in Graduate and Professional Studies. The committee reviews the matter and renders a decision. The committee's decision is final.

Committee on Graduate and Professional Studies

The Committee shall consist of three members of the faculty (excluding graduate program directors) to be elected by the faculty for terms of three years, one member to be elected each year; the Dean of Graduate and Professional Studies; a graduate student, and the Provost and Dean of Faculty or their designate, who shall serve as an ex-officio member. In addition, the graduate program directors shall appoint three program directors or associate /assistant directors who will serve for two years. The Dean of Graduate and Professional Studies shall serve as chair of the committee.

The functions of the committee shall be as follows:

1. To review new master's degree programs and academic credit-bearing initiatives at the level of graduate and professional programs. In conjunction with the graduate program directors, to make recommendations about new programming to the president of the college and the Educational Policies Committee of the board of trustees.
2. To review curriculum and academic integrity of existing programs in consultation with the graduate program directors.
3. To review policies and procedures proposed by the graduate program directors.
4. To hear final appeals of students contesting a dismissal decision.
5. To represent the entire faculty's interests in the activities of Graduate and Professional Studies and to report on them to both teaching and administrative members of the faculty.

Grade Disputes

If a student does not agree with the grade an instructor assigned in a given course, the student should first contact the instructor. Additional or revised work cannot be handed in after a course is over in order to improve the grade, but the teacher may be asked to re-evaluate work that was submitted during the term if the student believes the work was underrated. Faculty must notify the registrar of the grade change, and the change must be approved by the interim dean of graduate and professional studies and the student's program director before it can be posted.

If the instructor and the student are unable to reach an agreement, the student may present his/her case to the program director. The student should put his/her complaint in writing. The program director may solicit the instructor's evaluation in writing or may ask the instructor and/or the student to appear before them. It is the director's responsibility to determine whether the grade is sufficiently supported by the student's work and evaluations. The program director's decision about the grade is final. Grade disputes must be submitted to the program director no later than two weeks from when the grade was given.

Student Conduct Process

Graduate students are expected to observe all College policies and all local, state, and federal laws, including breach-of-peace offenses. Students who violate College policies or federal, state, or local laws are subject to College conduct action and may be sanctioned to leave the College by the interim dean of graduate and professional studies and/or the dean of student affairs. Students are expected to comply with requests of College officials, including public safety officers. Failure to comply with requests will result in conduct action. See "[Student Conduct Process](#)" (p. 154) for more information regarding the student conduct process and "[General College Policies and Procedures](#)" (p. 99) for information regarding college policies.

Canvas and MySLC: Online Learning Environments

Low- residency students will have access to two learning management systems (LMS).

Students will use Canvas as the learning management system to access all course materials, engage with course faculty and classmates, view grades and overall program policies. Students will be provided with their Canvas login prior to the start of classes.

Students will also have access to MySLC. MySLC is the learning management system that the College uses for administrative processes and students will use MySLC to access school services such as Student Accounts and the Office of Disability Services as well as to find information on general school policies and procedures.

Help Desk, Canvas Learning Management System Support

Health Advocacy Program courses are hosted on Canvas, and technical support is available 24/7, 365 days a year. Students can reach a support person by phone, chat, or through submitting a ticket. Please consult the "Help" link while logged into Canvas on the main menu for more information. Additional support information can be found on the Online Support page.

If a student encounters technical difficulty in completing or submitting any online assessment, they are expected to immediately contact the designated help desk listed on the Online Support help page. The student is responsible for contacting the instructor at the email address listed in the syllabus to notify them of the issue.

International Student Services

Graduate Adviser Alba Coronel, [REDACTED], Slonim House

The ISS provides a range of support to international graduate students (non-US citizens, dual citizens, and US citizens from abroad). Among other international student services, the advisers issue I-20 forms and

assist with F-1 issues, on-campus jobs, US Social Security cards, and Curricular and Optional Practical Training. Please note that the cost to replace a lost I-20 is \$50. Students are welcome to make appointments with the international student advisors.

Library Services

The Esther Raushenbush Library is essential to the academic life of Sarah Lawrence College. Its diverse resources have always supported the school's academic mission.

The library has more than 300,000 books, government documents, microforms, audiocassettes, DVDs, and videocassettes, and subscribes to more than 700 journals and newspapers. In addition, it offers access to more than 90 online full-text and citation databases, providing electronic access to more than 700,000 journals.

Access to the library's collections is available from any connection to the academic network. The research services librarians provide an orientation to the library resources and academic research. These sessions are important parts of course strategy. Additionally, students are invited to make appointments with research services librarians for individual help with research projects. Students can contact research services librarians to ask a question or schedule an appointment directly from Canvas.

The library belongs to several regional and national networks that provide access to library resources around the world.

There are two other libraries on campus. The William Schuman Music Library, located in the Marshall Field Music Building, offers library services and listening facilities and collects books on music and musicians, periodicals, scores, and sound recordings. The Sarah Lawrence College image collection is located in the Heimbold Visual Arts Center and contains more than 100,000 digital images. The database encompasses major areas of Western art, architecture, photography, decorative and graphic arts, as well as art and architecture from various cultures, including Classical, Romano-Byzantine, Medieval, Islamic, African, Oceanic, and Pre-Columbian.

Patron Privacy

The library is committed to protecting the privacy of its users. Our policies conform to the code of ethics of the American Library Association that states, in part, that "we must protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted."

Circulation information is confidential; however, records are available to staff over a period of time for normal circulation workflow purposes.

A book's record with a history of circulation can be searched. Access is limited to library staff.

Groups of student records are removed each year. A purge date equal to one year after the annual expiration date is assigned to each student record when it is entered. Expiration dates and, therefore, purge dates move ahead year by year as students progress through school, and when a student leaves the College or graduates, the record is slated for removal the following year on the purge date.

Faculty and staff records are removed manually when notice is received that they are no longer associated with the College.

Online Access to Library Resources

Online databases and journals are accessible 24-hours a day, 365 days. Students must login to the Off-Campus WorldCat Access portal in order to access Library resources when not on the Sarah Lawrence College campus.

Onsite Hours for the Main Library

Monday–Thursday	8:30a.m.–1 a.m.
Friday	8:30a.m.–midnight
Saturday	11 a.m.–midnight
Sunday	11 a.m.–1 a.m.

There are extended hours at the end of each semester. Hours in the summer and during vacations will vary.

Circulation Policy—General

A student must present a bar-coded Sarah Lawrence College ID to check out physical library materials. Books are generally loaned for a complete semester but are liable for recall after an initial period of two weeks. Failure to return a recalled item will result in fines accruing at \$3 per day. Videos circulate for a seven-day period. Periodicals, reference books, and material in special collections, faculty collections, and the archives do not circulate.

Circulation Policy—Reserves

The main library reserve collection is maintained as a closed collection, and books circulate for a limited time in order to provide equal access to required course materials for all students. In addition, the library has a large collection of electronic reserves. Most reserve readings circulate for three hours during the day and may also be borrowed for overnight use. Items borrowed for overnight use are due back one hour after the morning opening. Please keep in mind that overdue items are fined at the rate of \$0.50 an hour, and failure to return overdue books is a serious offense; the penalties for noncompliance are substantial and may extend to loss of library privileges. It is important to understand that stealing or defacing library materials or otherwise rendering them inaccessible to others is a violation of the College's Policy on Academic Integrity and may be reported to the Office of the Dean of Graduate and Professional Studies.

Circulation Policy—Interlibrary Loan (ILL)

Items borrowed through interlibrary loan have due dates that average one month in length, as determined by the lending libraries.

Hours for the William Schuman Music Library

Monday – Thursday	9 a.m.–9 p.m.
Friday	9 a.m.–5 p.m.
Saturday	–5 p.m.
Sunday	5–9 p.m.

Summer hours are by appointment only.

Circulation Policy for the Music Library

Books, scores, and music materials in the reserve collection circulate under the same rules as in the main library. Sound recordings can be borrowed for a seven-day period and may be renewed.

MySLC

(myslc.edu)

MySLC is the primary source of information for all of the Sarah Lawrence College community. Through MySLC, students can:

- Read the Student Handbook
- Get registration information and course catalogs/schedules
- Communicate with faculty and classmates
- View evaluations, assessments, and grades
- Learn what departments can offer and get forms, policies, and more
- View student accounts and make payments online
- Read and post campus classifieds, including for-sale and lost-and-found items
- View events, calendars, and announcements
- And more

Tips for Using MySLC

- If using MySLC on a smaller screen, click “PAGE MENU” to see more navigation items.
- MySLC’s idle timeout is 45 minutes (with a warning at 40 minutes). Therefore, save work often or keep a backup of any text.
- Search on MySLC using the magnifying glass in the upper right.
- Need more help? Click (?) in the upper right or go to myslc.edu/help.
- Follow MySLC on Facebook (fb.me/myslc.edu) and Twitter (twitter.com/MySLCedu) for the latest updates.

Accessing MySLC

Students can access MySLC at <https://myslc.edu> by logging in with their Sarah Lawrence College ID number (leaving off any leading zeros) and password. Sarah Lawrence College ID numbers can be found on the front of student ID cards.

Students who forget their password should enter their Sarah Lawrence College ID number, click the “Forgot Password?” link, and follow the instructions to have a new password sent to their Sarah Lawrence e-mail. Those continuing to experience problems logging into MySLC should contact Web Systems Support at sysweb@sarahlawrence.edu using their Sarah Lawrence e-mail account. The e-mail should include the student’s full name and Sarah Lawrence College ID number but NOT any password information.

Changing Passwords

Students can change their password by:

- Logging in to MySLC.
- Clicking “Personal Info” at the top of the page next to your name.
- Clicking “Password.”
- Completing the form, noting that the new password must be between 4 and 10 characters, and clicking “Save.”

Please note: MySLC accounts are not related to Sarah Lawrence e-mail accounts; changing a password in one system will not change the password in the other.

Campus Resources for Students

Audio Visual

—Performing Arts Center, Bookstore side

The Audio Visual (AV) office offers media support to the College community. Students wishing to use audio-visual aids for a course project may borrow equipment from the office on a daily or weekly basis. Replacement or repair costs are the borrower's responsibility.

- For a list of items AV has for checkout and duplicating services, please check the AV page on MySLC. (Log on to Campus Life and look under Departments.)

Bookstore

—Performing Arts Center, Reisinger side

The Sarah Lawrence College bookstore is open Monday to Thursday from 9 a.m. to 5 p.m. and on Friday from 9 a.m. to 4 p.m. The bookstore is also open during select weekends and evenings for special events and at the beginning of each semester. In addition to required course materials, the store carries general reading books; faculty authors; school, residence hall, music, and art supplies; assorted health and beauty aids; packaged food; clothing; and imprinted giftware. Payment may be made via cash, check, or major credit card, or students may use their Sarah Lawrence College 1Card.

Career Services

—Bates, second floor south

Ready to explore, define, or just begin to think about life after Sarah Lawrence? Whether it's finding that perfect internship, getting practical information for landing the job, or just looking to explore your options, the Office of Career Services is the place to start. Meet with your career advisers to learn how they can support you on how to get started. It's never too early to start exploring!

Sarah Lawrence students can access a variety of programs and services through the Office of Career Services, ranging from individual career counseling to full-day seminars.

Believing in Sarah Lawrence's core philosophy, centered upon the growth of the individual, our office takes a developmental and student-centered approach to career counseling.

Career Counseling

Career Advisers for First Year Students (FYS) Initiative

Career Services engages students in their professional development as early as the first year. Career Advisers partner with FYS dons and are assigned to each first-year student. Career Advisers offer support over the course of students' undergraduate careers and connect students with the many professional development resources available in our office.

Career Action Plans

Career Action Plans are available to be used as a guide to support students' career development during all four years. Career Advisers highlight specific actions to take to best prepare for life after Sarah Lawrence.

One-on-One Career Counseling

Counselors are available to meet with students and recent graduates who need assistance defining and planning their career goals; learning internship and employment search strategies; drafting resumes, CVs, and cover letters; developing interview skills; and more.

Internship Program

Hundreds of opportunities in all industries are posted on Handshake, Sarah Lawrence's internal online internship and job database. Internships provide valuable on-site learning experience in a work setting related to personal, academic, or career interests.

The Internship Travel Stipend Fund has been established to provide travel assistance to students who are participating in unpaid internships during the academic year. Eligible students can receive a \$350 travel stipend to help offset commuting costs. Students can apply for the stipend through the Office of Career Services.

Signature Programs by Class Year

Recipe for Success: Mocktails Mixer for First-Years

First-year students mingle with peers and gain advice from juniors and seniors about internships, career interests, and networking while having a good time enjoying mocktails.

Sophomore Career Initiative Program

This initiative emphasizes the value of an internship. It engages students with current interns and alumni professionals on how to define career interests and make connections and how internship experiences have provided valuable skills, ultimately leading to a full-time job!

Your Liberal Arts Connections: Pre-Professional Conference (Juniors/Seniors)

As a segment of our career readiness program, this one-day, pre-professional conference consists of a keynote speaker, alumni panels, industry expert round tables, and a networking reception.

Career Readiness Programs

Cocktails+Conversations=Connections: Practice Your Pitch with Alumni Professionals

Building connections is valuable, and networking is an important skill to practice in advance of joining the workforce. Network and exchange ideas with alumni from various industries at an intimate reception on campus.

Tapping Into Your NYC Alumni Network: Explore Internships and Careers

This two-day program consists of employer site visits to alumni in various fields and ends with a reception and panel/networking event. Participating alumni represent career fields and interests ranging from the creatives to business and start-ups.

Marketing Your Liberal Arts Degree: Put Your Critical Skills to Work

The program consists of a panel of professionals: employer, faculty and alumni who discuss the value of a liberal arts degree, six critical abilities a Sarah Lawrence education fosters, and tips on how to articulate your skill set and the value it brings to the workplace.

Snapshot of Additional Programs and Events

Career Workshops

Resume Review Day

Mock Interview Day

Employer Site Visit Program

Internship & Career Fairs

Employer Information Sessions Senior Transition Programs

Resume Referral Program

SLCeed: Innovation and Entrepreneurship Program

Access to skills workshops, networking, and a five-day intensive designed to mold ideas into plans of action, concluding with a Pitch competition.

For more information, visit: slc.edu/careerservices

College Events

  —Bates, second floor

Room Bookings/Reservations

The Office of College Events books/reserves most rooms available on campus for meetings, events, or conferences. The rooms are reserved on a first-come, first-served basis. College Events does not reserve theatre, dance, music, gallery, student-run, or sports center spaces. All other spaces are reserved through

the Office of College Events. To request an event, visit MySLC for a link to sign up for the Virtual EMS account (<https://ems.slc.edu/VirtualEms>). EMS is the College's space reservation booking system. You may also stop by or contact College Events with any questions.

Event Planning

The Office of College Events is available to assist in the planning of on-campus events. Students planning any type of event, screening, or meeting should contact the office immediately to properly organize the event. A member of the College Events staff will provide guidance through the steps in organizing a successful event. The following items should be kept in mind:

Timing: Successful events require proper timing. A time frame of four to six weeks is recommended for planning and publicizing an event.

Sponsor: All on-campus events must be sponsored by a student, student group, faculty or administrative staff member, or department. The Office of College Events cannot begin planning an event without an account number or Sarah Lawrence e-mail address.

Spaces: All rooms reserved through College Events are on a first-come, first-served basis. The Office of College Events books most on-campus rooms and will know whether a selected date and time will provide an audience with few other event conflicts. Visit Virtual EMS to find out if your desired space is available and to book your space virtually. Spaces that impact the SLC Community require approval from the Committee on Undergraduate Student Life. Please contact College Events for information about these spaces and the approval process.

Publicity: The Office of College Events provides support for campus publicity. This can include poster/flyer design and distribution, and table tents. If off-campus publicity is desired, please contact the Office of Marketing and Communications at [REDACTED] in Robinson House for more information.

Invitations/RSVPs: The Office of College Events can help in the design, printing, and mailing of invitations. College Events also will take the responses (RSVPs) for an event, if desired. A minimum of two weeks is requested for invitations.

Equipment: If students need additional equipment such as podiums, chairs, tables, trash cans, and/or registration signs, a request should be made a minimum of one week prior to the event.

Rentals: If the College does not own or have the equipment required for an event, the equipment can be rented at an additional cost through the Office of College Events. A minimum of one week and a budget is required.

Security: Room openings for events, extra security, and additional parking requests for events are arranged through the Office of College Events. A minimum of one week is required for security notification.

Audio Visual: If an event requires microphones, VCRs, or audio or visual recording, students should discuss these needs with the Office of College Events. Student-sponsored events should request AV support from the Office of Student Affairs. (Requests should be made a minimum of 10 days prior to the event.)

Food Services: Catering for events is provided by AVI Fresh, the exclusive campus caterer. AVI Fresh must be used for all on-campus events; no outside caterers are allowed. A minimum of five days is required

for catering. Contact the Office of College Events to discuss menus, pricing, and to place orders. A budget number is required to place a catering order. In the rare instance that AVI Fresh is unable to create the food requested, a catering waiver may be issued at AVI Fresh's discretion. There is a pizza exemption for student events ONLY. Please contact College Events at [REDACTED] for more information.

Anita L. Stafford Office of Community Partnerships and Service Learning

[REDACTED], myslc.edu/communitypartnerships—Bates, second floor

Sarah Lawrence College has a rich history of education for social responsibility and a commitment to the integration of service with learning. Through community work, students can develop deep relationships with their community beyond the campus, expand their academic inquiry, learn more about their beliefs, develop skills in community organizing, assist in the mission of a local agency, and explore their ideas about what it means to be an engaged and contributing citizen. The staff of the Anita L. Stafford Community Partnerships and Service Learning Program supports and connects students and faculty interested in working for social change with agencies and organizations in Yonkers, New York City, and other surrounding communities.

Community-Based Learning

The Office of Community Partnerships helps students find community-based sites to complement their academic studies whether through a practice-based course or for conference work. The College and community organizations collaborate to help students learn about their placements and the social issues pertaining to them, before and throughout their work experience. Opportunities include, but are not limited to, tutoring and mentoring elementary-aged children, teaching English as a second language, leading writing workshops with prison inmates, organizing for unions throughout New York City, promoting environmental causes, community organizing, and working in nursing homes. Students can also come to the office to discuss other options they might like to pursue. The office staff also coordinates College vehicles and stipends for transportation for students to and from community-based sites.

Co-Curricular Projects

There are several ways students can engage in co-curricular projects. Our office sponsors and supports student-led initiatives, programs that are developed and sustained by students. Some examples of these include Right to Write, Language Partnerships, and Enviro-Earth. Students who would like to start their own initiative can come to the office to talk and to create a strategy to develop their ideas into sustainable programs. For students wishing to volunteer on their own time, Community Partnerships maintains a database of community-based organizations. The office organizes an annual day of service for students to work in local agencies.

In addition, here is a list of some other programs sponsored by the Office of Community Partnerships and Service Learning:

- Pre-Orientation and Civic Engagement
- Alternative Spring Break
- Community Leadership Intern Program (CLIP)
- Intensive Semester in Yonkers

Computer Accounts

Issuance of Accounts

All members of the Sarah Lawrence College student body are provided accounts on the mail server and MySLC, and are subject to the Acceptable Use Policy (AUP), which is available for review on the Help Desk Web site sarahlawrence.edu/hd, or in “General College Policies and Procedures” (p. 99). Services associated with these accounts include electronic mail, access to the Internet, and remote access to library resources. Accounts are created for incoming students by the Information Technology department, and information is mailed to incoming students during the summer.

Should students need support for their MySLC account or e-mail, they should visit the Help Desk Web site at sarahlawrence.edu/hd to locate several self-help tutorials and documents on common issues, or visit the Help Desk in the library. No account information is discussed or disseminated over the phone; under no circumstances can a password be changed over the phone. Students needing to change account information such as usernames or passwords must visit the Help Desk during office hours: 9 a.m. to 9 p.m., Monday through Thursday, and 9 a.m. to 5 p.m. on Fridays, during the fall and spring semesters.

Termination of Accounts

Students may retain their remote access to library resources until August 15 of the year in which they graduate. Gryphon Mail (gm.sl.c.edu accounts) will continue to be supported indefinitely.

Additional information about student computer accounts is available at:

Undergraduate students: my.sl.c.edu/ICS/Campus_Life/Departments/Help_Desk/About.jnz

Graduate students: my.sl.c.edu/ICS/Campus_Life/Departments/Help_Desk/About.jnz

Disability Services

, Westlands 116

Disability Services works with students, faculty, and staff to ensure that appropriate accommodations and services are provided for students with disabilities. Sarah Lawrence will make reasonable accommodations and provide auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The Office of Disability Services also provides assistance to students with temporary disabilities due to illness or injury.

The process for receiving accommodations begins with the student self-disclosing a disability to Disability Services and providing that office with the necessary supporting documentation to verify eligibility.

Guidelines for documenting specific disabilities can be found on the College Web site at sarahlawrence.edu/disability-services. Documentation is considered confidential information and does not become part of a student's permanent record, nor is it shared with other campus offices or persons without the student's written consent. The associate dean of studies and disability services works closely with the student to assess special needs, and together they determine what accommodations and services will be reasonable and appropriate. Accommodations are determined on an individual, case-by-case basis.

Accommodations often include, but are not limited to, the following:

- extended time on tests and/or quiet testing location
- assistance during course registration
- note-taking assistance
- provision of readers, scribes, or sign language interpreters
- written materials provided in alternate format, e.g., Kurzweil, audio from Learning Ally
- housing modifications and assistance with dietary concerns
- on-campus medical transport

Students who would like Sarah Lawrence to accommodate a disability are encouraged to contact the associate dean of studies and disability services at [REDACTED] or [REDACTED]. To make the accommodations in a timely manner, it is important, when possible, to self-disclose and document the disability prior to the semester of enrollment.

Financial Aid

[REDACTED]—Westlands, first floor

Undergraduate Procedures

Sophomores, juniors, and seniors may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA must be submitted no later than January 1 for consideration for Sarah Lawrence resources the following academic year. While completing the FAFSA, all families are strongly encouraged to use the Internal Revenue Service (IRS) Data Retrieval Tool (DRT).

Deadlines are extremely important. Applications submitted after the deadline may reduce institutional aid eligibility. In addition to the FAFSA, copies of parents' and students' tax returns used to complete the FAFSA must be received by the Office of Financial Aid no later than January 1. For students whose parents are separated or divorced, both parents are required to submit their tax returns. Notification of the following year's awards will begin in early May. The Profile is not necessary if the student wishes to be considered for federal resources only. Scholarships are automatically renewed as long as the Committee on Student Work determines that the student is making satisfactory progress toward a degree.

Recipients must demonstrate financial need and make satisfactory academic progress to receive an award each year. It is the policy of the College that a student is considered to be making satisfactory academic progress as long as the student is matriculated and allowed to continue at the College by the Committee on Student Work. Students who, at the time of admission, are considered dependent upon parental resources remain so for Sarah Lawrence gift aid purposes throughout their undergraduate studies.

In the event that information used to determine a student's financial aid eligibility changes or ability to continue studies at Sarah Lawrence comes into question, the student should contact the Office of Financial Aid in Westlands.

Graduate Procedures

The Office of Financial Aid awards financial aid to graduate students mostly on the basis of need. Merit awards constitute a small percentage of our awards.

Financial need is determined by subtracting the student's expected contribution from the total cost of education. After amounts for any outside scholarships are estimated, the Office of Financial Aid prepares a financial aid package toward any remaining need.

Students apply for financial aid by completing the FAFSA and sending a copy of their federal tax return for the year requested by February 1. International students need only send documentation of their income for the year requested. Students with a complete application are automatically considered for all aid resources administered by Sarah Lawrence College. Continuing students must reapply for aid yearly.

Grants and student loans comprise the two elements of a Sarah Lawrence financial aid package. Every financial aid package includes a student loan award for eligible students. Students are not required to accept a student loan in order to receive a Sarah Lawrence College scholarship.

Students are encouraged to select "IRS Data Retrieval" on the FAFSA. "IRS Data Retrieval" allows the Department of Education to request income and tax information directly from the IRS. In any case, students must send a copy of their tax return to the Office of Financial Aid. Our guide, "Financial Aid for Enrolled Graduate Students," is accessible on our Web site.

International Students

Only students who are citizens or permanent residents of the United States are eligible for federal aid. International students are advised to visit their Financial Aid Application Portal to review their checklist for required documents. International students are also encouraged to investigate other financing opportunities offered by their governments or by private institutions.

Food Services

 www.myslc.edu/foodservices

Dining Facilities

Bates Dining at the Bates Center for Student Life is open Monday through Friday, 11 a.m. to 8 p.m. and Saturday and Sunday, 9 a.m. to 4 p.m. Bates offers several stations with unique flavor profiles and prepares dishes in-house using ingredients from local farms. All items are served on an "all you care to eat" basis.

Hill To Go at Hill House is open Sunday through Saturday, 4 p.m. to 10 p.m. This venue offers convenient grocery items including natural, organic, gluten-sensitive, and local products. Other features include Dinner Meal Plan Combos, Cold beverages, snack items, and ice cream as well as freezer and refrigerator items.

Campus Center Main Dining & Cafe at the Barbara Walters Campus Center is Open: Main dining 8:30 a.m. to 10 p.m. Café Hours: 7:30 a.m. to 1 a.m. Weekly. Featuring a vegan station, salad bar, deli station, brick oven pizza, traditional grill items, a coffee shop and café, and fresh to go items.

Dining venues accept credit/debit cards (Visa, MasterCard, Discover, and American Express), cash, 1CardCash, Meal-Money, and meal plan combo swipes. Meal plans are loaded onto each student's Sarah Lawrence College 1Card. Use of the meal plan will be denied to those without their Sarah Lawrence College 1Card. If a Sarah Lawrence College 1Card is misplaced or lost, a 24-hour meal/ID card is available by speaking with the Food Services manager on duty. The College reserves the right to alter dining facilities and operating hours during the academic year.

Meal Plans

Meal Plan A: \$2,700 per semester

Meal Plan A offers 21 meals a week and \$50 units of meal money per semester

Meal Plan B: \$2,700 per semester

Meal Plan B offers 14 meals per week and \$275 units of meal money per semester

Meal Plan C: \$2,700 per semester

Meal Plan C offers 10 meals per week and \$350 units of Meal-Money per semester

Meal Plan D: \$2,125 per semester

Meal Plan D offers 7 meals per week and \$200 units of Meal-Money per semester

Meal Plan E: \$700 per semester

Meal Plan E offers 16 meals and \$375 units of Meal-Money per semester.

Non-Resident: \$725 per semester

Non-Resident meal plan offers 50 meals and \$100 units of Meal-Money per semester. Available only to graduate students and undergraduate commuter students.

Meal Plan Changes

All residential students must be on a meal plan for the fall and spring semesters. First-year residential students choose between meal plan A, B, or C. Students can contact the Office of Student Accounts to change their meal plans during the first four weeks of each semester.

Accommodations for Students with Medical Conditions

Requests for special meal plan accommodations are first assessed by a health care practitioner at the Health & Wellness Center, and must be supported by specific medical documentation from a physician. Once a diagnosis has been confirmed, Medical Services will liaise with Food Services to determine appropriate measures. Exceptions to the meal plan requirement are considered only for medical reasons and when Food Services cannot accommodate the prescribed restrictions. Food Services is committed to accommodating health-related dietary needs and works diligently to ensure strict food preparation standards. In most cases, Food Services is able to fully accommodate prescribed dietary restrictions.

Meal Plan Schedule for 2019–20

First Meal

- Monday, September 2, 2019 – all venues open.

Thanksgiving

- The last meal served as part of the meal plan before Thanksgiving break is dinner on Tuesday, November 26 at 10 p.m.
- Wednesday, November 27, Friday, November 29, and Sunday, November 30 – all students on meal plans A, B, or C eat as part of their meal plans at no additional cost at BWCC for breakfast and lunch.
- Sunday, December 1, meal plans start at lunch at 11 a.m. BWCC and Hill To Go opens at 4 p.m.

Winter Break

- The last meal served as part of the meal plan before winter break is lunch on Friday, December 20.
- All venues close at 4:30 p.m.

Spring Semester

- The first meal served as part of the meal plan will be lunch on Sunday, January 19. BWCC and Hill To Go opens at 4 p.m.
- Bates opens Monday, January 20 at 11 a.m.

Spring Break

- The last meal served as part of the meal plan before spring break will be on Friday, March 13 at 10 p.m.
- Saturday, March 14–Saturday, March 21 – all students on meal plans A, B, or C eat as part of their meal plans at no additional cost at BWCC for breakfast and lunch.
- Sunday, March 22 – meal plans start at lunch at 11 a.m. BWCC and Hill To Go opens at 4 p.m.
- Bates opens Monday, March 23 at 11 a.m.

Final Meal

- The last meal served as part of the meal plan for non-graduating students will be Friday, May 8 at 4:30 p.m.
- Senior Week – BWCC will remain open with reduced hours starting with dinner on Friday, May 8 through commencement week, ending at 4:30 p.m. on Friday, May 15.

Dining venue hours during holiday periods are announced in advance to the Sarah Lawrence community via e-mail.

Health & Wellness Center

Hours: Monday-Friday, 9 a.m. to 5 p.m., [REDACTED]—Lyles House

sarahlawrence.edu/health-and-wellness/

Sarah Lawrence Health & Wellness Center provides compassionate, informative, and confidential care for students' medical and psychological health concerns. Routine visits are provided to all registered students.

Medical Services: The staff includes nurse practitioners and registered nurses. A local physician, affiliated with NYP Lawrence Hospital, provides ongoing consultation to the medical staff. Common needs treated by the medical staff include: acute illnesses, minor injuries, physical exams, vaccinations, and sexual health issues including birth control and testing for sexually transmitted infections. Nurse practitioners write prescriptions as needed to treat diagnosed illnesses and renew prescriptions when appropriate.

Psychological Services: The staff includes licensed psychologists, clinical social workers, and a part-time psychiatrist. Time-limited individual sessions and group therapy is available to all students at the College. Common student concerns treated by our staff include depression, anxiety, and relationship and family issues. The psychiatrist is available for psychiatric medication evaluation, prescriptions, and medication management. Health & Wellness staff is able to facilitate referrals for students seeking care off-campus.

Appointments: The Health & Wellness Center is located in Lyles House, near the Westlands Gate, at Mead Way and Boulder Trail. The office is open for appointments Monday through Friday from 9 a.m. to 5 p.m. when the College is in session. Appointments for medical and psychological services may be made online (myslc.edu/health) or by calling the office at [REDACTED]

No-Show/Late Arrival Policy: There is a \$15 no-show fee for Medical and Counseling Services appointments. If you need to cancel your appointment, you must do so via the online patient portal or by phone at [REDACTED] by 9pm the night prior to your scheduled appointment. If you do not cancel by 9pm the night prior, or if you arrive more than 10 minutes late for your scheduled appointment, a \$15 no-show fee will be charged directly to your student account.

Health Education: One of the primary missions of the Health & Wellness Center is health education and outreach. By being well informed, students can make educated and responsible choices for healthy living. A variety of educational programs, including a weekly "Ask a Nurse" series, are held throughout the year. Topics include: mindfulness, managing depression and anxiety, smoking cessation, substance abuse, relationship issues, STI and HIV testing, coping with stress, healthy nutrition, self care, and strategies for healthy living on campus.

Urgent Health Issues: During hours that the Health & Wellness Center is open, students should call the Center at [REDACTED] and identify the call as an urgent health issue. Calls will be routed to an appropriate clinician. When the Center is closed, students with serious medical or psychological concerns can access a doctor or request transport directly to NYP Lawrence Hospital Emergency Room by calling Westlands Desk/Public Safety and Security at [REDACTED]. When the Health & Wellness Center is closed, there is always a member of the Student Affairs staff available (through Westlands Desk) to respond to crisis situations.

Parents of students as well as the dean of studies will be notified when a student is separated from the College. Any illness that requires absence from the College should be reported immediately to the Health & Wellness Center. Students are responsible for notifying parents or guardians about any non-emergent personal health problems. Absence from class because of illness should be reported by the student directly to the professor.

Health Insurance and Fees

The College requires each student to be covered by a health insurance plan. The annual premium for the Student Health Insurance Plan offered by the College will be included on the student's bill. The Student Health Insurance can be waived only if the online waiver form is completed, demonstrating equivalent insurance coverage for the student. Although many families have some form of insurance, it's important to ensure that students are adequately covered in the local New York area while attending school. All too often situations arise where a student requires care beyond what is available at the Sarah Lawrence College Health & Wellness Center, only to discover that their insurance covers them only in the event of an emergency or in their home geographic region. Students who waive the Student Health Insurance Plan are responsible to check with their own insurance companies regarding coverage for off-campus providers.

A detailed brochure about the Student Health Insurance Plan is available on the Health & Wellness Center Web site (www.sarahlawrence.edu/health-and-wellness/), and hard copies may be obtained at the Health & Wellness Center. There are no fees for any office visits provided at the Health & Wellness Center. In-house laboratory tests, medical supplies, vaccinations, and some prescription medications are provided for a fee that covers cost. Any prescription medication not available in-house may be purchased at a local pharmacy and may be covered by insurance, depending on students' insurance plan. Copayments at local pharmacies must be made at the time medication is purchased. Special diagnostic services, such as laboratory tests, x-rays, and diagnostic procedures, are provided off campus and will be billed to the student's health insurance.

Help Desk, Computer Support Services

—Library

Sarah Lawrence provides resources for digital life on campus. Computer labs are available in the Raushenbush Library and Heimbold Visual Arts Center. Wireless access is provided in residence halls. Wireless access is also provided in the library, public meeting spaces, and almost all classroom and instructional facilities.

Help Desk staff members are available to work out any problems with these systems. The Help Desk provides consultation and training to aid students in getting the most out of campus digital resources.

The Help Desk can assist students in learning about their computers, fixing software problems, or buying a new computer with their academic discount. Check out the Web site at sarahlawrence.edu/hd for all the details and answers to computer questions at Sarah Lawrence.

For support, call the Help Desk at [REDACTED] or e-mail [REDACTED].

International Student Services

Undergraduate Adviser Shirley Be, [REDACTED]

[REDACTED], 208 Westlands

Graduate Adviser Alba Coronel, [REDACTED] 0

[REDACTED], Slonim House

The ISS provides a range of support to international undergraduate and graduate students (non-US citizens, dual citizens, and US citizens from abroad). Among other services, the advisers issue I-20 forms and assist with F-1 issues, on-campus jobs, US Social Security cards, and Curricular and Optional Practical Training. Please note that the cost to replace a lost I-20 is \$50. Students are welcome to make appointments with their advisers.

Library Services

[REDACTED]

The Esther Raushenbush Library is essential to the academic life of Sarah Lawrence College. Its diverse resources have always supported the school's academic mission, and its congenial atmosphere and open floor plan allow for both group and independent study.

The library has more than 600,000 hard copy books plus e-books, government documents, microforms, audiocassettes, DVDs, and videocassettes, and subscribes to more than 700 journals and newspapers. In addition, it offers access to more than 100 online full-text and citation databases, providing electronic access to more than 700,000 journals, and 25,000 films.

Access to the library's collections is available from any connection to the academic network. The research services librarians provide an orientation to the library resources and academic research. These sessions are important parts of course strategy. Additionally, students are invited to make appointments with research services librarians for individual help with research projects.

The library belongs to several regional and national networks that provide access to library resources around the world.

There are two other libraries on campus. The William Schuman Music Library, located in the Marshall Field Music Building, offers library services and listening facilities and collects books on music and musicians, periodicals, scores, and sound recordings. The Sarah Lawrence College image collection is located in the Heimbold Visual Arts Center and contains more than 100,000 digital images. The database encompasses major areas of Western art, architecture, photography, decorative and graphic arts, as well as art and architecture from various cultures, including Classical, Romano-Byzantine, Medieval, Islamic, African, Oceanic, and Pre-Columbian.

Patron Privacy

The library is committed to protecting the privacy of its users. Our policies conform to the code of ethics of the American Library Association that states, in part, that “we must protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.”

- Circulation information is confidential; however, records are available to staff over a period of time for normal circulation workflow purposes.
- A book’s record with a history of circulation can be searched. Access is limited to library staff.
- Groups of student records are removed each year. A purge date equal to one year after the annual expiration date is assigned to each student record when it is entered. Expiration dates and, therefore, purge dates move ahead year by year as students progress through school, and when a student leaves the College or graduates, the record is slated for removal the following year on the purge date.
- Faculty and staff records are removed manually when notice is received that they are no longer associated with the College.

Hours for the Main Library

Monday – Thursday 8:30 a.m. – 1 a.m.

Friday 8:30 a.m. – midnight

Saturday 11 a.m. – midnight

Sunday 11 a.m. – 1 a.m.

There are extended hours at the end of each semester. Hours in the summer and during vacations will vary.

Circulation Policy—General

A student must present a bar-coded Sarah Lawrence College ID to check out library materials. Books are generally loaned for a complete semester but are liable for recall after an initial period of two weeks. Failure to return a recalled item will result in fines accruing at \$3 per day. Videos circulate for a seven-day period. Periodicals, reference books, and material in special collections, faculty collections, and the archives do not circulate.

Circulation Policy—Reserve

The main library reserve collection is maintained as a closed collection, and books circulate for a limited time in order to provide equal access to required course materials for all students. In addition, the library has a large collection of electronic reserves. Most reserve readings circulate for three hours during the day and may also be borrowed for overnight use. Items borrowed for overnight use are due back one hour after the morning opening. Please keep in mind that overdue items are fined at the rate of \$0.50 an hour, and failure to return overdue books is a serious offense; the penalties for noncompliance are substantial and may extend to loss of library privileges. It is important to understand that stealing or defacing library materials or otherwise rendering them inaccessible to others is a violation of the College’s Policy on Academic Integrity and may be reported to the Office of the Dean of Studies and Student Life.

Circulation Policy—Interlibrary Loan (ILL)

Items borrowed through interlibrary loan have due dates that average one month in length, as determined by the lending libraries. Hours for the William Schuman Music Library

Monday – Thursday 9 a.m. – 9 p.m.

Friday 9 a.m. – 5 p.m.

Saturday..... 1 – 5 p.m.

Sunday 5 – 9 p.m.

Summer hours are by appointment only.

Circulation Policy for the Music Library

Books, scores, and music materials in the reserve collection circulate under the same rules as in the main library. Sound recordings can be borrowed for a seven-day period and may be renewed.

MySLC

[myslc.edu]

MySLC is the primary source of information and online service for the Sarah Lawrence College community. Through MySLC, students can:

- Get registration information and course catalogs/schedules
- Access course materials and communicate with faculty and classmates
- View evaluations, assessments, and even grades
- Learn what departments can offer and get forms, policies, and more
- Find on-campus and work study jobs
- View student account and make payments online
- Read and post campus classifieds, including for-sale and lost-and-found items
- View events, calendars, and announcements
- And much more...

Tips for Using MySLC

- If using MySLC on a smaller screen, click “PAGE MENU” to see more navigation items.
- MySLC’s idle timeout is 45 minutes (with a warning at 40 minutes). Therefore, save work often or keep a backup of any text.
- Search MySLC using the magnifying glass in the upper right.
- Need more help? Click the help icon (?) in the upper right or go to myslc.edu/help.
- Follow MySLC on Facebook (fb.me/myslc.edu) and Twitter (twitter.com/MySLCedu) for the latest updates.

Accessing MySLC

Students can access MySLC at <https://myslc.edu> by logging in with their Sarah Lawrence College ID number (leaving off any leading zeros) and password. SLC ID numbers can be found on the front of student ID cards.

Students who forget their password should enter their SLC ID number, click the “Forgot Password?” link, and follow the instructions to have a new password sent to their Sarah Lawrence e-mail (Gryphon Mail). Those continuing to experience problems logging into MySLC should contact Web Systems Support at sysweb@sarahlawrence.edu using their Gryphon mail. The e-mail should include the student’s full name and SLC ID number but NOT any password information.

Changing Passwords

Students should change their MySLC passwords after receiving their login information:

1. Log in to MySLC.
2. Click “Personal Info” at the top of the page next to your name.
3. Click “Password.”
4. Complete the form, noting that the new password must be between 4 and 10 characters, and click “Save.”

Please note: MySLC accounts are separate from Sarah Lawrence e-mail (Gryphon Mail) accounts; changing a password in one system will not change the password in the other.

Off-Campus Housing

Undergraduate students are required to live on campus during their first year at Sarah Lawrence. Students in their second year (and onward) may live off campus if they choose. However, the College does not assist undergraduates in any way with finding off-campus housing.

The Office of Graduate and Professional Studies keeps some classified listings of off-campus housing opportunities on MySLC. This housing forum is password-protected on MySLC and only accessible to students. Admitted grads receive their MySLC login information in the spring of their admittance, and can therefore access the forum before arriving at Sarah Lawrence.

The College is not responsible for any problems, complaints, or inconveniences that occur as a result of the use of this service or the rental of any of the properties listed.

If students need assistance with using this service and finding off-campus housing, they can email the graduate housing coordinator at [REDACTED].

Physical Education and Athletics

[REDACTED]—Campbell Sports Center

Philosophy

The Sarah Lawrence College Department of Athletics and Physical Education provides recreational and

competitive athletics opportunities that contribute to the physical, social, and emotional well-being of our students. We are dedicated to assisting student-athletes in achieving balance and intellectual success in an inclusive environment that fosters leadership, commitment, and sportsmanship.

Campbell Sports Center

This 48,000-square-foot facility offers a variety of recreational opportunities for students. The Campbell Sports Center includes a gymnasium with two basketball courts, an elevated jogging track, swimming pool, three squash courts, two student lounges, a rowing tank, and a studio that provides space for activities ranging from aerobics to fencing. The sports center also houses the Caspar Whitney Fitness Center, which features a variety of cardiovascular equipment, including treadmills, ellipticals, bikes, rowing machines, Cybex weight-training circuit, and a free-weight area. Fitness assistants are on hand to assist in the safe and effective use of all equipment. In addition, staff members are available to work with students in designing personalized fitness programs.

Physical Education

Exercise increases physical energy, mental alertness, and self-confidence, and is believed to help foster creativity. With these rewards in mind, the physical education (PE) program is designed to help students pursue meaningful activities. The program emphasizes participation and enjoyment in a noncompetitive atmosphere.

Students are required to take four credits of physical education, half of which must be completed in the first year. Registration for classes takes place at the beginning and midpoint of each semester at the Campbell Sports Center. Graduate students have no PE requirement, but may register for courses when space is available.

The College offers an average of 25 courses per semester. Courses vary seasonally and include yoga, dance, swimming, basketball, bowling, nutrition, aerobics, fencing, and martial arts. Suggestions for new activities are always welcome.

Athletics

The athletics program provides students the opportunity to participate in competitive intercollegiate sports. At Sarah Lawrence, competition is viewed as a challenge for excellence and an incentive for commitment. Reflecting the College's educational philosophy, success is measured by the growth and development of the individual and the team.

Sarah Lawrence College sponsors intercollegiate teams in basketball, crew, cross country, equestrian, soccer, softball, swimming, tennis, and volleyball. These teams have active schedules competing against area colleges. The College is a member of NCAA Division III, the Skyline Conference, the Intercollegiate Horse Show Association, and USRowing.

Post Office

—Bates, ground floor

The Post Office is located on the ground level of the Bates Center for Student Life and manages all campus mail and packages for students, faculty, and staff. Hours are 8 a.m. to 4:30 p.m., Monday through Friday. A mailbox is provided to each student and is accessible through the door marked “Student Mailboxes” opposite the Science Center. This mailbox will be used for all official correspondence, and it is suggested that students pick up mail regularly. All incoming mail must include your assigned mailbox number. Incoming mail should not be addressed with a P.O. Box #.

The following format should be used to receive mail :

Name

Sarah Lawrence College

1 Mead Way (# assigned number)

Bronxville, NY 10708

Mail forwarding to a home address during the summer can be arranged for first-class mail only. Incoming mail is sorted and distributed over the course of the day. Outgoing mail leaves on weekdays at 3:30 p.m. to be delivered to the Bronxville Post Office. Inter-campus mail may be left at the Post Office in the slot designated “campus mail.” When packages or express mail items arrive, students are notified via e-mail. It is the student’s responsibility to pick up these items during normal operating hours. Packages must be picked up within 10 days or they are automatically returned to the sender. Students must have a valid Sarah Lawrence College ID to pick up their packages.

Parcels may be sent from the Post Office and should be no larger than 23 inches wide. The Post Office provides a variety of mailing supplies including: USPS—Priority Mail, Certified Mail, Express Mail, metered mail and stamps; UPS—outgoing shipping services and padded envelopes for mailing—10 x 13, 9 x 12, and 9 x 6.

Public Safety and Security

—WestlandsDesk

—Emergencies Only

Public Safety and Security is committed to providing a safe and secure environment for all members of the Sarah Lawrence community. Public safety officers are trained, certified, and registered in compliance with the New York State Security Act of 1992. They must obey and enforce the laws and regulations of the federal government, New York State, the City of Yonkers, and Sarah Lawrence College. The public safety officers do not carry weapons and do not have arrest powers above that of a private citizen. The College works closely with state and local police agencies/authorities where appropriate. Public Safety and Security utilizes various methods, including the College Web site, to advise students about security procedures and updates. Public safety alerts and advisories are sent in the form of e-mails to all students via their Sarah Lawrence accounts. Text messages are also sent out in emergency situations. In addition, at the beginning of each academic year, the director of public safety gives a security and safety orientation to all incoming first-year and transfer students.

The Higher Education Act requires colleges to publish a yearly security and fire safety report. This report includes statistics for the previous three calendar years concerning reported crimes that have occurred on campus; in certain off-campus buildings or property owned or controlled by Sarah Lawrence College; and on public property within, or immediately adjacent to and accessible from, the campus. The report includes institutional policies regarding campus security, such as policies about sexual assault, emergency procedures, missing students, and other matters. Fire statistics and a description of the fire safety system for each on-campus student housing facility can also be found in the report. The report can be accessed on our College Web site at sarahlawrence.edu/security. The College's crime and fire statistics can also be found at the US Department of Education's Web site at www.ope.ed.gov/security. The Advisory Committee on Campus Safety will provide upon request a hard copy of all campus crime statistics as reported to the United States Department of Education. This can be obtained within 10 days of the request by contacting the Sarah Lawrence College Campus Operations Office at [REDACTED].

Emergency Notification

In case of school closings, delayed openings, or a crisis on campus, the College uses an external notification system that sends an e-mail, text message, and voicemail. Students are expected to sign up with this system and keep their information current. If a student changes to a different cell phone provider, the student will need to update the emergency notification database.

Emergency Response Plan

The current emergency response plan is on the College Web site. Go to the Public Safety page of the College site and click on the link. All members of the community should familiarize themselves with the plan.

Sarah Lawrence College is an open campus; sometimes uninvited people who do not have legitimate business here have access to the campus. In order to protect everyone:

1. Students must carry their Sarah Lawrence College ID card at all times and show it to public safety officers or other College officials upon request.
2. Students are asked to take normal security precautions including locking room doors and refusing to admit strangers to their residence halls and/or rooms.
3. Students must register their guests at Westlands Desk regardless of their relation to the student or how long they will be on campus. All guests must show a picture ID with a current address, or two non-photo IDs showing the same address, to obtain a guest pass. Guests will be asked by public safety officers to show their pass. Guests must be accompanied by a student host at all times while on campus. Cars of guests must be registered with Operations.
4. Do not bring expensive jewelry or equipment to the College.
5. Duplication of keys by a locksmith is prohibited. Unauthorized keys will be confiscated.
6. Ground-floor windows must be locked whenever the room is unoccupied. Facilities will provide ground-floor residents, free of charge, a "Charlie Bar" for use upon request.
7. Dial [REDACTED] or [REDACTED] (always covered) for assistance and advice concerning any security matter.
8. If students must walk alone after dark from one part of campus to another (especially the more isolated areas), they may call [REDACTED] to arrange for an escort or ride through Public Safety or the student shuttle.

9. Emergency telephones are installed at various locations around the campus for emergency use. These telephones are clearly marked with a blue light and painted white for easy identification. These phones are linked directly to Public Safety. As students walk around campus, they should note the locations of these phones.
10. Never give a student's housing location to a stranger. Refer all guests to Westlands Desk.
11. For everyone's safety, all deliveries for students from outside vendors must be made to Westlands Desk. Students expecting a delivery need to make sure the vendor has their name and personal phone number. Students are not permitted to give the vendor their campus address. Westlands Desk will contact the student when the food or item is delivered. If Public Safety discovers a delivery person on campus, they will be escorted to Westlands Desk and reminded that deliveries must be made to Westlands.
12. Never prop open exterior doors of residence halls.

Please see the Public Safety section of the College's Web site for more information.

Advisory Committee

In accordance with New York State law, the College will appoint an Advisory Committee on Campus Safety. The committee reviews campus security policies and procedures and makes recommendations for their improvement. The committee shall specifically review current policies and procedures for the following:

- educating the campus community, including Public Safety personnel and those who advise or supervise students, about sexual assault (in conjunction with the College's Sexual Violence and Education Committee);
- educating the campus community about personal safety and crime prevention;
- referring complaints to appropriate authorities;
- responding to inquiries from concerned persons.

The committee shall report, in writing, to the president its findings and recommendations at least once each academic year. The report will be available upon request.

Student Affairs

—Bates, second floor

The Office of Student Affairs, located on the second floor of Bates (), consists of the Office of Residence Life and the Office of Community Partnerships and Service Learning. In addition to providing those services, Student Affairs is also responsible for the coordination of Orientation and Family Weekend, providing on-call crisis response, enforcing College policies, and advising the undergraduate senate. Our mission is to collaborate with students, staff, and faculty to create welcoming, supportive, and challenging communities that maximize opportunities for student learning and engagement. Through innovative and student-centered programs and services, the professional staff facilitates student development, embraces differences, encourages civil discourse, empowers students to pursue leadership opportunities, and promotes personal, professional, and civic responsibility.

More details are available in this handbook about many of the areas housed within the Office of Student Affairs.

The Student Affairs staff are first and foremost student advocates. If staff members are unable to directly address a student's concern, they will make a referral to the appropriate office or individual.

Student Employment

 —Westlands, first floor in Financial Aid Office

The Office of Student Employment is the central point for information about on- and off-campus job opportunities for all students. Undergraduate students who are awarded Federal College Work-Study as part of their financial aid package are given priority for on-campus positions during the first month of classes. After that time, any student may be considered for an on-campus job. Experience, skill level, job responsibilities, and application requirements vary by position. All on-campus positions are part-time.

On-campus positions can be found on the Student Employment page of MySLC. Departments with open positions are highlighted in green. Off-campus opportunities are posted in the Classifieds section of MySLC. Local job postings might include tutoring, clerical positions, and childcare, among others. See the Student Employment Handbook for more information.

Student Services and Facilities

Automated Teller Machine (ATM)

An ATM is located on campus in the Barbara Walters Campus Center (BWCC). The machine is accessible when the building is open, which during the academic year is 7:30 a.m. to 1:00 a.m. The ATM is located on the first floor of the BWCC.

Copying

The Duplicating Center is located in the North Building. Hours of operation are 8:30 a.m. to 5 p.m., Monday through Friday. For convenience, there are two black-and-white copiers, one color copier, and one fax machine. Students are able to make copies and send or receive faxes. In addition to those at the Duplicating Center, there are 12 black-and-white copy machines across campus: one on the library main level, one on the library lower level, three on the library upstairs level, one in the William Schuman Music Library in Marshall Field, one in the lower level of 45 Wrexham, one on the second floor of Slonim House, one in the lobby level study space in Hill House, one in the main level computer lab in the Heimbold Visual Arts Center, and one in the lower level 24-hour study space in MacCracken. Also, in addition to those in the Duplicating Center, there are two color copiers on campus: one in the main level computer lab in the Heimbold Visual Arts Center and one in the main level computer lab in the library.

Identification Card (1Card)

All students, faculty, and staff are issued a College identification card called the Sarah Lawrence College 1Card. The 1Card may also be referred to as Sarah Lawrence 1Card, ID card, SLC ID card, or SLC 1Card. A cardholder is any individual who is issued an official Sarah Lawrence ID, and an acceptor is any department or entity accepting the 1Card for the purposes of identification.

Card Ownership: The 1Card is the property of Sarah Lawrence College. It must be surrendered upon request of an authorized party. Sarah Lawrence College produces the card and maintains the database of cardholders. The College administers a set of card policies for the production and use of the card. Any and all cardholders and card acceptors must adhere to these policies for any use of the card.

Card Eligibility and Issuance: All official members of the Sarah Lawrence community should obtain a Sarah Lawrence College ID card. Students/faculty/staff are required to have an Sarah Lawrence College ID card. The status and permissions granted to each cardholder are determined by their official College status within the Card Management System. A card will only be issued if the individual requesting the card is on file in the Card Management System. No person shall possess more than one Sarah Lawrence ID card. This card is void upon termination or interruption of enrollment and/or employment. All individuals must show official photo proof of identity issued by a government office in order to obtain a Sarah Lawrence ID card. Best forms of ID include New York State (or other state) driver's license, state-issued non-driver's ID, or passport.

Identification: The Sarah Lawrence College ID card is required for identification at Sarah Lawrence College, must be carried at all times, and is nontransferable. It must be presented upon request of any law enforcement officer, security personnel, or authorized College personnel.

Alterations and Damage: The card may not be altered in any way. No individual or entity may alter the card for any reason. Holes may not be punched or cut in the card. No stickers may be attached to the card aside from an official Sarah Lawrence validation sticker. The card may not be re-encoded. The cardholder and acceptor may be held responsible for any damage caused to equipment by an altered card. Any card found meeting any of these criteria will warrant confiscation and possible conduct action by the College. Replacements for altered cards will be reissued at the cardholder's expense. This fee will not be waived. It is the cardholder's responsibility to prevent damage (see "Caring for Your ID Card" below).

Defects and Wear: Cards deemed by a card office employee to be defective will be replaced free of charge. Cards deemed to be unusable due to normal wear will be replaced free of charge. Only designated card office employees may make the determination of a card's condition.

Lost or Stolen Cards: Lost or stolen Sarah Lawrence College ID cards should be reported lost or stolen immediately at the 1Card Web site, <https://myslc.edu/1card>, or to Campus Operations located in Andrews. Cardholders may be held responsible by any of the agencies using the card until it is properly deactivated. Once a new ID is produced, any previous ID cannot be reactivated. All previous ID cards should be destroyed immediately, if found.

Confiscation: The Sarah Lawrence College ID card issued to a cardholder is theirs exclusively. Due to the nature of the card, it is not transferable for any reason. If a person tries to use a card not their own, the card must be confiscated and cut on sight. Authorities may also be summoned. Replacement of a confiscated card carries a fee that cannot be waived.

Misuse of Cards: Any misuse or illegal acts involving an Sarah Lawrence College ID card will be investigated. The College will prosecute any violators of card policy or law pertaining to the card and the services attached to it.

ID Replacement: The cost to produce a replacement ID is \$40. Once a new ID card is produced, all other cards are deactivated and, if found, should be destroyed immediately. The replacement fee can only be waived if it is deemed by the card office to meet the criteria mentioned under Defects and Wear, or if the ID was stolen and a police report is filed. (A copy of the police report must be submitted as proof.)

Caring for Your ID Card: To ensure durability of the card, please refrain from:

- using the card in any fashion that may damage it;
- punching holes in the card, which may result in denied access to buildings and some services (don't allow anyone else, including campus offices, to do so either)
- placing the card on stereo equipment or computers, or near any magnetic fields;
- placing the card in a pocket with coins, as this will damage the magnetic strip.

Photos: Sarah Lawrence reserves the right to require that a new ID photo be taken when a new ID card is produced if the card office staff feels that the current photo on file no longer resembles the cardholder or if it does not meet the photo requirements. Photos cannot include sunglasses, hats, head covering, (non-religious), headbands, bandannas, scarves, or any other wear that detracts from the face. Hands or other objects cannot be visible in the photo, and only the shoulders and head of the subject should be visible. The subject's expression should be natural, and eyes should be open and looking at the camera.

1Card-Cash Accounts: 1Card-Cash is carried over from year to year as long as the account holder is associated with Sarah Lawrence College. 1Card-Cash balances will be credited to the student's account upon graduation or withdrawal from the College; resulting credit balances \$10 and under will be forfeited; those over \$10 will be refunded to the student.

1Card-Cash Deposits: In addition to the student's ability to deposit online possibly being revoked, please note that a \$25 processing fee will be charged to the student account for each chargeback/retrieval/dispute request initiated with the credit card company for deposit transactions on the 1Card-Cash account. Questions about any deposit or purchase on the 1Card-Cash account should be addressed first to Student Accounts.

Meal-Money: Subscribers to a meal plan that contains Meal Money will be allotted the value at the start of each semester. Meal-Money is nonrefundable and does not transfer from semester to semester.

Refunds: Sarah Lawrence College will only grant refunds due to machine malfunction/error. Some examples of machine malfunction include: laundry machine would not start, poor print quality, copier/printer jam, etc. A refund request form must be filled out and submitted in person to the department designated on the form within three business days of the transaction. Refund request forms are available in the Campus Operations Office, Help Desk, and Duplicating Services. Refund requests will be reviewed within three business days of submission date. An e-mail will be sent with the status of the refund. For a refund to be reviewed, all information pertaining to the transaction must be filled out on the form; incomplete, illegible, or incorrect forms will be rejected. The amount approved will only be refunded to the account that was used. Any mischarges or refunds dealing with a cashier should be handled directly with the cashier, unless the student feels mistreated. Then the incident should be reported to Campus Operations.

Off-Campus Merchants: The College has partnered with local merchants to allow students, faculty, and staff to pay for items using their 1Card-Cash account on their ID card. A full list of merchants is available on the 1Card Web site at <https://myslc.edu/1card>.

Lost and Found

There are two lost-and-found centers on campus: Westlands Desk and Campus Operations (Andrews House, Purple Door). Community members may also report lost items to Campus Operations.

Practice Rooms

Music practice rooms are available in the basement of Marshall Field. Teaching studios may be used for practice before and after teaching hours only. Studios for dance practice are available after 5:30 p.m. to students enrolled in dance classes. The dance studios are located in MacCracken, the Performing Arts Center, and Titsworth. Dance studios must be reserved by individuals wishing to use the space. Reservations can be arranged through the dance department.

Shuttle Services

An on-campus shuttle service is available most evenings from sundown to 5 a.m. when residence halls are open. To contact the shuttle, call Westlands Desk, [REDACTED]. The shuttle van stops at Westlands Gate and Hill House every 10 minutes and can only drive students to and from locations on campus.

When residence halls are open, there is a free evening/late night shuttle from Westlands Gate to the Bronxville train station, where Metro-North offers train service to New York City and White Plains. The Bronxville shuttle delivers riders to all southbound trains and meets all northbound trains from 5:40 p.m. until the time of the last train. Riders must present a valid Sarah Lawrence College ID card or guest pass to use the Bronxville shuttle.

Televisions

A television for viewing the news is located in the Osilas TV lounge and the Hill House TV Lounge, and is accessible 24 hours a day.

Vans

The College maintains a limited number of passenger vans for College-sponsored activities. College vans may only be driven by approved Sarah Lawrence van drivers. Van reservations must be scheduled in advance through Campus Operations by faculty and staff members. Students desiring to utilize a van should have the sponsoring faculty or staff member reserve it through Virtual EMS, the College's resource reservation system, which is available on MySLC.

If a van is being requested for an activity funded by the Student Senate, the Office of Student Involvement and Leadership must reserve the vehicle and provide planning assistance. It is strongly recommended that vans be reserved at least a week in advance. Last-minute requests usually cannot be accommodated.

The 15-passenger vans accommodate 14 passengers and a driver, while a minivan accommodates six passengers and a driver. In order to utilize a 15-passenger van, a trip must include at least six participants who will ride in the van. Vans traveling more than an hour's distance from campus or on an overnight trip must have a faculty or staff member in the van as either a passenger or driver. Vans may travel a maximum of 500 miles from campus. No driver may drive more than five consecutive hours. On trips where driving time exceeds five consecutive hours, two approved drivers must attend. Because of the high demand for vehicles during the academic year, the duration of a single reservation may not exceed three consecutive

days. Scheduled van trips may be canceled by the College due to severe weather conditions or public safety emergencies. The director of public safety and security or director of campus operations will hear requests for exceptions to this policy.

Groups requesting vans are responsible for obtaining an approved driver. Groups wishing to take a trip are encouraged to identify an approved driver amongst themselves. If no such approved driver is present within the requesting group, the group should e-mail the van coordinator at [REDACTED] at least one week in advance of the trip. The van coordinator will make every effort to schedule a driver; however, the College cannot guarantee a driver will be found for each and every desired trip. Van reservations cannot be confirmed until an approved driver has been scheduled.

All student drivers are to be paid for driving, with the exception of those who volunteer or student-athletes who drive for their athletic team. Drivers' wages are to be paid by the department or organization sponsoring the trip. Participants in the trip who drive for their group are to be paid for driving time only; other drivers, if they remain at the site of the trip, are to be paid for the duration of the trip.

All vans have an E-ZPass located on the license plate. If the trip requires parking fees, the sponsor of the trip is responsible for obtaining money from petty cash (if available) or the Controller's Office and submitting it to the driver prior to the trip. The driver should obtain receipts for all driving-related expenditures to be submitted to the trip sponsor along with any remaining cash. The trip sponsor should provide the driver with driving directions to and from the trip destination. Drivers should call Westlands Desk at [REDACTED] should they need any assistance or to report a delay in returning to campus.

If the trip is to New York City, the driver must park the van in a garage or lot. If the driver wishes to park the van on the street, the driver must stay with the van. Upon returning to campus, drivers must back vans into the designated parking spaces in Hill House parking lot, and keys must be returned immediately. Between the hours of 8 a.m. and 5 p.m., Monday through Friday, van keys may be picked up at and returned to Campus Operations; at all other times, van keys may be picked up at and returned to Westlands Desk. Drivers must honor the time frame for which the van was reserved. A late return without notification may result in suspension of driving privileges. Van keys may be picked up by the driver no earlier than 20 minutes prior to the scheduled departure time.

Drivers and passengers are responsible for keeping vans in an orderly condition. Trash bags are located in the van key pouch, and it is the responsibility of the driver to ensure that any trash generated during a trip is collected. Drivers must report any damage to vans immediately to Campus Operations or to Westlands Desk. Failure to report damage immediately may result in a loss of driving privileges. Unauthorized van trips for personal use are prohibited and will result in an immediate suspension of driving privileges. A complete list of rules and regulations is available online at <http://myslc.edu/operations>. Van drivers must comply with all regulations.

Vending Machines

There are vending machines in the library, sports center, 45 Wrexham, Garrison, Heimbold Visual Arts Center, Hill House, MacCracken 24-hour study space, and Bates. These machines accept cash and iCard-Cash ([for more information, see "Identification Card" \[p. 75\]](#)).

Zipcar

The College maintains a relationship with Zipcar, the world's leading car-sharing service. Five Zipcars are available for rental after joining the Zipcar service through <http://www.zipcar.com/SLC>. The Zipcars are located on Wrexham Road, in the Hill House westside parking lot.

Residence Life and Housing

Sarah Lawrence is a residential community, with approximately 85 percent of the undergraduates living in College housing. General policies listed here apply to all undergraduate students in College housing. We do not offer campus housing for graduate students.

First-Year Housing Requirement

First-year undergraduate students are required to live on campus unless they live at home within commuting distance of the College. First-year students must receive approval to live at home. To request an exception to the first-year residency requirement, students should complete the Request to Commute Form on MySLC.

Housing Options

First-year students and transfers are assigned rooms and roommates by Residence Life staff. After their first year at Sarah Lawrence, undergraduate students have a choice of a variety of living arrangements that include traditional residence halls, suites, small cooperative houses, or apartments. In order to return as a resident, each student must participate in the Housing Selection process (group process, lottery, cooperative housing, or one of the campus jobs with assigned housing, etc.). Housing is limited, and the group petition and lottery systems are the fairest ways for students to have a chance to live in their preferred locations. Students can petition alone or with a group. To secure an assigned room, students must also pay a \$500 nonrefundable prepayment. Students will be informed of the housing prepayment due date prior to and during the housing selection process. Information regarding payments will be communicated from Student Accounts directly to the student. The prepayment can be paid through MySLC, by check, or in person at Student Accounts. To maintain a housing assignment, all College bills must be paid by the designated due dates.

Housing is only guaranteed for new students. Housing is not guaranteed to upper-classmen students, although the College makes every effort to house such students in rooms vacated by students graduating in December or going on leave. Information about spring-semester housing is sent to students' Sarah Lawrence e-mail addresses in the fall, and information is available on MySLC.

All students living in College housing must adhere to the housing contract, which every student must sign before they are allowed to occupy College housing. In addition, all students must abide by all policies and procedures in this handbook and any new decision implemented by the Committee on Undergraduate Student Life and/or the Office of Student Affairs. See Appendix 6 [p. 209] to review the undergraduate residence life contract.

Change in Housing Status

Upper-class students who wish to change from resident to commuter status at midyear must fill out the Housing Cancellation Form on MySLC. Students contract on-campus housing for an entire academic year. If a student leaves housing during the school year and remains a matriculated student, they will be charged a \$500 cancellation fee. If there is any question about the advisability of granting the request, it will be taken up with the Director of Residence Life. Please refer to the residence life contract in the appendix for information about changes. A student who changes to part-time status may lose their eligibility for College housing. The matter will be reviewed by the Office of Residence Life.

Residence Life Student Staff

Resident Advisors

A number of upper-class students serve as resident advisors (RAs). RAs assist and counsel new and returning students, help establish community within their living environment, and enforce College policy. Specifically, they work with the Office of Residence Life in welcoming students into the residential community of the College; acclimating students to the campus, which includes explaining and enforcing the regulations and rules of the College; and advising students of the various campus resources.

Hall Directors

Hall directors who are graduate students provide leadership and supervision to both RAs and residential communities. They work with the Office of Residence Life in meeting the various needs of students, building community relations, and explaining and enforcing the rules and regulations of the College.

Yards and Lawns

Because Sarah Lawrence College is part of the larger residential community, all of the campus green spaces, including the front and back yards of all College property, must be kept neat and clear of items including, but not limited to, tools and equipment, trampolines, hammocks, tents, barbecue grills, lawn ornaments, decorative flags, pools, patio furniture and clotheslines (except at Warren Green). Items found will be discarded at the student's expense.

Housekeeping

Students are responsible for the upkeep of individual rooms, bathrooms, kitchens, and common areas. Students in cooperative housing should work together to maintain common areas, including kitchens and bathrooms. The regular cleaning of these areas is the responsibility of the students living there. At no time during the academic year does the College clean bathrooms that are accessed through student bedrooms. All housing must be maintained by students at all times to standards acceptable to Facilities and Residence Life staff. The College will leave cleaning supplies in each common area at the beginning of the fall semester which can be replenished throughout the year by going to Campus Operations.

Currently, the College maintains a composting site at Warren Green. Students living in other areas of campus who are interested in composting should contact a Warren Green resident to learn how to contribute to the composting program.

Inspection

There will be periodic inspections by Facilities and Residence Life staff to ensure adherence to health, safety, and ESA regulations, and that College property is being maintained. There will be at least two visual safety inspections of every residential room each academic year. The College reserves the right to inspect any room or common area at any time without notification. Students violating health and fire standards will be subject to conduct action. The College reserves the right to conduct a room search when there is credible information that a violation of College policy has occurred. According to New York State fire regulations, the State Fire Inspector may enter any student room as part of state inspections.

Keys

If keys to a room/apartment/house/residence hall are lost or stolen and Campus Operations deems it necessary to change the lock(s), the lock will be changed at a cost of \$50, along with an additional cost of \$50 for a new set of keys that are billed to the student's account. If a student loses a key, and Campus Operations determines the lock does not need to be changed, the student can obtain new keys from Campus Operations at a cost of \$50 per key. When a student moves out of a room or studio space and does not return the corresponding keys, unreturned keys will be replaced at a cost to the student of \$50 per key. Charges for unreturned keys will be refunded to the student if the student returns the lost or unreturned keys within 30 days of when the charge occurred. For everyone's safety, all exterior and interior residence doors should be closed and locked at all times. Lost keys should be reported and replaced immediately. Failure to do so puts other residents at risk. The College reserves the right to require a student to have the room lock changed. Because each key is unique and assigned to a particular student, students may not trade keys. Failing to return the specific key issued will result in a \$50 per key fine. At mid or end of semester check-outs or during room changes or inspection, students will be fined \$10 for keys left/found in rooms. Keys must always be turned in to Campus Operations or Westlands Desk.

Laundry

Laundry rooms are located in Garrison, Andrews, Tweed, Dudley Lawrence, Curtis, Morris, Slonim Woods, OSilas, and Hill House. There are no more coin-operated laundry machines on campus. Students use their iCard cash. Laundry rooms may be used by Sarah Lawrence resident students only.

Liability

The College cannot be responsible for losses or damages to student property due to fire, theft, electrical outage, radiator leaks, appliance failure, water damage, or natural disaster. Students should make sure that their own insurance policies will cover anything lost or damaged. The College recommends that students take home all valuables during vacation periods. The College has established policies and regulations for the safety of all students. It is expected that students become familiar with these policies, which are provided in this handbook.

Lockouts

If students are locked out of their rooms, they may call Public Safety and Security for access. At the time access is granted, the student will be issued a lockout ticket by the responding security officer. The first ticket is a warning, the second is a \$5 fine, and all subsequent tickets carry a \$10 fine to be charged to the student's College account.

Repairs

For basic maintenance repairs, students can submit their request through MySLC at <https://myslc.edu/workorders>.

Basic repairs consist of, but are not limited to, furniture, shades, screens, dripping faucets, etc. For maintenance emergencies such as loss of power, no heat, a broken pipe, or ceiling leaks, IMMEDIATELY call the Campus Operations Office at [REDACTED], Monday through Friday, 8 a.m. to 5 p.m. After 5 p.m. and on weekends, students should call Westlands Desk to report maintenance emergencies. Do not wait to report any type of maintenance problem.

Room Cancellations and Refunds

If a student cancels a housing contract after tuition bills are due and before the first day of classes, the student will be refunded the room charge, less the \$500 prepayment. Students contract on-campus housing for an entire academic year.

For students who leave the College after the first day of classes, a refund will be given based on the refund schedule outlined under the Student Accounts MySLC page for tuition refunds. Improper student behavior in the residence halls may cause the College to cancel the student's room contract, and there will not be a refund of the semester's room charge.

Students who cancel their contract after they move in will have 72 hours to remove all of their belongings from their room/apartment.

If a student's status changes (for example, medical leave, study abroad, etc.), their housing contract is cancelled. Students should check with Student Accounts for the refund schedule. For more information on leaves, please contact the Dean's Office.

Regardless of reason for cancellation, once notified, students have 72 hours to remove all personal belongings and check out of on-campus housing. After five business days, any items left behind will be discarded by the College.

Room Transfers

Students who wish to transfer rooms must fill out a Room Transfer Request form on MySLC. Requests are processed in the order they are received. First-year students must complete a roommate mediation with an RA and/or HD before they may request a room transfer. All student-initiated room transfers carry a \$40 administrative fee, students must meet with the assistant director of residence life, and they are subject to these procedures:

1. Students will receive a Room Transfer Approval e-mail from the Office of Residence Life.
2. They must show the e-mail to the Campus Operations Office to obtain keys to the new room, the Room Condition Report they filled out at move-in, and a blank Room Condition Report for the new room.
3. When a student vacates a room, they must leave the room in an appropriate condition for another student to move in. This includes removing all belongings and trash from the room, as well as leaving all original furniture in the vacated room. All rooms should have a bed frame, mattress, desk, chair, dresser, and closet.
4. After the room change is complete, the student must arrange for a room inspection with their Room Condition Report and their former RA. In addition, the student must fill out a new Room Condition Report for the new room.
5. Finally, they must return the former keys to the Campus Operations Office by the date specified on the Room Transfer Approval e-mail or there will be a charge for placement of a new lock on the door. The Room Condition Report for the new room must also be returned to Campus Operations at this time.

The College reserves the right to change a room assignment at any time without prior notice, if necessary. Any unauthorized room change (not following procedures) will carry a \$100 fine and housing probation.

Students who apply for room transfers are asked to meet with potential new roommates to discuss sleep habits, cleanliness, etc. and determine whether it is a good match. Sometimes, this process is not possible due to timing and unforeseen circumstances, and Residence Life will assign a new roommate without consulting the student/s. Residence Life does not consult with suitemates or apartment-mates in the assigning of students to single rooms or other rooms in the apartment/suite.

Room transfers are not permitted during the first and last two weeks of classes each semester.

Room Furnishings

The College supplies a bed frame, mattress, desk, chair, closet, and dresser. The student supplies a pillow, blanket, linens, lamps, wastebaskets, and personal accessories. Please note that furniture provided by the College cannot be exchanged.

For the safety of our students, only beds provided by the College and designed to be lofted may be lofted. Beds may only be lofted in rooms that have the College-provided loft system. Students may not build or purchase lofts. Students who reside in rooms that have loft frames and would like to have their beds lofted or unlofted must arrange a time with Campus Operations for installation or removal. Students may not change the configuration of the loft bed without the assistance of Facilities staff.

Waterbeds are not permitted in the residence halls.

Storage

Furniture Storage During the Academic Year

Removal and storage of certain room furnishings will be done by Facilities at the student's request and expense. The only Sarah Lawrence furniture items that can be stored are mattresses and bed frames. Furniture storage request forms must be completed in the Campus Operations Office. Common area furnishings cannot be stored. Closet units, dressers, desks, and desk chairs cannot be stored. Due to limited storage space, the College does not store furniture provided in Hill House. If you live in Hill House and need the College-provided mattress stored for medical or disability-related reasons, you must be in contact with the associate dean of studies and disability services and provide that office with documentation for the storage need. In the event that a storage need is related to a medical issue or disability, the College will waive the storage fee.

Summer Storage

The College does not offer on-campus storage of student items during the summer. However, the College has partnered with Collegeboxes, a shipping and storage company. Collegeboxes has many storage and shipping options. Refer to their Web site, www.collegeboxes.com, for more information. Collegeboxes will store and/or ship any item at any time during the year. Any personal belongings left on campus by students, including in residences, class spaces, common areas, and student club spaces, will be discarded. Students will be charged for the disposal of items from their rooms.

Summer Housing

A limited number of beds are available during the summer for College offices that employ students over the summer. It is the responsibility of the employers to secure campus housing for their summer employees. Summer student employees must work a schedule of at least 30 hours per week to be eligible for summer housing. Because housing is limited, the College cannot guarantee housing to every on-campus student worker. Any student on academic, housing, or social probation may not live on campus during the summer.

Students taking a leave of absence in the following year are not eligible for summer housing. Most student services available during the academic year, including dining and health services, are not available during the summer.

Vacations

Residence in College housing is based on the school year calendar. Housing is not provided during the winter and summer vacations. The dates and times when the residence halls close are included in the academic calendar. Students who fail to vacate their housing by the appropriate time will be assessed a fine and may face conduct action. Students on housing probation may be asked to leave campus during periods when classes are not in session. Students may not return to campus earlier than the dates set in each year's calendar. Students who attempt to occupy College housing before the official opening or after the official closing of the College will be removed and may face a fine and conduct action. Please consult the calendar for the year, and make travel plans accordingly.

Housing Policies

Antennae

No wires or other objects such as TV antennae or satellite dishes may be attached, hung, or placed outside any residential living unit/building.

Damage Charges and Fines

The College expects that student rooms, common areas, and bathrooms will be in the same condition when the student vacates the space as they were when the student moved in. Therefore, damage charges include a punitive fine as well as a charge to cover the cost of repair or replacement. Rooms or common areas left in exceptionally poor condition may result in a student's loss of future housing privileges. There is also an expectation that the exterior of buildings and the grounds around residence halls will be kept clean and uncluttered. No decorative flags or clotheslines are permitted hanging out of windows, on the exterior of buildings, or on the grounds.

Students will be billed for damages to their rooms and/or common areas incurred during the academic year. Assessable damages include alterations or defacement of the building structure or furnishings. Students may not structurally alter, write on, or paint College property. Charges and fines for damages that occur in common living areas such as living rooms, corridors, bathroom facilities, and cooperative areas will be equally divided among the residents if the person(s) responsible is/are not known or identified. Additionally, students may be assessed a community impact fine if the damages warrant such a charge. Common areas are inspected on a regular basis, and fines are assessed accordingly. Anyone who causes damage to or removes common area furniture will be subject to charges and conduct action.

End-of-the-year room inspections may result in damage charges being assessed by the Facilities Office. The following is an outline of areas inspected in the room condition report.

Cleaning: Residences, including bedrooms, common areas, and bathrooms, should be clean and free of all garbage and belongings. Any residence in this condition will be fined a minimum of \$50 per student.

Wall and Ceiling Damage: Walls and ceilings should be left in the same condition as they were found. If any damage is done, a fine of \$50 will be levied, plus any additional repair costs. The use of Fun-Tak or any similar adhesive is prohibited. Damage to surfaces from adhesives will result in a fine. Walls that have been painted or written on will be charged between \$200 and \$400 per wall to repaint.

If rooms or common areas are painted by students for any reason or found with graffiti or other markings, they will be repainted by Facilities staff, within seven days from when the damage was discovered. The student account(s) of the resident(s) affected area will be charged a fine and the cost of repainting. Students may not repaint the area themselves (or have someone else repaint the area) in order to avoid the repainting charge and fine.

Furniture: Each piece of furniture that needs to be replaced because of student abuse will carry a \$50 fine and the replacement cost (mattress \$150, springs \$175, desk \$430, chair \$125, dresser \$430, screens \$40–\$125). Damaged furniture has a \$25 fine plus an additional repair cost. Furniture may not be brought outside. Any furniture found outside will be removed. Residents responsible for taking furniture outside will be charged. If the responsible student(s) cannot be identified, residents from the area where the furniture was housed will be billed.

Other damages will be charged at the replacement/repair cost plus a fine of \$50.

If a student feels that the charges and fines have been levied against the wrong party, the student should contact Campus Operations. If a student feels that the charges and fines are unwarranted and the matter cannot be resolved between the AVP of facilities and the student, the student has the right to appeal the issue to the vice president of operations and facilities.

Guests

Please see the guest policy in [“General College Policies and Procedures”](#) (p. 99).

Loss of Housing

Students in violation of the rules and regulations stated in the undergraduate residence life contract ([see Appendix 6 \[p. 209\]](#)) or in this handbook, or as applied by the Committee on Undergraduate Student Life or the Office of Student Affairs, will be subject to conduct action, which may include housing probation, removal from College housing, restrictions related to housing assignment, or denial of the privilege to petition for College housing. Repeated violations or serious infractions of these regulations may result in immediate eviction from College housing.

Noise

In order to protect students’ rights to sleep and study in their rooms, as well as the rights of our neighbors, no noise should be audible outside an individual’s room between midnight and 8 a.m. on weekdays and between 2 a.m. and 8 a.m. on weekends. It is expected that all students will respond to a request for quiet by lowering the noise level.

In residence halls designated as quiet housing, no noise should be audible from outside an individual's room at any time. Multiple noise violations by students living in quiet housing may result in an administrative room transfer. In housing areas not designated as quiet, courtesy and respect regarding noise are still expected.

Musical instruments and DJ equipment may not be played in the residence halls unless they are attached to headphones.

Individuals affected by loud or excessive noise should first approach the person(s) making the noise and ask for the noise level to be lowered. If the noise persists, students should contact an RA and then call Westlands Desk at [REDACTED], and a public safety officer will address the noise complaint. Multiple noise violations by the same student(s) may result in conduct action.

Pest Management

The College contracts with an outside pest control company to treat the campus for any type of insect or rodent problem. The technician comes to campus every Tuesday during the academic year. Students should inform Campus Operations at [REDACTED] immediately if they have an insect or rodent problem in their room, house, or common area. Please note: Unless it is a major emergency, the problem will be addressed on the following Tuesday.

Bed Bugs

Students who suspect they have bed bugs must immediately contact Campus Operations and go to the Health & Wellness Center. Health & Wellness will examine any bites to confirm whether they are indeed bed bug bites. In the event bed bugs bites are confirmed, it is imperative that the affected room(s) are treated as soon as possible to prevent spreading. Once contacted, Facilities staff will provide instructions on what must be done before the room(s) can be treated. To avoid additional work, it is strongly recommended that the student speak with the Facilities staff prior to washing linens or clothes, or before removing anything from the room(s). Before the College can treat the affected areas, the affected student(s) must follow the bed bug protocol provided by the Facilities Office within 24 hours. Failure to do so will result in the student(s) forfeiting their housing for the remainder of the semester or year. It is the responsibility of the affected student(s) to immediately inform the Facilities Office if they suspect they have bed bugs. Early and immediate intervention is the key to handling this pest problem, so never hesitate to call the Facilities Office and have your room checked.

Body or Head Lice

Students who have or think they have lice must go to Health & Wellness for a body and/or head check. Health & Wellness will conduct an examination and give the student(s) hair/body washing instructions and directions on how to clean and bag items in the room.

Pets

Please see the pet policy in [“General College Policies and Procedures”](#) (p. 99).

Windows

No items including, but not limited to, flags, towels, banners, signs may be placed on the inside or outside of residence hall windows. Flyers approved by the College can be posted by staff on lobby and common room windows. Those violating this policy will have 24 hours to remove items. If item is not removed, College staff will remove items.

Community Life

The Sarah Lawrence community is made up of a diverse group of individuals studying, teaching, and working on campus. The cornerstone of our community is a respect for each individual's dignity and freedom of expression. This encompasses a respect for academic freedom, artistic expression, and the work of maintaining our community standards. These shared values cover behavior from the way we treat one another, to keeping our environment clean, to being respectful of the people who maintain our buildings and grounds.

Campus life at Sarah Lawrence reflects the many different intellectual and personal interests of the students, faculty, and staff and varies from year to year. For some, campus life centers on the activities and events arising from the academic program—films, poetry readings, plays, concerts, dance performances, lectures, and exhibits—and for others, their energies are directed toward student government, publications, and organizations. Almost everyone enjoys, at some point, the dances, parties, concerts, and receptions that are organized each year. Activities depend on student initiative and involvement. This section of the handbook describes the range of activities offered in the past, systems and structures that are available to students, and the procedures designed to initiate new activities or organizations.

Campus Governance Committees

There are, at present, six faculty/student/staff committees that are part of the College administrative structure. Faculty members on these committees are elected by faculty. Undergraduate student members are elected by undergraduate students. Graduate student representatives are approved by the Graduate Student Senate. Administrative staff members are elected by the staff.

General Committee

The General Committee meets regularly with the president and dean of the college and makes recommendations on general College policy to the president and faculty. Two undergraduate student senators, one graduate student, six faculty members, and two administrative staff members are elected to this committee. In addition to the president and dean of the college, the dean of equity and inclusion, and the dean of studies and student life are *ex-officio* members of the General Committee.

Curriculum Committee

This committee, working with the dean of the college and the associate dean of the college, and in consultation with faculty groups, disciplinary and interdisciplinary groups, and individual faculty members, is responsible for planning the educational program of the College. The committee also considers all proposals for courses requesting credit that are not in the normal curriculum. Two undergraduate student senators and five faculty members are elected to this committee. The dean of studies and student life and director of libraries serve as *ex-officios*.

Committee on Undergraduate Student Work

The Committee on Undergraduate Student Work (CSW) is a standing committee of the faculty. It is composed of six faculty members, two undergraduate students, the registrar, and members of the Office of the Dean of Studies: three associate deans of studies and the dean of studies and student life. This committee reviews academic policies and procedures related to undergraduates; evaluates student academic development; and makes decisions regarding fellowship endorsements, recommendations to Sarah Lawrence programs in Oxford, Paris, London, Cuba, and Lima, and exemptions to policies.

Each semester the CSW reviews every student's evaluations to determine if they are making satisfactory academic progress, paying close attention to concerns raised about a student's attendance and promptness and quality of written work. Depending on the severity of the concerns, the Office of the Dean of Studies sends a letter to the student. Any letter sent to students is also sent to their don, as academic adviser. These letters range from warning up through suspension, and where relevant, direct students to various resources at the College that help support their academic well-being. These include referrals to the associate dean of studies and disability services for academic coaching around issues of time management, organization, and study skills; to Health & Wellness for mental or physical health concerns; and to our writing coordinators who can assist students with their written work. We also invite students to meet with any of the deans of studies individually or with their don. On behalf of the CSW, the Office of the Dean of Studies monitors students' progress during the subsequent academic year to make sure that they are making adequate academic progress, periodically requesting progress reports on the student.

If a student is academically suspended from the College, they are required to meet with the CSW as part of their appeal to return. In making its decisions for reinstatement, the committee evaluates the student's awareness of the issues that led to suspension, what the student has done to address those issues during their time away, and how they plan to use the College's resources in a pre-emptive way should troubles arise once they have resumed their studies.

Committee on Admission

The Committee on Admission consists of seven members of the faculty, a member of the dean of studies staff, when available, and two senior students. The dean of admission and financial aid is the chair. The committee meets regularly to discuss topics relating to undergraduate admission and recruitment.

Committee on Undergraduate Student Life

The Committee on Undergraduate Student Life advises the president on all non-academic matters affecting student life on campus. It is the one faculty/student/administrative committee with a voting majority of students. The Committee on Undergraduate Student Life advises the president on College policies and procedures relating to student behavior, space utilization, future planning and student services. The standing subcommittees are: Housing, Public Safety and Parking, Library, Diversity and Activism Programming Subcommittee (DAPS), Sexual Violence Awareness and Education, Auxiliary Services, and Spaces.

The committee is made up of four administrators, three elected faculty members, five student senators, four students representing the various residential areas, four students representing the separate classes, one commuter student, one transfer student, and a resident adviser (RA). The committee also works closely with the Office of Student Affairs.

The committee meets every Wednesday from 12:35 to 1:50 p.m. The meetings are open and any student can come to present an issue or suggestion. To get on the agenda for the Committee on Undergraduate Student Life, e-mail the request to [REDACTED] by noon on the Monday before the Wednesday meeting. The committee's schedule can be quite full, so it is recommended that students come to the committee well in advance if the request is time sensitive. There is no guarantee that the committee will be able to accommodate all requests on the agenda each week. Note: The person requesting an agenda item (or a designee) should be in attendance at the meeting to help answer any questions that arise.

Things that must be approved by the Committee on Undergraduate Student Life include, but are not limited to:

- requests to hold a fundraiser on campus;
- requests for any outdoor event that may affect campus life (including, but not limited to, filming, art installations, North Lawn barbecues, events with amplified sound, etc.);
- requests to do an all-campus/all-student e-mail that is not related to academic work;
- requests for an exception to an existing non-academic and non-behavioral policy (e.g., Publicity Guidelines).

Committee on Diversity

The Committee on Diversity serves as a forum for the discussion of diversity at the College and monitors and reports to the General Committee and the faculty on the progress of diversity at the College. The committee recommends to the General Committee, Curriculum Committee, Admissions Committee, and the Committee on Student Life measures it determines are likely to enhance the diversity of the College.

Faculty/Staff Committees

In addition to the six committees above, there are a number of faculty/staff committees:

The Committee on Academic Freedom inquires into and makes recommendations regarding academic freedom at the College.

The Advisory Committee is responsible for consulting and advising the president regarding faculty appointments, tenure, and reappointments.

The Committee on Conditions of Teaching reviews College policies pertaining to the faculty (teaching schedule/load, benefits, leaves of absence, and salary scale).

The Committee on Graduate Studies is responsible for dealing with all matters related to graduate study at the College.

The Nominating Committee prepares a slate of candidates for vacancies to all other elective committees.

Search Committees assist in hiring new faculty. The provost and dean of faculty and chair of the faculty group in which the position will reside work together to organize a search committee. Typically, the search committee will include two or three members of the relevant discipline and at least one faculty member outside of the discipline. In addition, several students selected by members of the Faculty Search Committee will be asked to interview the candidates and make recommendations to the Advisory Committee.

Undergraduate Student Senate

The Student Senate is the governing organization of the undergraduate student body and is a forum for student voices. Members of the Senate are elected each fall to make essential decisions on issues that impact the daily lives of undergraduate students. The Senate posts minutes from all weekly meetings on MySLC in order to maintain an accessible and transparent governing body. All Senate meetings are open to the community, and students are highly encouraged to attend as many meetings as possible. The executive team is elected in the spring of the previous year and consists of the chair, vice chair, treasurer, parliamentarian, and Students for Students Scholarship Fund (SSSF) chair. The general members include the four class presidents with possible co-president for the senior class, two representatives from each of the six College governing committees, two SSSF senators, two Student Activities Subcommittee (SAS) senators, one New-Students-at-Large senators, Student Sustainability senator, transfer students at large, and one representative from the Student Athletic Advisory Committee (SAAC). A copy of the Student Senate bylaws can be obtained on MySLC or by contacting the Student Senate chair.

The Senate has two standing subcommittees:

Student Activities Subcommittee (SAS)

SAS is responsible for allocating the funds collected from the annual student activities fee paid by all undergraduate students. The committee meets weekly to hear and approve budget proposals for student-sponsored campus events, publications, and student spaces. The committee is composed of the two SAS senators, the treasurer, vice chair, and the president of each class. The treasurer serves as the chair of SAS. A member of the Office of Student Affairs staff attends meetings and serves as the committee's adviser. SAS meetings are open to the community, and students are encouraged to attend.

Students for Students Scholarship Fund (SSSF)

The SSSF is a joint committee of the Senate and the Committee on Student Life that organizes several events and activities each year to raise money for the student scholarship fund and build campus community. Highlights include the annual SSSF auction and Mayfair carnival for children in the surrounding area. The committee is composed of the SSSF chair, the two SSSF senators, and the first-year, sophomore, and junior class presidents. A member of the Student Affairs staff serves as the committee's adviser. The subcommittee welcomes any ideas for fundraising activities. To contact SSSF, e-mail [REDACTED].

Graduate Student Senate

The Graduate Student Senate is the representative committee of the graduate student body, and thus aims to have at least one representative from each of the nine graduate programs. It is led by an executive board consisting of a president, vice president, secretary, and treasurer. The Senate plans social, cultural, and recreational events for graduate students and provides opportunities for students to create community across the graduate programs. To represent graduate student interests, members may sit on the following College committees: General Committee, Board of Trustees, Committee on Diversity, Graduate Studies Committee, Undergraduate Student Life Committee (and its subcommittees), and the Commencement Committee.

In addition, the Graduate Student Senate administers a grant award process for both individuals and groups. These grants can be used to cover the cost of research, conferences, performances, student clubs, student publications, unpaid internships, or campus-wide events sponsored by graduate students. The Senate also provides an opportunity for students to meet with representatives from various offices of the College and discuss concerns specific to graduate students. The Graduate Student Senate strives to be easily accessible to all graduate students. To contact the Graduate Student Senate, e-mail [REDACTED].

Sarah Lawrence Activities Council (SLAC)

A student-run organization of volunteers, the Sarah Lawrence Activities Council (SLAC) coordinates and plans a variety of campus events including concerts, open mic nights, and dances. The aim of SLAC is to host events that reach all of the student body's interests. Many of the events include student performances. The SLAC members meet weekly to plan events for the student body and are always looking for feedback and new members. The Student Involvement and Leadership staff serves as adviser to SLAC. The group can be contacted at [REDACTED].

Student Involvement and Leadership

Barbara Walters Campus Center, second floor

The Office of Student Involvement and Leadership works to cultivate diverse and engaging involvement experiences for SLC students. Through campus-wide events, leadership workshops, program development and student organization advising, the office provides students with opportunities to build leadership skills and experience interpersonal connections meant to promote individual growth and community engagement.

The office provides advising and supervision for the following function and program areas: Barbara Walters Campus Center, Sarah Lawrence Activities Council (SLAC), student organizations and publications, Students for Students Scholarship Fund (SSSF), Student Activities Fund, student managed spaces (Teahaus, Publication Space, WSLC Radio and A*Space), leadership education, and student programming.

Student Publications

The Undergraduate Student Senate funds a number of student publications. Publications range from the student newspaper to annual publications that showcase student work. The full list of active publications

can be found in the GryphonLink Organization Directory. Students inquiring about an already existing publication or starting a new one should contact the Office of Student Involvement and Leadership at [REDACTED].

Student Organizations

Students at Sarah Lawrence College are encouraged to be active members of the campus community, and many students participate in student organizations. There are approximately 100 active student organizations on campus each year. The Office of Student Involvement and Leadership maintains an updated list of student organizations and contact information for their leaders. All student organizations are open to the entire student body.

To ensure that all interests are represented, students are welcome to propose new organizations at the beginning of each semester. Student organizations seeking recognition or re-recognition must complete a registration form with the Office of Student Involvement. To qualify for recognition, an organization must have two leaders, a total of five members, a mission statement, a set of bylaws and participate in the annual Student Organization Leader Training. Student publications must have a minimum of two total members. Once submitted, the registration form will be reviewed by the Student Involvement staff, who will address any concerns regarding College policy and, if these concerns are satisfied, approve the organization. Next, the organization will be reviewed and approved at a Student Senate meeting. Organization approval may be suspended or revoked at any time if it is deemed in the best interest of the college.

Student organizations are expected to follow all College policies, both during on-campus and off-campus activities. In addition to the policies in the Student Handbook, the Student Organization Manual outlines policies regarding the conduct of student organizations. Student organizations suspected of violating College policy will be required to participate in a hearing convened by a member of the Student Affairs staff. Outcomes of a hearing may include, but are not limited to, monetary fines, restriction of activities, or suspension of organization recognition.

Student-Managed Spaces

There are a variety of student-run spaces on the campus. Each space is supervised by a staff member. All student-managed space may be reserved through the virtual EMS system, located on MySLC. Contact Student Involvement for more information. Events in student spaces are subject to all College policies.

A*Space (Bates)

A*Space was created by a group of students who saw the need for additional space for art appreciation. Students can arrange galleries to display their paintings, sculptures, or multimedia art. A*Space events can range from arts and crafts to student film screenings. Students can receive funding for A*Space shows from the Undergraduate Student Senate. Alcohol and amplified sound are not permitted in A*Space. For more information, please contact [REDACTED].

Common Ground (Bates)

Common Ground's mission is to serve students of color and student-of-color identity groups, as well as to engage the Sarah Lawrence community in discussions about the perceptions, realities, and consequences of racial and ethnic identity in our society and in the world at large. The space serves as a meeting room, event space, lounge area, and resource center for students of color and members of student-of-color identity groups. While Common Ground primarily works with student-of-color identity groups, it also hosts events with other student organizations, faculty, and administrative officers committed to campus dialogue surrounding issues of multiculturalism and racial and ethnic diversity. Common Ground programming includes speakers, performances, discussions, movie nights, conferences, workshops, and other activities. For more information, please contact [REDACTED].

LGBTQIA Space (Bates)

The LGBTQIA Space seeks to create a physical space for LGBTQIA students and LGBTQIA student identity groups to engage in dialogues regarding the realities and perceptions of their identities. Its purpose is to uplift LGBTQIA student voices and to foster greater understanding of LGBTQIA identities in the Sarah Lawrence community and abroad. The space hosts group meetings, speakers, workshops, study sessions, and other campus events. It also functions as a meeting room, lounge area, and resource center for LGBTQIA students and their allies. For more information, please contact [REDACTED].

Publication Space (Bates)

Publication Space is a resource center for SLC's numerous student publications. The space provides computers, printers, and other amenities for writers and editors. For more information, please contact [REDACTED].

Spiritual Space (Bates)

The mission of the Spiritual Space is to foster exploration of spirituality and inner calm, to forge connections of spirituality within the Sarah Lawrence community, and to grow as a center of faith and peace. It can also be reserved as a meeting place for religious groups or spiritually based events. It also houses a religious/spiritual library and items to be used in religious practices. For more information, please contact [REDACTED].

Teahaus (North Lawn)

The Teahaus is a small stone building in the center of the North Lawn that provides a quiet space for reading, reflection, and conversation. This student-run space offers light refreshments and a wide variety of international teas. The Teahaus is open during the day and sometimes hosts poetry readings, study groups, and open mic nights. Student organizations may also hold meetings or small events in the Teahaus. All proceeds benefit the Students for Students Scholarship Fund (SSSF). For more information, please contact [REDACTED].

WSLC Student Radio Station (Bates)

SLC's student-run radio station features a number of student DJs, each with a unique style. WSLC presents a variety of student-selected programs and music, and also hosts several music-focused community events throughout the year. You can listen to the station's online broadcast at [tunein.com](https://www.tunein.com) by searching "Sarah Lawrence." To get involved with WSLC or for more information about the station, please contact [REDACTED].

Other Student Spaces

24-Hour Study Space (MacCracken)

The 24-Hour Study Space is located on the lowest level of MacCracken. There is comfortable seating, a work table, and a small computer lab with two computers and printers. The space also has full wireless access to the Sarah Lawrence network and the Internet. Access to the space is from the north end exterior entrance or under the north bridge. Students may use the space 24 hours a day using their SLC ID cards. The following rules govern use of the space:

1. This is a quiet zone. No noise is allowed. (The computer area is glassed off to reduce noise from computers and printers and as an extra security precaution.)
2. Food and beverages are allowed. Students are expected to clean up after themselves. (Please be careful not to spill on the upholstered furniture.)
3. Do not leave any windows open or unlocked when leaving the space.
4. The space is for use by any member of the Sarah Lawrence community with a valid SLC ID. Please do not let non-SLC community members into the space.

The Basement (Bates)

The Basement is a programming space for student events. All events in the Basement must be registered with the Office of Student Involvement and Leadership. Amplified sound is permitted in the Basement until 1 a.m. Sunday through Thursday and until 2 a.m. Friday and Saturday. The walls of the Basement are considered free expression space and can be repainted by anyone in the community. To reserve this space, log on to the virtual EMS reservation system, located on MySLC.

Club Space (Barbara Walters Campus Center)

Club Space is a resource room and collaborative workspace for registered student organizations. Members can meet to plan events or work on organization projects. The space provides computers and supplies for groups to create campus advertisements. Each organization may request storage for files and equipment (available on a first-come, first-served basis). For more information, please contact [REDACTED].

Chamber Choir and Performance Ensembles

Christine Free is director of the Chamber Choir, a mixed ensemble of men and women, is open by audition only and performs works more suitable to a small chorus, drawn from a repertoire spanning the 15th century to the present. Chamber Choir may be taken for credit as part of a music program or as an elective. It meets twice a week; no conflicts are permitted.

All performance ensembles within the music program are open to any qualified student. For a list of additional ensembles, please check with the music program.

New York City Events Tickets

Student-rate tickets are available from the Music Coordinator, Joan Rudd, for many of the musical events in Carnegie Hall, Town Hall, Metropolitan Opera, and various studios. Programs for these events are posted on the bulletin board outside the William Schuman Music Library in Marshall Field. Check at Student Affairs for student-rate tickets for theatre, special productions, and concert performances.

General College Policies and Procedures

Responsibility for campus life is shared by the entire community. The following policies and procedures provide guidance to and set expectations for students in conducting themselves in a manner supportive of community life at Sarah Lawrence. Students are expected to abide by these and other policies found in this handbook. Failure to do so may result in disciplinary action and sanctions.

Sanctions listed in the following policies are typical, but a hearing officer or the Sexual Harassment and Sexual Assault Hearing Panel may choose a different sanction based on the specific circumstances of the violation(s).

Alcohol and Other Drugs

Sarah Lawrence College aims to create an environment that promotes the highest levels of learning within a healthy and vibrant social atmosphere. To this end, the College's Alcohol and Other Drugs Policy stems from the belief that students who are educated as to the effects of the use and abuse of alcohol and other drugs should be trusted and expected to make healthy, respectful decisions for themselves and the entire community.

Students are responsible for living within the parameters of this policy and for encouraging others to do the same. Violations of the spirit and intent of this policy will be responded to with disciplinary action (see "Student Conduct Process," page 148). The influence of alcohol or other drugs is not an excuse for unacceptable behavior and will not be seen as a mitigating factor in conduct hearings.

Furthermore, members of the community should understand that Sarah Lawrence College observes all federal, state, and local laws and regulations governing the sale and/or purchase of alcohol and other drugs and the service of alcoholic beverages by all members of its community ([see Appendix 4 \[p. 203\]](#)). The College expects that these laws will be adhered to at all events associated with the College ([see "Events with Alcohol/Hosting Guidelines" \[p. 113\]](#)). The College cannot and will not protect any member of the Sarah Lawrence community who has broken federal, state, and/or local law.

Good Samaritan Policy

Student health and safety are primary concerns of the Sarah Lawrence community. To ensure that students receive prompt and appropriate medical attention for alcohol or other drug intoxication, and to reduce impediments to seeking such assistance, the College has instituted this Good Samaritan Policy.

In those instances in which students contact Public Safety or other College officials to request medical assistance (either for themselves or for another student) due to intoxication, neither student will be subject to formal disciplinary action for being intoxicated or under the influence of other drugs or for having provided the intoxicated person with alcohol.

In lieu of formal disciplinary action, the involved students will meet with a Student Affairs staff member to discuss the incident. The student requiring medical attention will be referred to Health & Wellness for an assessment and must complete the assessment and any resulting treatment recommendations in a timely manner. This policy does not excuse or protect students who flagrantly or repeatedly violate the Alcohol and Other Drugs Policy and does not preclude disciplinary action regarding other violations of College policy.

The spirit of the Good Samaritan Policy is that we all have an ethical responsibility to help people in need. As a community, we expect that all members will take active steps to protect the safety and well-being of other members of our community.

Education and Prevention

The College provides alcohol and other drug education to all new students, as well as programming about alcohol and other drug use and abuse throughout the academic year. Additionally, the College provides both counseling support and educational programs for students found to be in violation of this policy.

Risks Associated with Abuse of Alcohol and Other Drugs

Sarah Lawrence recognizes that alcohol and other drug abuse is harmful to the social, personal, and academic lives of students as well as the health and safety of our College community as a whole. The following risks are associated with the use and/or abuse of alcohol and other drugs.

Illness and Health Problems: All drugs can be toxic when abused. Alcohol and other drugs can interact negatively with over-the-counter and prescription drugs, and every individual reacts differently to the effects of both these drugs and the combination involved. Short-term alcohol and other drug abuse can hinder a person's immune system, and long-term abuse can lead to serious health risks such as addiction, liver disease, heart disease, and certain kinds of cancer.

Academics: Difficulty meeting academic responsibilities is one of the most common consequences of alcohol and other drug use. Academic problems may include missing classes, falling behind on assignments and conference work, poor evaluations, and the possibility of academic probation, medical leave, or suspension.

Impaired Judgment: The use of alcohol and other drugs can impact a person's judgment, normal reaction, and perception; impair motor skills; lower inhibitions; and intensify emotions. All of these increase the chances of accidents either to the user or to others.

Interpersonal Problems: The more a person abuses alcohol or other drugs, the greater the potential for problems with relationships. Students who do not drink or do not abuse alcohol experience secondhand consequences from others' excessive use, which may include unwanted sexual advances and disturbed study and sleep.

For more information on the effects of the use and/or abuse of specific substances, please see www.nida.nih.gov.

Alcohol and Other Drug Interventions

Sarah Lawrence College is committed to basing prevention efforts on strategies identified and tested for effectiveness by scientific evidence and evaluation. The College acknowledges and is committed to changing the culture that underlies alcohol misuse among young people. Therefore, we employ comprehensive, integrated prevention programs that target individual students, including at-risk or alcohol-dependent drinkers, the student population as a whole, and the College community.

As members of a small and close community, we are often aware of the use and abuse of alcohol and other drugs by our friends, peers, students, or colleagues. In cases where substance use is negatively affecting the health, academic performance, emotional well-being, or behavior of a community member, we are in a position to help through intervention. Students are referred to Health & Wellness for evaluation and counseling in the following circumstances:

- A student exhibits behavior that is in violation of the College's Alcohol and Other Drugs Policy.
- A student's use of alcohol or drugs is disruptive or life threatening to themselves or others within the community.
- A student is not able to function effectively in their academic program due to alcohol and/or drug use.

In such cases, a student may be required to seek an evaluation and follow the recommendations of a Health & Wellness clinician. As stated earlier, the recommendations of the clinician will be tailored to the individual needs of the student. They may include (but are not limited to) further counseling and/or referral to on- and off-campus resources. Failure to participate in the required evaluation or to follow any recommendations resulting from the evaluation may result in further conduct action.

Resources

There are many resources available to students who would like help with substance issues, whether seeking help for themselves or others.

Campus Resources

Health & Wellness

Health & Wellness clinicians have extensive experience in alcohol and other drug counseling and are available on campus to meet with students or concerned friends, faculty, or staff. Appointments may be scheduled by calling [REDACTED] or scheduling online at myslc.edu/health. Services for students include:

- mental health evaluations;
- harm reduction and/or abstinence-based therapy groups;
- short-term individual therapy;
- Web-based alcohol and other drug education: “Alcohol Wise,” “Under the Influence,” “Marijuana 101”;
- Brief Alcohol Screening and Intervention for College Students (BASICS). *This harm reduction approach is administered in the form of at least two individual sessions with a clinician. The focuses of these sessions include evaluation, goal-setting, and feedback about drinking behavior. Through these sessions, the student works toward change, either abstinence, moderation, or other harm-reduction goals.*

Don, Resident Adviser, Hall Director

In addition, students are encouraged to speak to their don, RA, HD, a member of the dean of studies or student affairs staff, or the dean of graduate studies if they are concerned about their own alcohol/substance use or the alcohol/substance use of a peer.

Local and Other Resources

The following list includes some of the local resources available to those seeking information, support, and help regarding alcohol and other drug use. The College does not endorse any of the organizations or vouch for the efficacy of any treatment or recovery option.

- Alcoholics Anonymous (For meeting days and times: <http://myslc.edu/healthservices>)
- Addiction Institute of New York [REDACTED] The Addiction Institute utilizes the College Outreach and Prevention Education (COPE) program. COPE is group therapy for college students based on the principles of the stages of change and of motivational interviewing.
- Al-Anon/Alateen (www.al-anon.alateen.org): Help for families and friends of alcoholics
- Smart Recovery Self-Help Network (www.smartrecovery.org): Abstinence-based, but not 12-step or spiritually based
- Moderation Management (www.moderation.org): Moderation, balance, self-management, personal responsibility
- Marijuana Anonymous (www.marijuana-anonymous.org): 12-step, abstinence-based
- Harm Reduction (www.centerforoptimalliving.com): Alternative treatment approach that views the reduction of harm as a goal for substance users

Prohibited Behaviors and Sanctions

Failure to comply with this policy will result in disciplinary action (see “Student Conduct Process” [p. 154]). Prohibited behaviors regarding the use, possession, and distribution of alcohol and other drugs on campus as well as minimum sanctions (see “Student Conduct Process” [p. 154]) for engaging in such behaviors are outlined in the charts below. Some of these behaviors may also be violations of local, state, and federal laws (see Appendix 4 [p. 203]) and may be subject to off-campus legal action. A hearing officer or hearing panel may give sanctions greater than the sanctions listed in the chart below when warranted by the facts and circumstances of the specific violation. In addition, the period of time between offenses will be taken into account when determining sanctions.

Prohibited Behaviors	MINIMUM SANCTIONS (see "Student Conduct Process" [p. 154])		
<u>CATEGORY A – Other Drugs Related</u>	<u>First Offense</u>	<u>Second Offense</u>	<u>Third Offense</u>
Possession or use of illegal drugs Possession or use of legal drugs not lawfully prescribed for the individual or intentional misuse of legally prescribed drugs Possession or use of drug paraphernalia	<ul style="list-style-type: none"> • Documented Warning • Mandatory Educational Program 	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Medical Leave • Parental Notification
CATEGORY B – Other Drugs Related	First Offense	Second Offense	
Use of other drugs that leads to medical intervention, i.e., ER evaluation	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Medical Leave • Parental Notification 	
CATEGORY C – Other Drugs Related	First Offense		
Distribution (including purchase, sale, illegal transfer, or giving others for free) of illegal drugs or prescription medication	<ul style="list-style-type: none"> • Expulsion 		

Policy continues on next page.

Prohibited Behaviors	MINIMUM SANCTIONS (see "Student Conduct Process" [p. 148])			
CATEGORY A – Alcohol Related	First Offense	Second Offense	Third Offense	Fourth Offense
Consumption and/or possession of alcohol by an individual under the age of 21 Possession of an open container of alcohol in public regardless of age	• Documented Warning	• Mandatory Educational Program	• Referral to Health & Wellness • Housing or Social Probation • Parental Notification	• Loss of Housing or Medical Leave • Parental Notification
CATEGORY B – Alcohol Related	First Offense	Second Offense	Third Offense	Fourth Offense
Participating in or sponsoring drinking games or contests (activities that encourage excessive consumption) Possession of mass consumption containers (i.e., kegs, beer balls, beer bong, etc.) Providing alcohol to an individual under the age of 21 Providing alcohol to someone who is visibly intoxicated	• Documented Warning • Mandatory Educational Program	• Referral to Health & Wellness • Loss of Event Registration Privileges • Housing or Social Probation • Parental Notification	• Social Probation • Loss of Housing • Parental Notification	• Suspension • Parental Notification
CATEGORY C – Alcohol Related	First Offense	Second Offense	Third Offense	Fourth Offense
Consumption of alcohol that causes a disruption to the community or necessitates assistance from others, but does not require medical intervention, i.e., ER evaluation (any age student)	• Documented Warning • Mandatory Educational Program	• Referral to Health & Wellness (non-compliance could lead to Housing Probation) • Parental Notification	• Social Probation • Loss of Housing • Parental Notification	• Medical Leave • Parental Notification

Prohibited Behaviors	MINIMUM SANCTIONS (see "Student Conduct Process" [p.148])			
CATEGORY D – Alcohol Related	First Offense	Second Offense	Third Offense	Fourth Offense
Consumption of alcohol that necessitates medical intervention, i.e., ER evaluation (any age student)	<ul style="list-style-type: none"> • Documented Warning • Referral to Health & Wellness 	<ul style="list-style-type: none"> • Referral to Health & Wellness (non-compliance could lead to Medical Leave) • Parental Notification 	<ul style="list-style-type: none"> • Medical Leave • Parental Notification 	

Bias-Related Incidents and Crimes

Bias-Related Incidents

If you have experienced or witnessed an incident on campus that is troubling to you and is regarding identity issues (race, class, gender, gender identity or expression, sexual orientation, national origin, religion, ability status, etc.), but doesn't fit in the bias-related crime definition below, please follow this procedure:

Procedure for Reporting a Troubling Incident

1. Report the incident to the vice president of diversity, equity and inclusion & special assistant to the president if:
 - a. you feel you have been singled out based on your identity.
 - b. you are unsure of how to address identity issues that are arising in or out of the classroom.
 - c. you want help processing what happened.
2. If a bias-related incident is reported to the ass/assoc. dean of studies for engagement and diversity, equity and inclusion, the student's report may be forwarded to the dean of student affairs, vp of diversity, equity and inclusion, and/or the associate dean of the college.

Bias-Related Crimes

Definition of a Hate or Bias Crime: Any crime committed by a defendant against a victim when that victim (either a person or an institution) is intentionally selected, in whole or substantial part, because of that victim's perceived race, color, national origin, ancestry, gender, religion, age, disability, or sexual orientation or expression.

The College takes bias-related crimes seriously. Students, faculty, staff, and visitors are encouraged to immediately report all bias-related crimes to Public Safety and Security.

Certain actions may rise to the level of a crime. Federal and state laws specifically regulate crimes that are motivated by hate or bias, and the College is required to report them to the local police.

Any bias-related crime against a member of our community is viewed as an attack on the entire community and will not be tolerated. To help ensure an environment free of such hateful acts, the College has enacted policies and procedures that specifically deal with bias-related crimes.

The College encourages all members of the community to immediately report all incidents to Public Safety and Security.

Procedure for Reporting a Bias-Related Crime

1. After a bias-related crime is reported to Public Safety and Security, a public safety officer will be dispatched immediately to take a report. All evidence will be documented and preserved. Pictures of the crime scene will be taken if necessary.
2. If a bias-related crime is reported to the director of diversity and campus engagement, the student's report will be forwarded to the director of public safety and security.
3. The Yonkers Police Department will be called, as well as the director of public safety and security. EMS will be called if anyone is injured.
4. College officials will cooperate and assist with the Yonkers Police Department's investigation of the crime.
5. The victim(s) will be offered counseling services through SLC's Health & Wellness Center and will be given the names and telephone numbers of off-campus victim advocates.
6. The following campus offices, individuals, and committees will be notified of the bias-related crime:
 - Office of the President
 - Dean of Equity and Inclusion
 - VP of Diversity, Equity and Inclusion and Special Assistant to the President
 - Office of Student Affairs
 - Office of the Dean of Studies
 - Office of Human Resources and the Office of the Dean of the College, if a faculty or staff member is involved
 - Dean of Graduate Studies, if a graduate student is involved
 - Committee on Undergraduate Student Life
 - The Diversity and Activism Programming Subcommittee (DAPS) of the Committee on Undergraduate Student Life
 - The Diversity Committee
7. A notification of the crime in the form of a security advisory/alert, if appropriate, will be made to the College community via e-mail.
8. An internal investigation will be conducted by Public Safety and Security, which will provide a follow-up report to the victim and all offices notified of the crime or incident.

Prevention

The College sees prevention as a key element in decreasing the likelihood of bias crimes on campus.

The following is a list of some of the preventive measures the College has undertaken:

- Diversity and Activism Programming Subcommittee (DAPS), various faculty members, and guest speakers provide educational discussions on issues of bias, criminal actions, diversity, and cultural competency. These take the form of workshops, seminars, discussion groups, and film presentations throughout the year.
- The director of public safety and security includes a section on bias-related crimes, policies, and laws during the safety presentation given to all new students.
- The Diversity Committee examines and responds to issues related to prejudice and exclusion, and looks at ways to enhance multicultural dialogue and understanding on campus.

College Conduct Measures

For undergraduate and graduate students, the dean of student affairs, or director of residence life, may consider the matter.

The following sanctions may be given to students found responsible for bias-related crimes:

- Permanent expulsion from the College
- Suspension from the College
- Permanent loss of campus housing
- Suspension from campus housing
- Housing probation
- Social probation
- Restricted access
- Warning

Possible penalties for bias-related crimes committed by faculty or staff include warnings, formal reprimands, suspension without pay, or termination of employment.

Note: If the bias crime involves an alleged sexual assault, the Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking ([see “Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking” \[p. 159\]](#)) will be followed and will supersede the College’s bias-related crime policy and procedures.

New York State Law Involving Bias Crimes

Under the NYS Hate Crimes Act of 2000 (Section 485.05 of the NYS Penal Code), in addition to the criminal charges and the penalties a perpetrator must face for the “crime” element of a hate crime, the law allows for additional charges for the “hate” element as well. This significantly increases the crime the perpetrator is charged with as well as the penalties and time of imprisonment if convicted.

Bicycles

Students must register their bicycles with the Public Safety and Security Office. To register your bicycle, e-mail Campus Operations at [REDACTED] and a member of the security staff will contact you to arrange a time to meet. You will need to bring your bicycle to the meeting, because a Sarah Lawrence IdentiGuard sticker will be placed on your bicycle.

Bicycles cannot be parked or stored in hallways, entranceways, stairwells, or common areas. Bicycles cannot be locked to handrails or banisters, as this constitutes a serious accessibility issue and fire hazard. If an unregistered bicycle is found attached to or blocking any egress, it will be immediately removed and confiscated. If a registered bicycle is found attached to or blocking any egress, the student will be notified and given 24 hours to remove the bicycle, or the bike will be removed and confiscated.

Exterior bicycle racks are located throughout the campus. Indoor bicycle racks are located at Hill House, and residents must store bicycles on the racks provided. Bicycles are permitted inside a building only in a student's room or a faculty or staff member's office.

At the end of the year, any registered bicycles remaining on campus over the summer must be left securely locked to one of the Hill House bicycle racks. All bicycles, both registered and unregistered, found locked to railings, poles, fences, etc., will have the lock cut, and the bike will be removed and, depending on condition, donated or discarded.

Sanctions

Each offense: \$50 fine plus removal of the bicycle and a \$25 per week storage fee

Billing, Payment of Tuition, Fees, and Related Charges

Payments for tuition, fees, and all related charges can be made in person at the Office of Student Accounts, online via MySLC, or by mail. Payments can be mailed to:

Sarah Lawrence College
Student Accounts
P.O. Box 8000, Dept. 120
Buffalo, NY 14267

Timely payments are required to maintain a student's account in good standing. Payments must be made in full by the due date. If payment cannot be made in full by the due date, students will be required to enroll in a payment plan with Nelnet by the statement due date. The college has partnered with Nelnet to administer the college's payment plan.

Students with past due balances may not register for courses until satisfactory payment arrangements have been made.

Past due balances greater than \$100 will be assessed a late payment fee equal to 1% of the past due balance or \$10, whichever is greater. Late payment fees are required by the due date.

Transcripts or diplomas will not be released until all financial obligations to Sarah Lawrence College have been met.

- Nelnet payment plan payments will be credited to student account balances if the payment plan is active
- Anticipated aid from the Sarah Lawrence Financial Aid department will only be applied to a student's account once all Financial Aid requirements have been met.
- Documentation of a third-party payer, such as an employer, must be submitted to the Office of Student Accounts prior to the due date on the student's statement to apply towards the balance.

Closed Captioning

All televisions in common spaces on campus must have the option for the user to turn on closed captioning. All non-academic screenings of video and film must have the option of turning on closed captioning or subtitles when available. It is strongly recommended that all advertising for public video and film screenings include a statement regarding the availability of closed captioning/subtitles, and contact information for anyone who needs this accommodation.

Computer and Network Acceptable Use

Sarah Lawrence College provides computer resources to students, faculty, and staff for academic purposes and for their use on College business. The College has established standards and policies for the acceptable use of these resources and expects users to be familiar with and honor them.

In order to maintain a computing environment that best serves the needs and protects the welfare of both individuals and the academic community, the College regulates access to and use of College-owned computing resources. These resources include connections to the College network, access by means of College-sponsored communication links, and access to computing resources located off campus.

Access to computers and computing resources is a privilege granted by the College to its students, faculty, and employees unless such access is suspended or denied for cause. Access to some computer programs, features, information, and networks may require a written request. Access to information that is private or confidential, as determined by the owner or by the College, may be restricted.

Acceptable Behavior

Because computing systems have such great power, activities that might seem at first to be merely mischievous can harm the entire College community and beyond. Any unauthorized access or interference with system functionality is unacceptable. Guidelines such as those established in the Student Handbook, Facts for Faculty, and the Personnel Manual apply to the use of computing resources, as do community standards of consideration for others and the primacy of Sarah Lawrence's educational mission. Federal, state, and local laws, regulations, and judicial decisions also apply.

In general, any uses of Sarah Lawrence College's computer facilities that infringe on another individual's right to privacy, adversely affect the user community, or are not allowed under the terms of our software licenses are prohibited. Examples of prohibited uses include, but are not limited to, the following:

- accessing or using a password-protected computer account assigned to another person
- hiding your identity or using someone else's identity in electronic communications
- sharing a password to a protected account with another person
- any deliberate act which denies or interferes with the access and use rights of others
- unauthorized access or attempts to access data, computer systems, and/or networks on or off the College's campus (hacking)
- intentional damage to hardware, software, security devices, or codes
- intentional creation or distribution of viruses, worms, or other forms of electronic mayhem
- commercial activities, such as development of software for sale, work undertaken to support any company, or other contracted work
- use of deliberately offensive language or other communication that has the effect of harassing or intimidating another person as guided by the existing harassment policy
- violations of copyright/civil law including, but not limited to, the copying, storing, displaying, or distributing of copyrighted material using College systems or networks without the express permission of the copyright owner, except as otherwise allowed under the copyright law (*under the Federal Digital Millennium Copyright Act of 1998, repeat infringements of copyright by a user can result in termination of the user's access to College systems and networks*)

While recreational use of computing facilities is not prohibited, all such use is of the lowest priority. If there is contention for access, games and other recreational uses are prohibited. The use of video games and other software that produces sounds, or is by other means disruptive to others, is prohibited in public facilities.

Student E-mail Policy

E-mail is considered an official method for communication at Sarah Lawrence College because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Our policy ensures that all students have access to this important form of communication, and ensures that students can be accessed through a standardized channel by faculty and other staff of the College as needed.

College Use of E-mail

The College may send communications to students via e-mail. Students are responsible for the consequences of not reading, in a timely fashion, College-related communications sent to their official Sarah Lawrence College e-mail accounts.

Student E-mail Accounts

All students obtain an official Sarah Lawrence College student e-mail account when they enroll. The e-mail account that is created by the College is the official e-mail address to which the College will send e-mail communications. This official address will be recorded in the College's electronic directories and records for that student.

Expectations Regarding Student Use of E-mail

Students are expected to check their Sarah Lawrence College official e-mail on a frequent and consistent basis to remain informed of College-related communications. The College recommends checking e-mail at least daily.

Appropriate Use

All use of e-mail must be consistent with other College policies, including the Sarah Lawrence College Acceptable Use Policy. All use of e-mail must be consistent with local, state, and federal laws.

Communications sent to a student's official Sarah Lawrence College e-mail address may include notification of College-related actions. In general, e-mail is not appropriate for transmitting sensitive or confidential information.

Redirecting E-mail

Students may elect to redirect (auto-forward) messages sent to their Sarah Lawrence College official e-mail address. Students who redirect e-mail from their official address to another address (such as AOL, Yahoo!, Gmail, or any e-mail server other than the official College servers) do so at their own risk. Having e-mail lost as a result of redirection does not absolve a student from the responsibilities associated with communication sent to an official e-mail address. The College is not responsible for the handling of e-mail by outside vendors or unofficial servers.

Copyright Information

The EDUCOM Code

Respect for intellectual labor and creativity is vital to academic discourse, and this principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, the right to privacy, and the right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, trade secrets, and copyright violations, may be grounds for sanctions against members of the academic community.

Students should be aware that the unauthorized peer-to-peer sharing of copyrighted work files, including music, pictures, and movies, is illegal and may carry significant monetary and/or criminal sanctions. It is the responsibility of students who are downloading or uploading documents to make certain they are not copyrighted works or that the student has the permission of the copyright holder.

Security and Privacy Rights

Individuals using College-owned computing equipment can expect the College to take reasonable steps to ensure the security and integrity of information kept in or on, or transmitted by, that equipment. At the same time, the College reserves the right to protect the integrity of its computing enterprise. The privacy rights of individuals using College-owned equipment, therefore, have some limits. In particular, the College claims the following rights:

- The right to monitor volume (but not content) of information communicated on campus networks;
- The right to audit for the presence of commercial software packages installed on its computing equipment;
- The right to examine, under specific instances where there is evidence that a violation of computing use regulations has occurred, the content of data, text, images, and/or executable computer files;
- The right to implement procedures to protect the integrity of the systems and networks (e.g., virus scans).

The College cannot guarantee the security of individual offices nor can it guarantee any piece of equipment against failure. It is, therefore, the responsibility of the user to ensure that data and other valued information assets are adequately backed up and secured.

Computer networks are not secure. Although it is counter to policy for an unintended recipient to deliberately read another person's electronic communications, the College cannot guarantee that an electronic message will not be read or examined by an unintended recipient, either on or off campus. It is therefore recommended that computer networks not be used to transmit information that is confidential, sensitive, or for which privacy rights might be a concern.

Official servers (e-mail, Web, name service, etc.) follow guidelines designed for that specific type of service and are approved by the College. Private servers are not prohibited, but must abide by standard College policies and are not supported. Excessive use of resources (e.g., high network use or server utilization and/or denial of services to others) will be subject to review, and limits may be imposed. Misuse could result in denial of network services.

Failure to comply with guidelines for acceptable use of computer resources will normally result in a warning. Serious or multiple infractions of computer-use policies may result in sanctions by the College. The due process rights of individuals in cases of possible infractions are the same as for non-computing violations of College regulations, and are described in the relevant handbooks. Some computer-use infractions may violate local, state, or federal law; civil and/or criminal sanctions may be independently applicable.

Damage to Property and Vandalism

College community members (i.e., students, faculty, staff, and visitors) are expected to respect College property, the private property of other members of the Sarah Lawrence community, and the property of the larger community in which we live. Examples of behaviors that would be violations of this policy include, but are not limited to, damaging, tampering with, or vandalizing (including etching, painting, drawing upon, or otherwise marking something without permission) property owned, operated, or controlled by the College or one of its members. This includes gardens, lawns, and landscapes.

Violations of this policy will result in conduct action including, but not limited to, restitution, repair costs, hourly wages of College staff incurred in the repair or cleanup, and a \$50 community impact fine. Depending on the severity of the violation, additional sanctions as described in the [“Student Conduct Process” \(p. 154\)](#) section of this handbook may be imposed. Violators may also be subject to arrest.

Dishonesty/Falsification of Information

Students will be considered in violation of this policy if they:

- Lie or furnish false information to the College or to College officials
- Are aware of false information being furnished by others with the intent to deceive (and do not correct that false information in a timely manner)
- Withhold information pertinent to student misconduct
- Alter, misuse, enter any false information or forge signatures on any official documents or College resources including, but not limited to, registration form, audit form, 4th course request form, academic transcripts, drop/add form, or electronic communication
- Alter, or have in their possession an altered identification card of any form
- Counterfeit, forge, and fabricate official documents/paperwork/electronic communications
- Intentionally issue a bad check/payment or other financial instrument in order to remove a hold, register for classes or receive an official transcript or diploma
- Providing false information or fail to provide current information for the purpose of defrauding Sarah Lawrence College or other parties

Disruptive Behavior

In order to preserve an open educational environment of dialogue, the College expects that students and their guests will avoid disruptive behavior that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the College. Examples of disruptive behavior include, but are not limited to:

- obstruction or disruption of teaching, research, administration, conduct proceedings, and other College activities including the integrity of classes, lectures, discussion groups, readings, performances, meetings, and public occasions, such as opening day, Family Weekend, Mayfair, admission events, and commencement;
- self-destructive conduct that may impact the larger community;
- interference with the rights of others to enter, use, or leave any College facility, service, or activity;
- throwing any object from a window or structure.

This policy covers acts and attempted acts, regardless of whether the act or attempted act was deliberate or whether the potential outcome was intended. Students who violate this policy are subject to conduct action. Students engaging in self-destructive behavior may also be referred to Health & Wellness and/or a local hospital for evaluation and treatment recommendations.

Prohibited Behaviors	MINIMUM SANCTIONS (see "Student Conduct Process" [p. 154])			
CATEGORY A	First Offense	Second Offense	Third Offense	Fourth Offense
Failure to comply with the "Events with Alcohol and Hosting Guidelines"	<ul style="list-style-type: none"> • Documented Warning 	<ul style="list-style-type: none"> • Mandatory Educational Program 	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Loss of Housing or Medical Leave • Parental Notification
CATEGORY B	First Offense	Second Offense	Third Offense	Fourth Offense
Hosting an unregistered event with alcohol	<ul style="list-style-type: none"> • Documented Warning 	<ul style="list-style-type: none"> • Mandatory Educational Program • Potential loss of privilege to be on campus when classes are not in session (i.e., spring break, week after last day of classes in May, etc.) 	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Loss of Housing or Medical Leave • Parental Notification

Party Registration and Hosting Policy

The following guidelines are designed to assist undergraduate students who wish to host parties with alcohol on campus. Graduate students wishing to plan parties on campus should consult the Office of Graduate Studies for guidelines. The College hopes to foster a campus environment in which students work to enhance the quality of social engagement while minimizing high-risk behaviors, including those associated with the use of alcohol and other drugs. Students are encouraged to make responsible and lawful choices regarding social and community-building activities on campus. Sarah Lawrence College does not endorse or condone activities that encourage the abuse or unlawful use of alcohol or other drugs and does not support activities focused on alcohol rather than on community and positive social interaction.

When Does This Policy Apply?

To help students host responsible and safe parties, the College requires that parties at which alcohol will be available and/or consumed and at which 16 or more students will be present must be registered with the Office of Student Involvement and Leadership. This policy applies specifically to parties held in residence hall spaces. For open events with alcohol held in other spaces on campus, please see the [“Events with Alcohol/Hosting Guidelines”](#) (p.113).

Event Guidelines

Scheduling: Registered parties may only be held on Friday or Saturday during weeks in which classes are held. Generally, events are approved for durations of four hours or less and must end by 2 a.m. unless otherwise restricted. The Office of Student Involvement and Leadership may make an exception to the day and time guidelines to allow an event to be held on a day other than Friday or Saturday when the residence halls are open and there is no class or designated study time on the following day and/or for a period longer than four hours.

Locations: Students may request to register a party in any residence hall space not designated as quiet or substance-free housing. Hosts must get approval from everyone living in their house, apartment or room before registering the party. Multiple parties in the same night will be approved at the discretion of the Office of Student Involvement and Leadership.

Attendance/Capacity: The limit on the number of people who may attend a party in a student room, apartment, or house is based on the fire code capacity for the space and consideration of other residents of the floor, house, or apartment.

Andrews Court	30
Mead Way Houses w/ Common Rooms	.25
Slonim Woods	25
Other Residence Hall Spaces.....	16

For other spaces, please consult with the Office of Residence Life.

Funding: Parties must be funded by individual students and may not use College or Student Senate funding. The person who purchases the alcohol must be 21 years of age or older. Alcohol cannot be sold at a party.

Hosts: All parties must have at least two designated hosts. Hosts must be 21 years of age or older at the time of the party. The responsibilities for party hosts are listed below.

Registration: Parties must be registered with the Office of Student Involvement and Leadership no later than noon on the Thursday prior to the event. To register a party, complete a Party Registration Form, available online at GryphonLink. A confirmation e-mail will be sent to the hosts when the party is approved. If a confirmation e-mail is not received, the party may not proceed.

Party Host Training: Hosts must participate in Party Host Training before they are eligible to register a party in a residence hall space. The Party Host Training is available as an online module and discusses the party registration process, reviews the hosting guidelines, and discusses how to manage risk during a party.

Event Management: The primary responsibility for managing a registered party rests with the hosts (see “Host Responsibilities” below). Hosts must be present for the duration of the event and while they may consume alcohol, they should not exceed a level of intoxication that would compromise their ability to safely manage the event.

Servers: Designated servers are not required for private parties; however, it is highly recommended that serving take place in a controlled manner.

Age: Currently enrolled students of any age and their properly registered guests (see “Guests” [p. 130]) may attend a registered party. Students must be 21 or older to consume alcohol.

Noise Complaints: Public Safety and Security will respond to noise complaints by following a three-step process:

- First Noise Complaint: Hosts will be notified of the noise complaint with a phone call to the phone number listed on the event registration. Hosts will be expected to reduce the noise of the event.
- Second Noise Complaint: Hosts will be notified of the noise complaint in person and expected to reduce the noise of the event.
- Third Noise Complaint: Public Safety and Security will disband the event and issue a community violation.

Public Safety and Security may choose to immediately respond in person if they feel there are other safety concerns that must be addressed. A party may be disbanded at any time if Public Safety and Security or Residence Life feels it is necessary to ensure the safety of those in attendance.

Host Responsibilities

The event hosts must:

- Be present for the duration of the party and not exceed a level of intoxication that would compromise their ability to safely manage the party.
- Receive permission from all residents of the space where the party is being hosted.
- Ensure that the party and guests comply with College policy and local, state, and federal laws. If violations are found, the hosts will be expected to address the situation immediately.
- Ensure that the party does not include drinking games or other activities that promote mass consumption.
- Seek help from Public Safety and Security if the hosts are unable to safely manage or oversee the party.
- Ensure that a reasonable amount of food and non-alcoholic beverages are present throughout the party.
- Adhere to all requests by Public Safety and Security staff.
- Clean the party location following the event and return it to its original condition. Any damage that occurs to College property during a party will be billed directly to the hosts if no one takes responsibility.
- Be conscious of the College’s policy on open containers of alcohol. While guests may be outside of a party location, open containers of alcohol are not allowed in outdoor and public spaces. Public

Safety and Security will issue a community violation if an individual is found in possession of an open container of alcohol in public areas.

- Ensure that noise stays within a reasonable level. If a noise complaint is received, Public Safety and Security will notify the hosts (see “Noise Complaints” [p. 119]).
- Ensure that the number of people present does not exceed the fire capacity for the space.
- End a party early if unable to control the event.

Prohibited Behaviors and Sanctions

Failure to comply with the guidelines in this policy will result in conduct action (see “Student Conduct Process” [p. 154]). The minimum sanctions (see “Student Conduct Process” for such violations) are outlined in the chart that follows. In cases where a violation occurs in a housing unit with more than one person (room, apartment, suite, etc) and no clear host is identified, all members of that housing unit will face conduct action. A hearing officer may give sanctions greater than the sanctions listed in the chart that follows when warranted by the facts and circumstances of the specific violation. In addition, the period of time between offenses will be taken into account when determining sanctions. *Sanctions can be avoided by registering parties and following the simple guidelines outlined in this policy.*

Prohibited Behaviors	MINIMUM SANCTIONS (see "Student Conduct Process" [p. 148])			
CATEGORY A	First Offense	Second Offense	Third Offense	Fourth Offense
Failure to comply with the "Party Registration and Hosting Policy"	<ul style="list-style-type: none"> • Documented Warning 	<ul style="list-style-type: none"> • Mandatory Educational Program 	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Loss of Housing or Medical Leave • Parental Notification
CATEGORY B	First Offense	Second Offense	Third Offense	Fourth Offense
Hosting an unregistered party	<ul style="list-style-type: none"> • Documented Warning 	<ul style="list-style-type: none"> • Mandatory Educational Program • Potential loss of privilege to be on campus when classes are not in session (i.e., spring break, week after last day of classes in May, etc.) 	<ul style="list-style-type: none"> • Referral to Health & Wellness • Housing or Social Probation • Parental Notification 	<ul style="list-style-type: none"> • Loss of Housing or Medical Leave • Parental Notification

Failure to Comply

Failure to comply with the request of a College official (including requests for identification or information), lying to a College official, failing to provide relevant information, and/or running away when approached by a College official are considered to be serious policy violations and will result in conduct action. Sanctions for failing to comply with a College official may include, but are not limited to, housing probation or restriction of access to campus. Any physical aggression directed at a College official, including shoving, kicking, or spitting, may result in suspension.

False Identification

Definition: In addition to being against College policy, possessing a false identification is a Class D Felony (170.10 of the Penal Code—Forgery in the Second Degree or 170.25 of the Penal Code—Criminal Possession of a Forged Instrument in the Second Degree).

Sanctions

First Offense – Confiscation of false identification and housing probation or restriction of access to campus

Second Offense – Confiscation of false identification and loss of housing and/or social probation

Third Offense – Confiscation of false identification and suspension

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar signed requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected, at which time the student must present a SLC ID card or government-issued photo ID. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.
- 2. The right to request amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the College to amend a record should write to the dean of studies and student life (or other College official responsible for the record), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for amendment. The Hearing Panel will consist of the dean of the college (or designee of the dean of the college) and/or the dean of studies and student life, and the relevant faculty members. Please note that the assignment of credit and grade, as well as the narrative evaluation and critical abilities assessment submitted by the teacher, is solely the purview of the course instructor and not subject to this provision.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Committee on Student Work, or assisting another school official. A school official has a legitimate educational interest if the official needs to review an education record to fulfill a professional responsibility for the College.
- 4. Upon request, the College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll or where the student has already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer. This disclosure may include updated or corrected information.**

5. The right to file a complaint with the US Department of Education concerning alleged failures by Sarah Lawrence College to comply with the requirements of FERPA. Complaints should be addressed to the Family Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

At its discretion, the College will release directory information, as allowed by FERPA, without prior consent unless the student specifically asks that prior consent be obtained. Directory information will include only a student's name, address, telephone number, class, enrollment status, participation in officially recognized activities and sports, and degrees received. This information is intended only for use within the College community with the following exceptions: (1) a student's name may be used in connection with announcements or reports of College activities or sports, and (2) the verification of a student's enrollment and degree(s) received may be released without prior consent in response to legitimate inquiries from outside the College community. Otherwise, it is longstanding College policy not to release any information about a student. In certain circumstances, the College may release student information in matters involving safety or health emergencies; in compliance with a lawfully issued subpoena or judicial order; to federal, state, and local authorities involving an audit or evaluation of compliance with educational programs; in connection with financial aid (including veterans benefits); to organizations conducting studies for or on behalf of educational institutions; in connection with the release of the results of a disciplinary hearing to an alleged victim of a crime of violence or non-forcible sex offense; to parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and, in matters involving violation of the alcohol policy, the student is under the age of 21; as required by other applicable state or federal regulations; or otherwise allowed under FERPA. Students may withhold directory information by notifying the registrar in writing by the end of the first week of classes for the fall term. Requests for nondisclosure will be honored for only one year and must be filed annually. Please note that a nondisclosure request applies to all elements of directory information. The College does not apply nondisclosure requests differentially to the various directory information data elements.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Filming on Campus

Any student wishing to film on campus must submit a Location Request to Film form to Campus Operations at least four days in advance of the shoot day. If the location is inside a building, other permissions may be required. If filming takes place in a residence hall, permission must be secured from the director of residence life. If the location is the common area/hallway of a residential building, then the signatures of all the residents of that building will be required. If the location is in a specific student room, then signatures of students in all of the adjacent rooms, including above and below, will be required. Required permissions for all other buildings will be identified by Campus Operations depending on the specific request. If the location is outdoors or in a common space not addressed above, it must be approved by the Committee on

Undergraduate Student Life. (See “[Committee on Undergraduate Student Life](#)” [p. 92] for more information.) It is recommended that filmmakers meet with Campus Operations in advance of submitting a Location Request to Film form.

Because of the potential for problems due to the mixture of community tenants and students living in Hill House, filming is not permitted in Hill House.

Fire Safety Procedures and Regulations

The College campus is a unique community. We live in close quarters, sharing various spaces. Our living environment affects many of the choices we make about living habits as well as the impact of those choices on the community members around us. Nowhere is the shared responsibility for a safe and healthy community more important than in the area of fire safety and prevention.

To this end, the College’s Fire Procedures and Safety Regulations stem from the belief that each member of the community must work to ensure the fire safety of all. Each member of the community is responsible for knowing and following the procedures and safety regulations set forth in this policy. Violations of the policy will result in conduct action.

What to Do in Case of a Fire

If you discover or suspect a fire, pull the building fire alarm if it is on your way out of the building. As you leave, warn other occupants by knocking on doors and shouting a warning on your way out. Evacuate the building and notify emergency personnel from a safe location. Call 911 first, then 914.395.2222. Give as much information as possible: the name of the building, the location of the fire, your name, and a call-back number. You should stay on the phone until the dispatcher hangs up. Do not assume someone else has called.

If you hear a fire alarm, evacuate the building immediately. Stay low to the floor if smoke is present. Before opening a door, feel the knob. If it is hot, do not open the door. If the knob is not hot, brace yourself against the door and open it slightly. (Fire can create pressure enough to open a door if it is not held firmly.) If heat or heavy smoke is present in the corridor, close the door and stay in the room. When opening the door, stay below the level of the door handle and off to the side.

If you cannot leave the room, keep the door closed and open the windows. If the windows can be raised and lowered, open the top slightly to let out heat and smoke; open the bottom slightly to let in fresh air. Seal the cracks around the door with clothing or other material, soaked in water if available. To attract attention, hang an object out the window, such as a shirt, jacket, or towel. Shout for help. Do not jump from windows above the first floor.

If you can leave the room, close all doors behind you as you exit. This will slow the spread of smoke and lessen damage. Go to the nearest exit or stairway. Do not use an elevator. If the nearest exit is blocked by smoke, heat, or fire, go to an alternate exit. If all exits from the floor are blocked, go back to a remote room, close the door, open the windows, and follow the procedure described above.

After leaving the building, move away from the building to ensure your safety and allow emergency personnel and equipment to enter and maneuver around the building. Follow the directions of fire, police, and College personnel, and try to get to assigned assembly locations if feasible.

Students, faculty, and staff must vacate any building when an alarm sounds. Fire drills will be held periodically throughout the year. Any student who fails to leave a building/area during a fire alarm is subject to disciplinary action and a \$50 fine.

Fire Safety Policies and Sanctions

Approved Appliances

- Keurig coffee machines
- electric teapots
- mini and cube refrigerators. We recommend the following dimensions: 20”–24” tall with a weight between 30 and 55 pounds.

These appliances should be plugged into a surge protector.

Possession of Prohibited Items

The following items are considered fire hazards and are prohibited in student rooms:

- | | | | |
|---|---------------------------|---|-------------------------------------|
| • hanging items from the ceiling | • open flames of any kind | • halogen lamps | • live cut trees such as evergreens |
| • paper lanterns and/or paper lamp shades | • hot plates | • appliances with a heating unit (except UL-listed hair dryers and irons) | • hover boards |
| • extension cords | • toasters | | • lava lamps |
| | • toaster ovens | | |

Tapestries, posters, and papers are permitted in student residence halls as long as they are hung to the wall and secured on all sides. Nothing may be hung from the ceiling. LED string lights are approved to use in student residence halls as long as they are plugged directly into the wall or surge protector. Two or more string lights should not be connected. String lights cannot be used near draperies or any type of flammable material. String lights cannot be hung on fire equipment including, but not limited to, sprinkler pipes and fire extinguishers. String lights cannot impede escape routes. They cannot be hung externally and never be hung on an external door or window. Damaged string lights should be disposed of and not used.

Sanctions

First Offense	\$25 fine per item
Second Offense	\$50 fine per item
Third Offense	\$100 fine per item and Housing Probation
Fourth Offense	\$200 fine per item and Loss of Housing

Possession of Prohibited Appliances

The following items are considered fire hazards and are prohibited in student rooms:

1. air conditioners not installed by the College
2. electric heaters
3. heavy-duty appliances (except for cube-size refrigerators and small microwaves)

First Offense	\$100 fine and Housing Probation for one semester
Second Offense	\$150 fine and Housing Probation for one semester
Third Offense	\$300 fine and Loss of Housing

Possession and/or Use of Candles and/or Incense

The majority of residence hall fires are caused by candles and incense in student rooms. Therefore, candles (regardless if they have been lit) and incense (whether lit or unlit) are prohibited in student rooms, and the sanctions for possession of these items are significantly higher. Candles and incense discovered in student rooms will be confiscated and destroyed.

Candles needed for religious purposes must be registered with the assistant director of diversity, equity and inclusion at the beginning of the year. These candles may not be lit in student rooms or common areas. No more than six candles can be used at one time (except for Chanukah) and candles must be placed in the center of a nonflammable plate/vessel that has a circumference twice the length of the candle and is filled with sand.

Sanctions

First Offense	\$100 fine and Housing Probation
Second Offense	Loss of Campus Housing

Possession and/or Use of Grills

There are three community barbecue grills on campus. Three small ones are located in residence hall areas (Hill House, Old Dorms, and Slonim Woods). The use of any other barbecue grills on campus, aside from these three community grills, is prohibited. Meant to enhance and encourage positive community building on campus, the three small grills cannot be reserved, and use of these grills is on a first-come, first-served basis.

To ensure that one group's community building does not interfere with other community members' sleep, study, work, etc., the following guidelines have been adopted regarding use of the community grills:

1. Use of the three small grills located in residential areas is permitted without prior authorization Sunday through Thursday, 9 a.m. to 9 p.m., and on Friday and Saturday, 9 a.m. to 10 p.m. All cooking must be completed and the coals disposed of in the provided bin by the closing times noted. Students who would like to use the grill outside the timeframes listed above must request permission from the Committee on Student Life.
2. Individuals or groups who use any of the grills are responsible for cleaning up after the event, which includes proper disposal of coals and trash removal.

Unauthorized Burning of Any Item on Campus

State and local laws prevent the burning of paper, wood, leaves, rubber, plastic, or any toxic material on campus.

Sanctions

Each Offense	\$250 fine
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Tampering with Fire Safety Equipment

All fire safety equipment on campus is vital in case of an emergency, and therefore tampering with fire safety equipment in any way is strictly prohibited. Tampering with fire safety equipment includes, but is not limited to: moving or removing fire extinguishers, signs, and poles; unnecessarily discharging a fire extinguisher; marking on or covering fire safety signs; or hanging anything from a sprinkler system, including all pipes and sprinkler heads.

Sanctions

First Offense	\$250 fine plus cost of repair, replacement, or cleaning, and Housing Probation
Second Offense	\$500 fine plus cost of repair, replacement, or cleaning, and Loss of Housing

Tampering with Smoke Detectors/Carbon Monoxide Detectors/Heat Detectors

Covering, removing, and/or damaging the heads of smoke, carbon monoxide, or heat detectors is extremely dangerous and prohibited. In the event of a fire in a residence hall room, smoke and heat detectors engage the sprinklers in order to contain the fire within that room. If a fire were to break out in a room with a covered or damaged detector, the fire would likely grow to an unmanageable size before it was detected.

If a detector in a common area or shared room is covered or disabled, all occupants will be assessed the sanctions, regardless of who tampered with the detector unless resident(s) takes responsibility. In this case, not removing the cover or reporting that the detector is disabled is as dangerous as covering the detector.

Sanctions

First Offense	\$500 fine plus cost of repair or replacement and Housing Probation
Second Offense	\$1,000 fine plus cost of repair or replacement and Loss of Campus Housing

Tampering, Dismantling, or Damaging Door Emergency Alarms or Locks That Are Found on Attic, Balcony, and Roof Doors

Students are not permitted in campus attics or on campus balconies and roofs. Doors leading to these areas often have alarms or locks on them. No one is permitted to tamper with, dismantle, or damage these devices.

Sanctions

First Offense	\$100 fine
Second Offense	\$200 fine
Third Offense	\$300 fine

Blocking of Fire Exit and Propping Fire Doors

In the case of a fire in a campus building, timely evacuation of the building is imperative. Therefore, all members of the community must take care not to block the fire exits that make evacuation possible (i.e., hallways, entrances, and any area that leads to an outside door) or prop the fire doors that help contain a fire. This includes fire exits in Hill House apartments.

Sanctions

First Offense	\$50 fine
Second Offense	\$75 fine
Third Offense	\$100 fine

Failure to Leave a Building During a Fire Alarm or Fire Drill

Students, faculty, and staff must vacate any building when an alarm sounds. Fire drills will be held periodically throughout the year. Any student who fails to leave a building/area during a fire alarm is subject to disciplinary action.

Sanctions

Each Offense	\$50 fine
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Activating a False Fire Alarm or Improper Use of an Emergency Door (Malicious)

Intentionally activating a fire alarm or using an emergency door when there is no safety emergency necessitating the alarm is a criminal offense, and any student found to have done so is subject to criminal charges along with College disciplinary action.

Sanctions

First Offense	\$250 fine plus Housing Probation
Second Offense	\$500 fine and Loss of Housing

Activating a False Fire Alarm (Unintentional)

Some violations of policy result in the unintentional activation of the fire alarm, bringing the Yonkers Fire Department. In these cases, the violation places our own community in danger as well as those community members around us who may be in serious need of emergency assistance. Therefore, in cases where a policy violation leads to the activation of a fire alarm, further sanctions will be assessed. For example, students who set off a fire alarm by smoking in their rooms will be subject not only to the smoking policy sanctions, but also to the fines listed below.

Sanctions

First Offense	\$50 fine and Housing Probation for one semester
Second Offense	\$100 fine and Housing Probation for one year
Third Offense	\$250 fine and Loss of Housing

Activating a Fire Alarm Due to Cooking

All of the common area kitchens in residence halls are equipped with smoke and heat detectors. The sensitivity of the detectors is set as low as allowed by law. However, burning or smoking food will set off the fire alarm and bring the Yonkers Fire Department. It is the responsibility of the person(s) using the kitchen to ensure that their cooking does not activate a fire alarm.

In communal living environments, if no one takes responsibility for the alarm, each member of the house/apartment will be found responsible. If the person responsible comes forward, the fine will be reduced by 20 percent. The same rules apply to students using microwaves in their residence hall rooms.

Sanctions

First Offense \$50 fine*

Second Offense \$100 fine*

Third Offense \$250 fine*

*minus 20 percent if responsibility is taken initially

Freedom of Expression and Mutual Respect

Sarah Lawrence is committed to offering all its students the fullest opportunity to pursue their education.

We believe education best occurs in an atmosphere of unfettered inquiry and freedom of expression; we believe such inquiry and expression are possible only in a community founded on mutual respect and acceptance practiced by students, faculty, and staff alike. Free and robust debate and exchange of ideas are at the heart of our academic enterprise. However, the College makes a distinction between free expression of ideas and physical or verbal abuse that threatens or inhibits such expression or significantly interferes with a person's education. Repeated and confirmed instances of abuse or harassment will be subject to disciplinary action.

Hearing officers may assess whether a verbal action constitutes an abuse serious enough to warrant disciplinary action. With the understanding that speech includes oral, written, and electronic forms of communication including social media, the following definitions will serve as guidelines:

Threatening or Menacing Speech: Speech intended to put a particular person or groups of persons in reasonable fear of physical or psychological harm, or speech that may reasonably be foreseen to induce such fear

Slander: Speech referring to a particular person that is false, defamatory, and malicious, with malice understood as knowledge of falsity or reckless disregard of truth

Verbal Harassment: A pattern of behavior entailing at least two instances of insulting and vituperative speech, directed at a particular person and in the presence of that person, that may reasonably be foreseen to interfere with that person's education, inhibit that person's freedom of action or expression, or cause significant mental or emotional harm

Assaultive Speech: Speech intended to insult and provoke, employing vituperative obscenity or abusive epithets, directed at a particular person and made in that person's presence, without reasonable provocation, that may reasonably be foreseen to interfere with that person's education, inhibit that person's freedom of action or expression, or cause significant mental or emotional harm

These definitions may be employed to evaluate allegations of harassment of all kinds including, but not limited to, harassment on the basis of race, sex, gender, ethnicity, religion, age, disability, or sexual orientation. We hope that these definitions may also serve to guide members of the community in the formation of ideas and expression of responses to others that are critically constructive, ethically responsible, and intellectually courageous.

The College recognizes that, in the course of living together as a community, hurtful and offensive remarks may be made in the heat of intellectual argument, political debate, verbal gamesmanship, and personal disagreement that may cause anger, embarrassment, or discomfort, but that do not constitute serious harassment. We urge students to resolve conflicts that cause or are caused by such remarks through the various types of mediation available in the College: friends, dons, Office of Student Affairs staff, and deans.

Allegations of possible harassment involving faculty or members of the staff may be presented to the dean of the college or the director of human resource services, as appropriate. Students who believe they have been harassed by other students in terms of the definitions outlined above may file a complaint through the Office of Student Affairs and the College discipline process.

Graffiti

Graffiti of any kind (taping, chalking, etc.) is forbidden. Students and their guests may not alter, write on, or paint College property, including walls, furniture, gardens, lawns, and landscapes. Violators will be subject to disciplinary action and will bear the cost of removing the graffiti. ([See also "Damage to Property and Vandalism" \[p. 112\]](#))

Guests

For everyone's safety, students are required to register and obtain passes for their guests at Westlands Desk at all times, regardless of whether the guest is staying overnight. Guests must carry their pass and show it to College officials upon request. Students who do not register guests may be subject to disciplinary action.

To register guests, students must present their valid SLC ID to the Westlands Desk attendant. Guests must present either a photo ID with an address or two non-photo IDs showing the same address. Guests without proper ID cannot be registered at Westlands Desk, but may be registered at Campus Operations during regular business hours. Campus Operations or Public Safety staff will confirm the current address of the guest before issuing a guest pass.

Students are expected to inform their guests of College regulations. All guests will be held responsible for their own conduct as may the student hosts. Student hosts will be held responsible for the actions of their unregistered guests. Students must accompany their guests at all times while they are on campus,

including in College housing, with the exception of the student's own room (provided it is a single). Students are not permitted to give College keys to guests or strangers.

The privilege of having guests shall not be construed to permit or encourage extended visits by persons not enrolled as residential students at Sarah Lawrence. Students in campus housing have two basic rights: the right to access their rooms and the right to sleep at any time without visitors present. Students who have roommates must obtain the permission of the roommate(s) to have an overnight guest. Guest passes are valid for up to four consecutive days. A guest may not be registered more than twice in a 30-day period, and there must be at least seven days between each pass period.

If a residential student has a guest (anyone who is not a resident of a room/suite/apartment/house) staying beyond four days, both the student and the guest may face disciplinary sanctions.

In the event of a complaint about a guest or other consideration, the College reserves the right to define the length and terms of the guest's access to campus and may restrict a guest from campus at any time. If a guest has caused problems on campus, a letter may be issued informing that person they are no longer welcome at the college. If that person then returns to campus, the police may be called and the student host may be subject to disciplinary action. If a guest is responsible for damage on campus, Campus Operations may enlist the help of the student host in collecting the cost of repair from the guest.

Hazing

Definition: According to the New York State Penal Code, "a person is guilty of hazing in the first degree when, in the course of another person's initiation into or affiliation with any organization, he intentionally or recklessly engages in conduct which creates a substantial risk of physical injury to such other person and thereby causes such injury." Sarah Lawrence College defines hazing as "any action taken or situation created which, regardless of location or consent of the participants, recklessly or intentionally endangers mental or physical health or involves forced consumption of alcohol or other drugs for the purpose of initiation into or affiliation with any organizations at Sarah Lawrence College."

- Sarah Lawrence College prohibits all forms of hazing as it is both against New York State law and it humiliates, degrades, and endangers its participants.
- Any instances of hazing should be reported immediately to Public Safety 914.395.2222. All allegations of hazing shall be fully investigated. All students, faculty, staff, and on-campus visitors or invitees are subject to these regulations. In addition, violators are also subject to any applicable provisions of the Penal Code. (Hazing in the first degree is a Class A misdemeanor punishable by up to one year of imprisonment, a fine up to \$1,000, or both. Hazing in the second degree is a violation punishable by up to 15 days of imprisonment, a fine up to \$250, or both.)
- On-campus visitors or invitees to the campus engaging in hazing are subject to ejection from campus property and/or arrest.
- Such activities and situations include, but are not limited to:

- a. physical and psychological shocks;
- b. morally degrading or humiliating games and activities;
- c. coercing or forcing illegal acts;
- d. personal servitude;
- e. sexual harassment.

Sanctions may include a warning, restricted access to campus, social probation, housing probation, suspension, or expulsion. Additionally, organizations that violate hazing policy may have their permission to operate on campus withdrawn.

Installations in Public Spaces

The following guidelines are in place to ensure a safe and accessible campus and to support the artistic expression of members of the Sarah Lawrence community. These guidelines apply to all art and other installations proposed for public locations outside of the Heimbold Visual Arts Center.

1. All art or other installations proposed for a public location, including outside spaces (other than in the Heimbold Visual Arts Center), must receive approval from both Campus Operations and the Committee on Undergraduate Student Life. If the proposed location is in a residence hall, approval must also be obtained from the director of residence life.
2. Installations may be approved for up to a seven-day period.
3. Proposals should include:
 4. ° a written description of the proposed installation, including a description of the installation and the proposed location, the materials to be used, and how the installation will be secured;
 5. ° a drawing of the installation and proposed location;
 6. ° the requested date(s) and time(s) for the installation (Note: The requested dates and times should include setup and removal);
 7. ° the name and contact information (both a reliable phone number and e-mail address) of the person(s) responsible for the installation.
8. Students should make an appointment to meet with the AVP of facilities in Campus Operations (Purple Door/Andrews House) to review the proposed project for accessibility issues and potential fire and safety hazards. Once the proposed installation has been reviewed by Facilities, and any fire, safety, or accessibility concerns raised from this review have been addressed, approval must be obtained from the Committee on Undergraduate Student Life.
9. To get on the agenda for the Committee on Undergraduate Student Life, students should e-mail [REDACTED] by noon on the Monday of the week they would like to be on the agenda (committee meetings are Wednesdays from 12:35 to 1:50 p.m. in the Bates meeting room). The e-mail should include the meeting date on which the student would like to present the proposal, the date(s) of the proposed installation, the proposed location, and a brief description of the art installation. The student or a representative (someone who can answer questions about the proposed art installation and speak on the student's behalf) must attend the meeting in order for

the proposal to be discussed. **Requests must be on the committee's agenda at least one (1) week prior to the proposed installation date.** Please note: The earlier students come to the committee, the better, to ensure plenty of time to address any concerns or issues raised.

10. The student must bring five copies of the proposal to the meeting for review by the committee.
11. Approved installations must have an "artist's statement" about the installation and the name of the person responsible for the installation located next to the installation.
12. Upon approval from the Committee on Undergraduate Student Life, the student will receive an e-mail from the dean of student affairs with the approved expectations and conditions for the installation.
13. If an approved installation becomes a safety hazard for any reason, Facilities will attempt to contact the artist via phone or e-mail to address the problem. Facilities maintains the right to remove the installation if necessary for safety reasons.
14. These guidelines exist to ensure a safe, accessible, and clean community environment. Failure to comply with these guidelines and the installation's approved expectations and conditions, including, but not limited to, removal by the specified date and time or use of unapproved materials, will result in removal of the installation by Facilities. Students may be charged with costs associated with the removal of an art installation and may be subject to disciplinary action.

Library Noise and Food/Drink Policy

The library is committed to providing an environment that is comfortable, inviting, and conducive to study. To accommodate the preferences of many users while continuing to provide a wide range of services, the library supports the following **Noise** policy:

- The library is a quiet study area, and conversations must be kept to a minimum throughout the building. Four sections of the library are designated as 100% no-talking areas: the Periodical Room, the Quiet Study Room in the main level, the Quiet Study Room on the upper level, and the Computer Lab.
- Library patrons must set their cell phones to a nonaudible signal, and no phone conversations are allowed.
- Groups of two or three can use the study rooms on the top floor or the Conference Room near the snack bar for meetings.
- Socializing is limited to the vending machine area.
- Please keep in mind that, occasionally, College events are scheduled in the library, and the noise levels may increase in the surrounding area.
- Patrons should report noise situations to the Information Desk, and all library staff and student supervisors have the responsibility to intervene in these situations. Patrons who fail to comply may be asked to leave the building.

The library's policy regarding **Food and Drink** is intended to preserve library materials, equipment, and furnishings, and to ensure a pleasant and comfortable workspace for our patrons.

- Drinks in spill-proof containers or sports bottles are allowed throughout the library—food is allowed only in the vending machine area.
- No food deliveries of any kind are permitted.

- Occasionally, events are scheduled in the library during which refreshments are served. In that case, food and drink are restricted to the event area.
- Patrons who fail to comply with these restrictions may be asked to leave the building.

Nondiscrimination

Pursuant to Revenue Procedure 75-50 dated December 8, 1975, Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the Department of Health and Human Services regulations promulgated to effectuate Title IX and Section 504, Sarah Lawrence College hereby gives notice of its nondiscriminatory policy as to students and employees.

Continuing its longstanding policy to actively support equality of opportunity for all persons, Sarah Lawrence College does not discriminate on the basis of race, sex, gender, color, sexual orientation, gender identity or its expression, disability, religion, age, veteran status, or national or ethnic origin in the administration of its admission, employment, educational policies, scholarship or other financial aid programs, athletics, or other College-administered programs. Sarah Lawrence affirms that it admits students and selects employees regardless of race, gender, color, sexual orientation, gender identity or its expression, veteran status, disability, religion, age, or national or ethnic origin, and thereafter accords them all the rights and privileges generally made available to students or employees at the College. The College is strongly committed to basing judgments about individuals solely upon their qualifications and abilities, and to protecting individual rights of privacy, association, belief, and expression.

Sarah Lawrence College is committed to the ideal of a community founded on mutual respect and tolerance. Free and robust debate and exchange of ideas are at the heart of our academic enterprise. However, the College makes a distinction between free expression of ideas and physical or verbal abuse or harassment, which threatens or inhibits such expression or significantly interferes with a person’s education or work. The College takes the issues of discrimination and harassment seriously, and will thoroughly investigate any complaints that are brought to its attention. If the investigation determines that discrimination or harassment has occurred, appropriate disciplinary action will be invoked, up to and including permanent separation from the College. Retaliation against an individual for reporting or providing information about discrimination or harassment is an equally serious violation of College policies.

Inquiries concerning the application of the aforementioned Revenue Procedure, Title IX, or Section 504 to any policy, program, or other activity at Sarah Lawrence may be referred to the director of human resource services, who has been designated by the College to oversee the continued application of the College’s nondiscriminatory policies or to the chief diversity officer. In addition, inquiries may be addressed to: Director, Office for Civil Rights, Department of Education, Washington, DC.

Complaint Procedures for Discrimination Claims

If any employee believes they have been subjected to discrimination, whether by a student, faculty member, administrator, or other College employee, or any other person who comes on school property with permission, the employee should report the incident promptly.

- Complaints against an administrator or staff member should be brought to the director of human resource services.
- Complaints against a faculty member should be brought to the provost and dean of faculty.
- Complaints against a student should be brought to the dean of student affairs or the Office of the Dean of Studies.

A faculty member, an administrator, or other College supervisor who receives a complaint of discrimination is expected to notify the appropriate administrator (listed above) immediately to initiate an investigation. A faculty member, an administrator, or other mandated reporter for the College who receives or learns of a complaint of sexual harassment, misconduct, or assault is expected to notify the Title IX coordinator.

Operating a Business/Solicitation

Sales including, but not limited to, running a business out of a residence hall room or any type of solicitation in the halls is not permitted. Sales or fundraisers on campus have to get approval from the Committee on Student Life. Requests should be submitted to [REDACTED] at least two weeks prior to the proposed date of sale or fundraiser.

Official Communication

The College uses several methods for communicating official information to students. This information may include policy or regulation changes, emergency procedures, academic information, notification of a conduct hearing, or other official correspondence from the College. For all students, information may be distributed through campus mail or e-mail using Sarah Lawrence e-mail addresses. Students are responsible for all information communicated through these media and are therefore strongly encouraged to check e-mail and mailboxes daily. For assistance in setting up Sarah Lawrence e-mail accounts, contact the Help Desk. Forwarding to another e-mail address is possible from a Sarah Lawrence e-mail account.

Parking and Driving

The following parking regulations have been compiled from experience gained through the years and with input from students, faculty, and staff. A successful parking program can be achieved only with cooperation and consideration from the entire College community. The regulations are designed to make the day-to-day operations of the College as efficient as possible, to improve neighborhood relations, to reduce damage to lawns and shrubs, and to prevent accidents. These objectives should be weighed against the inconvenience of walking a block or two to an assigned lot. Public Safety, Campus Operations, and the Committee on Undergraduate Student Life have tried to make the following regulations simple and fair for all members of the College community.

Regulations

1. Resident undergraduate first-year students may not have cars on campus.
2. All vehicles must display a valid permit while parked on campus.

3. All student-owned vehicles parked on campus must be registered with the College and must display a valid parking permit sticker.
4. All staff and faculty-owned vehicles parked on campus must be registered with the College and must display a plastic hang tag parking permit.
5. Vehicles parked on campus that are owned by visitors and community members must display a temporary parking pass (to be obtained at Campus Operations, Westlands Gate, or from another designated campus department).
6. Student parking permits are issued by Campus Operations for a fee of \$400 for the academic year to cover administrative costs. Full-time students may purchase a single-semester permit for \$200 and part-time students may purchase a single-semester permit for \$100. This fee is charged to the purchaser's student account. The fee is nonrefundable. The cost of a permit is not pro-rated. Only one permit sticker at a time will be issued. Students must reregister their vehicles and obtain new permits every academic year.
7. To obtain a parking permit sticker from Campus Operations, students must go to myslc.edu/parkingpermit. The fee will be billed to their account and they can pick up the permit in Campus Operations, Monday–Friday, 8 a.m.–5 p.m.
8. A student parking permit proving current Sarah Lawrence vehicle registration and lot identification must be posted on the inside lower left corner of the rear window.
9. Parking permits are for specific campus parking lots.
10. Students with Hill House parking stickers may park in the designated Hill House student parking area or Kober lot. Students parked anywhere else in the Hill House lot are subject to towing, booting, and ticketing.
11. Any transfer of ownership, such as the purchase, sale, or exchange of a vehicle bearing the College parking permit, should be reported promptly to Campus Operations. Students must return their permits at this time. If for any reason a student no longer needs their parking permit, it must be returned to Campus Operations. Permits are nontransferable. Students are responsible for any violations against their permits.
12. Students are responsible for campus parking of any vehicle registered in their name, even if someone else is driving it or has parked it.
13. All state and local motor vehicle and traffic laws are necessarily a part of Sarah Lawrence's regulations and must be observed.
14. The campus speed limit is 15 miles per hour.
15. In case of a snow alert, students are expected to park their cars in the Kober lot. If a student's car remains in any other parking area, the student will be subject to a daily \$100 fine and/or towing or booting at the owner's expense. Tickets will be issued starting two hours after the first snowflake falls from the sky.
16. If a student or a guest needs to park an unregistered vehicle on campus, a one-day parking pass or temporary parking pass may be requested from Campus Operations. Students will need to show a guest pass to receive the permit.
17. Anyone appealing a parking fine must write a letter of appeal to the director of public safety and security. The appeal must be made within two weeks of receiving the ticket.
18. Due to a finite number of campus parking spots, purchasing a Sarah Lawrence parking permit does not, at any time, guarantee a space in a campus parking lot.

Special Conditions

1. In the interest of being a good neighbor, the College requests that no one (students, faculty, or staff) park on public streets near the College. The College is committed to working with its neighbors to alleviate unwanted student parking on local streets. The College maintains adequate parking to meet student demand and strongly encourages all students to register their vehicles and obtain a Sarah Lawrence parking permit. (The City of Yonkers tows and tickets cars parked on the public streets. In Yonkers, people may not park on public streets for more than 24 consecutive hours.) In the event that a vehicle owned by a student causes problems between the College and our neighbors, the College may take action against the student.
2. In the event that there are no available parking spaces in a student's assigned lot, students must park in Kober lot. Contact Operations in the event the Kober lot is full. Illegally parking a car will result in a ticket, fine, and/or booting or towing. Parking is not permitted on campus roads or in the driveways of the College's houses.

Accessible Parking

1. Students, faculty, and staff who are in need of accessible parking on campus due to a disability and who have city- or state-issued accessible plates or permits may park in any designated accessible parking space on campus. Accessible parking is available in the Westlands, Kober, Andrews, 45 Wrexham, and North parking lots and near the Performing Arts Center. To park in the designated accessible spaces, vehicles must also display a valid Sarah Lawrence parking pass.
2. Students with temporary disabilities requiring parking accommodations should contact Health & Wellness (████████████████████) or Disability Services (████████████████████) to request a temporary accessible parking permit. Faculty and staff with temporary disabilities should contact Human Resources (████████████████████) to request a temporary accessible parking permit. These permits will allow parking in specific lots on campus close to where classes or programs are held. These permits do not allow parking in the designated accessible parking spaces; a city- or state-issued accessible plate or permit would still be required. Once approved for the temporary accessible parking permits, students, faculty, and staff with temporary disabilities will need to go to Campus Operations in Andrews House to complete a vehicle registration card (if the car is not already registered) and to obtain the Sarah Lawrence temporary parking permit.

Area	Weekdays, 6 a.m.– 5 p.m.	Weekdays, 5 p.m.– 6 a.m., and Weekends
45 Wrexham Road	Parking permitted with 45 Wrexham permit	Parking permitted with 45 Wrexham permit (No parking after 11 p.m.)
Andrews lot	No parking any time	Parking permitted with any permit
Behind PAC	No parking any time	No parking any time
Campus lawns or cultivated areas	No parking any time	No parking any time
Curtis House lot	No parking any time	No parking any time
Fire lanes and hydrants	No parking any time	No parking any time
Heimbold building circle	No parking any time	No parking any time
Hill House	Parking permitted only in student parking area with Hill House permit	Parking permitted only in student parking area with Hill House permit
Inner campus	No parking any time	No parking any time
Kober lot	Parking permitted with any permit	Parking permitted with any permit
Lynd driveway	No parking any time	No parking any time
Lynd House lot	No parking any time	Parking for Lynd House residents with permit
Marshall Field lot	No parking any time	Parking permitted with any permit
Mead Way driveways	No parking any time	No parking any time
Mead Way lot	No parking any time	No parking any time
Morrill lot	No parking any time	No parking any time
North lot	No parking any time	Parking permitted with any permit
Obstructing a driveway, vehicle, or doorway	No parking any time	No parking any time

Area	Weekdays, 6 a.m.– 5 p.m.	Weekdays, 5 p.m.– 6 a.m., and Weekends
Parking in a handicapped or reserved spot	Parking permitted with required permits	Parking permitted with required permits
President's House driveway	No parking any time	No parking any time
Slonim Woods driveway/walkways	No parking any time	No parking any time
Tweed driveway	No parking any time	No parking any time
Tweed House lot	No parking any time	No parking any time
In front of Westlands Gate	No parking any time	No parking any time
Westlands lot	No parking any time	No parking any time

Sarah Lawrence College assumes no responsibility for vehicles operated or parked on campus property. Operation and parking are fully at the risk of the owner of the vehicle.

Parking Violation Penalties

For Registered Vehicles

First violation: \$35 fine

Second violation: \$50 fine

Third and all subsequent violations

for the academic year: \$75 fine and/or booting or towing

Booting: \$75 fine per day

All fines will be billed to the student's account.

Students with more than 10 violations during the school year will automatically lose their parking privileges and must remove their vehicles from campus for the remainder of the school year.

For Unregistered Vehicles

A \$75 fine and/or towing or booting will occur on the first and all subsequent violations.

Exceptions to Parking Violation Penalties for Registered Vehicles

The following will occur on the first and all subsequent violations:

1. Parking in any lot, other than Kober, during a snow emergency will result in a daily \$100 fine and/or booting or towing.
2. Parking in a handicapped-accessible spot or fire zone will result in a \$100 fine and/or booting or towing.

Payments for a Fine/Boot

1. Violators who are not Sarah Lawrence students, faculty, or staff must pay fines in cash only. Fines to students not paid within 30 days will automatically be charged to the violator's student account and will be collected through the Student Accounts billing process.
2. To have a boot removed, the violator must go to Campus Operations to pay the fine or have the fine billed to the violator's College account. After business hours on weekdays and on weekends, one must pay in cash only at Westlands Desk.

Pets (Student)

Sarah Lawrence has a no pet policy for students. Pets or other animals are not allowed inside any College building. If animal or pet paraphernalia is found in any area of a College building porches, entryways, etc., the student responsible will be fined \$100 per occurrence. In addition, a resident student will face additional housing sanctions up to loss of housing and will be charged \$100 per day until the animal is removed from campus. A student will be held financially responsible for any extra cleaning, pest control, and/or repairs that result from the animal's presence. In cases where an animal was not observed in a student's room but its presence was made known due to urine smell, fleas and/or damage, the resident(s) will be held accountable for the costs of cleaning, pest control and repairs.

There are two exceptions to this policy. Students may request to have an Emotional Support Animal in their residence hall room as an accommodation for a documented disability. If a student wishes to request this accommodation, they can review the policy and procedure at https://myslc.edu/ICS/Campus_Life/Departments/Disability_Services/Accommodations_and_Services/Emotional_Support_Animals.jnz or contact Disability Services at [REDACTED]. Emotional Support Animals are only allowed in the student's room, not in common areas in the residence halls or any other buildings. ESAs are allowed outside if they are on a leash or under the control of the student at all times. Students who have animals in the residence halls without the approval of Disability Services will be sanctioned and the animals will have to be removed. If students with Emotional Support Animals are found to be in violation of the ESA agreement they have signed, they will be subject to a fine or the withdrawal of the accommodation.

Service dogs as defined by the Americans with Disabilities Act (ADA) are dogs that are individually trained to do work or perform tasks for people with disabilities. Service dogs must be allowed to accompany people with disabilities in all areas of the campus where the public is normally allowed, and they must be under the control of the handler at all times.

Photography and Video Policy

All students are advised that Sarah Lawrence College's Office of Marketing and Communications photographs and videotapes members of the campus community throughout the year, which may include students in classrooms, in study and social areas, at athletic events, and at other Sarah Lawrence on- and off-campus activities. Sarah Lawrence College reserves the right to employ these photographs and videotapes as a part of its internal and external communications efforts, as well as to retain them in the College Archives. Therefore,

students who enroll at Sarah Lawrence College do so with the understanding that their images, names, voices, and likenesses may be included, published, or used in Sarah Lawrence College publications including print, online, broadcast, social, and/or other electronic media for publicity, commercial, or marketing purposes, and their enrollment constitutes consent to such inclusion.

Any student who prefers not to allow his or her photographic or video likeness, name, or voice to be thus utilized should alert photographers or videographers they encounter that they do not wish to be photographed or recorded; these wishes will be respected. Students may also e-mail the Sarah Lawrence College Office of Marketing and Communications with the subject line **Photo opt out** to let us know that they prefer not to be included in College materials, and every effort will be made to avoid using photos of these students. Please be certain to include the student's full name and Sarah Lawrence College ID number, and a current photo for identification purposes, without which requests cannot be accommodated.

Sarah Lawrence College
Office of Marketing and Communications
Robinson House
1 Mead Way
Bronxville, NY 10708
[REDACTED]

Physical Assault

Sarah Lawrence College does not tolerate physical violence. Students who engage or encourage in physical violence against another member of the Sarah Lawrence community (i.e., students, faculty, staff, and visitors) are subject to disciplinary action.

Physical assault is defined as striking, shoving, kicking, or otherwise subjecting another person to physical contact that causes them harm, is harassing, or alarms that person regardless of whether the behavior was deliberate or whether the potential outcome was intended. Physical assault also includes hitting a person with anything thrown or propelled, including objects thrown from a window or structure.

Violations of this policy will result in disciplinary action. Sanctions may include, but are not limited to, the following: housing probation, social probation, referral to Health & Wellness, suspension, or expulsion. Violators may also be subject to arrest. If it is determined that a student found responsible for violating this policy had no other option but to use physical violence in self-defense, this will be taken into consideration in the sanctioning process.

Individuals who believe they have been physically assaulted should seek immediate assistance by contacting Public Safety at [REDACTED]. If medical assistance is required, contact Health & Wellness at [REDACTED] during office hours or Public Safety at [REDACTED] after 5 p.m. and on weekends.

Chosen Name Policy

The College recognizes that many members of our community use names other than their legal names to identify themselves. At the present time, students wishing to transact College business and/or interact with members of the campus community using a chosen (first) name different from their name-of-record may do the following:

1. Request the use of a chosen first name on the SLC ICard. To effect this change, please complete and sign a Chosen Name Request Form and take it to the Registrar's Office (Westlands 2nd Floor). This form can be obtained from the Registrar or it is available on MySLC. Three business days after filing, you may go to the Duplicating Office in the North Building to have a new card printed (please be sure to bring your current ICard with you). There is no charge unless your current card has been lost. The front of the new card will bear your chosen first name and your surname of record (i.e., family name or last name).
2. Request a chosen first initial for student Gryphon Mail accounts. Students wishing to change the first letter of their Gryphon Mail address (including both sender and reply-to addresses), can do so by contacting the ITS HelpDesk at [REDACTED] or [REDACTED].

The change to your Gryphon mail account will not affect the first name that appears in other college systems (e.g., the learning management system, registration, transcripts, billing, financial aid). These systems will continue to use the so-called legal first name. Let the HelpDesk staff know that you want to change the first letter/initial of your Gryphon Mail address. The HelpDesk will open a "ticket" and the change will be put into effect within a few business days. Please note that a change to your email address means your SLC Gryphon Mail login will change, too, to match the new email address. Email sent to your old Gryphon Mail address will be forwarded to your new address for 90 days, after which time the forwarding expires. As always, when changing your email address, it is important to let friends, family, faculty, staff and others with whom you correspond know that your email address has changed. You will be able to further customize your email address or "handle" using the account profile settings in Google/Gryphon Mail.

During the 2019-20 academic year, Sarah Lawrence College will implement a comprehensive chosen name solution that facilitates the use of a chosen name across nearly all SLC systems.

3. If you are preparing to graduate from SLC, you can request that a chosen/preferred first name appear on your diploma. Graduating students may request that chosen first names be printed on their SLC diplomas via the degree application form available through the 'forms' link on the Registration page in MySLC. The college's policy, approved by General Committee, regarding the use of chosen first names on diplomas is provided below.

Diploma Chosen First Name: unless otherwise indicated, the name on your diploma will be printed exactly as it appears in your student records. Generally, this is the name under which you applied and were admitted to SLC. College policy permits the printing of a preferred first name on the diploma, if requested by the student. Please note that this policy applies only to the diploma, and not to other, official College records like your transcript, which will continue to

carry your name of record. While the use of a preferred name on the diploma is permissible, use of your name of record (sometimes referred to as a “legal” name) is recommended, as a discrepancy between your diploma and transcript or other forms of identification may create difficulties for you if presented to support an application for graduate school, employment, visa, or other external purpose where the records will be matched. While in the U.S. a diploma is often considered a ceremonial document and the transcript the official record, in other countries this isn’t always the case. There’s a substantial fee (\$50) to reprint a diploma should a replacement prove necessary. Please note that the College reserves the right to disapprove a preferred name if it contains offensive or inappropriate language. A preferred name may not be used for any purpose involving misrepresentation or fraud.

Publicity and Posting

As a conservation tool and as an effort to maintain campus beauty, the Committee on Undergraduate Student Life has passed the following policy with regard to the posting and announcing of events on campus.

Individuals or groups are entitled to post a maximum of 25 posters and/or flyers around campus to announce an event. All posters/flyers must be stamped by the Office of College Events, located in Bates, second floor. The stamping of these posters/flyers is the only way to ensure a limit on the amount of paper used. Any poster/flyer that is not stamped and/or is posted improperly, including postings outside of the spaces designated below, will be removed. Chalking, taping, or any other form of graffiti is not permitted as advertising. The Office of College Events offers complimentary posting of posters with three business days’ notice.

Content: In no way will any announcement be censored, except in the case of posters/flyers containing violations of College policies or regulations, which will not be stamped. The groups/individuals responsible for the event must identify themselves on the poster and are encouraged to include contact information when possible.

Approved Posting Locations: Posters/flyers may not be put on doors, windows, trees, sidewalks, poles, or elevators. Posting around a door is acceptable, but posting on the door itself is not. The bulletin boards or adjoining wall spaces in the areas indicated below should be the only locations with postings. Posters/flyers should be hung using push pins or staples on bulletin boards, and only blue painter’s tape on other surfaces. No other kind of tape is allowed, including, but not limited to, masking tape, duct tape, medical tape, double-sided tape, and any form of packing tape. Posters/flyers may not cover other posters/flyers. Approved posting locations include the following:

- Bates common dining lobby
- Bates second floor
- Campbell Sports Center
- Heimbold Visual Arts Center
- Ilchman Science Center first, second, and third floors
- Laundry rooms (all locations)

- Library copy machine area
- MacCracken lower level
- Marshall Field lobby
- North Building lobby
- Reisinger lobby
- Siegel Center
- Slonim Living Room
- Westlands first and second floors
- Wrexham lower level

Residence Halls: Resident advisers are responsible for posting in the residence halls. If a student would like to post a flyer in their residence hall, they may contact their RA for permission.

Enforcement: The spaces for posting are community-monitored. Individuals or groups may post stamped announcements in these designated spaces with the expectation that they allow others fair access to the limited space available. Any outdated and unstamped posters may be taken down by anyone to be reused or recycled. Reference to alcohol in the title of an event is not permitted.

Alcohol: For event publicity, including flyers, posters, and banners, alcohol should not be the primary focus of the advertisement. Any reference to binge drinking, underage drinking, other abuse of alcohol, and/or the total amount of alcohol to be served is not permitted. Reference to alcohol in the title of an event is not permitted.

Banners: Banners may only be hung on the wooden structure between Reisinger Auditorium and the Siegel Center. Banner materials are available in Student Affairs. Students are responsible for the proper hanging and removal of the banner. Banner space should be reserved through Virtual EMS. Visit MySLC for information about reserving space on campus, including banner space.

TV Screens: LCD TVs are located in a number of high-traffic areas around campus for the purpose of distribution of campus information, including the promotion of campus events. To request space on the TVs, send a simple, landscape-oriented image to [REDACTED]. Due to limited space in the rotation, large campuswide events and announcements take priority.

Free Expression Spaces: There are three free expression spaces on campus that may also be used for the promotion of events. These spaces include the Bates Basement, Bates Free Speech Wall, and Hill House Free Speech Wall. They may be repainted at any time, no matter what is currently on the boards. Paint supplies are available in the Club Space.

Outside Individuals/Organizations: Individuals or groups not associated with the College that wish to announce a community event must get their posters/flyers stamped by College Events. Outside individual organizations are not permitted to table on campus.

Sarah Lawrence College prohibits the advertising, marketing, or merchandising of credit cards anywhere on campus.

Refunds

For the terms of room cancellations and refunds, see [“Residence Life and Housing”](#) (p. 80). For meal plan changes, see [“Food Services”](#) (p. 62).

Tuition Refunds

A student who is withdrawing or taking a leave of absence must notify the Office of the Dean of Studies in writing and contact the Office of Student Accounts to request a refund.

Fall Semester 2019

Cancellation on or before September 9, 2019: No charge for returning students. First-year students and transfers will be charged the \$500 nonrefundable application deposit.*

The following dates apply to the Bronxville campus:

On or before September 9, 2019	100% tuition change reduction
September 10 through September 15, 2019	90% tuition change reduction
September 15 through September 30, 2019	50% tuition change reduction
October 1 through November 4, 2019	25% tuition change reduction

**No reductions after November 4, 2019*

Spring Semester 2020

Cancellation on or before January 21, 2020: No charge for returning students. Second-semester first-year students and transfers will be charged the \$500 nonrefundable application deposit.*

On or before January 21, 2020	100% tuition change reduction
January 22 through February 4, 2020	90% tuition change reduction
February 5 through February 18, 2020	50% tuition change reduction
February 20 through March 31, 2020	25% tuition change reduction

**No reductions after March 31, 2020*

Refund schedule for withdrawals from online courses

100% reduction for withdrawal prior to the start of an online class
50% reduction for withdrawal within the first week of an online class
0% reduction after the first week

In accordance with the Higher Education Amendments of 1992, refunds will be credited in the following order:

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Unsubsidized Direct Loans
4. Subsidized Direct Loans
5. Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Pell Grants
9. FSEOG
10. Other Title IV programs

Other Refunds

The policy listed above also applies to students who reduce their courseload with approval from the dean of studies and student life and who are enrolled in the Sarah Lawrence College in Paris Program and the London Theatre Program. No refund will be given for tuition or room and board to students who leave Sarah Lawrence College at Oxford and Florence: An Academic Year Abroad after the start of the second trimester. The deposits for the aforementioned programs are nonrefundable.

Refunds to financial aid grant recipients will be based on a formula prescribed by federal regulations. Federal grants and student loans must first be repaid to the government program.

Refunds will be decided upon by the Office of Student Accounts, in consultation with the dean of studies and student life. The appeals officer for this process is the vice president for finance and operations.

Retaliation

Threats or other forms of intimidation and/or retaliation against a student or employee for bringing a complaint of any alleged violation of College policy are prohibited. This includes threats or other forms of intimidation and/or retaliation against the family or friends of a student or employee who brings a complaint, those who assist a student or employee in bringing a complaint, or those who participate in an investigation and/or student discipline process for an alleged violation of College policy. An allegation of retaliation constitutes an independent basis for investigation and imposition of sanctions on the retaliating individual if it is determined that a violation of this policy occurred. All incidents that are believed to constitute retaliation should be reported immediately to the dean of student affairs (when the individual alleged to have engaged in retaliation is a student) or to the director of human resources (when the individual alleged to have engaged in retaliation is a non-student).

Roofs, Attics, Balconies, and Fire Escapes

Students are prohibited from entering attics and climbing on roofs, balconies, or fire escapes (except in emergencies). Students are also prohibited from storing items on or otherwise blocking balconies, fire escapes, and fire escape pathways. The sanctions for entering an attic or being on a roof, balcony, or fire escape are:

First Offense	\$250 fine and housing probation for one year (includes parental notification via a copy of the sanction letter).
Second Offense	\$500 fine and loss of College housing for a minimum of two semesters. During the second semester of loss of housing, the student may petition the director of residence life to return to housing for the following semester.
Third Offense	A student who returns from the two-semester loss of housing and violates the policy again will receive the sanction of permanent loss of housing.

Students will also receive appropriate sanctions for any other violations of College policy that occur while in an attic or on a roof/balcony/fire escape including, but not limited to, violations of the smoking or alcohol and other drugs policies. Students may not tamper with, dismantle, damage, or turn off door emergency alarms or locks that are found on roof, attic, balcony, and fire escape doors.

Sexual Harassment and Sexual Assault

See [“Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking” \(p. 159\)](#) and [“Addressing Complaints Against Students for Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking” \(p. 181\)](#).

Smoke-Free Policy

Summary

Sarah Lawrence College is committed to providing a smoke-free environment for students, faculty, staff, and visitors.

Policy Statement

Sarah Lawrence College maintains an environment where students, employees, and visitors are not exposed to secondhand smoke. Therefore, smoking is prohibited on all College-owned and College-managed property in New York State, hereafter referred to as “College property,” both indoors and outdoors. This includes but is not limited to:

- All buildings on the Sarah Lawrence College Bronxville campus, including but not limited to classrooms, lecture halls, residences, residence halls, apartments (excluding legacy tenants of Hill House), laboratories, faculty and administrative offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, and restrooms
- All outdoor spaces on the Sarah Lawrence College Bronxville campus including but not limited to lawns, patios, terraces, fields, open land areas, parking lots, garages, athletic venues, outdoor paths, bridges, and wooded areas (city-owned streets and sidewalks are excluded from this policy)
- All partially enclosed areas including but not limited to covered and uncovered walkways, breezeways, loading docks, building entrances, exterior stairways, and landings
- All vehicles owned and leased by Sarah Lawrence College or its affiliated organizations
- All off-site locations, buildings, and/or properties leased and managed by Sarah Lawrence College in New York State

Organizers of and attendees at all events, such as conferences, meetings, lectures, social events, cultural events, and athletic events, including property rentals using College property, will be required to abide by the Sarah Lawrence College Smoke-Free Policy. In addition:

- The sale of tobacco and/or vapor products, including but not limited to cigarettes, electronic cigarettes, cigars, cigarillos, pipes, beedies, kreteks, water pipes, vapor pipes, bongs, and hookahs, is not permitted on College-owned and College-managed property.
- The free distribution of tobacco and/or vapor products at College events or to College organizations by vendors or organizations is not permitted.
- Tobacco- or vapor-related advertising or sponsorship is not permitted.
- Tobacco- or vapor-related advertising is permitted in newspapers or magazines not produced by the College and which are lawfully sold, bought, or distributed on College property.

Background

Health risks associated with smoking are well documented. Research findings show that tobacco use, including smoking and breathing secondhand smoke, constitutes a significant health hazard. National studies also found that smoking contributes to institutional costs including increased medical costs, lost productivity in the workplace, fire damage, cleaning, and maintenance.

Applicability

This policy applies to all members of the College community including but not limited to faculty, students, and staff—including those employed through contract agencies, contractors, vendors, and contracted parties. This policy applies to all guests, visitors, and any other individuals while on College property.

Definitions

Secondhand Smoke and/or Vapor: A mixture of the smoke and/or vapor given off by the burning or heated element of products including but not limited to cigarettes, electronic cigarettes, cigars, cigarillos, pipes, beedies, kreteks, water pipes, vapor pipes, bongs, and hookahs, and the smoke and/or vapor exhaled from the users of these products

Smoking: Burning and/or heating any type of matter or substance that contains tobacco and/or nicotine or any other legal or illegal substances and drugs, including but not limited to cigarettes, electronic cigarettes, cigars, cigarillos, pipes, beedies, kreteks, water pipes, vapor pipes, bongs, and hookahs

Tobacco-Related: Applies to the use of a tobacco brand or corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern or colors, or any other indicia of product identical to or similar to, or identifiable with, those used for any brand of tobacco products or company that manufactures tobacco products

College Property: New York State property or facilities owned, managed, maintained, leased, or controlled by Sarah Lawrence College

Compliance and Enforcement

Effective implementation of this policy depends on the mutual respect and cooperation of all members of the Sarah Lawrence College community.

Failure of students, faculty, or staff to comply with this policy will result in a \$100 fine for the first violation, a \$200 fine for the second violation, and a \$300 fine for each subsequent violation per academic year. In addition, an indoor violation by a resident student will result in housing probation for one year. All reports of student violations shall be referred to the Office of Student Affairs. All reports of faculty and staff violations shall be referred to the Office of Human Resources.

Visitors, guests, volunteers, trainees, vendors, contracted parties, and supplemental staff employed through contract agencies are expected to observe the Sarah Lawrence College Smoke-Free Policy. College employees, event coordinators, and sponsors/hosts of events held at the College are responsible for notifying individuals of the policy, including the restrictions on the sale or distribution of tobacco products. Individuals who smoke will be requested to extinguish the cigarette, electronic cigarette, cigar, pipe, etc. and will be informed of the policy. Refusal to extinguish or a repeated request to extinguish will constitute a violation of the policy and may result in removal from or denial of readmission to the building or event or removal from campus.

Student Group Travel Policy

Statement of Purpose

These guidelines provide recommendations related to pre-departure information, safety, and health, as well as emergency response procedures for Sarah Lawrence College students traveling off campus for SLC-related activities. Sarah Lawrence College and the Office of Student Involvement and Leadership cannot guarantee or ensure the safety of students traveling off campus. Personal safety is the responsibility of each participant. We can help students prepare for travel, but ultimately they must accept responsibility for their own personal safety and take actions to ensure their security and well-being.

Registration Process

The Office of Student Involvement and Leadership can provide students and organizations with pre-departure information to aid in the planning of a student group trip. It is each student's responsibility to read the contents of this policy and ask the Office of Student Involvement and Leadership any specific questions prior to departure. It is required that students register their trips with the Office of Student Involvement and Leadership and take copies of the registration documents with them.

Definition: Student Group Trip

For the purposes of this policy, a student group trip is defined as any group of students leaving campus for a College-sponsored or supported activity that requires overnight stay and/or involves a hazardous activity. Groups must register their trip with the Office of Student Involvement and Leadership at least two weeks prior to departure if any of the following conditions exist:

- The activity requires overnight stay.
- The activity or event involves a hazardous component.
- The activity is in any part funded by the College (including Student Senate).

- The trip is coordinated by a Sarah Lawrence College student organization.
- Attendance of the participants (regardless of how many there are) is based on their affiliation rather than individual initiative (i.e., it is more likely that they attended because of their affiliation with a College organization).

Exceptions:

- Trips sponsored by a Sarah Lawrence office, department, or faculty member. It is, however, recommended that all SLC-sponsored trips mirror the guidelines outlined in this policy.
- Day trips within the local area that do not include hazardous activities.

Before departure, the following documents must be filed with the Office of Student Involvement and Leadership. Copies of these documents are available in the Office of Student Involvement and Leadership and on the Student Involvement and Leadership page on MySLC.

- **Personal Emergency Information for Student Travel Form.** Each participating student must complete this form. Any changes must be reported to the Office of Student Involvement and Leadership as soon as possible, and all information must be accurate at the time of departure.
- **Student Travel Information and Roster Form.** One copy must be filed with the Office of Student Involvement and Leadership before departure. Any changes must be reported to the Office of Student Involvement and Leadership as soon as possible, and all information must be accurate at the time of departure.
- **Release and Assumption of Risk.** Each participating student must complete this release. One copy must be filed with the Office of Student Involvement and Leadership prior to departure.
- **Student Leader/Adviser Checklist for Student Group Travel.** One copy must be filed with the Office of Student Involvement and Leadership prior to departure.

Theft and Unauthorized Use

College community members (i.e., students, faculty, staff, and visitors) are expected to respect College property, the private property of other members of the Sarah Lawrence community, and the property of the larger community in which we live. Examples of behaviors that would be violations of this policy include, but are not limited to:

- The theft, or attempted theft, of property or services owned or controlled by a community member/visitor or the College, regardless of location.
- The unauthorized use or possession of property or services owned or controlled by a community member or the College, regardless of location.

Violations of this policy will result in disciplinary action including, but not limited to, restitution, repair costs, hourly wages of College staff incurred in the repair or cleanup, and a community impact fine of \$50. Depending on the severity of the violation, additional sanctions as described in the discipline process section of this handbook may be imposed. Violators may also be subject to arrest.

Trespass

The Sarah Lawrence buildings, grounds, and facilities are for the use of Sarah Lawrence community members and their registered guests and other guests of the College. Being a member of the community or a guest does not give an individual unlimited access to all areas of the College at all times of the day. In certain situations, a person's legal right to be on Sarah Lawrence College property or in a specific area/building can be rescinded by Sarah Lawrence officials. If an individual fails to leave immediately after being asked to do so by a College official, they may be charged with trespassing.

Behaviors considered to be violations of this policy include, but are not limited to:

- The entry or attempted entry of or remaining in any College-owned or operated building, area of a building, or facility without authorization or the legal right to do so;
- The unauthorized possession, duplication, or use of keys or ID cards, including the use of such to enter or use any College facility.

Violations of this policy will result in disciplinary action including, but not limited to, a community impact fine; any applicable repair, replacement, and/or cleaning costs; warning; housing probation; social probation; or loss of housing. Multiple violations may result in suspension from the College. Non-SLC community members found to be in violation will be asked to leave campus, may be issued a "No Trespass" or "Persona Non Grata" letter prohibiting them from campus, and may be subject to arrest.

Unmanned Aircraft (Drones and Model Aircraft)

This policy applies to Sarah Lawrence College (College) employees, students, and third parties.

The operation of unmanned aircraft systems (UAS) and model aircraft is prohibited on or above the College's property because of the inherent risk in the operation of such equipment and the close proximity and density of kilovolt overhead electrical wires and aerial phone and network cabling.

The only exception to this policy will be made for use specifically related to approved academic work or research. In this case the College, its students, employees, and any relevant third parties will comply with FAA requirements, state law, and any other locally applicable laws or regulations regarding unmanned aircraft systems.

Definitions

Unmanned Aircraft Systems (UAS)—UAS are also known as or may be characterized as drones. According to the FAA, a UAS is the unmanned aircraft and all of the associated support equipment, control station, data links, telemetry, communications and navigation equipment, etc., necessary to operate the unmanned aircraft. UAS may have a variety of names including quadcopter, quadrotor, etc. FAA regulation applies to UAS regardless of size or weight. Model aircraft are not considered by the FAA as UAS and have different regulations.

Model Aircraft—Model aircraft are considered differently by the FAA than other UAS and have different regulations. Model aircraft are not for business purposes, only for hobby and recreation. Model aircraft

must be kept within visual sightline of the operator, and should weigh under 55 pounds unless certified by an aeromodeling community-based organization. Model aircraft must be flown a sufficient distance from populated areas.

Certificate of Authorization (COA) or Waiver—According to the FAA, the COA is an authorization issued by the Air Traffic Organization to a public operator for a specific UAS activity. After a complete application is submitted, FAA conducts a comprehensive operational and technical review. If necessary, provisions or limitations may be imposed as part of the approval to ensure the UAS can operate safely with other airspace users. In most cases, FAA will provide a formal response within 60 days from the time a completed application is submitted.

333 Exemption—FAA exemption based on Section 333 of the FAA Modernization and Reform Act of 2012 (FMRA) which grants the Secretary of Transportation the authority to determine whether an airworthiness certificate is required for a UAS to operate safely in the National Airspace System.

Procedures

1. Any College employee or student wishing to operate a UAS as part of academic work or research must contact the dean of the college to obtain permission by submitting their request electronically at least two weeks prior to operating a UAS on College property.
2. All members of the College community are personally responsible for complying with FAA regulations, state and federal laws, and College policies.
3. Any College employee or student who obtains permission to operate a UAS as part of their College employment or as part of a College academic or research program must first obtain a 333 Exemption or Certificate of Waiver or Authorization (COA) issued by the FAA.
4. Third parties engaged by any College employee or student who obtains permission to operate a UAS must also provide proof of FAA approval. In addition, operation of a UAS by a third party over College property must be under a contract which holds the College harmless from any resulting claims or harm to individuals and damage to College property and must provide evidence of insurance as required by the College.
5. If the approved use involves recording or transmitting visual or oral images, operators must take all reasonable measures to avoid violations of areas normally considered private. Under New York State law, unlawful surveillance constitutes a felony.
6. Use of UAS must comply with all other applicable College policies.

Prohibited Uses

- UAS shall not be used to monitor or record areas where there is a reasonable expectation of privacy in accordance with accepted social norms. These areas include but are not limited to restrooms, locker rooms, individual residential rooms, changing or dressing rooms, and health treatment rooms.
- UAS shall not be used to monitor or record residential hallways, residential lounges, or the insides of campus daycare facilities.
- UAS shall not be used to monitor or record sensitive institutional or personal information which may be found, for example, on an individual's workspaces, on a computer, or on other electronic displays.

Sanctions

Any violations of College policies by an individual will be dealt with in accordance with applicable College policies and procedures, which may include disciplinary actions up to and including termination from the College. Legal prohibitions regarding physical presence on campus/trespassing and other legal action may also be pursued against third parties that operate UAS in violation of this policy. Fines or damages incurred by individuals or departments that do not comply with this policy will not be paid by the College and will be the responsibility of those persons involved.

Weapons

Sarah Lawrence College is committed to providing a safe and secure learning and working environment for students, faculty, staff, and visitors. The use, possession, and storage of any weapons of any kind (firearms, ammunition, air guns, knives, bows and arrows, replicas of such, etc.), including those defined in Sections 265.01(3) and 265.06 of the New York State Penal Code, are strictly prohibited on campus. Exceptions, for educational purposes only, must be arranged in advance via written approval by the director of public safety. Violators will be subject to disciplinary action and may be subject to arrest in accordance with the New York State Penal Code.

Student Conduct Process

Statement of General Community Standards

The rules that govern life at Sarah Lawrence are designed to protect each individual's physical and emotional well-being and enable people to live and work together with minimal conflict and maximum personal freedom. Every member of the Sarah Lawrence community is required to abide by the standards outlined in this handbook. Additional information is listed in the appendices.

Students are expected to observe all College policies and local, state, and federal laws, including those involving breach-of-peace offenses. Students who violate federal, state, or local laws are subject to College conduct action and may be asked to leave the College by the dean of studies and student life, the dean of student affairs, or the dean of graduate and professional studies. The dean of graduate studies may refer the complaint to the dean of student affairs or may work in consultation with the dean of student affairs to resolve the conduct issue. Students are expected to comply with requests of College officials including public safety officers and resident advisers. Failure to comply with requests will result in conduct action.

The College reserves the right to search a student residence if there is reason to believe a violation of College policy has occurred.

Policy violations in various categories are additive and sanctions will be assigned accordingly.

Overview of the Conduct Process

We endorse the principle that responsibility for campus life should be shared by the entire community and that members of the community should make every effort to resolve problems with one another. The resources to assist students in resolving issues internally include friends, resident advisers, faculty, dons, the Student Affairs staff, and the deans. If informal avenues fail to resolve the problem, complaints may be brought formally to the dean of student affairs, the director of residence life, the assistant director of residence life, or, in the case of graduate students, the dean of graduate studies.

This conduct process will be used for all violations of non-academic College policies with the exception of the Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking Policy (SHSA). The conduct process for alleged violations of the SHSA policy can be found in [“Addressing Complaints Against Students for Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking” \(p.181\).](#)

In cases where a violation of community responsibilities or College policies and/or regulations has occurred, discipline may occur in the manner that the College determines appropriate. For graduate students, the dean of graduate studies or the dean of student affairs will handle the matter. For undergraduates, the dean of student affairs, the director of residence life, or the assistant director of residence life will serve as the hearing officer and will consider the matter and apply sanctions as appropriate. If one of these individuals has had direct involvement in the matter, the case may be referred to another hearing officer or, in unique circumstances, to the dean of studies and student life. Cases involving alleged violations of the Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking Policy are addressed by the conduct process found in [“Addressing Complaints Against Students for Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking” \(p.181\).](#)

Students or student organizations found in violation of decisions of, or an agreement with, the Committee on Undergraduate Student Life may be required to appear before the committee to discuss an incident or complaint. This only occurs in situations in which the committee has been involved in approving a specific event or facility/space request. The complaint may be discussed in this venue, but sanctions are not. Students cannot bring concerns or appeals regarding personal or individual conduct matters to the Committee on Undergraduate Student Life.

Students who violate community expectations or College policy and/or are issued a community violation ticket by a public safety officer and/or documented by the resident advisers will need to meet with a hearing officer who is a staff member in the Office of Student Affairs to discuss the incident. The hearing officer will contact the student by Sarah Lawrence e-mail to schedule a conduct hearing. Students are expected to respond in a timely manner. If students do not respond and/or do not meet with the hearing officer, the incident will be reviewed without the benefit of the student's involvement, and sanctions will be enacted as appropriate to the behavior. It is to the student's advantage to schedule and participate in a conduct hearing. A lack of response will also be considered in applying a sanction. Failure to check campus e-mail will not be considered as a mitigating factor.

Copies of all conduct letters are sent to the faculty don. Parents will receive a copy of the letter if there is, or may be, a change in the student's enrollment or housing status due to a conduct matter or, in some cases, due to violations of the Alcohol and Other Drugs Policy ([see “General College Policies and Procedures” \[p. 99\] for details](#)). A copy is also retained in the student's conduct file in the Office of Student Affairs.

Questions regarding a student's conduct case should be directed to the staff member who served as the hearing officer for the incident.

Conduct Process/Sanctions at the End of the Term

The conduct process for alleged violations of College policy that occur at the end of each term may follow different procedures depending on the availability of College staff and the student. Sanctions resulting from such incidents may deviate from the sanctions typically issued for similar violations. Students involved in an alleged violation of College policy after the last day of classes may be asked to leave campus within 24 hours of the incident pending conduct action.

Sanctions

Sanctions are assessed in response to the specific violation(s) and prior conduct history of the student and in keeping with the policies and procedures noted in this handbook. Any one or more of the following sanctions may be assessed to a student found responsible for violating College policy. In addition, with the concurrence of the dean of student affairs or dean of studies and student life, a sanction not listed here, but appropriate for the violation, may be assessed. Failure to comply with a sanction may result in more severe sanctions. Sanctions resulting from failure to comply with a sanction may not be appealed.

Warning: A warning is written notice that the student's conduct is in violation of College policy and that future violations may result in more severe sanctions.

Educational Program/Project: Programs and activities designed to help the student become more aware of College policies and understand the inappropriateness of the behavior, including, but not limited to, participation in a campus educational program or completion of an online program.

Referral to Health & Wellness Center: A referral to Health & Wellness is a referral for an assessment with a mandate to follow any recommendations. This is a three-part process:

1. The student must make an appointment with Health & Wellness within 24 hours of the conduct hearing with the hearing officer.
2. The student must show up on time for that appointment. Tardiness may count as a missed appointment. Should an emergency arise that prevents a student from keeping an appointment with Health & Wellness, it is the student's responsibility to notify Health & Wellness to reschedule the appointment in a timely manner.
3. The student is mandated to follow the recommendations for treatment. Recommendations can range from three psychoeducational sessions to inpatient therapy. Failure to follow through on the Health & Wellness recommendations will result in housing probation. A second failure to comply will result in loss of housing. A third failure to comply may result in at least a one suspension. If the student refuses to comply with the recommendations of Health & Wellness, the student will be placed on medical leave immediately.

Fines: As appropriate to the violation, a fine may be imposed. Students may also receive a \$50 community impact fine when appropriate.

Loss of Privileges: Denial of a specific privilege for a defined period of time.

Restricted Access: Conditions that specifically dictate and limit future presence on campus and/or participation in College-sponsored activities. The restrictions will be clearly defined and may include, but are not limited to, presence in certain buildings or locations on campus, housing relocation, or a “no contact” order forbidding the student from contact with another identified member of the community.

Housing Probation: Housing probation means that another violation may result in loss of housing.

Loss of Housing: Loss of housing means the student is removed from College housing for a defined period. Students who lose their housing must move out all of their belongings and return their keys within 48 hours.

Social Probation: Social probation means the student may be on campus for academic purposes only and may not be on campus when classes are not in session. Students on social probation may not register parties, serve in certain campus leadership positions, or participate in intercollegiate athletics.

Suspension: Suspension means the student must leave the College for a defined period of time. During the suspension period, the student is not permitted on campus and is not permitted to participate in any off-campus, College-sponsored/affiliated activity.

Expulsion: Expulsion means that the student’s relationship with the College is permanently terminated. A student who is expelled from the College is not permitted on campus and is not permitted to participate in any off-campus, College-sponsored/affiliated activity.

Appeals

A student wishing to appeal the outcome of a conduct hearing should submit a written letter of appeal outlining the grounds for the appeal to the appeals officer within two working days of the issuance of the decision letter. For decisions rendered by the director of residence life or the assistant director of residence life, the appeals officer is the dean of student affairs. For decisions rendered by the dean of student affairs, the appeals officer is the dean of studies and student life or designee.

Grounds for an Appeal: The appeals officer will consider whether the conduct process procedures were followed properly. The appeals officer may also consider new information that was not available at the time the decision was made, if the appeals officer determines that such information is relevant to the case and was truly not available at the time the decision was made. Note: Information that the student chose not to present to the hearing officer at the time of their hearing does not constitute new information. Sanctions resulting from failure to comply with a sanction may not be appealed.

An appeal is not a new hearing, and the student is not present for the appeal. The appeals officer will consider the written appeal statement and the case record only in determining the outcome of an appeal. The appeals officer will communicate the decision to the student appealing in writing once a decision has been reached, generally within five business days. However, unavoidable delays in the processing of an appeal, including the complexity of the case, may require additional time for review. During the consideration of an appeal, sanctions assessed by the hearing officer shall not be in effect, although the hearing officer may impose interim sanctions during the appeal period. The appeal period/process begins when the student

submits the written statement to the appeals officer. If a student has an additional violation of community standards or College policy while an appeal is being considered, the student's prior conduct sanctions and record, including those being appealed, will be considered in responding to the new violation(s).

Only one appeal is permitted, and the decision of the appeals officer is final. No further appeals are permitted.

Questions about an appeal should be directed to the appropriate appeals officer.

Record Retention

In accordance with the College's record retention policy, written records of conduct cases will be maintained for seven years. Written records of cases including suspension or expulsion will be maintained in the student's permanent record.

Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking

Sarah Lawrence College is an intellectual community founded on mutual respect and is committed to providing a living, learning, and working environment that is free from sexual harassment and sexual violence. Sarah Lawrence College prohibits the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

Such offenses can impair or limit the educational and occupational opportunities of any person at Sarah Lawrence and have no place in this community. This policy applies to all Sarah Lawrence students and student employees, both undergraduate and graduate, regardless of where the incident(s) occurred. This policy also applies to Sarah Lawrence College employees (faculty and staff), as well as third parties serving the campus or involved with College-related activities, such as employees of contractors or vendors. This policy defines unacceptable behavior, identifies resources for persons who have experienced a sexual offense or stalking, and describes the College's prevention and education efforts. The discipline process for alleged violations of this policy can be found in the Student Handbook (for violations allegedly committed by students) see <https://www.sarahlawrence.edu/media/student-life/pdf/SLC-Student-Handbook.pdf#page=182> and on MySLC (for violations allegedly committed by College faculty, staff and/or third-parties such as contractor or vendor employees) see https://myslc.edu/ICS/Employee_Info/Policies_and_Procedures/Sexual_Harassment_and_Assault/Addressing_Sexual_HarassmentAssault_Complaints.jnz. For additional information about available resources and sexual violence prevention generally, see <https://www.sarahlawrence.edu/svps>.

Sexual offenses are prohibited under New York State and federal laws and may be prosecuted in the criminal justice system. Legal definitions may vary from definitions used by the Sarah Lawrence community as outlined in this policy; in such cases, proceedings under this policy will employ the definitions set forth in the policy. Pursuing campus resolution does not preclude one from pursuing legal action or seeking the assistance of law enforcement authorities immediately, or in the future; similarly, the pursuit

of legal action and/or reporting the conduct to the police does not preclude pursuit of campus resolution under this policy and the corresponding conduct process. Please see the Appendix for a list of relevant local, state, and federal laws.

Anyone can experience sexual harassment, domestic/dating violence, stalking and/or sexual violence regardless of gender, gender identity, gender expression or sexual orientation. Perpetrators also can be anyone: a stranger, someone you have known for a long time, or someone you have just met.

The College has named Dean Daniel Trujillo as its Title IX Coordinator; his role is to oversee College compliance with Title IX regulations. Dean Trujillo will:

1. Provide oversight for all Title IX complaints, identify patterns, issues, and/or problems. Note: As Title IX Coordinator, Dean Trujillo is a resource, but does not have a role in the sexual assault/harassment investigation, hearing, and/or conduct process which can be found in the Student Handbook and on MySLC.
2. Review and support the informational initiatives enabling students, staff, and faculty to fully understand sexual violence and sexual harassment as forms of sexual discrimination and further educate the community about College policy and procedures.

To contact Dean Daniel Trujillo, please refer to the information provided:

Title IX Coordinator, Daniel Trujillo

Phone Number: [REDACTED]

Email Address: [REDACTED]

Campus Location: Dean of Studies Office, 2nd floor of Westlands

Along with Dean Trujillo, the College has named Caressa Nguyen as its Title IX Investigator; her role is to aid in the College's compliance with Title IX regulations. Caressa will:

1. Serve as the main resource and point-of-contact for students or others wishing to report any acts of sexual harassment, sexual assault, domestic violence, dating violence and stalking—i.e. violations of Title IX
2. Provide assistance to the Title IX Coordinator for Title IX complaints, identifying patterns, issues and/or problems.
3. Oversee programmatic initiatives on Title IX, sexual violence awareness, and consent with SLC student body, including advising the Sexual Violence Awareness (SeVA) Programming Board and the Student Life Committee on Sexual Violence Prevention and Education.

To contact Caressa Nguyen, please refer to the information provided:

Deputy Title IX Coordinator, Caressa Nguyen

Phone Number: [REDACTED]

Email Address: [REDACTED]

Campus Location: Andrews Annex 102

Definition of Sexual Activity

“Sexual activity” shall have the same meaning as “sexual act” and “sexual contact” as provided in 18 U.S.C. §§ 2246(2) and (3).

In order to determine when affirmative consent is required prior to sexual activity, this legislation first defines the terms “sexual act” and “sexual contact” The current definitions are as follows:

(2) the term “sexual act” means—

- A. Contact between the penis and the vulva or the penis and the anus, and contact involving the penis occurs upon penetration, however slight;
- B. Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus;
- C. The penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or
- D. The intentional touching, not through the clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person;

(3) the term “sexual contact” means the intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person. Individuals must obtain affirmative consent prior to engaging in any of the activity referenced above.

Affirmative Consent

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, *does not* demonstrate consent. The definition of consent *does not* vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression. It is the responsibility of the person initiating sexual activity to ensure that affirmative consent to that activity, and all sexual acts, has been given.

- A. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- B. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- C. Consent may be initially given but withdrawn at any time.
- D. Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants *may be* deemed incapacitated due to a high degree of intoxication, and therefore unable to consent.

- E. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- F. When consent is withdrawn or can no longer be given, sexual activity must stop.

For a legal definition of consent under New York State law, see the Appendix to this Policy:

Prohibited Conduct

Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances or requests for sexual favors or other unwelcome verbal or physical conduct of a sexual nature, when submission to or rejection of such advances, requests, or conduct is made, either explicitly or implicitly: (i) a term or condition of educational benefits, privileges, or placement services or as a basis for the evaluation of academic achievement of a student; or (ii) a term or condition of employment, or a basis for employment decisions concerning any employee.

Sexual harassment is also defined as unwelcome sexual advances or requests for sexual favors or other unwelcome verbal or physical conduct of a sexual nature that are severe or pervasive, and therefore have the purpose or effect of unreasonably interfering with a student's education or an employee's work performance or of creating an intimidating, hostile, humiliating, or sexually offensive educational, living, or working environment, when judged by the standards of a reasonable person.

Sexual harassment, finally, includes stalking, as defined by the Violence Against Women Act (VAWA); stalking is defined in the Appendix to this policy.

Sexual harassment *does not* refer to compliments or other behavior of a socially acceptable nature. It *does not* refer to discussions of material with a sexual component which might offend some but which was introduced in class or conference for legitimate intellectual or pedagogical purposes.

Sexual Assault: Sexual assault is defined as engaging in sexual activity without consent, including having sexual contact or sexual intercourse with another individual without consent. See the Appendix to this Policy for additional relevant definitions.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

The term sexual assault also includes Dating Violence and Domestic Violence, as defined below and in the Violence Against Women Act, if the violence at issue also involved acts that fall within the definitions of sexual activity, sexual contact or sexual intercourse, discussed above. For the purposes of complying with the requirements of this section and federal regulations, any incident meeting this definition of sexual assault also is considered a crime for the purposes of Clery Act reporting.

Dating Violence: The term “dating violence” means violence committed by a person (A) who is or has been in a social relationship of a romantic or intimate nature with the person who has been subjected to violence; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; (iii) the frequency of interaction between the persons involved in the relationship. For the purposes of this definition dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence, discussed below. For the purposes of complying with the requirements of this section and federal regulations, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Domestic Violence: The term “domestic violence” includes felony or misdemeanor crimes of violence committed by the current or former spouse of the person who is subjected to the acts of violence, by a person with whom the person subjected to violence shares a child in common, by a person who is cohabitating with or has cohabitated with the person subjected to violence as a spouse, by a person similarly situated to a spouse of the person subjected to violence under the domestic or family violence laws of the jurisdiction(s) in which the acts occurred, or by any other person against an adult or youth who is protected from that person’s acts under the domestic or family violence laws of that jurisdiction or those jurisdictions. For the purposes of complying with the requirements of this section and federal regulations, any incident meeting this definition also is considered a crime for the purposes of Clery Act reporting.

Stalking: The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. For the purposes of this definition a “course of conduct” means two or more acts, including, but not limited to, acts which the stalker (directly, indirectly, or through third parties), by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property. “Reasonable person” as used in the definition of stalking means a reasonable person under similar circumstances and with similar identities to the person being followed, monitored or subjected to the conduct identified in the preceding sentence. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. For the purposes of complying with the requirements of this section federal, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Alcohol and/or Drug Use Amnesty

The health and safety of every student at the College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs, may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to College officials. A bystander acting in good faith or a Reporting Individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to the College’s officials or law enforcement *will not* be subject to the College’s conduct process for

violations of alcohol and/or drug use policies occurring at or near the time of the alleged commission of the domestic violence, dating violence, stalking, or sexual assault.

Similarly, students disclosing the use alcohol or drugs in connection with a potential violation of this policy *will not* be subject to the College's disciplinary process for violations of alcohol and/or drug use policies disclosed during such investigations or proceedings, to the extent that such disclosures are related to the alleged policy violation at issue.

Policy on Romantic or Sexual Relationships Between Employees and Students

As a condition of employment, employees of the College (including full- and part-time administrative staff, full and part-time regular faculty, guest faculty, graduate faculty, coaches and employees of independent contractors or vendors) may not engage in sexual or romantic relations with any Sarah Lawrence College student, regardless of whether the student consents to such interaction. The Policy does not apply to students who are already spouses/domestic partners of current employees at the College.

A romantic or sexual relationship between a faculty or staff member and a student poses a significant potential threat to the health and well-being of the College community. Such a relationship could lead to preferential treatment or other acts, actual or perceived, of alleged favoritism or alleged retaliation on the part of an employee toward a student. Furthermore, given the power differential between students and faculty or staff members, there is serious concern that such relationships could never be fully consensual or could be perceived by others, at the time or in retrospect, as coercive in nature. These relationships can be also harmful to other students and employees not directly involved, and highly injurious to the College's commitment to providing a nurturing learning and work environment for all in the community.

Procedures with Respect to Employee-Student Romantic Relationships

Students, faculty, and staff concerned about a sexual or romantic relationship involving a faculty member and a student should speak to the Provost and Dean of the Faculty or, if appropriate because the student is a graduate student, the Dean of Graduate and Professional Studies. The appropriate dean will meet with the parties involved to discuss this report. The matter may be referred to the process established for complaints involving faculty (see Article III, Section GD of the faculty by-laws). The appropriate dean will report the resolution of any such complaint to both the student and faculty member.

Students, faculty and staff concerned about a sexual or romantic relationship involving a staff member or contractor/vendor employee with a student should contact the Director of Human Resources. Upon receipt of a notification involving a possible violation of this policy, the Director of Human Resources (or the Director's designee) will meet with the parties involved. The parties involved may have an advisor of their choice present during the initial interviews, and during such further interviews as the Director may deem necessary. The Director Human Resources will use a preponderance of the evidence standard to determine responsibility (i.e. it is more likely than not that the respondent was responsible for the prohibited behavior).

The Director of Human Resources will report the resolution to both parties. This report will summarize the conclusions of the investigation and also may include, where deemed appropriate, any actions taken or penalties imposed. The facts about individual cases and their disposition are confidential. This means that such information is shared by the College only on a *bona fide* need to know basis. The College reserves the right, moreover, to correct or address misinformation or incomplete information that becomes public.

Employees who engage in sexual or romantic relationships with a student contrary to the requirements provided in this policy are subject to disciplinary action up to and including dismissal, depending upon the nature of and context for the violation. Employees who are approached by a student seeking to establish or embark upon a romantic relationship shall (in addition to rejecting the overture) immediately report the overture to her or his direct supervisor, and to the Director of Human Resources. The failure to make such a report can constitute grounds for disciplinary action, up to and including dismissal.

Should a romantic or sexual relationship with a student be considered by the College, in its sole discretion, to potentially have been non-consensual, or to potentially have met the definition of sexual harassment against a faculty member or staff member, the College will investigate and resolve this matter in accordance with the Sarah Lawrence College Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking. This Policy on Romantic or Sexual Relationships between Employees and Students therefore applies to such relationships only to the extent that they are not covered by the Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking.

For advice or consultation regarding the appropriate course of action, community members may seek assistance from the Director of Human Resources or the College's Title IX Coordinator. If there is any doubt whether a relationship falls within this policy, individuals should disclose the facts and seek guidance rather than fail to disclose. Additional questions may be addressed to your supervisor, the Provost and Dean of the Faculty, the Dean of Graduate and Professional Studies, the College's Title IX Coordinator, or the Human Resources office.

What to Do if You Have Experienced Sexual Harassment

(NOTE: Actions to consider if you have experienced sexual assault, violence or stalking are discussed in the next section.

- Get to a safe place if you feel that you are in immediate danger or if you need assistance.
- Discuss the incident/behavior with someone to seek support and information. (See <https://www.sarahlawrence.edu/svps> (Sexual Violence and Prevention Web Page, "Confidential Resources" and "What to do if You Have Been Sexually Assaulted") and https://myslc.edu/ICS/icsfs/Student_Handbook_2018-2019.pdf?target=57b3583c-49f8-4618-bdc2-94030db8f141 ("Who Can You Talk To?").
- For ease of review, a flow chart discussing reporting options may be found at <https://www.sarahlawrence.edu/media/student-life/pdf/ReportingOptions-SVPS-0817.pdf> ("What are my Options?").
- Report the incident/behavior to persons, such as the Title IX Coordinator and/or the Title IX Investigator.
- File a Formal Complaint pursuant to the College conduct process, or (where permissible) seek Mediation or Administrative Accommodations.

For information on filing a Formal Complaint and the applicable College conduct process in assessing Formal Complaints, see pages 183-193 (for students). Mediation and Administrative Accommodations options are discussed generally in the section entitled “Available Options for Reporting Individuals,” at Handbook pages 175-177, below. Procedures applicable to sexual violence and harassment complaints against employees are discussed at https://myslc.edu/ICS/Employee_Info/Policies_and_Procedures/Sexual_Harassment_and_Assault/Addressing_Sexual_HarassmentAssault_Complaints.jnz.

Mediation is only an option in cases of sexual harassment, domestic or dating violence, or stalking, if *both* the Reporting Individual and the Responding Individual agree to participate, and the Title IX Coordinator concurs. Factors the Title IX Coordinator will consider in determining whether to concur in a mediation request are the presence of violence or threats of violence in the conduct reported, and potential safety risks to a party or to the College community. It is important to note that a party is never required to mediate such matters; it is merely an option available in such cases. For further information about the option of mediation, please refer to page 177. If a claim of sexual assault is part of the alleged violation, mediation *will not* be an option.

Any person interested in pursuing mediation for resolving a sexual harassment case should contact the Title IX Coordinator, who will arrange for mediation to occur upon consent of the parties. The Title IX Coordinator will inform the Responding Individual in writing of the misconduct reported, and require a written response to that report. The Hearing Coordinator will choose one trained mediator from among the Dean of Studies and Student Life staff members. Mediation normally will begin within one week of the Responding Individual’s receipt of the complaint.

The goal of mediation is an agreement between the two parties resolving the matter between them. That agreement may include a specific action or actions to be taken or refrained from on the part of the Responding Individual. At the conclusion of a successful mediation process, both the Reporting Individual and the Responding Individual will sign a statement that they are satisfied with the outcome and regard the matter as resolved between them. If the Reporting Individual believes the mediation process was unsuccessful, the Reporting Individual may choose to pursue a Formal Complaint through the College’s conduct process, as noted above.

What to Do if You Have Experienced Sexual Assault, Domestic Violence, Dating Violence, or Stalking

Get to a safe place as soon as possible:

Contact 911 if you are in immediate danger or if you need assistance. If the incident occurred on campus during the working hours of 9:00 a.m. to 5:00 p.m., you may contact the following individuals: the AVP of Public Safety (whose office is in Andrews House) or the Title IX Team (located in Andrews Annex 102). If the incident occurred on campus after hours, call Public Safety at [REDACTED] for assistance, or visit the Westlands Security Desk. Public Safety will also offer assistance with transportation needs and with contacting law enforcement if you desire. Further information on reporting to law enforcement can be found on Student Handbook page 181, and a listing of telephone numbers for various law enforcement agencies (and other off-campus resources) is at pages 167-168, below.

Seek medical attention:

The Health & Wellness medical staff is available for assistance Monday through Friday, 9:00 a.m. to 5:00 p.m. and will maintain in confidence all case information *unless* there is an immediate threat to self or others. Health & Wellness staff can document and treat any injuries resulting from an assault, screen for STIs and pregnancy, and provide important information about available resources and the options for reporting the incident to both on- and off-campus authorities. Health and Wellness staff can also assist in coordinating off-campus care at hospitals or elsewhere.

Off-campus resources include, among other things, the Forensic Acute Care Team (FACT) located at the Westchester Medical Center's Emergency Room, 13 miles from Sarah Lawrence College. The FACT program at Westchester Medical Center is one of five New York State certified Centers of Excellence for children, adolescents and adults presenting with concerns for abuse and/or assault. The FACT program consists of a team of experienced, highly qualified and compassionate physicians and nurses who are available at all times to offer various aspects of medical and/or forensic care to patients presenting with concerns about recent (within 96 hours) instances of sexual abuse or assault. Before going to the Westchester Medical Center for care by the FACT, or any other emergency room, try to preserve any physical evidence: *do not wash, bathe, douche, go to the bathroom, or change clothing*. In the event that you may want to file criminal charges, it is best to have forensic evidence collected *as soon after the assault as possible*; however, an exam can be completed up to five days after the assault by the FACT team. FACT services are free of charge at the Westchester Medical Center.

Regardless of whether a FACT exam is performed, persons who have experienced sexual assault or sexual violence are encouraged to seek prompt medical care in order to receive treatment, counseling and, where appropriate, medication to prevent pregnancy or STDs/STIs.

Who Can You Talk To?

If a person has experienced sexual violence, and decides to tell any Sarah Lawrence staff or faculty member (except for confidential communications to Sarah Lawrence College confidential resources, discussed immediately below), those College faculty and staff members are *required* to inform the Title IX Coordinator, which will constitute a Preliminary Report (but not a Formal Complaint) under this Policy.

Confidential vs. Nonconfidential Communications

In times of distress it can be confusing to figure out whom you can contact to obtain information about your options and resources both on and off campus. Before making a decision about who to talk with, you may want to consider the following:

Confidential Communications: Confidential communications are those communications which legally cannot be disclosed to another person, without the reporter's consent, except under very limited circumstances such as an imminent threat or danger to self or others.

Confidential communications related to injury or impact due to sexual violence or any of the conduct governed by this policy include those with:

- Survivor-victim Assistance Services, 24/7 — [REDACTED]
- Sarah Lawrence College, Health & Wellness Counseling and Psychological Services (9:00 a.m. – 5:00 p.m.) — [REDACTED]; Lyles House
- Sarah Lawrence College, Health & Wellness Medical Services (9:00 a.m. – 5:00 p.m.) — [REDACTED]; Lyles House

For a more in-depth discussion of confidential resources and your options in that regard, see www.SLC.edu/SAFE or <https://www.sarahlawrence.edu/svps>. A flow chart with options for reporting (confidentially and non-confidentially) also is available.

Nonconfidential Communications: Receipt of information by or communications with College employees or affiliates, other than those confidential resources identified immediately above, about an alleged incident of sexual harassment, sexual assault, domestic violence, dating violence and/or stalking, will constitute non-confidential communications that *will* and *must be* reported to the Title IX Coordinator. Federal law makes most College employees, other than those referenced in the Confidential Communications passage above, mandated reporters with respect to claims of sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Even where the communication is with a non-confidential source, however, the College will seek consent from Reporting Individual prior to conducting an investigation, and non-confidential College resources still will be expected to maintain the privacy of Reporting Individuals, consistent with their reporting obligations and the needs and interests of the College community. The information provided to a non-confidential resource thus will be relayed only as reasonably necessary for the Title IX Coordinator to evaluate the report and, where appropriate, direct investigation and/or seek a resolution. Upon receipt of a report from mandated reporters and/or non-confidential resources, the Title IX Coordinator will contact the Reporting Individual to discuss the matter, and the available options. If the Reporting Individual discloses an incident and requests that the College *not* conduct an investigation, the Title IX Coordinator must weigh the available information against the institution's obligation to provide a reasonably safe and nondiscriminatory environment for all members of its community, and will make the determination whether an investigation will be conducted. If the Title IX Coordinator determines that an investigation is required, the Coordinator shall notify the Reporting Individual, and take such actions as may be deemed necessary to protect and assist the reporter and all others involved. The Title IX Coordinator will assist, where appropriate, with academic, housing, transportation, employment, and other reasonable and available accommodations, and may direct such accommodations even where a Reporting Individual may wish to decline them.

Personally identifiable information about the Reporting Individual is considered private and only shared with administrators who are responding to the report, investigating/adjudicating the complaint, or delivering resources or support services to the Reporting Individual. Sarah Lawrence College does not publish the name of crime victims, nor generally house identifiable information regarding crime victims in the campus Public Safety Department's Daily Crime and Fire Log. Crime victims may request that directory information on file be removed from any public sources where it may be maintained by contacting the Sarah Lawrence Registrar, Daniel Licht, at [REDACTED] or [REDACTED].

Non-confidential communications include those with:

- Residence Life staff members, including resident advisers (RAs) and graduate hall directors (GHDs)
- Student Affairs staff
- Public Safety staff
- All faculty members, *including* dons and guest faculty
- All other College employees (with the exception of Health & Wellness staff)

Where possible, non-confidential reporters will seek in the first instance to refer persons making reports of sexual violence as defined in this policy to confidential sources, as described above, before disclosure of a situation that will require a report and an investigation. Once notified of an incident of sexual violence, however, a nonconfidential/mandated reporter must report it to the Title IX Coordinator.

If an individual discloses information through a public awareness event such as candlelight vigils, protests, or other public events, the College will not consider such disclosure to be a report of an incident under this policy, and will not be obligated to evaluate the report based on such information. The College may use the information provided at such an event, however, to inform additional education and prevention efforts.

College and Community Resources

Sarah Lawrence College offers myriad services/resources concerning sexual assault, domestic violence, dating violence, and stalking. The College is committed to providing equal access to resources for both Reporting Individuals and Responding Individuals. These include counseling services, medical services, victim advocates, volunteer visa and immigration assistance and volunteer legal assistance. The College also has the ability to institute interim or final measures to prevent or minimize contact between a Reporting Individual and a Responding Individual.

The following resources are available to students and other members of the Sarah Lawrence community:

On-Campus Resources

Title IX Coordinator, Daniel Trujillo, [REDACTED], Westlands; [REDACTED] & Deputy Title IX Coordinator, Caressa Nguyen, [REDACTED], Andrews 102; [REDACTED]: The College's Title IX Office are available to provide information regarding on and off campus resources, on-and off-campus reporting options, academic and housing accommodations; and the College's conduct process. They are available weekdays between 9:00 a.m. and 5:00 p.m. They are *not* confidential resources. After 5:00 p.m. and on weekends, confidential resources may be accessed via Westchester Victims Assistance at [REDACTED]; non-confidential resources may be accessed via the College's Westlands Desk at [REDACTED] or [REDACTED]

Health & Wellness Center, [REDACTED], Lyle House: The Health & Wellness Center's staff are confidential resources. You therefore may speak with a Health and Wellness staff member openly, and without fear of initiating a report to our Title IX Team, to Public Safety or to others on or off-campus, so long as there is no imminent danger to yourself or others. Therapists are available to provide confidential support and counseling; medical staff can answer medical questions and provide follow-up medical care, including emergency contraception. Health and Wellness staff are available in Lyles House from 9:00 a.m. to 5:00 p.m., Monday through Friday.

Public Safety, [REDACTED], Andrews House: Sarah Lawrence Public Safety staff members are available to respond to and intervene in dangerous or potentially dangerous situations, can transport you to the hospital, and can help you stay safe. Public Safety staff members are available to assist 24 hours a day, seven days a week. They are *not* confidential resources.

Student Affairs, [REDACTED], Bates Hall: Student Affairs staff members, also *not* confidential resources, are available to assist you in accessing support resources and answer questions about College policy and the discipline process. Student Affairs staff are available 9:00 a.m. to 5:00 p.m., Monday through Friday. For after-hours emergencies, a member of the Student Affairs staff is available by calling Public Safety at [REDACTED].

On Campus	Type of Services Available	Service Provider	Contact Information
Title IX Office	Title IX Response	Caressa Nguyen	[REDACTED]
Counseling*	Mental Health Counseling	Dina Nunziato	[REDACTED]
Health*	Medical Care	Mary Hartnett	[REDACTED]
Student Financial Aid	Financial Aid Assistance	Nick Salinas	[REDACTED]
Visa and Immigration	Visa/Immigration Advice	Shirley Bé/Daniel Licht/ Alba Coronel	[REDACTED] / [REDACTED]
Academic	Academic Accommodations	Danny Trujillo	[REDACTED]
Housing	Housing Accommodations	Myra McPhee	[REDACTED]

*confidential resource, and no cost for services

Off-Campus Resources

The following organizations provide assistance for persons dealing with violence at no cost or there are options for reimbursements:

- **Westchester County Victims Assistance Services Crisis Helpline (for anyone)**
914.345.9111
855.VAS.CALL (Toll-Free) (24 hr.)
www.westcop.org/survivor-survivor-victims-assistance/
- **My Sisters' Place Domestic Violence Shelter and Hotline (for women)**
800.298.SAFE (7233) (24 hr.)
www.mysistersplaceny.org
- **New York City Gay & Lesbian Anti-Violence Project Hotline**
For the lesbian, gay, transgender, bisexual, and HIV-affected communities.
212.714.1141 (24 hr.)
www.avp.org
- **Hudson Valley Justice Center**
Provides free legal services to the immigrant community with various civil legal issues, including housing, immigration, and wage theft.
30 South Broadway, 6th floor, Yonkers, NY 10701
914.308.3490
www.HVJC.org
- **National Sexual Assault Hotline**
Operated by RAINN (Rape, Abuse, and Incest National Network)
800.656.HOPE (4673) (24 hr.)
<http://www.rainn.org>
- **Pace Law School Women's Justice Center**
914.422.4628 (legal assistance for all individuals experiencing sexual violence regardless of sex or gender)
- **Rape Crisis Help Line**
914.345.9111 (24 hr.)
- **New York State Domestic Violence Hotline**
800.942.6906 (24 hr.)
- **Yonkers Criminal Court**
914.377.6354
- **Yonkers Family Court**
914.831.6525
- **Yonkers Police Department (non-emergency)**
914.377.7900
- **Westchester County District Attorney**
Yonkers Branch 914.377.6400
Main Branch 914.995.3414
- **NY State Dedicated Hotline for reporting sexual assaults on college and university campuses**
844.845.7269

Off Campus	Type of Services Available	Service Provider	Contact Information
Yonkers Police	Law Enforcement	Yonkers Police	914.377.7900
Health	Forensic Exam (Rape Kit)	Westchester Medical Center (Forensic Acute Care Team [FACT])	914.493.7307
Mental Health	Mental Health Assistance	Westchester County Victim Assistance Services (no cost)	914.345.9111
Victim Advocacy	Advocacy	Westchester County Victim Assistance Services (no cost)	914.345.9111
Legal Assistance	Orders of Protection, Legal Rights	Pace Law School Women's Justice Center	914.422.4628
Visa and Immigration Assistance	Visa/Immigration Advice	Hudson Valley Justice Center	914.308.3490
District Attorney	Legal	Westchester County DA	914.377.6400

Another resource available to persons who report being the victim of sexual assault, domestic violence, dating violence, or stalking is the United States Department of Justice Office on Violence Against Women, <https://www.justice.gov/ovw/sexual-assault>.

Prevention and Education

All members of the Sarah Lawrence community play a role in creating a culture of safety and respect and in eliminating sexual harassment, sexual assault, domestic violence, dating violence and stalking. Members of the campus community can take steps to limit the potential to hurt others by seeking out education on what consent really means. Without a proper understanding of the concept of consent, any person is at risk of committing a violation of this policy.

The majority of people do not engage in acts of sexual harassment or sexual assault. However, many people witness varying degrees of sexually offensive conduct. The actions taken to effectively intervene when sexually offensive conduct has been identified send the clear message that disrespectful, demeaning, and violent behavior is not acceptable. Such an intervention also may serve to educate and prevent someone from committing a sexual offense in the future, and may empower and validate the person experiencing the behavior. Making a choice to denounce violence of any kind is a choice that supports a peaceful, respectful, and vibrant community.

The following are steps you can take to help make this a safer community, and are what the College calls Safe Bystander Intervention:

- Call Public Safety if you witness a violent or potentially violent situation, are aware of an assault taking place, or are concerned for someone's safety.
- Intervene if you believe someone's boundaries are being violated or that they are in a potentially uncomfortable or unsafe situation; ask if they are comfortable with the situation and if they are in need of any assistance. Alternatively, you may alert other sources of assistance (e.g., Public Safety, Residence Life staff, or other College employees in the vicinity).
- If you are not able to say something at the time of the incident, or if you are still concerned about the person's well-being, follow up with them later by asking how they felt about the incident, and if the person would like assistance in getting support.
- If you hear someone acting, speaking, or telling jokes in a manner that is offensive, demeaning, or abusive to a targeted person or group of people, ask them to stop.
- If you are aware that an incident of sexual harassment, sexual assault, domestic violence, dating violence, or stalking has taken place, encourage the person to report the incident and seek support.

The College utilizes a variety of educational methods for students, faculty, and staff regarding sexual harassment, sexual assault, domestic violence, dating violence and stalking.

Student Onboarding and Ongoing Efforts

Sarah Lawrence College has developed a comprehensive student onboarding and ongoing education campaign to educate members of the College community about domestic violence, dating violence, stalking, and sexual assault, in compliance with applicable federal laws, including the Clery Act as amended by the Violence Against Women Reauthorization Act of 2013, 20 U.S.C. § 1092(f). Topics about which education is provided by the College include:

- The fact that College prohibits sexual and interpersonal violence, and will offer resources to anyone who has experienced such violence while taking appropriate administrative and conduct action regarding any allegedly responsible individual within the jurisdiction of the institution;
- Relevant definitions including, but not limited to, the definitions of sexual assault, domestic violence, dating violence, stalking, confidentiality, privacy, and consent;
- The fact that policies in this area apply equally to all students and employees regardless of sex, sexual orientation, gender, gender identity, or gender expression;
- The role of the Title IX Coordinator, Public Safety, and other relevant offices that address domestic violence, dating violence, stalking, and sexual assault prevention and response;
- Awareness of violence, its impact on those who have experienced sexual violence as well as their friends and family, and its long-term impacts on members of our community;
- Bystander intervention and the importance of taking action to prevent violence when one can safely do so;

- Risk assessment and reduction including, but not limited to, steps that all persons can take to lower the incidence of violations, which may contain information about the dangers of drug and alcohol use, including underage drinking and binge drinking, involuntary consumption of incapacitating drugs and the danger of mislabeled drugs and alcohol, the importance of communication with trusted friends and family (whether on or off campus), and the availability of College officials who can answer general or specific questions about risk reduction;
- Consequences and sanctions for individuals who commit crimes and policy or code of conduct violations;
- The fact that the College requires all employees to participate in an interactive online program that outlines current laws against sexual harassment, and provides examples that clearly illustrate situations and behaviors to be avoided. Employees must take the program when first employed, and then periodically thereafter throughout employment;
- The fact that all new students are required to complete on-line programs regarding sexual violence, affirmative consent, and bystander intervention;
- The fact that the College administers a student survey to assess the campus climate regarding sexual violence every other year; and
- On-going training throughout the academic year on sexual violence and related topics for athletes, student leaders and student organizations.

Procedures for Reports or Complaints Against Students for Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking

The following procedures apply for cases in which the Reporting individual is a student, and the Responding Individual is a student (either graduate or undergraduate). Separate processes apply in the case where a Responding Individual is a College employee (faculty or staff), or a third party. See https://myslc.edu/ICS/Employee_Info/Policies_and_Procedures/Sexual_Harassment_and_Assault/Addressing_Sexual_HarassmentAssault_Complaints.jnz (“Addressing Sexual Harassment/Assault Complaints [Against Employees]”). In cases in which the Reporting Individual is both a student and a student employee, and the Responding Individual is a College employee or a third party, the Title IX Coordinator, in the Coordinator’s sole discretion, will determine which set of procedures shall apply.

Enforcement of This Policy

The College will promptly respond all reports of sexual harassment, sexual assault, domestic violence, dating violence and stalking. It will take necessary and appropriate measures seeking to remedy such situations, although its ability to do so may be impaired or precluded if a Reporting Individual is unable or unwilling to identify a potentially responsible party. In addition, if a Reporting Individual wishes to maintain confidentiality and requests that a name or other identifiable information not be shared in connection with any investigation or proceedings under this policy, or requests the College not conduct an investigation, the College *may*, in its discretion, elect to honor the Reporting Individual’s request. However, the Title IX Coordinator must weigh requests for confidentiality or for the College to refrain from any investigation or proceeding under this policy against the College’s obligation to take reasonable steps to help ensure a safe, nondiscriminatory environment for all members of its community, and will in the Coordinator’s discretion make the determination as to whether an investigation must be conducted or proceedings

under this policy must occur. The Reporting Individual may also withdraw a Formal Complaint anytime after filing it, or may withdraw from any continuing involvement from the College's process at any time.

If a Reporting Individual chooses not to make a Formal Complaint to the College regarding an incident that has been reported, that party nevertheless should consider preserving evidence in the event that they decide at a later date to report the incident to law enforcement, or pursue proceedings under this policy. Such evidence may assist in proving that the alleged criminal offense occurred, or otherwise be useful in connection with future proceedings. This evidence may include things like instant messages, social networking pages, other communications, pictures, logs or other documents. However, potential Reporting Parties should understand that a delay in reporting, a delay in proceeding, and/or a delay in providing evidence may negatively impact, or even preclude, the ability of law enforcement or the College to investigate fully, or to establish proof of potential violations of the law, of the College's Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking (the "Policy"), or of any other potentially applicable College conduct policies.

Protection from Retaliation

All students and employees are expected to cooperate fully with any sexual offense investigation. The College does not tolerate retaliation or discrimination against those who bring forward a Preliminary Report or make a Formal Complaint against any person and/or their family and friends, as well as any person who cooperates in the investigation of a Preliminary Report or a Formal Complaint, or who participates in the conduct process (either as a party or as a witness) for an alleged violation of the Policy. Anyone who believes they have been retaliated against as a result of their involvement with an investigation and/or conduct process for an alleged violation of the Policy should report the alleged retaliation to the Director of Human Resources or the Dean of Student Affairs immediately. The appropriate conduct action will be taken, independent from any investigation into a Preliminary Report of sexual violence and/or the Formal Complaint process, and sanctions for retaliation will range up to and including suspension or expulsion from the College in the case of a student who has retaliated, and up to and including termination of employment in the case of an employee who has retaliated. For further information on the College's general policy on retaliation, please refer to page 146 of the Student Handbook.

Reporting an Incident

If a person has experienced sexual harassment, sexual assault, domestic violence, dating violence or stalking, that person is *strongly* encouraged to report the incident(s) to the College (and such others as deemed appropriate by the Reporting Individual), and also to file a Formal Complaint with the College. For a detailed discussion of the procedures that will be followed with respect to receipt of a Preliminary Report, see "Intake of Preliminary Reports," immediately below, and a detailed discussion of the procedures related to the filing of a Formal Complaint under this Policy are set forth below. See <https://www.sarahlawrence.edu/media/student-life/pdf/SLC-Student-Handbook.pdf#page=161>.

Intake of Preliminary Reports

Any student who believes that they have been subjected to conduct that constitutes sexual harassment, sexual assault, domestic violence, dating violence and/or stalking (see the Policy for definitions of those terms) is encouraged to alert the Title IX Coordinator or the Title IX Investigator. Upon receipt of this information (the “Preliminary Report” or the “Report”), the Title IX Coordinator, or the Coordinator’s designee, will pursue the process discussed below.

The Title IX Coordinator’s duty (and the duty of any Coordinator designee) upon receipt of a Preliminary Report is to aid all parties in understanding their rights and the disciplinary process within the Policy. The Title IX Coordinator further provides assistance both to students who make a Preliminary Report and, where relevant, those who may thereafter respond to an allegation of one or more Policy violation(s). The Title IX Coordinator is also available to receive reports of concern from third parties, and determine an appropriate response to assist students identified in connection with such reports.

The Title IX Investigator may assist the Title IX Coordinator with intake of Preliminary Reports; the Title IX Investigator also may perform intake of Preliminary Reports if the Title IX Coordinator is unavailable, if the Reporting Individual requests to report to the Investigator, or if the Coordinator otherwise believes that the Investigator is the most appropriate person to perform the intake. If the Title IX Investigator performs intake without the presence of the Title IX Coordinator, the Investigator shall provide the Title IX Coordinator with all relevant information received during intake.

The Title IX Coordinator and/or Title IX Investigator may help to facilitate the following:

- Referrals to supportive and confidential resources on- and off-campus, such as Health and Wellness and Victims Assistance Services (VAS);
- Academic support, including notifying faculty regarding missed classes, dropping classes, withdrawal, exam extensions etc.;
- Emergency housing and/or exploring housing options;
- On-campus employment support, including notification to supervisors regarding missed shift or changing location or hours of work; and
- Identification of other supportive services on and off campus to meet students’ need.

Assessment of Intake

After receiving a Preliminary Report alleging sexual assault, dating/domestic violence, stalking, and/or sexual harassment, the Title IX Coordinator shall conduct an Initial Assessment to evaluate whether, if substantiated, the conduct as alleged in the Preliminary Report could constitute a Policy violation, and whether it is possible to proceed with the College’s conduct process. The Title IX Coordinator may consult with other College administrators during the assessment. The Title IX Coordinator shall assess the available information and may take any of the following actions:

- The Title IX Coordinator may dismiss the Preliminary Report upon a determination that the conduct alleged in the Report does not constitute a potential violation of the Policy, or is implausible;

- The Title IX Coordinator may refer the Preliminary Report to another office at the College for review or to address the conduct through alternate means and policies, if it is determined that the Report details conduct that is outside the scope of the Policy, but may violate one or more other College policies, may violate the Code of Conduct, or may trigger other corrective actions; or
- The Title IX Coordinator will review available options for resolution with the Reporting Individual, and may determine appropriate interim measures, facilitate accommodations, and initiate proceedings in furtherance of an appropriate resolution, which may include one or more of the following: Administrative Accommodations, Mediation, or the Formal Complaint Process.

Ordinarily the Title IX Coordinator shall complete the Initial Assessment within five (5) days of receipt of the Preliminary Report or any Formal Complaint, although that time may be extended depending upon circumstances such as the Coordinator's ability to secure additional necessary information or to engage on additional necessary consultation. Depending on the circumstances and the chosen mode of resolution, the Responding Individual may or may not be notified of the existence of the Preliminary Report or the outcome of the Initial Assessment. A Responding Individual must be notified when the College takes action that would impact that Responding Individual, such as the institution of protective measures that may restrict the Responding Individual's privileges or ability to access campus, the initiation of an Investigation, the decision to seek to involve the Responding Individual in Administrative Accommodations, or the commencement of the Formal Complaint Process.

To file a Formal Complaint and initiate the College's conduct process for an alleged violation of the Policy, either the Title IX Coordinator or the Title IX Investigator can be consulted; they also will explain the Formal Complaint procedures and conduct process at that time. See also <https://www.sarahlawrence.edu/media/student-life/pdf/SLC-Student-Handbook.pdf#page=161> at ("Formal Complaint Process").

Relevant contact information for these persons:

Title IX Coordinator, Daniel Trujillo

Phone Number: [REDACTED]

Email Address [REDACTED]

Campus Location: Westlands

Deputy Title IX Coordinator, Caressa Nguyen

Phone Number: [REDACTED]

Email Address: [REDACTED]

Campus Location: Andrews Annex 102

Campus Safety Alert Communication

Upon receipt of a report or allegation of a rape, statutory rape, incident of incest and/or of fondling, and if there is thought to be a continuing threat to the safety and security of students and/or employees, Sarah Lawrence College will issue a campus safety alert in an anonymized manner that identifies neither the specifics of the crime nor the identity of the Reporting Individual.

Reporting Individuals and the greater community are entitled to receive information regarding institutional crime reporting including, but not limited to reports of certain crimes occurring in specific geographic locations that shall be included in the College's annual security report pursuant to the Clery Act, 20 U.S.C. 1092(f), in an anonymized manner that identifies neither the specifics of the crime nor the identity of the Reporting Individual. The institution is obligated to issue timely warnings of crimes enumerated in the Clery Act occurring within relevant geography that in the judgment of the College represent a serious or continuing threat to students and employees, except in those circumstances where issuing such a warning may compromise current law enforcement efforts or when the warning itself could potentially identify the Reporting Individual. A Reporting Individual shall not be identified in a timely warning; however, the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, allows institutions to share information with parents when: (i) there is a health or safety emergency, or (ii) when the student is a dependent on either parent's prior year federal income tax return; and, generally (and absent the existence of the circumstances discussed in the immediately preceding clause, at subparts (i) and (ii)), the College *will not* share information about a report of domestic violence, dating violence, stalking, sexual harassment or sexual assault with parents, without the permission of the Reporting Individual.

Available Options for Reporting Individuals

At the conclusion of the initial assessment that will be conducted by the Title IX Coordinator and/or the Coordinator's designee upon receipt of a Preliminary Report of sexual assault, sexual harassment, domestic violence, dating violence or stalking, relevant options for resolution will be discussed with the Reporting Individual. These options typically will include: (a) Administrative Accommodations (also known as Interim Measures in the event they are implemented after the filing of a Formal Complaint); (b) Mediation; and/or (c) pursuit of remedies through the Formal Complaint Process. At any time after a Preliminary Report is filed, the Reporting Individual may request any one (or more) of these forms of resolution. For example, certain Administrative Accommodations, discussed below, may be available even if the Reporting Individual wishes to pursue Mediation, or the Formal Complaint Process.

The College will consider, but will not be bound by, a Reporting Individual's request, and in all events, as noted above, federal guidance directs that allegations of sexual assault can *only* be resolved through the Formal Complaint Process, which entails conducting an investigation by the College, and having a hearing before a Hearing Panel. An investigation and pursuit of the Formal Complaint Process also may be directed by the Title IX Coordinator, even if one or both parties request an alternate resolution, in those circumstances where the Title IX Coordinator believes that the reported circumstances warrant, such as where the Preliminary Report and the information available suggest that the Reporting Individual was subjected to acts of violence, or where that Individual and/or College community members may be at risk of serious harm.

Two of these three options (Administrative Accommodations and Mediation) do not involve the potential for disciplinary action. These options can be (upon the Coordinator's approval) available when the parties do not wish to proceed with an investigation and/or appear before the Hearing Panel as required under the Formal Complaint Process, but instead seek the Title IX Coordinator's assistance to resolve allegations of sexual harassment, domestic violence, dating violence, and/or stalking.

As discussed above, the Title IX Coordinator also has the authority to take immediate corrective action to address all alleged Policy violation(s). The Title IX Coordinator, in consultation with the appropriate College administrators, may determine that additional action is appropriate without the participation of the parties, and may insist upon an investigation and pursuit of the Formal Complaint Process in order to ensure a safe campus environment.

Option A: Administrative Accommodations

Administrative Accommodations (at certain stages of the process also referenced as Interim Measures) do not involve any adjudication of responsibility, but will focus on attempting to provide accommodations, support, and protective measures upon request by the Reporting Individual. Administrative Accommodations also may be sought, in certain circumstances where appropriate, by the Responding Individual. Administrative Accommodations are available whether the Reporting Individual elects to pursue, or elects not to engage in, Mediation or in the Formal Complaint Process, and may be an option even when the Coordinator's Office does not have sufficient information to initiate an investigation.

Upon receipt of a Preliminary Report or allegation of sexual harassment, domestic violence, dating violence, sexual assault or stalking, the College will provide written notification to reporting students and/or employees about accommodations available to them, including academic, living, transportation and working situations discussed in more detail below. The written notification will include information regarding the accommodation options, available assistance in requesting accommodations, and how to request accommodations and protective measures (i.e., the notification will include the name and contact information for the individual or office that should be contacted to request the accommodations). Similar notifications will issue to Responding Individuals at or near the time they may be contacted with respect to an investigation into the Report.

Individuals may be offered changes to academic, living, working or transportation situations or other applicable arrangements, regardless of whether the Individual chooses to report the crime to Public Safety or law enforcement, in order to help ensure safety, prevent retaliation and avoid an ongoing hostile environment.

One or more of the following protective measures and accommodations, which may be temporary or permanent, may be taken where reasonable and appropriate under the circumstances:

- Imposing an on-campus “no contact” directive;
- Imposing a *persona non grata*, or “PNG,” directive (in the event that the Responding Individual is not a member of the College community);
- Providing access to counseling services and assistance in setting up an initial appointment and/or coordinating continuing services;
- Rescheduling of exams and assignments;
- Providing alternative course completion options;
- Making changes in class schedules, including the ability to transfer course sections or withdrawal from a class without penalty;
- Making changes to a Student's College housing, including assistance from staff in completing relocation;

- Providing assistance for on-campus employment, such as missed shifts or changes to work schedules;
- Providing an escort to ensure safe movement between classes and activities;
- Providing or facilitating access to medical services; and/or
- Voluntary leaves of absence.

Excluding a request for a no-contact order or a PNG directive, Administrative Accommodations may become effective without notification to the Responding Individual. For further information on Interim Measures that may be available upon the filing of a Formal Complaint, please refer to page 184, below.

Option B: Mediation

The purpose of mediation is to, in a consensual process, fashion appropriate remedies to address conduct that allegedly violated this Policy. Either party may request mediation to seek resolution; mediation will be available, however, only upon the consent of *both parties*, and *only where the conduct alleged does not involve acts constituting sexual assault* or other conduct that, in the discretion of the Title IX Coordinator, is appropriate to be potentially resolved through mediation. Prior to mediation, a temporary, mutual no-contact order will be put in place to ensure the parties do not contact one another during the process. Either party has the right to terminate participation in the mediation process at any time, and if a resolution cannot be reached through mediation, the Reporting Individual has the ability to pursue the Formal Complaint Process discussed below.

Mediation will be facilitated by the Title IX Coordinator or the Coordinator's designee ("the Facilitator"). If the mediation results in an agreed-upon resolution between the Reporting Individual and the Responding Individual, the matter will be closed. During mediation, the Facilitator will guide a discussion between the Reporting Individual and the Responding Individual, in efforts to identify an outcome which both parties agree upon. If either party feels uncomfortable seeing the other party, the parties may mediate via telephone or electronic means facilitated by the College. Whether or not the parties agree to meet face to face, each party will be permitted to bring an adviser of their choice to the mediation meeting(s).

At the conclusion of the mediation, if agreement is reached the Facilitator will record in writing the agreement that was reached between the parties. A notification of this agreement will be given to both parties. Before becoming effective the Title IX Coordinator must approve the agreement, and thereafter will monitor adherence to the proposed solution.

Option C: The Formal Complaint Process

The final option for resolution is an investigation and hearing to take place, pursuant to the College's Formal Complaint Process. The Formal Complaint Process is discussed below at pages 183-186.

Reporting to Law Enforcement

Irrespective of the Option selected (and irrespective of whether any Option is selected), it is the right of the Reporting Individual to decide whether to file a criminal report. If the Reporting Individual decides to file a criminal report, the College will assist in contacting the Yonkers Police Department, or other appropriate law enforcement agency. The College also has an agreement with the Yonkers Police Department pursuant to which the police will come to campus to take a report. When the police come to campus, they also will engage in such acts as they deem appropriate to ensure the physical safety of the involved persons. Interviews generally will be conducted in private, but students can request the presence of a member of Public Safety, a friend, or another adviser or supportive person during the interview. The police will get as much information as possible about the incident in order for them to investigate the case further. Sexual offenses should be reported as promptly as possible, so as to aid in the collection and preservation of relevant evidence, particularly forensic evidence.

Once the police investigation is completed, the case generally will be referred to the District Attorney's office for a preliminary review. The District Attorney's office decides whether a case will be prosecuted criminally. Some of the factors going into that decision will be the quantity and quality of evidence available to prove the charge(s) in court. If the District Attorney decides not to prosecute, that decision does not mean that the report or allegation of assault was not credible, or that there was no assault. It only means that, based on past experience, the prosecutors in the District Attorney's Office do not believe that there is sufficient evidence to successfully prosecute the case in court, where they must prove guilt beyond a reasonable doubt.

The standards for finding a violation of criminal law are different from the standards for finding a violation of this Policy. Therefore, criminal investigations or reports, or decisions made by the District Attorney with respect to bringing a criminal case, *are not determinative* of whether sexual harassment, sexual assault or another Policy violation can be found to have occurred under the College's Policy. The filing of a Formal Complaint with the College under this Policy is independent of any criminal investigation or proceedings, and the College will not wait for the conclusion of any criminal investigation or proceedings to begin its own investigation, absent a request by law enforcement that such investigation be delayed. The College also will take interim measures to protect the College community as necessary. The College's conduct process may run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten days except when law enforcement specifically requests and justifies a longer delay.

Rights Afforded Under This Procedure

Student Bill of Rights

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;

3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process, free from pressure by the College;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the Reporting Individual is at fault for violations that are reported, or should have acted in a different manner to avoid such violations from occurring;
7. Describe the incident to as few College representatives as practicable, and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the College, any student (including the Responding Individual), and/or their friends, family and acquaintances within the jurisdiction of the College;
9. Access to at least one level of appeal of a determination made under this Policy;
10. Be accompanied by an advisor of choice who may assist and advise the Reporting Individual and the Responding Individual throughout the judicial or conduct process, including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice or judicial or conduct process of the College.

Assistance for Reporting Individuals: Rights & Options

The College will ensure that students are advised of their right to:

- A. Make a report to police or campus security, local law enforcement, and/or state police;
- B. Have emergency access to the Title IX Coordinator or other appropriate officials trained in interviewing individuals who have experienced sexual violence, who shall be available upon the first instance of disclosure by a Reporting Individual to provide information regarding options to proceed; shall, where applicable, discuss the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; shall inform the Reporting Individual that the criminal justice process utilizes different standards of proof, and that evidence and that any questions about whether a specific incident violated the penal law should be addressed to law enforcement or to the district attorney. Such officials will also explain whether they are authorized to offer the Reporting Individual confidentiality or privacy (i.e., whether they are confidential resources), and shall inform the Reporting Individual of other reporting options where appropriate;
- C. Disclose confidentially the incident to College representatives, who may offer confidentiality consistent with applicable laws and College policies, and can assist in obtaining services or resources for Reporting Individuals;
- D. Disclose confidentially the incident to, and obtain services from, the state or local government;
- E. Disclose the incident to College representatives who can offer privacy or confidentiality (i.e., confidential resources), as appropriate, and can assist in obtaining needed resources such as counseling and clinical care for Reporting Individuals;

- F. File a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult the Title IX Coordinator and other appropriate College representatives for information and assistance. Reports will be investigated in accordance with institution policy and the College will strive to have a Reporting Individual's identity remain private at all times if said Reporting Individual wishes to maintain privacy;
- G. Disclose, if the Responding Individual is an employee of the College, the incident to the College's human resources director, or to request that a confidential employee resource or other third party assist in reporting to the appropriate human resources authority;
- H. Receive assistance from appropriate College representatives in initiating legal proceedings in family court or civil court; and
- I. Withdraw a complaint or involvement from the College's process at any time.

At a minimum, at the first instance of disclosure by a Reporting Individual to a College representative, the Reporting Individual should be informed that they have the right to make a report to Campus Public Safety, to local law enforcement, and/or to the state police. The Reporting Individual further should be informed that they may choose *not* to report. In the event that they choose to report the incident to the College, they will be protected from retaliation for reporting the incident; and they may receive appropriate support, assistance and resources from the College.

Access to Information on Resources

Reporting Individuals and Responding Individuals will be informed of their rights to the protections and accommodations referenced in this Policy. The College shall also ensure that Reporting Individuals and Responding Individuals have information about resources, including intervention, mental health counseling, and medical services, which shall include information on whether such resources are available at no cost or for a fee. The College will also provide information on sexually transmitted infections, sexual assault forensic examinations, and resources available through the New York State Office of Victim services (see <https://ovs.ny.gov>).

Regardless of whether a Reporting Individual elects to pursue a criminal complaint or whether the offense is alleged to have occurred on or off campus, the College will assist all persons claiming to have been subjected to acts of sexual assault, domestic violence, dating violence, and/or stalking, and the College will provide each such person with a written explanation of their rights and options. Such written information will include:

- the procedures that should be followed if a crime of dating violence, domestic violence, sexual assault or stalking has occurred;
- information about how the College will address confidentiality concerns and protect the confidentiality of Reporting Individuals and other involved parties;
- a statement that the College will provide written notification to students and employees about supportive services within the College and in the community;
- a statement regarding the College's provisions about options for, available assistance in, and how to request accommodations and protective measures; and
- an explanation of the procedures for disciplinary action.

Common Protective Accommodations or Interim Measures

College No Contact Order

Upon receiving an allegation of a potential Policy violation, a Preliminary Report or a Formal Complaint, the Title IX Coordinator may issue an emergency no contact order to any parties involved, which may be reviewed once there has been an opportunity for evaluation and/or investigation. The College also may issue an institutional no contact order if deemed appropriate, or at the request of the Reporting Individual and/or the Responding Individual. The College will establish the conditions of the no contact order, applicable to both parties. If the College receives a report that such an institutional no contact order has been violated, the College will initiate the conduct process appropriate to the status of the individual who allegedly has violated the order (student, employee, or third party) and will impose sanctions if that individual is found responsible for violating the no contact order (irrespective of any sanctions that may be assessed for any Policy violation that may be determined).

Where there is a no contact order in place, if the Responding Individual and the Reporting Individual observe each other in a public place, it shall be the responsibility of the *Responding Individual* to leave the area immediately, and without directly contacting or communicating with the Reporting Individual. The College may establish an appropriate schedule for Responding Individuals subject to no contact orders to access applicable College buildings and property at a time when such buildings and property are not being accessed by the Reporting Individual. All individuals involved will be given an explanation of the consequences for violating these orders, including but not limited to additional conduct charges and interim suspension.

Both the Responding Individual and the Reporting Individual shall, upon request and consistent with College policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of a no contact order, including potential modification, and shall be allowed to submit evidence in support of such requests. The Title IX Coordinator will reevaluate the need for the no contact order at the beginning of each semester, as long as both parties continue to be enrolled and/or employed at the College. Restrictions that may arise from the imposition of no contact orders are not sanctions imposed for violations of this Policy, and they may be imposed at any time in the process, and without the need for a finding of responsibility or non-responsibility for any Policy violation on the part of any party.

Orders of Protection

Orders of protection, sometimes called restraining orders, are legally mandated court orders issued by the courts, the District Attorney's office and/or the police. The College has no direct role in the process related to the issuance of orders of protection. However, individuals have the right to be assisted by the College's Public Safety Department or by other College officials in seeking an order of protection. They are also entitled to receive a copy of any order of protection or equivalent that may be issued, as promptly as practicable after such order is received by the College, and have an opportunity to meet or speak with a College representative, or other appropriate individual, who can explain the order and answer questions about it, including information about the responsibility of the recipient of the order to stay away from the protected person or persons.

Sarah Lawrence College recognizes orders of protection by directing any person who obtains an order of protection to provide a copy to the AVP of Public Safety. An individual who is a protected person under the order may then meet with the AVP of Public Safety to develop a plan to reduce risk of harm while on campus, or while coming and going from campus. This plan may include, but is not limited to, escorts, special parking arrangements, changes in housing/academic/campus work arrangements, and other necessary accommodations.

Individuals have the right to receive assistance from Public Safety when the individual may seek to cause or request an arrest for an alleged violation of an order of protection. College Public Safety staff, however, does not possess arrest powers. Therefore, upon request College Public Safety staff will call on local law enforcement for this purpose. Nothing in this Policy shall limit or negate current law enforcement jurisdiction and procedures. A more comprehensive discussion of orders of protection is available in the Appendix to this Policy.

Cases in Which There is No Order of Protection in Place

Even if there is no order of protection in place, the College can still help parties under this Policy with the development and implementation of a plan to reduce risk of harm while on campus, or while coming and going from campus. This may include, but is not limited to, no contact orders, escorts, special parking arrangements, changes in housing/academic/campus work arrangements, and other necessary accommodations.

Threat Assessment

A threat assessment is a process conducted by the AVP of Public Safety and Security to determine if a student, such as the Responding Individual who is the subject of an allegation or a Report alleging a violation of this Policy, may be a danger to the Reporting Individual and/or members of the College community. The Title IX Coordinator, in consultation with such others as the Coordinator may deem appropriate, will determine if a threat assessment should occur. Typically, a threat assessment will consider whether the Responding Individual or another person may be a danger to the Reporting Individual, or to the College community. If it is determined as a result of the threat assessment that the Responding Individual or other person may be a danger to the Reporting Individual or the community, the Dean of Studies and Student Life, in consultation with such others as the Dean may consider appropriate, will take appropriate action to address and limit the perceived danger. Such action can include removing the Responding Individual or other person from campus immediately, or restricting access to portions of the campus or to one or more campus activities. Additional interim restrictions may be determined by the Dean of Studies and Student Life or the Dean of Student Affairs, commensurate with the needs and interests of the campus community. Restrictions that may arise from the threat assessment process are not sanctions imposed for violations of this Policy, and they may be imposed at any time in the process, and without the need for a finding of responsibility or non-responsibility for any Policy violation on the part of any party.

Interim Suspension

If the Responding Individual is a student and refuses to participate in the threat assessment process, they may be placed on social probation, not permitted to live on campus, placed on interim suspension or subjected to such other limits and restrictions pending the outcome of the conduct process as the Dean of Studies and Student Life or the Dean of Student Affairs may, in the Dean's discretion, deem appropriate.

Both the Responding Individual and the Reporting Individual shall, upon request and consistent with the College's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of his or her request.

Sex Offender Registration

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice, as required under State law, to each institution of higher education in that State at which the person is employed, carries on a vocation, volunteer services, or is a student. Information regarding sexual offenders is available through the New York State Offender Registry at <https://www.criminaljustice.ny.gov/nsor>, or by calling, toll-free, 1.800.262.3257. Compliance with the provisions of this policy does not constitute a violation of section 444 of the General Education Provisions Act (20 U.S.C. 1232g), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

Option C: The Formal Complaint Process

Either a Reporting Individual, or the College (at the request of the Title IX Coordinator) may file a Formal Complaint alleging a violation of this Policy. Upon receipt of a Formal Complaint of an alleged incident of sexual harassment, sexual assault, domestic violence, dating violence and/or stalking, the Title IX Coordinator at the College, or the Coordinator's designee, will discern if there is sufficient information (such as the names of individuals involved and description of incident) to warrant an investigation and potential disciplinary action. At any point, the Reporting Individual may withdraw a Formal Complaint or involvement in the College process. However, the College may itself pursue a complaint with respect to the reported event(s) even if the Reporting Individual decides not to bring a Formal Complaint, or withdraws the Formal Complaint at some point after filing it. Often, the College will defer to the wishes of the Reporting Individual in these circumstances, but reserves sole discretion with respect to the decision whether to proceed, or to refrain from proceeding.

The investigation and the hearing processes (exclusive of any appeals) with respect to a Formal Complaint for sexual harassment, sexual assault, domestic violence, dating violence, and stalking are usually completed within sixty (60) days of the College's receipt of the Formal Complaint. However, the College's process allows for extensions of this time frame, and all other time frames specified below, when the assigned Investigator, the Title IX Coordinator, or other responsible College official determines that good cause for such extension(s) exists. Written notice to the Reporting Individual and the Responding Individual of any extension(s), and the reasons for the extension(s) will be provided where practicable.

Upon receipt of a Formal Complaint, the Title IX Coordinator will assess and/or provide the following:

- A. Interim Measures:** The College will take immediate steps to ensure equal access to its education programs and activities and protect the Reporting Individual as necessary, including taking interim measures before the final outcome of an investigation. The specific interim measures implemented, and the process for implementing those measures, will vary depending on the facts of each case. However, the imposition of interim measures, and the nature and duration of any interim measures imposed, shall be in the sole discretion of the Title IX Coordinator, or the Coordinator's designee. Interim measures are not a sanction or a disciplinary action under this Policy, and their implementation shall not be deemed to constitute a finding of responsibility, nor shall such a finding be required as a precondition to the implementation of interim or protective measures.
- B. No Contact Order:** The Title IX Coordinator, in most instances, will instruct both the Reporting Individual and the Responding Individual to refrain from contact with each other; this is known as a "mutual no contact order." Such no contact orders will often continue until the investigation and hearing with respect to a Formal Complaint is completed, or until the Title IX Coordinator determines that the continuation of the no contact order is no longer advisable. The no contact order typically will prohibit direct contact and indirect contact (i.e. through third parties), whether that contact be in person, via phone, electronic means, social media, through intermediaries. Both parties also typically will be required to acknowledge and agree to these terms, in writing. Failure to comply with the terms of the no contact orders can and often will result in disciplinary action by the College. As with Interim Measures, no contact orders do not constitute a sanction, nor are they deemed to constitute disciplinary action under this Policy, and their implementation shall not be deemed to constitute a finding of responsibility, nor shall such a finding be required as a precondition to the implementation of such orders.
- C. Threat Assessment:** Upon receipt of a Formal Complaint, a threat assessment shall be performed, where appropriate, by the AVP of Public Safety and Security and the Title IX Coordinator, and a determination will be made regarding whether the Responding Individual may be a danger to the Reporting Individual and/or to the College community. If it is determined that the Responding Individual may be a danger to the Reporting Individual or the College community, the Dean of Studies and Student Life will take appropriate action until the investigation and conduct process are completed to mitigate this threat. Even if it is determined that the Responding Individual is not a danger to the Reporting Individual or the College community, however, the Responding Individual may still be subject to such restrictions as deemed appropriate by the Dean of Studies and Student Life or the Dean of Student Affairs—typically, a no contact order or similar restriction. In such cases, the impacted parties must adhere to any no contact orders imposed. Actions taken as a result of threat assessment determinations are not sanctions or disciplinary actions under this Policy, and their implementation shall not be deemed to constitute a finding of responsibility, nor shall such a finding be required as a precondition to the implementation of appropriate protective measures intended to mitigate any threat identified.

D. The Investigation: Under the authority of the Title IX Coordinator, the investigation will be conducted by one or more of the following individuals: the Title IX Investigator, the Assistant Director of Security, or another designee identified by the Title IX Coordinator. If a conflict of interest arises pertaining to any of the previously mentioned individuals, the Title IX Coordinator will designate an alternate investigator to take on the responsibilities described in the Investigation Procedure section, below.

Timeliness of Formal Complaints

If a student reports an incident of sexual violence to any College employee (excluding the Health & Wellness staff or other confidential resources), that employee is required to disclose the report to the Title IX Coordinator, who will initiate a campus response.

Students believing that there has been a violation of this Policy are *strongly encouraged* to report the suspected violation as soon as possible. Delays in reporting can negatively impact the College's ability to investigate, and in certain cases can foreclose the ability of the matter to proceed to a hearing, and/or limit the available options in the event a finding of responsibility issues. While there is no deadline for filing a complaint, in order for the hearing procedure directed by this Policy to occur, the Responding Individual must be enrolled at the College at the time that the Report is made. If the Reporting Individual and/or the Responding Individual will be graduating before the investigation and/or the hearing procedure has concluded, the graduated parties will be encouraged to participate in the remaining portions of the investigation and/or hearing, and participation will be facilitated through electronic means (e.g. Skype), if the person is not able to attend and participate in person. If the Responding Individual has graduated before the investigation or hearing procedure has been concluded, but the hearing results in a finding of responsibility, among other things the sanction may include a restriction or limitation on the Responding Individual's access to campus, to College events, or to future campus employment.

The College will, in all events, however, follow up as deemed by the appropriate Title IX Coordinator on reports or allegations made by students and about students who are no longer enrolled at the College, or employees who are no longer employed. Management and assessment of such reports will be conducted with the oversight of the Title IX Coordinator.

Declining to Pursue the Formal Complaint Process

The Reporting Individual may affirmatively request that an investigation *not* be undertaken, or decline to file or pursue a Formal Complaint after making a Preliminary Report to the Title IX Coordinator. Decisions declining to consent to an investigation or to pursue the Formal Complaint Process generally will be honored by the College, *unless* the College in its discretion determines that failure to investigate does not adequately mitigate a potential risk of harm to the Reporting Individual or other members of the community, or identifies similar important reasons to pursue resolution through the Formal Complaint Process. Reporting Individuals will be made aware that honoring such a request to forego pursuit of a Formal Complaint may limit the College's ability to meaningfully investigate and pursue conduct action against an allegedly responsible party.

Factors used to determine whether to honor such a request include, but are not limited to:

- A. Whether the allegedly responsible party, if identified to the College by the Reporting Individual, has a history of violent behavior or has been a repeat offender;
- B. Whether the incident represents escalation in unlawful or inappropriate conduct from previously noted behavior by the allegedly responsible party;
- C. The increased risk that the allegedly responsible party will commit acts of violence in the future;
- D. Whether the allegedly responsible party used a weapon or force;
- E. Whether the circumstances reported suggest an identifiable and tangible risk to the community;
- F. Whether the Reporting Individual is a minor;
- G. Whether the institution possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of conduct at a given location or by a particular group; and
- H. Whether the totality of the circumstances in the judgment of the Title IX Coordinator warrant resolution of the matter through the Formal Complaint Process.

If the College determines not to investigate or to pursue the Formal Complaint Process, it will notify the Reporting Individual in writing, and indicate whether that the determination was made at the Reporting Individual's request.

Definitions Relevant to the Formal Complaint Process

Advisor: Students may select an advisor of their choice. Members of the Hearing Panel or those who will be serving as witnesses in the case may not serve as an advisor. If either the Reporting Individual or Responding Individual believes there is conflict of interest as to who is serving as an advisor, that party must communicate that to the Hearing Coordinator at least two weeks prior to a hearing. The Hearing Coordinator will determine if there is conflict of interest and if so, the advisor will be removed. The party without the advisor will then need to select another one if they so choose do so.

The sole role of the advisor throughout the process and during the hearing is to provide support and advice to the student. Advisors may not ask questions of the parties or the witnesses and may not speak to the panel at the hearing, or during investigative interviews. At the student's request, the advisor may be present any time their advisee is meeting with the investigator, the Hearing Coordinator, or other member of the College staff regarding the investigation or the conduct procedure. The advisor may not speak on behalf of the student; the student must speak on her/his own behalf at all stages of the process. The advisor must maintain the confidentiality of the entire discipline process.

Hearing Coordinator: The Dean of Student Affairs or the Dean's designee serves as the Hearing Coordinator. The Hearing Coordinator is responsible for overseeing the hearing procedure for all alleged violations of this Policy, including convening and chairing the Hearing Panel, reviewing the Final Investigatory Report, disseminating the panel's decisions, and maintaining the case records. The Hearing Coordinator ensures that the Reporting Individual's and the Responding Individual's rights under these procedures are honored and that the hearing procedures are followed. The Hearing Coordinator will be present for the hearing, may ask questions of all parties involved in the hearing, but will not take part in the deliberations of the Hearing Panel or vote on the hearing outcome. However, the Hearing Panel may call upon the Hearing Coordinator

during the panel's deliberations to answer questions about the conduct process, or precedent, or other pertinent matters.

Hearing Panel: The Hearing Panel hears and assesses Formal Complaints of alleged violations of the Policy, and other College policies as appropriate, makes determinations of responsibility in such cases, and, if applicable, determines sanctions. A Hearing Panel is composed of three members of the Sarah Lawrence College non-student community: generally, two staff members and one faculty member. The Dean of Studies and Student Life will appoint a pool of at least eight full time staff members and the Provost and Dean of the Faculty will appoint a pool of at least eight faculty members, from whom the Hearing Coordinator will choose to form a panel for each hearing. Hearing Panel members are to be trained annually. Potential panel members may be excused from a hearing in the event of a conflict of interest, lack of availability, or other valid reason, as determined by the Hearing Coordinator, in the Hearing Coordinator's sole discretion.

Investigator: The College will designate an Investigator, who may investigate reports and Formal Complaints made under the Policy.

The Investigator is responsible for overseeing and completing the investigation procedure and shall the draft the Final Investigatory Report, which includes evidence, statements, and/or interviews of the Reporting Individual, Responding Individual, and any relevant witnesses.

Reporting Individual: The Reporting Individual is a person who reports that they have been the subject of an alleged violation of the Policy.

Responding Individual: The Responding Individual is a person who has been alleged to have violated, and/or has been charged with an alleged violation of the Policy, and other/or related conduct violations under applicable College policies.

Witnesses: Both the Reporting Individual and the Responding Individual may during the Formal Complaint Process identify unlimited witnesses if those persons have direct and/or relevant knowledge of the alleged Policy violation being reported. It is suggested that both parties present these witnesses during the Investigation phase of the process, or as soon as possible, to ensure that the information these witnesses may have is promptly communicated and recorded, although the parties are not precluded from identifying witnesses at any phase of the process. Reasonable measures will be taken to interview all witnesses identified, but such determinations are in the sole discretion of the Investigator. It is possible that additional witnesses also will be identified by the investigator conducting the investigation; such witnesses will be disclosed to all parties in the Final Investigatory Report.

Witnesses generally are given the option to submit a written statement and/or be interviewed by the designated Investigator. The Investigator shall be allowed to use discretion in determining what method of information gathering, if any, is necessary and most appropriate for the investigation. Witnesses are expected to be present for the hearing. A written statement in lieu of a personal appearance will be approved only if there is a good reason preventing the witness from being present, as determined by the Hearing Coordinator in the Hearing Coordinator's sole discretion. Witnesses shall be in the hearing room only during the time they are speaking. Witnesses will answer questions from the Hearing Panel, the Reporting Individual, and the Responding Individual, assuming those questions as posed are deemed appropriate and relevant by the Hearing Coordinator. The Hearing Coordinator shall articulate all questions to the parties and the witnesses at the hearing.

Investigation Procedure

The designated Investigator(s) will draft a Final Investigatory Report as a part of the investigation procedure. The report is to remain confidential and shall only be accessible to necessary and appropriate individuals, including but not limited to: the designated Investigator, Title IX Coordinator, Hearing Coordinator, the Hearing Panel, Reporting Individual, Responding Individual, and such other persons, if any, who in the Title IX Coordinator's discretion are necessary and appropriate recipients. Typically, that Final Investigatory Report will be compiled by the assigned investigator(s) within thirty five (35) days of the date the Formal Complaint is filed by the Reporting Individual. *In order to commence an investigation under the Policy, a Formal Complaint must be received, either from the Reporting Individual or from the Title IX Coordinator.*

The usual steps taken in connection with the investigatory process are as follows:

- A. The Investigator will reach out to both the Reporting Individual and the Responding Individual with a request for dates and times to be interviewed. Each party may identify an advisor they wish to be present during this interview.
- B. All advisors and witnesses involved in the process, at the initial meeting with the Investigator, will be provided by the Investigator with a general description of their role in the process.
- C. During the interview, the Investigator will ask the Reporting Individual and Responding Individual to provide the names and contact information for any witnesses they wish to suggest for participation in the investigation. Furthermore, if the Investigator deems certain individuals to be witnesses with potentially probative information, these individuals may also be contacted, whether or not either party has brought their names forward.
- D. During the investigation process, all parties involved will have the opportunity to provide evidence regarding the events surrounding the incident(s) to the investigator.
- E. Witnesses ordinarily will have the option to submit a written statement regarding their knowledge of the incident(s). If a witness submits a statement, the Investigator will discern if an interview is needed. However, if a witness does not wish to submit a statement, the investigator nonetheless will attempt to interview that witness.
- F. After interviewing each witness (including the Reporting and Responding Parties), the Investigator shall draft a summary of the interview and shall send it to the witness to review. The witness may confirm the contents of the interview summary or comment on new information or discrepancies within the summary. If any comments are made, they will be appended to the interview summary, directly following or adjacent to the corresponding parts of the investigator's original draft, and will also be included with the Final Investigatory Report.
- G. The Investigator may conduct follow-up interviews with the Reporting Individual, Responding Individual, and relevant witnesses as deemed necessary and appropriate.
- H. When all the interviews have been concluded, the Final Investigatory Report drafted by the investigator will be sent to the Hearing Coordinator and the Title IX Coordinator or their designee. Upon such submission, no changes are allowed to the Report itself, and any relevant information provided after the investigatory period will be included as an addenda to the Report, identified as such and with the date of submission also identified.

- I. In the event that the Title IX Coordinator or their designee believes there may be material information missing from the Report, the Coordinator can direct the Investigator to investigate further and supplement the Final Investigatory Report; such supplementation also will be included as an addenda to the Report, identified as such.

As noted, the Investigator(s) will seek to complete the investigation and prepare the Final Investigatory Report within thirty five (35) days. Extensions may become necessary, depending on any of the following:

- The cooperation and availability of witnesses, whether the College is in session and/or if there are criminal proceedings or criminal investigations underway with respect to the incident or incidents reported; or
- The Reporting Individual or Responding Individual requests a delay in the process, and that request is granted for good cause shown; or
- Other extenuating or appropriate circumstances, the adequacy of which rests in the Title IX Coordinator's sole discretion.

If the investigation cannot be completed within thirty five (35) days, both the Reporting and Responding Individuals will be notified in writing by the Title IX Coordinator or their designee. The written notification, which typically will be sent before the expiration of the expected completion date for the investigation, will state (where appropriate) the reason for the extension, and an estimate of how much additional time will be needed.

Determinations Under the Formal Complaint Process

Hearing Procedure

Within five (5) days of receiving the Final Investigatory Report, the Hearing Coordinator will complete and send a charge letter to the Responding Individual. The Reporting Individual also will receive a copy of the charge letter. This charge letter will describe or incorporate by reference the date, time, location and allegations concerning the conduct violation(s), the specific code of conduct and/or Policy provisions alleged to have been violated, and all possible sanctions. The charge letter typically also will specify the date and time of the hearing, which in most circumstances will be no less than ten (10) nor more than twenty (20) days after the date of the charge letter.

After the charge letter is sent, the hearing will be completed within twenty (20) days unless there is a need for an extension, which may be granted in the Hearing Coordinator's sole discretion for good cause shown. Notification of any extension will be given in writing to both parties.

The Hearing Coordinator will arrange separate meetings with the Reporting Individual and the Responding Individual to review the hearing process, and may be assisted by a representative of the Title IX Office. Both parties may bring their respective advisors to review the information, but are not obliged to do so. In these meetings, the Reporting Individual and the Responding Individual will also be given access to review all pertinent information, including the entirety Final Investigatory Report and all addenda, before the hearing. Review of the information and documents does not authorize submission of proposed revisions or comments to these items. The review instead allows for transparency, permitting each party to see

the investigation results in their entirety and allowing them the opportunity to prepare for the hearing accordingly. However, the parties may not keep or make copies and/or downloads of the Final Investigatory Report or its attachments unless explicitly allowed to do so by the Hearing Coordinator.

If a supplemental statement or additional evidence is offered by a party at or after the review discussed in the preceding paragraph, but before the hearing itself commences, the Hearing Coordinator in the Coordinator's sole discretion will determine whether the additional evidence is relevant, whether its belated introduction was for good reason, and whether fundamental fairness supports its introduction into the process. If the additional evidence is relevant, it may be included as an addenda to the Final Investigatory Report. In the event this additional information is permitted to be introduced into the process, the Hearing Coordinator will consider such extensions or additional investigation as may be deemed appropriate and/or requested by the other party, in an effort to ensure that a full hearing record is assembled on terms that are fair to all parties. As an example, the Hearing Coordinator may allow the supplemental statement or evidence and, thereafter, may reschedule the hearing and/or authorize a reply in response to the supplemental statement or evidence from the other party.

The Reporting Individual and Responding Individual also may each submit to the Hearing Coordinator an impact statement prior to the day of the hearing. The impact statement(s) shall be provided to the Hearing Panel members only if there has been a finding of responsibility on the part of the Responding Individual. In such an event, the impact statements, if any, shall be furnished to the panel and read during the sanctioning phase of the proceedings.

The Hearing Coordinator will make reasonable efforts to schedule the hearing in a timely manner, as specified below:

- A. The Hearing Coordinator will make reasonable efforts to secure a space for the hearing that is appropriate, private, and provides sufficient places for the parties to confer and the witnesses to wait.
- B. If either the Reporting Individual, Responding Individual, or witnesses fail to appear, the hearing will continue as scheduled, unless for good cause the Hearing Coordinator determines otherwise.
- C. The hearing shall be closed to all but the Hearing Coordinator, the Hearing Panel, the Reporting Individual, the Responding Individual, the advisors of both the Reporting Individual and Responding Individual, and the witnesses (with respect to witnesses, their presence at the hearing shall only be allowed during their respective participation in the process).
- D. Prior to the hearing, the Hearing Coordinator will provide the Hearing Panel access to the Final Investigatory Report and other related materials. These copies will be collected from the members of the panel by the Hearing Coordinator after the hearing. Members of the Hearing Panel are the only individuals in the hearing who may be in possession of the Final Investigatory Report and other related materials, absent explicit permission of the Hearing Coordinator.
- E. The hearing room will be set up with a screen or wall between the two parties, or an electronic connection in the event the parties are in different locations. The parties in all events will be able to hear one another, but generally not see or otherwise be in a position to confront one another. Skyping or other electronic means may be used, in the Hearing Coordinator's sole discretion, as an option for either parties or witnesses.

- F. All speakers must be recognized by the Hearing Coordinator prior to their speaking. No interruptions will be tolerated.
- G. If any party involved fails to follow the instructions of the Hearing Coordinator, they may be removed and the hearing will continue.
- H. Both parties may propose questions about any information shared or issue raised during the hearing. The Hearing Coordinator will determine whether a question is relevant and appropriate; the Hearing Coordinator may ask questions as proposed, or may modify them as deemed appropriate. The Hearing Coordinator's decision on such matters is final.
- I. The parties will not question each other or the witnesses directly. Parties will state or provide the question to the Hearing Coordinator who will in turn ask the question of the other party or the witness, if the question is deemed appropriate and relevant.
- J. All parties have the right to exclude their own prior sexual history with persons other than the other party in the conduct process. The Reporting Individual and Responding Individual have the right to review and present available evidence in the case file, or otherwise in the possession or control of the College, where relevant to the conduct case.
- K. If a new statement or evidence is introduced at the hearing, the Hearing Coordinator will determine whether it is relevant and whether its introduction at the hearing was for good reason. The Hearing Coordinator may admit the new statement or evidence and, if necessary, may grant a recess or reschedule the hearing, or direct such other remedial action as deemed necessary to promote a fair process and to allow both the parties and the Hearing Panel time to review the new information.
- L. Brief breaks will be taken at the request of either party or the Hearing Panel. The Hearing Coordinator will determine the reasonableness of requests for breaks.

If, at any time, the Formal Complaint is withdrawn by the Reporting Individual, but the Title IX Coordinator determines that an investigation will occur and the College therefore would be the party bringing the complaint, the Hearing Coordinator, upon receipt of the Final Investigatory Report, will determine whether further action should be taken, and whether a Hearing Panel should be convened. In making this judgment, the Hearing Coordinator may consult with the Title IX Coordinator, and such other members of the College's administration (not including any potential Hearing Panel members) as the Hearing Coordinator may deem appropriate.

Alternate processes may, in specific cases, be directed by the Hearing Coordinator if consent to such alternate processes is received from both the Reporting and Responding Individuals, and the Hearing Coordinator in the Coordinator's sole discretion agrees to such alternate processes.

In the event that the Responding Individual withdraws from the College or resigns employment at the College at the time a Formal Complaint alleging a violation of the Policy is pending, but prior to a determination of that Formal Complaint, the former student or former employee must participate in the investigatory and/or hearing processes before seeking to return to the College. In the event that the Responding Individual withdraws from the College or resigns employment at the College at the time a Preliminary Report alleging a violation of the Policy is pending, but prior to the filing of a Formal Complaint, the Reporting Individual and/or the Title IX Coordinator will be afforded an opportunity to file a Formal Complaint if the College learns that the former student or former employee is seeking to return to the College. If such a Formal Complaint is filed, then before the former student or former employee must participate in the investigatory and/or hearing processes before seeking to return to the College.

Deliberation and Decision Making

Upon completion of the hearing, the Hearing Panel will deliberate in private, and outside the presence of the Hearing Coordinator, to determine if the Responding Individual was responsible for the violations alleged in each charge. If it is not possible for the panel to make a decision the same day as the hearing, the panel will reconvene as soon as reasonably possible, and shall meet from time to time until a decision is reached. The Reporting and Responding Individuals shall be notified of an anticipated date for release of a decision if the Hearing Panel's deliberations continue more than three (3) days after the hearing concludes.

The Hearing Panel will base its decision on the hearing participants' written statements, the Final Investigative Report and all attachments, any supplemental submissions from the parties, and information shared during the hearing. The panel will use a preponderance of the evidence standard to determine responsibility (i.e., it is more likely than not that the Responding Individual was responsible for the charged conduct violations).

The Hearing Panel will determine whether the Responding Individual is:

Not Responsible: The Responding Individual will be found not responsible when the Hearing Panel determines that it is more likely than not that the alleged behavior did not occur and/or the alleged behavior occurred but was not in violation of College Policy or applicable codes of conduct.

OR

Responsible: The Responding Individual will be found responsible when the Hearing Panel determines that it is more likely than not that the alleged behavior did occur and that the behavior was in violation of College policy.

Notification and Decision

If the Responding Individual is found not responsible, the Hearing Panel will notify the Hearing Coordinator of its decision and rationale. The Hearing Coordinator will prepare the hearing decision letter, including the rationale, and upon approval of the draft hearing decision letter by all the panel members, or modifications to the draft if appropriate, the Hearing Coordinator shall provide copies of the determination letter, simultaneously if reasonably possible, to both the Responding Individual and the Reporting Individual.

If the Responding Individual is found responsible, the Hearing Panel will notify the Hearing Coordinator of its decision and rationale before deliberating on sanctions. The Hearing Coordinator then will inform the panel of the Responding Individual's prior conduct history, including any past findings of domestic violence, dating violence, stalking or sexual assault, and share any impact statements, if any, from the Reporting Individual and/or the Responding Individual. All parties have the right to exclude their own mental health diagnosis and/or treatment, from admittance in this disciplinary stage determining responsibility.

The panel will deliberate and make a decision regarding sanctions, taking into account the Responding Individual's prior conduct history and the impact statements, if any. Typically, the hearing determination of responsibility or non-responsibility will be sent to the parties within three (3) days of the conclusion of panel deliberations.

Every student has the right to choose whether to disclose or discuss the outcome of a conduct process. They are also guaranteed the right to have all information obtained during the course of conduct process be protected from public release until the appeals panel makes a final determination, unless otherwise required by law.

Sanctions

If the Responding Individual is found responsible for violating the Policy, the Hearing Panel may impose one or more of the following sanctions as indicated for the specific violation. If more than one type of violation of the Policy is found to have occurred, the Responding Individual will be sanctioned accordingly. Additional sanctions for other conduct or College policy violations may be possible as well.

For a finding of sexual harassment:

- Social probation, which may include restriction from particular buildings, areas of campus, and/or College activities
- Loss of housing, either permanently or for a defined period of time
- Suspension from the College for a minimum of one semester
- Expulsion

For a finding of dating violence, domestic violence, and/or stalking:

- Social probation, which may include restriction from particular buildings, areas of campus, and/or College activities
- Loss of housing, either permanently or for a defined period of time
- Suspension from the College for a minimum of one semester
- Expulsion

For a finding of sexual assault:

- Suspension from the College for a minimum of one semester
- Expulsion

In addition to the above sanctions, the Hearing Panel may require a Responding Individual to participate in mandatory educational programs, or an evaluation by Counseling and Psychological Services.

As part of the remedies, the panel may also provide accommodations for the Reporting Individual which can include, if appropriate and reasonably practicable, an escort to ensure that the Reporting Individual can move safely between classes and activities; continuation of existing no contact orders; imposition of additional no contact orders; rearranging classes; moving the Responding Individual or Reporting Individual (if the Reporting Individual so requests) to a different College dorm; providing victim services (which shall also be available to a Responding Individual in the event they remain eligible for those services); academic support (which shall also be available to a Responding Individual in the event they remain eligible for those supports); and provision to the parties of such other support resources as may be deemed appropriate. These remedies will be determined on a case-by-case basis.

The panel may also find the Responding Individual responsible for violating other College policies, and upon such findings will determine appropriate (and potentially supplemental) sanctions in accordance with the Policies code of conduct provisions and/or relevant Student Handbook provisions.

Appeal Process

Both the Reporting Individual and Responding Individual may appeal the Hearing Panel's decision. An appeal may be allowed on one or more of the following grounds only:

- A material procedural error made that was significantly prejudicial to the outcome of the hearing as it affects the student appealing.
- Previously unavailable relevant evidence, which was not available or known to the student appealing at the time of the hearing, has arisen, which when considered may materially alter the outcome. Information that the appealing student chose not to pursue with due diligence, or present at the time of the hearing, is not considered new information.
- The sanction was substantially disproportionate to the violation in excessiveness or insufficiency.

An appeal must be submitted to the Hearing Coordinator within five (5) days of receipt of the Hearing Panel's decision letter. Both the Reporting Individual and the Responding Individual will be notified if either party submits an appeal, and be provided with a copy of the appeal documents. Non-appealing parties may themselves submit a written response for the appeals committee to consider, within five (5) days of being notified. In the event the non-appealing party does elect to submit a response, the appealing party will be afforded access to the non-appealing party's response, and the appealing party may submit a reply for the appeals committee to consider. Replies must be submitted by the appealing party within five (5) days of receipt of the non-appealing party's appeal response. No further submissions shall be permitted absent permission of the Title IX Coordinator. All appeal statements, responses and/or replies must be sent by the student requesting the appeal (not on behalf of the student by an advisor or parent). The written statements each shall be no longer than 5 pages. No attachments or exhibits will be accepted. However, any references to the Final Investigatory Report and other materials can be included.

Upon receipt of all submissions related to an appeal, the Hearing Coordinator will call together an Appeals Committee to review the appeal. The Hearing Coordinator generally will convene an Appeals Committee within ten (10) business days of the receipt of all appeal submissions, although that time may be extended where circumstances, in the Coordinator's sole discretion, may warrant. An appeal is not a new hearing, and the Appeals Committee will meet alone (without the presence of the parties, witnesses, Hearing Panel members or Hearing Coordinator). The three-member Committee will consist of the Provost/Dean of the Faculty (or the Dean's designee), serving as chair, and two members of the Hearing Panel pool who did not serve on the original Hearing Panel, selected by the Hearing Coordinator. The Appeals Committee members shall not include individuals with a conflict of interest or who had prior involvement with or non-public information about the conduct charged. The Appeals Committee will in most instances make their decision within ten (10) days of the receipt of the final appeal-related submission(s). However, extenuating circumstances may result in an extension, which shall be considered in the sole discretion of the Dean of the Faculty, as Appeals Committee chair. If there is an extension, both parties will be informed in writing of the delay, and will be given an estimate of when the appeal likely will be determined.

The Appeals Committee will use only the following to make its decision: consideration of the merits of the appeal based on the written appeal request, any responses or replies submitted subsequent to the appeal request, the Final Investigatory Report, any addenda or supplements to that Report, other information provided to the Hearing Panel at the hearing (such as documents or statements), the recording of the hearing

and the Responding Individual's prior disciplinary history (if the appeal is based on the appropriateness of the sanction).

Based on these materials, the Appeals Committee may:

- Affirm the Hearing Panel's determination and/or sanctions;
- Alter the sanctions rendered, if raised as a reason for appeal;
- Alter the determination and/or sanctions for further deliberation if the Committee deemed that a significant material procedural error was made; or
- Send the case back to the original Hearing Panel for a new hearing if new information, as defined above, has arisen that in the Committee's judgment may have altered the outcome. If a member of the original panel is no longer available, the Hearing Coordinator will select a new member from the Hearing Panel pool.

If the case is returned on the basis of new information, this new information may call for a second investigation. The Appeals Committee, in collaboration with the Title IX Coordinator, will determine whether the new information requires another investigation. If the new information requires a second investigation, the case will follow the timeline of investigation and hearing procedure, in which the original investigator of the case shall be responsible for conducting this investigation in thirty-five (35) days and the hearing shall take place within twenty-five (25) days after the investigation. If the new information does not require a second investigation, the case shall be heard within twenty (20) days, or as soon as practicable in the event the academic calendar does not allow the hearing to be scheduled within these 20 or 25 day limits. In the event that both the Reporting Individual and the Responding Individual do not wish to proceed with a second hearing, they may consider other options for resolution, suggested and facilitated by the Hearing Coordinator; in such instances, however, any alternate process must be agreed upon by both the Reporting Individual and the Responding Individual.

Although new information may be presented or identified during the second investigation, there shall be no changes made to the Final Investigatory Report, and the new information, including any information gathered in a second investigation, will be added as an addendum to that original Report. Both parties will have the opportunity to view the new information before it is sent back to the Hearing Panel. The Appeals Committee's decision will be final and there are no further appeals permitted by either involved party, except in the case where the Committee sends back the case to the Hearing Panel to conduct a new hearing.

Record of Process

- A. Outside recording devices from any parties or other persons (such as witnesses or advisors) involved in the formal complaint process are prohibited.
- B. An audio recording will be made of all interviews conducted by the Investigator. The party with whom the investigator conducts the interview with has a right to access their own audio recording of the interview, but not recordings of the interview with others.
- C. An audio recording will be made of the hearing for the use of the Hearing Panel, and in the event of an appeal, by the Appeals Committee.
- D. The Reporting Individual and the Responding Individual have a right to access the record of the hearing, including the audio recording.

- E. Copies of all statements, evidence, audio recordings, and letters associated with the Formal Complaint Process will be maintained by the Hearing Coordinator for at least seven (7) years in a case file, in accordance with the College's record retention policy.
- F. The Hearing Panel's decision letter and the Appeal Committee's decision letter, if any, will be kept in the Responding Individual's discipline file in accordance with the College's record retention policy.

Transcript Notations

For crimes of violence, including but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act (which include murder, manslaughter; rape, fondling, incest and statutory rape; robbery; aggravated assault; burglary; motor vehicle theft; and arson), the College shall make a notation on the transcript of students found responsible after a conduct process and issued a sanction including either a suspension or an expulsion that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." For the Responding Individual who withdraws from the College while such conduct charges are pending and declines to complete the conduct process, institutions shall make a notation on the transcript of such students that they "withdrew with conduct charges pending."

For the Responding Individual who graduates from the College while such conduct charges are pending and declines to complete the conduct process, the College will make a notation on the transcript of such students that they "graduated with conduct charges pending." In the event the graduated Responding Individual is found responsible after graduation, the transcript will carry the notation "found responsible for a code of conduct violation."

A student on a leave of absence who is accused of a violation of this policy may not return until a hearing process has been concluded. The College shall make a notation on the transcript that such student is on a "leave of absence with conduct charges pending." If the respondent withdraws from the College while an investigation of a formal complaint is occurring or conduct charges are pending, the College shall make a notation on the transcript that such student "withdrew with conduct charges pending." For both types of students the notation may be removed once the hearing procedure (which includes the appeal process) has been concluded.

Transcript Notation Appeal

A student may seek removal of a transcript notation for a suspension, provided that such notations shall not be removed prior to one year after conclusion of the suspension, and may only be granted for good cause shown. Transcript notations for expulsion shall not be removed. A graduated student may seek removal of a transcript notation, provided that such notations shall not be removed prior to one year after being issued, and may only be granted for good cause shown. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed as soon as practicable.

Appendix 1: New York State Penal Code

New York State Definition of Stalking

Stalking in the Fourth Degree: When a person intentionally, and for no legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct (1) is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or (2) causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's immediate family or a third party with whom such person is acquainted, and the actor was previously clearly informed to cease that conduct; or (3) is likely to cause such person to reasonably fear that his or her employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person's place of employment or business, and the actor was previously clearly informed to cease that conduct.

Stalking in the Third Degree: When a person (1) Commits the crime of stalking in the fourth degree against any person in three or more separate transactions, for which the actor has not been previously convicted; or (2) commits the crime of stalking in the fourth degree against any person, and has previously been convicted, within the preceding ten years of a specified predicate crime and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or (3) with an intent to harass, annoy or alarm a specific person, intentionally engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person's immediate family; or (4) commits the crime of stalking in the fourth degree and has previously been convicted within the preceding ten years of stalking in the fourth degree.

Stalking in the Second Degree: When a person: (1) Commits the crime of stalking in the third degree and in the course of and furtherance of the commission of such offense: (a) displays, or possesses and threatens

the use of, a firearm, pistol, revolver, rifle, sword, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sand bag, sandclub, slingshot, slungshot, shiriken, “Kung Fu Star,” dagger, dangerous knife, dirk, razor, stiletto, imitation pistol, dangerous instrument, deadly instrument or deadly weapons; or (b) displays what appears to be a pistol, revolver, rifle, shotgun, machine gun or other firearm; or (2) commits the crime of stalking in the third degree against any person, and has previously been convicted, within the preceding five years, of a specified predicate crime, and the victim of such specified predicate crime is the victim, or an immediate family member of the victim, of the present offense; or (3) commits the crime of stalking in the fourth degree and has previously been convicted of stalking in the third degree; or (4) being 21 years of age or older, repeatedly follows a person under the age of fourteen or engages in a course of conduct or repeatedly commits acts over a period of time intentionally placing or attempting to place such person who is under the age of fourteen in reasonable fear of physical injury, serious physical injury or death; or (5) commits the crime of stalking in the third degree, against ten or more persons, in ten or more separate transactions, for which the actor has not been previously convicted.

Stalking in the First Degree: When a person commits the crime of stalking in the third degree or stalking in the second degree and, in the course and furtherance thereof, he or she intentionally or recklessly causes physical injury to the victim of such crime.

New York State Penal Law Article 130

§130.00 Sex offenses; definitions of terms.

The following definitions are applicable to this article:

1. “Sexual intercourse” has its ordinary meaning and occurs upon any penetration, however slight
2. “Oral sexual conduct” means conduct between persons consisting of contact between the mouth and the penis, the mouth and the anus, or the mouth and the vulva or vagina.
3. “Anal sexual conduct” means conduct between persons consisting of contact between the penis and anus.
4. “Sexual contact” means any touching of the sexual or other intimate parts of a person for the purpose of gratifying sexual desire of either party. It includes the touching of the actor by the victim, as well as the touching of the victim by the actor, whether directly or through clothing, as well as the emission of ejaculate by the actor upon any part of the victim, clothed or unclothed.
5. For the purposes of this article “married” means the existence of the relationship between the actor and the victim as spouses which is recognized by law at the time the actor commits an offense proscribed by this article against the victim.
6. “Mentally disabled” means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct.
7. “Mentally incapacitated” means that a person is rendered temporarily incapable of appraising or controlling his conduct owing to the influence of a narcotic or intoxicating substance administered to him without his consent, or to any other act committed upon him without his consent.
8. “Physically helpless” means that a person is unconscious or for any other reason is physically unable to communicate unwillingness to an act.

9. "Forcible compulsion" means to compel by either:
 - a. use of physical force; or
 - b. a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped.
10. "Foreign object" means any instrument or article which, when inserted in the vagina, urethra, penis, rectum or anus, is capable of causing physical injury.
11. "Sexual conduct" means sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual contact, or sexual contact.
12. "Aggravated sexual contact" means inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis, rectum or anus of a child, thereby causing physical injury to such child.
13. "Health care provider" means any person who is, or is required to be, licensed or registered or holds himself or herself out to be licensed or registered, or provides services as if he or she were licensed or registered in the profession of medicine, chiropractic, dentistry or podiatry under any of the following: article one hundred thirty-one, one hundred thirty-two, one hundred thirty-three, or one hundred forty-one of the education law.
14. "Mental health care provider" shall mean a licensed physician, licensed psychologist, registered professional nurse, licensed clinical social worker or a licensed master social worker under the supervision of a physician, psychologist or licensed clinical social worker.

§130.05 Sex offenses; lack of consent.

1. Whether or not specifically stated, it is an element of every offense defined in this article that the sexual act was committed without consent of the victim.
2. Lack of consent results from:
 - a. Forcible compulsion; or
 - b. Incapacity to consent; or
 - c. Where the offense charged is sexual abuse or forcible touching, any circumstances, in addition to forcible compulsion or incapacity to consent, in which the victim does not expressly or impliedly acquiesce in the actor's conduct; or
 - d. Where the offense charged is rape in the third degree as defined in subdivision three of section 130.25, or criminal sexual act in the third degree as defined in subdivision three of section 130.40, in addition to forcible compulsion, circumstances under which, at the time of the act of intercourse, oral sexual conduct or anal sexual conduct, the victim clearly expressed that he or she did not consent to engage in such act, and a reasonable person in the actor's situation would have understood such person's words and acts as an expression of lack of consent to such act under all the circumstances.
3. A person is deemed incapable of consent when he or she is:
 - a. less than seventeen years old; or
 - b. mentally disabled; or
 - c. mentally incapacitated; or
 - d. physically helpless; or
 - e. committed to the care and custody or supervision of the State Department of Corrections

and Community Supervision or a hospital, as such term is defined in subdivision two of section four hundred of the correction law, and the actor is an employee who knows or reasonably should know that such person is committed to the care and custody or supervision of such department or hospital. For purposes of this paragraph, “employee” means:

- i. an employee of the State Department of Corrections and Community Supervision who, as part of his or her employment, performs duties:
 - A. in a state correctional facility in which the victim is confined at the time of the offense consisting of providing custody, medical or mental health services, counseling services, educational programs, vocational training, institutional parole services or direct supervision to inmates; or
 - B. of supervising persons released on community supervision and supervises the victim at the time of the offense or has supervised the victim and the victim is still under community supervision at the time of the offense; or
- ii. an employee of the Office of Mental Health who, as part of his or her employment, performs duties in a state correctional facility or hospital, as such term is defined in subdivision two of section four hundred of the correction law in which the inmate is confined at the time of the offense, consisting of providing custody, medical or mental health services, or direct supervision to such inmates; or
- iii. a person, including a volunteer, providing direct services to inmates in a state correctional facility in which the victim is confined at the time of the offense pursuant to a contractual arrangement with the State Department of Corrections and Community Supervision or, in the case of a volunteer, a written agreement with such department, provided that the person received written notice concerning the provisions of this paragraph; or
- f. committed to the care and custody of a local correctional facility, as such term is defined in subdivision two of section forty of the correction law, and the actor is an employee, not married to such person, who knows or reasonably should know that such person is committed to the care and custody of such facility. For purposes of this paragraph, “employee” means an employee of the local correctional facility where the person is committed who performs professional duties consisting of providing custody, medical or mental health services, counseling services, educational services, or vocational training for inmates. For purposes of this paragraph, “employee” shall also mean a person, including a volunteer or a government employee of the State Department of Corrections and Community Supervision or a local health, education or probation agency, providing direct services to inmates in the local correctional facility in which the victim is confined at the time of the offense pursuant to a contractual arrangement with the local correctional department or, in the case of such a volunteer or government employee, a written agreement with such department, provided that such person received written notice concerning the provisions of this paragraph; or
- g. committed to or placed with the Office of Children and Family Services and in residential care, and the actor is an employee, not married to such person, who knows or reasonably

should know that such person is committed to or placed with such Office of Children and Family Services and in residential care. For purposes of this paragraph, “employee” means an employee of the Office of Children and Family Services or of a residential facility in which such person is committed to or placed at the time of the offense who, as part of his or her employment, performs duties consisting of providing custody, medical or mental health services, counseling services, educational services, vocational training, or direct supervision to persons committed to or placed in a residential facility operated by the Office of Children and Family Services; or

- h. a client or patient and the actor is a health care provider or mental health care provider charged with rape in the third degree as defined in section 130.25, criminal sexual act in the third degree as defined in section 130.40, aggravated sexual abuse in the fourth degree as defined in section 130.65-a, or sexual abuse in the third degree as defined in section 130.55, and the act of sexual conduct occurs during a treatment session, consultation, interview, or examination; or
- i. a resident or inpatient of a residential facility operated, licensed or certified by
 - i. the Office of Mental Health;
 - ii. the Office for People with Developmental Disabilities; or
 - iii. the Office of Alcoholism and Substance Abuse Services, and the actor is an employee of the facility not married to such resident or inpatient. For purposes of this paragraph, “employee” means either: an employee of the agency operating the residential facility, who knows or reasonably should know that such person is a resident or inpatient of such facility and who provides direct care services, case management services, medical or other clinical services, habilitative services or direct supervision of the residents in the facility in which the resident resides; or an officer or other employee, consultant, contractor or volunteer of the residential facility, who knows or reasonably should know that the person is a resident of such facility and who is in direct contact with residents or inpatients; provided, however, that the provisions of this paragraph shall only apply to a consultant, contractor or volunteer providing services pursuant to a contractual arrangement with the agency operating the residential facility or, in the case of a volunteer, a written agreement with such facility, provided that the person received written notice concerning the provisions of this paragraph; provided further, however, “employee” shall not include a person with a developmental disability who is or was receiving services and is also an employee of a service provider and who has sexual contact with another service recipient who is a consenting adult who has consented to such contact.

§130.10 Sex offenses; limitation; defenses.

1. In any prosecution under this article in which the victim’s lack of consent is based solely upon his or her incapacity to consent because he or she was mentally disabled, mentally incapacitated or physically helpless, it is an affirmative defense that the defendant, at the time he or she engaged in the conduct constituting the offense, did not know of the facts or conditions responsible for such incapacity to consent.

2. Conduct performed for a valid medical or mental health care purpose shall not constitute a violation of any section of this article in which incapacity to consent is based on the circumstances set forth in paragraph (h) of subdivision three of section 130.05 of this article.
3. In any prosecution for the crime of rape in the third degree as defined in section 130.25, criminal sexual act in the third degree as defined in section 130.40, aggravated sexual abuse in the fourth degree as defined in section 130.65-a, or sexual abuse in the third degree as defined in section 130.55 in which incapacity to consent is based on the circumstances set forth in paragraph (h) of subdivision three of section 130.05 of this article, it shall be an affirmative defense that the client or patient consented to such conduct charged after having been expressly advised by the health care or mental health care provider that such conduct was not performed for a valid medical purpose.
4. In any prosecution under this article in which the victim's lack of consent is based solely on his or her incapacity to consent because he or she was less than seventeen years old, mentally disabled, a client or patient and the actor is a health care provider, or committed to the care and custody or supervision of the State Department of Corrections and Community Supervision or a hospital and the actor is an employee, it shall be a defense that the defendant was married to the victim as defined in subdivision four of section 130.00 of this article.

§130.16 Sex offenses; corroboration.

A person shall not be convicted of any offense defined in this article of which lack of consent is an element but results solely from incapacity to consent because of the victim's mental defect, or mental incapacity, or an attempt to commit the same, solely on the testimony of the victim, unsupported by other evidence tending to:

- A. Establish that an attempt was made to engage the victim in sexual intercourse, oral sexual conduct, anal sexual conduct, or sexual contact, as the case may be, at the time of the occurrence; and
- B. Connect the defendant with the commission of the offense or attempted offense.

§130.20 Sexual misconduct.

A person is guilty of sexual misconduct when:

1. He or she engages in sexual intercourse with another person without such person's consent; or
2. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent; or
3. He or she engages in sexual conduct with an animal or a dead human body.

Sexual misconduct is a class A misdemeanor.

§130.25 Rape in the third degree.

A person is guilty of rape in the third degree when:

1. He or she engages in sexual intercourse with another person who is incapable of consent by reason of some factor other than being less than seventeen years old;
2. Being twenty-one years old or more, he or she engages in sexual intercourse with another person less than seventeen years old; or

3. He or she engages in sexual intercourse with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Rape in the third degree is a class E felony.

§130.30 Rape in the second degree.

A person is guilty of rape in the second degree when:

1. being eighteen years old or more, he or she engages in sexual intercourse with another person less than fifteen years old; or
2. he or she engages in sexual intercourse with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of rape in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Rape in the second degree is a class D felony.

§130.35 Rape in the first degree.

A person is guilty of rape in the first degree when he or she engages in sexual intercourse with another person:

1. By forcible compulsion; or
2. Who is incapable of consent by reason of being physically helpless; or
3. Who is less than eleven years old; or
4. Who is less than thirteen years old and the actor is eighteen years old or more.

Rape in the first degree is a class B felony.

§130.40 Criminal sexual act in the third degree.

A person is guilty of criminal sexual act in the third degree when:

1. He or she engages in oral sexual conduct or anal sexual conduct with a person who is incapable of consent by reason of some factor other than being less than seventeen years old;
2. Being twenty-one years old or more, he or she engages in oral sexual conduct or anal sexual conduct with a person less than seventeen years old; or
3. He or she engages in oral sexual conduct or anal sexual conduct with another person without such person's consent where such lack of consent is by reason of some factor other than incapacity to consent.

Criminal sexual act in the third degree is a class E felony.

§130.45 Criminal sexual act in the second degree.

A person is guilty of criminal sexual act in the second degree when:

1. being eighteen years old or more, he or she engages in oral sexual conduct or anal sexual conduct with another person less than fifteen years old; or
2. he or she engages in oral sexual conduct or anal sexual conduct with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated.

It shall be an affirmative defense to the crime of criminal sexual act in the second degree as defined in subdivision one of this section that the defendant was less than four years older than the victim at the time of the act.

Criminal sexual act in the second degree is a class D felony.

§130.50 Criminal sexual act in the first degree.

A person is guilty of criminal sexual act in the first degree when he or she engages in oral sexual conduct or anal sexual conduct with another person:

1. By forcible compulsion; or
2. Who is incapable of consent by reason of being physically helpless; or
3. Who is less than eleven years old; or
4. Who is less than thirteen years old and the actor is eighteen years old or more.

Criminal sexual act in the first degree is a class B felony.

§130.52 Forcible touching.

A person is guilty of forcible touching when such person intentionally, and for no legitimate purpose:

1. forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor's sexual desire; or
2. subjects another person to sexual contact for the purpose of gratifying the actor's sexual desire and with intent to degrade or abuse such other person while such other person is a passenger on a bus, train, or subway car operated by any transit agency, authority or company, public or private, whose operation is authorized by New York state or any of its political subdivisions.

For the purposes of this section, forcible touching includes squeezing, grabbing or pinching.

Forcible touching is a class A misdemeanor.

§130.53 Persistent sexual abuse.

A person is guilty of persistent sexual abuse when he or she commits the crime of forcible touching, as defined in section 130.52 of this article, sexual abuse in the third degree, as defined in section 130.55 of this article, or sexual abuse in the second degree, as defined in section 130.60 of this article, and, within the previous ten year period, excluding any time during which such person was incarcerated for any reason,

has been convicted two or more times, in separate criminal transactions for which sentence was imposed on separate occasions, of forcible touching as defined in section 130.52 of this article, sexual abuse in the third degree as defined in section 130.55 of this article, sexual abuse in the second degree, as defined in section 130.60 of this article, or any offense defined in this article, of which the commission or attempted commission thereof is a felony.

Persistent sexual abuse is a class E felony.

§130.55 Sexual abuse in the third degree.

A person is guilty of sexual abuse in the third degree when he or she subjects another person to sexual contact without the latter's consent; except that in any prosecution under this section, it is an affirmative defense that:

1. such other person's lack of consent was due solely to incapacity to consent by reason of being less than seventeen years old, and
2. such other person was more than fourteen years old, and
3. the defendant was less than five years older than such other person.

Sexual abuse in the third degree is a class B misdemeanor.

§130.60 Sexual abuse in the second degree.

A person is guilty of sexual abuse in the second degree when he or she subjects another person to sexual contact and when such other person is:

1. Incapable of consent by reason of some factor other than being less than seventeen years old; or
2. Less than fourteen years old.

Sexual abuse in the second degree is a class A misdemeanor.

§130.65 Sexual abuse in the first degree.

A person is guilty of sexual abuse in the first degree when he or she subjects another person to sexual contact:

1. By forcible compulsion; or
2. When the other person is incapable of consent by reason of being physically helpless; or
3. When the other person is less than eleven years old; or
4. When the other person is less than thirteen years old and the actor is twenty-one years old or older.

Sexual abuse in the first degree is a class D felony.

§130.65-a Aggravated sexual abuse in the fourth degree.

1. A person is guilty of aggravated sexual abuse in the fourth degree when:
 - a. He or she inserts a foreign object in the vagina, urethra, penis, rectum or anus of another person and the other person is incapable of consent by reason of some factor other than being less than seventeen years old; or
 - b. He or she inserts a finger in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person and such person is incapable of consent by reason of some factor other than being less than seventeen years old.
3. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the fourth degree is a class E felony.

§130.66 Aggravated sexual abuse in the third degree.

1. A person is guilty of aggravated sexual abuse in the third degree when he or she inserts a foreign object in the vagina, urethra, penis, rectum or anus of another person:
 - a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
4. A person is guilty of aggravated sexual abuse in the third degree when he or she inserts a foreign object in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person and such person is incapable of consent by reason of being mentally disabled or mentally incapacitated.
5. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the third degree is a class D felony.

§130.67 Aggravated sexual abuse in the second degree.

1. A person is guilty of aggravated sexual abuse in the second degree when he or she inserts a finger in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person:
 - a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
4. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the second degree is a class C felony.

§130.70 Aggravated sexual abuse in the first degree.

1. A person is guilty of aggravated sexual abuse in the first degree when he or she inserts a foreign object in the vagina, urethra, penis, rectum or anus of another person causing physical injury to such person:

- a. By forcible compulsion; or
 - b. When the other person is incapable of consent by reason of being physically helpless; or
 - c. When the other person is less than eleven years old.
4. Conduct performed for a valid medical purpose does not violate the provisions of this section.

Aggravated sexual abuse in the first degree is a class B felony.

§130.75 Course of sexual conduct against a child in the first degree.

1. A person is guilty of course of sexual conduct against a child in the first degree when, over a period of time not less than three months in duration:
 - a. he or she engages in two or more acts of sexual conduct, which includes at least one act of sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with a child less than eleven years old; or
 - b. he or she, being eighteen years old or more, engages in two or more acts of sexual conduct, which include at least one act of sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with a child less than thirteen years old.
3. A person may not be subsequently prosecuted for any other sexual offense involving the same victim unless the other charged offense occurred outside the time period charged under this section.

Course of sexual conduct against a child in the first degree is a class B felony.

§130.80 Course of sexual conduct against a child in the second degree.

1. A person is guilty of course of sexual conduct against a child in the second degree when, over a period of time not less than three months in duration:
 - a. he or she engages in two or more acts of sexual conduct with a child less than eleven years old; or
 - b. he or she, being eighteen years old or more, engages in two or more acts of sexual conduct with a child less than thirteen years old.
3. A person may not be subsequently prosecuted for any other sexual offense involving the same victim unless the other charged offense occurred outside the time period charged under this section.

Course of sexual conduct against a child in the second degree is a class D felony.

§130.85 Female genital mutilation.

1. A person is guilty of female genital mutilation when:
 - a. a person knowingly circumcises, excises, or infibulates the whole or any part of the labia majora or labia minora or clitoris of another person who has not reached eighteen years of age; or

- b. being a parent, guardian or other person legally responsible and charged with the care or custody of a child less than eighteen years old, he or she knowingly consents to the circumcision, excision or infibulation of whole or part of such child's labia majora or labia minora or clitoris.
3. Such circumcision, excision, or infibulation is not a violation of this section if such act is:
 - a. necessary to the health of the person on whom it is performed, and is performed by a person licensed in the place of its performance as a medical practitioner; or
 - b. performed on a person in labor or who has just given birth and is performed for medical purposes connected with that labor or birth by a person licensed in the place it is performed as a medical practitioner, midwife, or person in training to become such a practitioner or midwife.
3. For the purposes of paragraph (a) of subdivision two of this section, no account shall be taken of the effect on the person on whom such procedure is to be performed of any belief on the part of that or any other person that such procedure is required as a matter of custom or ritual.

Female genital mutilation is a class E felony.

§130.90 Facilitating a sex offense with a controlled substance.

A person is guilty of facilitating a sex offense with a controlled substance when he or she:

1. knowingly and unlawfully possesses a controlled substance or any preparation, compound, mixture or substance that requires a prescription to obtain and administers such substance or preparation, compound, mixture or substance that requires a prescription to obtain to another person without such person's consent and with intent to commit against such person conduct constituting a felony defined in this article; and
2. commits or attempts to commit such conduct constituting a felony defined in this article.

Facilitating a sex offense with a controlled substance is a class D felony.

§130.91 Sexually motivated felony.

1. A person commits a sexually motivated felony when he or she commits a specified offense for the purpose, in whole or substantial part, of his or her own direct sexual gratification.
1. A "specified offense" is a felony offense defined by any of the following provisions of this chapter: assault in the second degree as defined in section 120.05, assault in the first degree as defined in section 120.10, gang assault in the second degree as defined in section 120.06, gang assault in the first degree as defined in section 120.07, stalking in the first degree as defined in section 120.60, strangulation in the second degree as defined in section 121.12, strangulation in the first degree as defined in section 121.13, manslaughter in the second degree as defined in subdivision one of section 125.15, manslaughter in the first degree as defined in section 125.20, murder in the second degree as defined in section 125.25, aggravated murder as defined in section 125.26, murder in the first degree as defined in section 125.27, kidnapping in the second degree as defined in section 135.20, kidnapping in the first degree as defined in section 135.25, burglary in the third degree as defined in section 140.20, burglary in the second degree as defined in section 140.25, burglary in the first degree as defined in section 140.30, arson in the second degree as defined in

section 150.15, arson in the first degree as defined in section 150.20, robbery in the third degree as defined in section 160.05, robbery in the second degree as defined in section 160.10, robbery in the first degree as defined in section 160.15, promoting prostitution in the second degree as defined in section 230.30, promoting prostitution in the first degree as defined in section 230.32, compelling prostitution as defined in section 230.33, disseminating indecent material to minors in the first degree as defined in section 235.22, use of a child in a sexual performance as defined in section 263.05, promoting an obscene sexual performance by a child as defined in section 263.10, promoting a sexual performance by a child as defined in section 263.15, or any felony attempt or conspiracy to commit any of the foregoing offenses.

§130.92 Sentencing.

1. When a person is convicted of a sexually motivated felony pursuant to this article, and the specified felony is a violent felony offense, as defined in section 70.02 of this chapter, the sexually motivated felony shall be deemed a violent felony offense.
2. When a person is convicted of a sexually motivated felony pursuant to this article, the sexually motivated felony shall be deemed to be the same offense level as the specified offense the defendant committed.
3. Persons convicted of a sexually motivated felony, as defined in section 130.91 of this article, must be sentenced in accordance with the provisions of section 70.80 of this chapter.

§130.95 Predatory sexual assault.

A person is guilty of predatory sexual assault when he or she commits the crime of rape in the first degree, criminal sexual act in the first degree, aggravated sexual abuse in the first degree, or course of sexual conduct against a child in the first degree, as defined in this article, and when:

1. In the course of the commission of the crime or the immediate flight therefrom, he or she:
 - a. Causes serious physical injury to the victim of such crime; or
 - b. Uses or threatens the immediate use of a dangerous instrument; or
3. He or she has engaged in conduct constituting the crime of rape in the first degree, criminal sexual act in the first degree, aggravated sexual abuse in the first degree, or course of sexual conduct against a child in the first degree, as defined in this article, against one or more additional persons; or
4. He or she has previously been subjected to a conviction for a felony defined in this article, incest as defined in section 255.25 of this chapter or use of a child in a sexual performance as defined in section 263.05 of this chapter.

Predatory sexual assault is a class A-II felony.

Appendix 2: Orders of Protection

What is an Order of Protection?

An order of protection is issued by the court to limit the behavior of someone who harms or threatens to harm another person. It is used to address various types of safety issues, including, but not limited to situations involving domestic violence. Family courts, criminal courts, and supreme courts in the State of New York can all issue orders of protection. For information and hotline numbers for addressing situations, see the off-campus resource chart. An order of protection may direct the offending person not to injure, threaten, or harass you, your family, or any other person(s) listed in the order. It may include, but is not limited to, directing him/her to:

- stay away from you and your children
- move out of your home
- follow custody orders
- pay child support
- not have a gun

What Is the Difference Between a Family Court, Criminal Court, and Supreme Court Order of Protection?

Family Court Order of Protection

A family court order of protection is issued as part of a civil proceeding. Its purpose is to stop violence within a family, or within an intimate relationship, and provide protection for those individuals affected. All family court proceedings are confidential. To obtain an order of protection in the family court, your relationship to the other person must fall into one of the following categories:

- Current or former spouse;
- Someone with whom you have a child in common;
- A family member to whom you are related by blood or marriage;
- Someone with whom you have or have had an “intimate relationship.”

An intimate relationship does not have to be a sexual relationship. A relationship may be considered intimate depending on factors such as how often you see each other or how long you have known each other. After a petition is filed, the court will decide if it is an intimate relationship. To start a proceeding in family court, you need to file a form called a Family Offense Petition. The person filing the petition is called the “petitioner,” and the person the petition is filed against is called the “respondent.” You can contact the family court in your county for help completing and filing the petition. You may also wish to speak with an attorney or domestic violence advocate before filing. For information specific to filing an order of protection in Westchester County, you can call the Pace Law School Women’s Center at 914.422.4628 visit the family court Web site.

A Criminal Court Order of Protection

A criminal court order of protection is issued as a condition of a defendant’s release and/or bail in a criminal case. A criminal court order of protection may only be issued against a person who has been charged with a crime. Criminal cases are prosecuted for the State of New York by the district attorney. Although the district attorney may start a criminal case before a person is arrested, a criminal case usually begins with a person’s arrest. The person charged with abuse is called a “defendant.” The victim of abuse is called the “complaining witness.” There does not need to be a relationship between the complaining witness and the defendant.

In a criminal case, the district attorney requests an order of protection for the victim or complaining witness. The judge decides whether to issue the order of protection and what terms and conditions will be included in the order. A supreme court order of protection can be issued as part of an ongoing divorce proceeding. If you have an ongoing divorce case and would like to request an order of protection, you may do so by making a written request by Motion or Order to Show Cause; or you may make an oral request at a court appearance. If you are represented by an attorney, your attorney may make the written or oral request for you. The judge decides whether to issue the order of protection and what terms and conditions will be included in the order.

What Can I do If Someone Violates an Order of Protection?

It is a crime to violate a temporary or final order of protection. If the subject of the order of protection does not obey the order, then you can call the police. The police will probably arrest the individual for violating the order of protection. The individual does not have to hit you to violate the order. If the individual comes to your home and the order says he/she cannot then you can call the police. You also have the right to file a violation of the order in family court. Filing a violation in family court usually will not result in arrest of the individual who has violated the order. You can choose to go to family or criminal court, or both.

Appendix 3: Definitions Under the Violence Against Women Act (VAWA)

Awareness programs means community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Ongoing prevention and awareness campaigns means programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution.

Primary prevention programs means programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.

Risk reduction means options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.

Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

Proceeding means all activities related to a non-criminal resolution of an institutional disciplinary complaint, including, but not limited to, fact finding investigations, formal or informal meetings, and hearings. Proceeding does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

Result means any initial, interim, and final decision by any official or entity authorized to resolve disciplinary matters within the institution. The result must include any sanctions imposed by the institution. Notwithstanding section 444 of the General Education Provisions Act (20 U.S.C.1232g), commonly referred to as the Family Educational Rights and Privacy Act (FERPA). The result must also include the rationale for the result and the sanctions.

The Uniform Crime Reporting (UCR) Program and VAWA Definition of Sexual Assault

1. Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
2. Fondling is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
3. Incest is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
4. Statutory rape is defined as sexual intercourse with a person who is under the statutory age of consent.

Appendix 4: Alcohol and Other Drugs Penal Law

Summary of State and Federal Laws Regarding Possession and Distribution of Illegal Drugs

1. New York Law Narcotic and Marijuana Offenses

- a. Simple Possession: Depending upon the drug and the quantity possessed, this offense may be a misdemeanor (Class A or B) or a felony (Class A-I, A-II, B, C, D, or E). Private possession of less than 25g of a substance, compound, or mixture containing marijuana is a violation.
- b. Possession Plus Intent to Sell: A Class B, C, or D felony depending upon the drug, the quantity of the drug involved, and whether the accused has any prior convictions for drug-related offenses. Does not apply to marijuana.
- c. Sale of Narcotics or Marijuana: Generally, a felony of varying degree depending upon the drug and the quantity sold. It is a Class B misdemeanor to transfer (for no money) one marijuana cigarette or less than 2g of marijuana to an adult (18 years of age or older), and a Class A misdemeanor to sell up to 25g of marijuana to an adult; all other offenses involving the sale of marijuana are felonies.
- d. Potential Penalties for Conviction
 - Marijuana Violation: First offense, fine up to \$100; second offense, fine up to \$200; third offense, fine up to \$250 and/or imprisonment for up to 15 days. Conditional discharge (similar to probation) plus fine also possible. Surcharges and victim assistance fees of \$45.
 - Class B Misdemeanor: Imprisonment for up to 3 months, conditional discharge, fine to \$500, restitution/reparation, or a combination of the above. Surcharges and victim assistance fees of \$90.
 - Class A Misdemeanor: Imprisonment for up to one year, conditional discharge, fine to \$1,000, restitution/reparation, or a combination of the above. Surcharges and victim assistance fees of \$90.
 - Felonies: Depending upon the offense and whether the accused has prior felony

convictions, penalties may include imprisonment (mandatory for Class A, B, and C felonies) for terms ranging from less than one year up to life, fines ranging from \$5,000 or less up to \$100,000, property forfeiture, probation, or conditional discharge and restitution/reparation. Also possible: lifetime probation in return for material assistance to law enforcement (not available for Class A-I felonies). Surcharges and victim assistance fees of \$155.

5. Federal Law Controlled Substances (Including Marijuana)

- a. Simple Possession: Punishable by imprisonment of up to one year, a fine of at least \$1,000, or both. If accused has one or more prior convictions for drug-related offenses, imprisonment becomes mandatory for 15 to 90 days and fines increase to a minimum of \$2,500 to \$5,000. Penalties for possession of at least 5g of crack cocaine include a mandatory jail term of 5 to 20 years and a minimum fine of \$1,000; the quantity of the drug required for penalty decreases if the accused has prior drug-related convictions. A person convicted of possession is also subject to a fine for the costs of investigation and prosecution of the offense. Possession of a personal use amount of certain controlled substances (including but not limited to LSD, heroin, cocaine, and marijuana) is punishable by a civil penalty of up to \$10,000 for each offense.
- b. Manufacture, Distribution, Dispensation, and Possession with the Intent to Manufacture, Distribute, or Dispense: Depending upon the substance involved and the quantity, penalties may include imprisonment for prescribed terms from less than one year to life, supervised release (probation), criminal fines ranging from \$1,000 to more than \$1,000,000, and forfeiture of property that constitutes or is derived of proceeds obtained as a result of the offense or that was used or intended to be used in committing or facilitating commission of the offense. Penalties are subject to doubling or tripling for distribution to persons under the age of 21, distribution or manufacture in or near a school or college, and if the accused has prior drug-related convictions.
- c. Attempt and Conspiracy: Attempts to commit drug offenses and conspiracy to commit such offenses are subject to the same penalties as those prescribed for the offense itself.

Summary of State and City Alcohol Laws

1. Age of Majority—Unlawful Consumption Under 21: It is illegal for anyone under the age of 21 to consume alcoholic beverages, or to possess alcohol with the intention of consuming it. Any person who unlawfully possesses an alcoholic beverage with intent to consume may be summoned before and examined by a court having jurisdiction. Such persons are not subject to arrest. However, persons found in violation of this law may have a fine imposed by the court not exceeding \$50 and/or completion of an alcohol awareness program and/or an appropriate amount of community service not to exceed 30 hours.
2. Age of Majority—Prohibited Deliveries and Sales: No person shall sell, deliver, give away, cause, permit or procure to be sold, delivered, or given away any alcoholic beverages to any person, actually or apparently, under the legal age of 21. Violations of this section are deemed misdemeanors.
3. Age of Majority—Prohibited Deliveries and Sales: No person shall sell, deliver, give away, cause, permit or procure to be sold, delivered, or given away any alcoholic beverages to any visibly intoxicated person. Violations of this section are deemed misdemeanors.

4. Age of Majority—Fraudulent Means: No person under the age of 21 may present or offer false or fraudulent written identification of age, or the identification of another, for the purpose of purchasing or attempting to purchase any alcoholic beverages. If one is found to have done so, he or she is guilty of a violation punishable by a fine of not more than \$100 and/or an appropriate amount of community service not to exceed 30 hours and/or completion of an alcohol awareness program. Further, upon determination of a violation of this section, a court may suspend the violator's New York driver's license for 90 days.
5. Liability for Promoting or Causing Minor's Intoxication
 - a. Furnishing or Assisting: Any person injured in person, property, means of support, or otherwise by reason of the intoxication or impairment of ability of any person under 21 shall have the right of action to recover actual damages against any person who knowingly causes such intoxication or impairment of ability by unlawfully furnishing to or unlawfully assisting in procuring alcoholic beverages for such person with knowledge or reasonable cause to believe that such person was under 21 years old.
 - b. Selling or Assisting: Any person injured in person, property, means of support, or otherwise by reason of the intoxication of any person shall have a right of action against any person who shall, by unlawfully selling to or unlawfully assisting in procuring liquor for such intoxicated person, have caused or contributed to such intoxication; and in any such action such person has a right to recover actual and exemplary damages.
3. City of Yonkers ordinances prohibit the possession of open containers containing alcoholic beverages in any area to which the public is invited and which is not fully enclosed, including private streets open to public vehicular traffic. Violations are deemed Class III offenses, punishable by criminal fines of not more than \$250 and civil penalties of not more than \$500. Repeat offenders may face fines and penalties of up to \$2,500 and \$10,000, respectively, and/or imprisonment of up to one year.

Appendix 5: Hate Crimes

NEW YORK STATE PENAL CODE TITLE Y HATE CRIMES ACT OF 2000 ARTICLE 485

HATE CRIMES (*Eff.10/8/2000,Ch.107,L.2000*)

Section

485.00 Legislative findings.

485.05 Hate crimes.

485.10 Sentencing.

§485.00 Legislative findings.

The legislature finds and determines as follows: Criminal acts involving violence, intimidation, and destruction of property based upon bias and prejudice have become more prevalent in New York state in recent years. The intolerable truth is that in these crimes, commonly and justly referred to as “hate crimes,” victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation. Hate crimes do more than threaten the safety and welfare of all citizens. They inflict on victims incalculable physical and emotional damage and tear at the very fabric of free society. Crimes motivated by invidious hatred toward particular groups not only harm individual victims but also send a powerful message of intolerance and discrimination to all members of the group to which the victim belongs. Hate crimes can and do intimidate and disrupt entire communities and vitiate the civility that is essential to healthy democratic processes. In a democratic society, citizens cannot be required to approve of the beliefs and practices of others, but most never commit criminal acts on account of them. Current law does not adequately recognize the harm to public order

and individual safety that hate crimes cause. Therefore, our laws must be strengthened to provide clear recognition of the gravity of hate crimes and the compelling importance of preventing their recurrence.

Accordingly, the legislature finds and declares that hate crimes should be prosecuted and punished with appropriate severity.

§485.05 Hate crimes.

1. A person commits a hate crime when he or she commits a specified offense and either:
 - a. intentionally selects the person against whom the offense is committed or intended to be committed, in whole or in substantial part, because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of a person, regardless of whether the belief or perception is correct; or
 - b. intentionally commits the act or acts constituting the offense, in whole or in substantial part, because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of a person, regardless of whether the belief or perception is correct.
3. Proof of race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation of the defendant, the victim or both the defendant and the victim does not, by itself, constitute legally sufficient evidence satisfying the people's burden under paragraph (a) or (b) of subdivision one of this section.
4. A "specified offense" is an offense defined by any of the following provisions of this chapter: section 120.00 (assault in the third degree); section 120.05 (assault in the second degree); section 120.10 (assault in the first degree); section 120.12 (aggravated assault upon a person less than eleven years old); section 120.13 (menacing in the first degree); section 120.14 (menacing in the second degree); section 120.15 (menacing in the third degree); section 120.20 (reckless endangerment in the second degree); section 120.25 (reckless endangerment in the first degree); subdivision one of section 125.15 (manslaughter in the second degree); subdivision one, two or four of section 125.20 (manslaughter in the first degree); section 125.25 (murder in the second degree); section 120.45 (stalking in the fourth degree); section 120.50 (stalking in the third degree); section 120.55 (stalking in the second degree); section 120.60 (stalking in the first degree); subdivision one of section 130.35 (rape in the first degree); subdivision one of section 130.50 (criminal sexual act in the first degree); subdivision one of section 130.65 (sexual abuse in the first degree); paragraph (a) of subdivision one of section 130.67 (aggravated sexual abuse in the second degree); paragraph (a) of subdivision one of section 130.70 (aggravated sexual abuse in the first degree); section 135.05 (unlawful imprisonment in the second degree); section 135.10 (unlawful imprisonment in the first degree); section 135.20 (kidnapping in the second degree); section 135.25 (kidnapping in the first degree); section 135.60 (coercion in the second degree); section 135.65 (coercion in the first degree); section 140.10 (criminal trespass in the third degree); section 140.15 (criminal trespass in the second degree); section 140.17 (criminal trespass in the first degree); section 140.20 (burglary in the third degree); section 140.25 (burglary in the second degree); section 140.30 (burglary in the first degree); section 145.00 (criminal mischief in the fourth degree); section 145.05 (criminal mischief in the third degree); section 145.10 (criminal mischief in the second degree); section 145.12 (criminal

mischievous in the first degree); section 150.05 (arson in the fourth degree); section 150.10 (arson in the third degree); section 150.15 (arson in the second degree); section 150.20 (arson in the first degree); section 155.25 (petit larceny); section 155.30 (grand larceny in the fourth degree); section 155.35 (grand larceny in the third degree); section 155.40 (grand larceny in the second degree); section 155.42 (grand larceny in the first degree); section 160.05 (robbery in the third degree); section 160.10 (robbery in the second degree); section 160.15 (robbery in the first degree); section 240.25 (harassment in the first degree); subdivision one, two or four of section 240.30 (aggravated harassment in the second degree); or any attempt or conspiracy to commit any of the foregoing. (Eff.11/1/03,Ch 264,L.2003)

5. For purposes of this section:

- a. the term “age” means sixty years old or more;
- b. the term “disability” means a physical or mental impairment that substantially limits a major life activity.

§485.10 Sentencing.

1. When a person is convicted of a hate crime pursuant to this article, and the specified offense is a violent felony offense, as defined in section 70.02 of this chapter, the hate crime shall be deemed a violent felony offense.
2. When a person is convicted of a hate crime pursuant to this article and the specified offense is a misdemeanor or a class C, D, or E felony, the hate crime shall be deemed to be one category higher than the specified offense the defendant committed, or one category higher than the offense level applicable to the defendant’s conviction for an attempt or conspiracy to commit a specified offense, whichever is applicable.
3. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class B felony:
 - a. the maximum term of the indeterminate sentence must be at least six years if the defendant is sentenced pursuant to section 70.00 of this chapter;
 - b. the term of the determinate sentence must be at least eight years if the defendant is sentenced pursuant to section 70.02 of this chapter;
 - c. the term of the determinate sentence must be at least twelve years if the defendant is sentenced pursuant to section 70.04 of this chapter;
 - d. the maximum term of the indeterminate sentence must be at least four years if the defendant is sentenced pursuant to section 70.05 of this chapter; and
 - e. the maximum term of the indeterminate sentence or the term of the determinate sentence must be at least ten years if the defendant is sentenced pursuant to section 70.06 of this chapter.
6. Notwithstanding any other provision of law, when a person is convicted of a hate crime pursuant to this article and the specified offense is a class A-1 felony, the minimum period of the indeterminate sentence shall be not less than twenty years.

Appendix 6: 2019-2020 Residence Life Housing Contract

PLEASE READ CAREFULLY: A housing pre-payment of \$500 is due on May 20, 2019. Failure to pay the housing pre-payment will result in loss of guaranteed housing.

All tuition and other fees are due on July 15, 2019 (including any prior balance owed). Please note: The College reserves the right to cancel the room assignment and/or the guarantee of housing for any student who has not paid all tuition and other fees by July 15, 2019. All students under 18 years of age must have the contract co-signed by the parent or guardian.

Cancellations and Refunds: If a student has paid the housing pre-payment but withdraws from the college before move in day, the \$500 will be refunded after a status update has been issued by the college. If a student has paid the housing pre-payment and remains a student, but decides to cancel their housing contract, the housing pre-payment is non-refundable and serves as the \$500 cancellation fee.

Students contract on-campus housing for an entire academic year. If a student cancels a residence life contract before the first day of classes, the student will be refunded the room charge, minus the \$500 cancellation fee. If a student leaves housing during the school year and remains a matriculated student in Bronxville, he/she will be charged a \$500 cancellation fee and will not receive a refund. For students who leave the College after the first day of classes (and do not remain matriculated students), a prorated refund will be given based on the refund schedule outlined by Student Accounts in the Student Handbook. The student is responsible for contacting Student Accounts to discuss the prorated refund schedule. Any student who cancels their contract, takes a leave, or is suspended from the College must move out within 72 hours. Any items remaining after 72 hours will be discarded.

Liability: The College cannot be responsible for losses or damages to student property due to fire, theft, water damage, natural disaster, etc. Students should ensure that their own insurance policies will cover such. (The College strongly recommends that students take home all valuables during vacation periods) The College has established rules and regulations for the safety of all students. It is expected that students become familiar with these policies, which are listed in the Student Handbook.

Policies and Regulations: To ensure that Sarah Lawrence students enjoy the maximum use and comfort of Sarah Lawrence housing, the Committee on Student Life has established basic rules and regulations as listed in the Student Handbook. All students are responsible for knowing and abiding by these rules and regulations. By signing this contract, the student agrees to abide by College policies and regulations. Failure to abide by the policies outlined in the Student Handbook or those policies enacted by the Committee on Student Life may result in conduct action, up to and including immediate removal from College housing.

Room Changes: Room changes require written approval by the Office of Residence Life. Students are not allowed to sublet their rooms; this includes 3rd-party services like Airbnb. Residents are not allowed to host long-term guests in their room. For non-College-initiated room changes, there is a \$40 administrative fee. Unauthorized room changes garner a \$100 fine and housing probation. Residents are not allowed to host long term guests in their room. Any residential facility's common areas, such as living rooms, storage areas, basements, closets, and attics, may not be used as sleeping accommodations. Room changes are not permitted during the first two weeks of the semester. The College reserves the right to change a housing assignment in the event that a non-disabled student is assigned to an accessible room with special features for individuals with disabilities. The College reserves the right to change a housing assignment in order to consolidate open spaces or for facility or conduct reasons, and to assign vacant spaces as necessary without notifying current residents. The College also reserves the right to change a housing assignment based on the needs of the College and will relocate students to another available room. If a student is assigned to a substance-free, quiet, or co-op space and is not adhering to the community standards for that community, Residence Life may move the student out of that community. All move decisions are final and cannot be appealed.

Occupancy Dates: The residence halls open on Saturday, August 31, 2019, for new students. New students who are participating in pre-orientation program may have an earlier move in date. Students not participating in a pre-orientation or athletics may not move in before the halls officially open. Returning students can start moving in on Monday, September 2, 2019. Returning students who are part of Green Team or a school sponsored program may have an earlier move in date. Returning students who need to move into the residence halls before the official move in date on Monday, September 2, 2019 must apply for permission through the Early Arrivals process which has a \$100 fee and allows returning students to move in on Sunday, September 1, 2019.

Students must vacate their rooms by Saturday, December 21, 2019, by 10 a.m. for winter break. The College closes at this time and no exceptions will be made. The buildings are locked from Saturday, December 21, 2019, to Sunday, January 19, 2020. There is no access to the buildings during this time.

Residence halls open on Sunday, January 19, 2020, at 9 a.m. Classes begin on Tuesday, January 21, 2020. **All first-year, sophomore, and junior students must vacate campus housing by 5 p.m., Saturday, May 19, 2020.** Graduating seniors must vacate residence halls by 8 p.m. on Friday, May 15, 2020.

Residence in student housing is based upon the school year. Housing is not provided during winter break, and the College is not obliged to provide housing during the spring vacation or at times when class is not in session. Summer workers, students affiliated with the commencement ceremony, and resident advisers may receive exceptions from the Office of Student Affairs.

The undersigned agrees to abide by the rules and regulations of Sarah Lawrence College. I understand that infractions and violations may lead to conduct actions including, but not limited to, a student being asked to vacate College housing. If asked to vacate, there will be no financial reduction or refund of the room charge.

Directions

To the College

By Train

During the week, Metro-North commuter trains run approximately every half-hour between 6 a.m. and 10:30 p.m. from Grand Central Terminal (Lexington Avenue and 42nd Street in Manhattan) to Bronxville, with more frequent service at the evening rush hour (4 to 7 p.m.). In the late evening and on weekends, trains generally operate on an hourly basis. Purchase your round-trip tickets at the station to avoid an extra charge for on-train purchase. For schedules and fares, call Metro-North at 212.532.4900, inquire at the information booth in Grand Central, or consult the Metro-North Web site: www.mta.info/mnr.

By Plane

Airport Bus Service: New York Airport Service (NYAS) runs buses from Manhattan to LaGuardia, Kennedy, and Newark Liberty airports. Make advance reservations at www.nyairportservice.com or 718.560.3915. Drop-off locations are Penn Station, Grand Central Terminal, Port Authority, and Bryant Park. New York City Airporter is similar to NYAS. Make advance reservations at www.nycairporter.com or 718.777.5111 or 855.269.2247. Service is frequent and boarding points at airline terminals are clearly marked. For those who wish to make connections with Metro-North commuter trains, stops are conveniently located within one block of Grand Central Station. Newark Liberty Airport Express runs buses between Newark Liberty Airport and Manhattan. Visit www.newarkairportexpress.com. **Westchester Express:** You can share rides with other people looking to go to the Westchester area. Visit www.westchesterexpress.net.

By Car

From New York City: From the west side of Manhattan, take the West Side Highway north to the Henry Hudson/Saw Mill River Parkway. Exit for the Cross County Parkway east. Follow the auxiliary lanes to Exit 5, Kimball Avenue. Make a left onto Kimball, and follow it to the second traffic light at Glen Washington Road. Turn right onto Glen Washington for Sarah Lawrence parking. From the east side of Manhattan, take

the FDR Drive to the Major Deegan Expressway to the New York State Thruway (I-87). Leave I-87 at the Cross County Parkway east, and follow directions above to Sarah Lawrence.

From Connecticut: Take the Connecticut Turnpike (I-95) south to the Cross Westchester Expressway (I-287), or take the Merritt Parkway, which will become the Hutchinson River Parkway. Once on the Hutchinson River Parkway, proceed to the Cross County Parkway west; take Exit 5 (Midland Avenue) and make a right on Midland to Kimball Avenue. Turn left onto Kimball and go to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From Northern Westchester and Upstate New York: Take the Taconic Parkway south to the Sprain Brook Parkway south; take Exit 11 to the Cross County Parkway west; take Exit 5 (Midland Avenue) and make a right on Midland to Kimball Avenue. Turn left onto Kimball and go to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From Long Island: Take the Whitestone Bridge or Throgs Neck Bridge to the Hutchinson River Parkway; take Exit 13 and head west on the Cross County Parkway; take the Midland Avenue exit (Exit 5) and make a right on Midland to Kimball Avenue. Turn left onto Kimball and proceed to the first traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence parking.

From New Jersey: Take the New Jersey Turnpike north to the George Washington Bridge. Take the exit for the Major Deegan Expressway north (from the right lane of the bridge). Continue north to the New York State Thruway (I-87); exit at the Cross County Parkway east and take the Kimball Avenue exit (Exit 5) from the Cross County. Turn left onto Kimball and go to the second traffic light (Glen Washington Road); turn right on Glen Washington and proceed to Sarah Lawrence.

To Get Back to the Cross County Parkway: To return to the Cross County west, turn left from Glen Washington Road onto Kimball Avenue, and proceed to the traffic light at Midland Avenue. Turn right; one block later, make a left onto the westbound parkway. To reach the Cross County east, turn left from Glen Washington Road onto Kimball Avenue. Proceed past the traffic light at Midland Avenue and go under the parkway bridge. After the bridge, make an immediate left onto Midland, and follow it for approximately half a mile. The parkway entrance is on the left.

***Please Note:** Only passenger cars without trailers are allowed on the Bronx River, Hutchinson, Saw Mill River, Sprain Brook, and Cross County parkways in Westchester County. If you are coming from the north or south and driving a truck or towing a trailer, take I-95 or the Major Deegan Expressway/I-87. For directions to the College on local surface roads, please call the Office of Admission at 914.395.2510.*

To New York City

Airport to New York City

New York Airport Service, 718.560.3915, www.nyairportservice.com or New York City Airporter 718.777.5111, www.nyairporter.com runs buses between Kennedy, LaGuardia, and Newark airports. Newark Liberty Airport Express [www.newarkairportexpress.com] runs buses between Newark Liberty Airport and Manhattan. Service is frequent and boarding points at airline terminals are clearly marked. For those who wish to make connections with Metro-North commuter trains, stops are conveniently located within one block of Grand Central Station.

By Train

Trains leave approximately every half-hour to and from New York City during day hours—hourly in the late evening and on weekends. When you go into the city, remember that the last train from Grand Central to Bronxville leaves at 1:50 a.m. The next train leaves at 5:40 a.m., and Grand Central is closed between 2 and 5:30 a.m. The last train into the city leaves from Bronxville at 1:18 a.m. The schedule is subject to revision, so check at either Grand Central or the Bronxville station, or call 212.532.4900. You can also see schedules online: www.mta.info/mnr.

By Car

Toll Route: Take a left turn at Kimball-Glen Washington Road, and go down Kimball Avenue toward the Cross County Shopping Center. At the first light (before the overpass), turn right onto Midland Avenue. Take the first left onto the Cross County Parkway west. Continue on the Cross County to the Henry Hudson Parkway (New York City-South). Continue through Riverdale, crossing the Harlem River and continuing south on the Henry Hudson Parkway/West Side Highway. The route is scenic and seldom crowded.

Free Routes: Get on the Cross County Parkway west (same as above), and exit onto the New York Thruway (87) south. If you want to go to the West Side, take the George Washington Bridge exit and get on the Henry Hudson Parkway/West Side Highway south.

If you want to go to the East Side, continue on the Thruway (which becomes the Major Deegan) to the 138th Street exit. Go straight through the first set of lights and turn right at Bruckner Boulevard. You are now going over the Third Avenue (Willis Avenue) Bridge. Take an immediate right after the bridge onto FDR Drive (East River Drive). This exit is clearly marked on the bridge. FDR Drive is usually crowded.

By Subway

Take the #25 bus from the underpass just before the Mobil station and the entrance to Cross County Shopping Center on Kimball Avenue. This bus will take you to the Nereid Avenue and 241st Street Station in the Bronx (#2 and #5 elevated trains). The #2 goes to the West Side of Manhattan (Times Square). The #5 train becomes a Lexington Avenue subway in Manhattan and goes to Grand Central Terminal and the East Side.

Directions to Sarah Lawrence College Center for the Urban River at Beczak

35 Alexander Street, Yonkers, NY 10701

From the Saw Mill Parkway (heading north toward Yonkers):

Take exit 5 (Yonkers Avenue/Yonkers). Make a right at the light and stay straight on Yonkers Avenue. Yonkers Avenue will turn into Nepperhan Avenue. Continue straight through four traffic lights (crossing School Street, New Main Street, South Broadway, and then Riverdale Avenue). After you cross Riverdale Avenue, Nepperhan Avenue turns into Prospect Street. Go straight through first traffic sign (Hawthorne Avenue). Make a right at the second stop sign onto Buena Vista Avenue. Go straight through the light (passing the Yonkers train station on your left). At second stop sign, make a left onto Wells Street (head under the train tracks). Make a right at stop sign onto Alexander Street. The Center will be on the left side of the street.

From the Saw Mill Parkway (heading south toward Yonkers):

Take exit 9 (Executive Boulevard—right turn off of Parkway). Take Executive Boulevard to the end and make a left onto North Broadway. Turn right at the first traffic light onto Odell Avenue and take it to the end. Turn left onto Warburton Avenue and continue to Ashburton Avenue. Make a right onto Ashburton Avenue and continue to the end. Turn left onto Alexander Street. The Center will be on the right-hand side.

From the Cross County Parkway (heading west toward Yonkers):

Exit at the Saw Mill River Parkway northbound (toward Albany). Follow directions “From the Saw Mill River Parkway (heading north toward Yonkers).”

From the NY State Thruway (I-87) / Deegan Expressway, Sprain Brook Parkway, Bronx River Parkway, and Hutchinson River Parkway:

Exit at the Cross County Parkway westbound. See directions “From the Cross County Parkway (head west toward Yonkers)” and continue as above.

From the New England Thruway (I-95):

Exit at the Hutchinson River Parkway north, then exit at the Cross County Parkway west and follow as above.

By train:

Take the Metro-North Railroad, Hudson Line, or Amtrak and get off at the Yonkers station. Exit the platform and follow signs to Alexander Street (head under the tracks toward the water). The center is north of the Yonkers train station (walk with the tracks to your right).

Shuttle Schedule

SHUTTLE AND TRAIN SCHEDULE: WEEKDAYS

The College provides a shuttle to the Bronxville Train Station only. The shuttle will depart from Westlands Gate every 10 to 15 minutes between 5:00 p.m. and 1:00 a.m. The shuttle will pick up the southbound and northbound arrivals at the station approximately every 10 to 15 minutes between 5:30 p.m. and 1:55 a.m. (during the weekends the last pickup is 2:26 a.m.). Please note that in case of inclement weather, the shuttle may not operate due to poor driving conditions and the College will notify the community via e-mail and text.

SHUTTLE AND TRAIN SCHEDULE: WEEKENDS

DEPARTURES from Westlands Gate	SOUTHBOUND DEPARTURES Bronxville to NY	NORTHBOUND DEPARTURES NY to Bronxville
5:40 p.m.	5:55 p.m.	6 p.m. / 6:20 p.m.
6:15 p.m. / 6:40 p.m.	6:25 p.m. / 6:55 p.m.	7 p.m. / 7:20 p.m.
7:15 p.m.	7:25 p.m.	8 p.m.
8:15 p.m.	8:25 p.m.	9 p.m.
9:15 p.m.	9:25 p.m.	10 p.m.
10:15 p.m.	10:25 p.m.	11 p.m. / 11:40 p.m.
11:15 p.m.	11:25 p.m.	12 midnight
12:15 a.m.	12:25 a.m.	1 a.m. / 1:50 a.m.
1:10 a.m.	1:18 a.m.	2:26 a.m.

Academic Calendar

Fall 2019

Saturday, August 31	Opening Day New students arrive
Sunday, September 1	Orientation
Monday, September 2	Returning students arrive Check-in and move-in for returning students
Tuesday, September 3 through Thursday, September 5	Donning, interviews, and registration
Friday, September 6	Students placed in first choice courses
Saturday, September 7	Donning and interviews for alternate registration
Monday, September 9	Classes begin
Monday, October 21	
Tuesday, October 22	October Study Days
Wednesday, November 27 through Sunday, December 1	Thanksgiving break (Begins after last academic appointment on Tuesday)
Friday, December 20	Last day of classes
Saturday, December 21	Residence halls close at 10 a.m.

Spring 2020

Sunday, January 19	Students return 9 a.m.
Tuesday, January 21 and Wednesday, January 22	Donning, interviews, and registration
Tuesday, January 21	Yearlong classes resume
Thursday, January 23	Students placed in first choice courses
Friday, January 24	Donning and interviews for alternate registration (No classes on Friday)
Monday, January 27	Spring classes begin; beginning of Add/Drop period
Saturday, March 14 through Sunday, March 22	Spring Break
Friday, May 1	Senior work due (faculty may establish earlier deadlines)
Friday, May 8	Last day of classes; faculty reports due for graduating students
Saturday, May 9	Residence halls close for first-years, sophomores, and juniors at 5 p.m.
Friday, May 15	Commencement Residence halls close for seniors at 8 p.m.

EXHIBIT H

Sarah Lawrence College Faculty Bylaws

As amended May 2017

Article I: Authority and Powers

Section 1. Authority

The Board of Trustees in Article VI of its bylaws authorizes the establishment of faculty bylaws. Such bylaws shall describe the organization and parliamentary function of the faculty, including definition of membership and quorum, the function and operations of the standing committees of the faculty, and method of election to such committees.

Section 2. Powers

The faculty bylaws shall be consistent with, and not contravene, the bylaws of the Board of Trustees. Delegation of powers and authority shall be in accord with Part IV of the Governance of Sarah Lawrence College, “Statement on the Delegation of Authority”. The faculty shall determine and implement educational policy within the overall constraints set by the Board of Trustees. The faculty, through the President and the Educational Policies Committee, shall submit to the trustees for prior approval any major changes in educational policy and academic programs and any substantial new claims on funds. Other proposals made by the faculty or students that embody important changes may, at the request of the trustees, or at the request of student government and/or faculty, be the subject of trustee-faculty-student conference.

Article II: Academic Administration

Section 1. The President

The duties and responsibilities of the President are derived from those given in Article IV, Section 5 of the Bylaws of the Board of Trustees (see Appendix: “The Governance of the College”). As chief executive officer of the College, and chair of the faculty, the President shall have the following additional powers and duties, among others:

- A. The President shall be an ex-officio member of all faculty-student academic committees of the College and chair of the Advisory Committee on Appointments and of the General Committee. The President shall be the official medium of communication between the trustees and the faculty or any individual faculty member, and between the trustees and student body or any individual student. Upon special request from any faculty or student group, or any trustee, the President shall arrange faculty and/or student representation before the Board of any of its committees to present facts or points of view pertinent to an issue under consideration.
- B. The President shall receive and transmit to the appropriate officer and/or body all resolutions and petitions affecting the welfare of the College.
- C. The President shall select, and execute contracts of appointment with educational and administrative personnel as provided in the Bylaws of the Board of Trustees. The

following educational and administrative appointments shall be made in consultation with the Advisory Committee on Appointments:

- D. Appointments of all members of the regular and guest faculty.
- E. Appointments of the following members of the administration: the Dean of the College, the Dean of Studies and Student Life, the Dean of Graduate & Professional Studies; the Dean of Enrollment; the Associate Dean of the College; the Associate Deans of Studies, the Associate Dean for Multicultural Affairs; the Head Librarian; the Director of the Early Childhood Center; the Director of the Center for Continuing Education; the Directors of the various individual graduate programs.

Section 2. The Dean of the College

At the discretion of the Advisory Committee and the President, the Dean of the College shall be appointed as a tenured member of the teaching faculty. The duties and responsibilities of the Dean of the College are derived from those given in Article IV, Section 6 of the Bylaws of the Board of Trustees. The Dean of the College shall, under the President, be chief educational officer of the College and shall be responsible directly to the President. In the absence of the President and of a person designated as Acting President, the Dean of the College shall act with full authority in the place of the President. As chief educational officer of the College, under the President, the Dean of the College shall have the following additional powers and duties, among others:

- A. Working with the elective committees of the faculty, the Dean of the College shall be responsible for the execution of all educational policies adopted by the faculty and approved by the President and/or the Board of Trustees.
- B. The Dean of the College shall have administrative oversight, under the President, of all educational programs and curricula and of all matters relating to the effectiveness and well-being of the faculty. These responsibilities shall include administration of the educational budget of the College, and final authority in the assignment of all faculty offices and classrooms and the uses of College academic facilities.
- C. The Dean of the College shall be responsible for continuing study of the educational programs of the College and initiation of changes in curriculum and educational policy, as they are needed.
- D. The Dean of the College shall be an ex-officio member of the Advisory Committee on Appointments and all faculty-student academic committees. The Dean of the College or his/her delegate shall serve as chair of the Curriculum Committee and he or she or his/her delegate shall serve as chair of the Committee on Graduate Studies.
- E. The Dean of the College will provide a continuing evaluation of the faculty and associated educational personnel to insure that the excellence of the College's programs is sustained.

- F. As chair of the Curriculum Committee, the Dean of the College has responsibility for the planning of the curriculum within the assigned budget, and when advisable confers with faculty on the content and teaching of courses offered.
- G. The Dean of the College, as chief educational officer, is responsible, under the President, for the offices of academic administration and support. The Dean of the College may delegate responsibilities and authorities for these offices to insure prudent management, efficient service to faculty and students, and a proper overall educational leadership.
- H. The Dean of the College will be responsible for annual reports to the College community on the College's progress in increasing the racial and ethnic diversity of the college community, and for oversight of those initiatives.

Section 3. The Associate Dean of the College

The position of Associate Dean of the College is a rotating faculty position among tenured faculty. Its duration is three years with the possibility of up to a two-year renewal. It is expected that the holder of this position will return to regular teaching duties at the end of his/her time as Associate Dean of the College and will accrue time towards his/her sabbatical during his/her tenure as Associate Dean of the College.

Regular Responsibilities of the Associate Dean of the College

- Ex Officio member of Curriculum Committee
- Provides technical oversight of Curriculum
- Collaborates with the Office of the Dean of Studies
- Represents the Office of the Dean on the Diversity Committee
- Works with IT and the Vice President for Institutional Research on enrollment, retention and assessment.
- The member of the Enrollment Committee representing the Office of the Dean of the College
- Represents the Dean of the College if the Dean is not available

Other duties will be wide ranging and will be specified by the Dean of the College.

Section 4. The Dean of Studies and Student Life

- A. The Dean of Studies and Student Life, under the President, is responsible for the academic and nonacademic life of all undergraduate students.
- B. The Dean of Studies and Student Life will work closely with faculty, principally with dons, in guiding students toward courses appropriate to their talents, interests and needs, and in reviewing the academic accomplishments of students.
- C. The Dean of Studies and Student Life, in consultation with the Dean of the College, is responsible for the assignment of dons. Requests for change in assignment of dons

must have the approval of the Dean of Studies and Student Life. It shall be his or her responsibility to review periodically the effectiveness of donning, to work with individual faculty members on special donning problems, and to develop programs for the improvement of the donning program.

- D. The Dean of Studies and Student Life shall chair the Committee on Student Work, and will be responsible for the Committee's development of policy and for insuring the consistency of criteria. The Dean of Studies and Student Life shall also be an ex-officio member of the General Committee, and the Curriculum Committee and the Committee on Student Life.

Section 5. The Dean of Student Affairs

- A. The Dean of Student Affairs, under the Dean of Studies and Student Life, shall be responsible for the management of campus housing and management of student activities. In addition, he or she will be responsible for coordinating with the Committee on Undergraduate Student Life the relevant functions of the Office of Operations and Facilities, including food services, and the Office of Health Services. The Dean of Student Affairs shall be the major contact between Student Government and the educational administration.
- B. The Dean of Student Affairs, who serves as the head of the Office of Student Affairs, shall be responsible for reviewing the budgeting, disbursement, and auditing of the Student Activities Fund.
- C. The Dean of Student Affairs will be a non-voting member of the Committee on Student Life.

Section 6. The Dean of Graduate & Professional Studies

- A. The Dean of Graduate & Professional Studies, under the Dean of the College, shall have administrative oversight of all graduate programs offered by the College.
- B. The Dean of Graduate & Professional Studies will design and implement the recruitment and admission efforts for all graduate programs.
- C. Working with the directors of the graduate programs, the Dean will have responsibility for all educational programs and curricula offered to graduate students and all matters related to the effectiveness and well-being of faculty members teaching in the graduate programs.
- D. The Dean of Graduate & Professional Studies is responsible for continuing study of the graduate programs of the College and initiation of changes in curriculum and educational policy, as they are needed.
- E. The Dean of Graduate & Professional Studies is responsible for the academic and non-academic life of all graduate students.

- F. The Dean of Graduate & Professional Studies will be an ex-officio member of the General Committee and a member of the Committee on Graduate Studies. The Dean will convene meetings of the graduate program directors and will serve as chair of that group.

Section 7. The Dean of Equity and Inclusion

The Dean is a member of Senior Staff and is responsible for the development, implementation, monitoring, and review of College policies and practices that promote our goal of achieving an open, diverse, inclusive and healthy learning, living and working environment at Sarah Lawrence College. The Dean will ensure compliance with Title IX, Title VII, and other Equal Opportunity laws at both the State and Federal levels and manage programs and activities as the Title IX Coordinator, with deputy Title IX coordinators and other campus entities.

This position will serve as the central point of contact for the institution's Title IX compliance. Responsibilities of the Title IX coordinator include reviewing the prevention and investigation processes, identifying, developing, communicating and integrating best practices in the Title IX arena into the campus knowledge base and practice. The Dean will consult/collaborate with internal/external legal counsel as appropriate to ensure accurate and consistent application of college policies and practices and collaborate with other relevant campus departments to develop and conduct prevention of sexual misconduct training and other Title IX related presentations and ensure that prompt and thorough investigations are conducted of Title IX allegations.

The Dean is charged with promoting the college's commitment to a climate of equity and inclusion and with developing and promoting college-wide education and outreach related to Title VII, Title IX and other equal opportunity programs and initiatives. The Dean will chair the Diversity Committee and head the Diversity Office and oversee the Associate Dean for Disability Services.

The Dean will promote student wellness by working with the Athletics Department and Health Services to develop and promote wellness programming and activities intended to create a comprehensive approach to campus well-being. S/he will manage the staff and serve as liaison with outside organizations that provide medical and counseling services to students and will coordinate resources, programs, and activities to advance the well-being of students, faculty, and staff.

The Athletics Department reports to the Dean of Equity and Inclusion.

Qualifications: MA required, PhD preferred. Minimum five years of experience with diversity, social justice and EEO Programing within higher education. The successful candidate must have strong organization, planning, analytical and problem resolution abilities; demonstrated ability to communicate effectively both verbally and in writing; excellent interpersonal skills; ability to understand the needs of the College and to work collaboratively with students, faculty, staff, administrators and community partners.

Responsibilities include but are not limited to:

- Assist and advise the President on all matters related to the recruitment and retention of a diverse workforce and student population as well as all other matters related to campus diversity.
- Assist and advise the President on initiatives, policy, and programs for the campus community. Evaluate assessment of campus climate surveys and make recommendation based on these assessments.
- Assist and advise search committees on the recruitment and retention of a diverse workforce and educate search committees on EEO compliance and best practices
- Work with Human Resources and all departments to make clear the college's commitment to having a diverse and inclusive campus.
- Develop programs and policy related to the College's mission to ensure diversity and inclusion, including Diversity and Inclusivity training; ADA etiquette and sensitivity training; EEO and Harassment and Discrimination training.
- In consultation with the Dean of Studies and Student Life, organize and schedule ongoing programming aimed at campus community and related to diversity and inclusiveness
- Monitor compliance with Title IX and other sexual misconduct guidance.
- Oversee and coordinate management of any outside investigator/fact finder to ensure prompt, thorough, objective and confidential investigations of complaints of harassment, including sexual misconduct, and discrimination.
- Work in collaboration with campus partners and committees involved in Title IX compliance, including Student Affairs, Public Safety, College Counsel, Human Resources, Grievance Committees
- Work with community partners, such as Westchester Victim's Assistance to provide support for students
- Represent the College in local, regional, and national forums related to diversity.
- Work with the Associate Dean for Disability Services to monitor ADA plan related to facilities accessibility

Article III: The Faculty

Section 1. Membership

(approved in 2003 by a vote of the faculty)

A. Composition The faculty shall consist of the following:

all persons holding regular and guest teaching contracts

the President of the College

the Dean of the College

the Dean of Studies and Student Life

the Dean of Equity & Inclusion

the Dean of Graduate & Professional Studies

the Dean of Enrollment

the several Associate Deans in the College

the Head Librarian

the Director of the Early Childhood Center

the Director and Associate Director of the Center for Continuing Education

the Directors and Associate Directors of individual graduate programs

the Director of Physical Education

the Registrar

persons holding the Acting title for the above listed administrators

senior professional librarians who have served in that capacity at the College for four years

head teachers at the Early Childhood Center who have served in that capacity at the
College for four years

the writing coordinator(s).

the language assistants

The above listed people shall have the right to attend faculty meetings. With certain exceptions (see Article IV, 1B “Standing Committees”), they shall have the right to serve on elected committees. Their right to vote shall be as provided in Article III, Section 2, (“Voting”) below. Other positions in the educational administration may be given temporary membership in the faculty by the President after consultation with the elected members of the Advisory Committee on Appointments. Such temporary members shall be reviewed for renewal from time to time by the Advisory Committee on Appointments. The faculty status of non-teaching members of the faculty does not, of itself, carry with it the other rights, responsibilities and benefits of the teaching members of the faculty.

B. Regular Teaching Contracts All teachers performing all or most of the central functions of the teaching faculty on a continuing basis, i.e., teaching full five- and ten-credit courses (or, in the case of components, those teaching the equivalent of a half-time or full-time teaching load), writing evaluations, advising students and standing available for and serving on faculty committees, shall be on regular teaching contracts.

C. Guest Teaching Contracts A second and diverse category of teachers shall be called guest teachers. Substitute teachers for members of the faculty on leave will be guest teachers. Teachers in posts established by the relevant division and the Curriculum Committee to rotate every year or two will be guest teachers. Teachers of subjects outside the regular curriculum, taught for short periods to enrich the curriculum, taught as experiments or taught when special funds are temporarily available will be guest teachers. Teachers of graduate courses who do not hold regular undergraduate contracts will be guest teachers. Teachers of special skills in Dance, Music, Theatre and the Visual Arts,

who do not teach the equivalent of full five- and ten-credit courses and who are not obliged to don students or to serve on faculty committees will be guest teachers.

Section 2. Voting

All faculty members as defined in Article III, Section 1A ("Membership/Composition") shall be eligible to vote on issues before the faculty, within the following guidelines:

- A. All regular and guest faculty who hold half-time or more than half-time appointments are eligible to vote on any and all issues before the faculty. This right takes effect at the beginning of their teaching appointment. Members of the faculty who hold less than half-time appointments may vote after four years of service, i.e., at the beginning of their fifth year of service.
- B. All members of the administrative faculty (identified in Article III, Section 1A) who hold half-time or more than half-time appointments are eligible to vote on issues before the faculty (other than those issues listed in Article III, Section 2C and 2D below). This right takes effect at the beginning of their appointment. Members of the administrative faculty who hold less than half-time appointments may vote after four years of service, i.e., at the beginning of their fifth year of service.
- C. The right to vote for members of the Advisory Committee on Appointments, the Committee on Conditions of Teaching, and the Curriculum Committee shall be limited to faculty members on regular and guest appointments (with the limitations indicated above in Article III, Section 2A), the Dean of the College, the Dean of Studies, and the Dean of Graduate & Professional Studies.
- D. In addition to the restrictions indicated above in Article III, Section 2B, members of the administrative faculty may not vote for the teaching faculty members of the General Committee and Diversity Committee. Instead, they vote for the representative from the Administrative-Staff Committee.
- E. Faculty on leave or sabbatical may vote by electronic ballot.

Section 3. Quorum

- A. Twenty-five percent of all faculty members eligible to vote and exclusive of those on full-time leave for the year or for the semester during which the meeting takes place, shall constitute a quorum for the transaction of business at meetings of the faculty.
- B. Votes may not be delegated to another person.
- C. Mail and/or absentee ballots shall be allowed only as provided in Article IV, Section 2D ("Ad Hoc Committees"); Article IV, Section 3D("Election Procedures"); Article V ("Faculty Trustee"); and Article VI ("Amendments.")
- D. If less than half of the faculty eligible to vote and exclusive of those on leave, has voted on an issue, the General Committee or a group of at least 15 faculty members,

eligible to vote, may request of the President reconsideration of the issue and submission for a revote at a future faculty meeting. A quorum is required for voting on elections or specific issues.

Section 4. Minutes of Faculty Meetings

Action minutes (a record of all decisions made) shall be taken of all faculty meetings at which business is transacted. Such minutes shall be maintained in the Office of the Dean of the College.

Section 5. Rank, Principles Governing Appointments to the Teaching Faculty, Sabbatical Leave

A. Rank There shall be no academic rank within the faculty.

B. Guest Appointments

1. Normally, an undergraduate guest appointment shall cover the current academic year only. A one-year undergraduate guest appointment may be renewed by the President, after consultation with the Advisory Committee on Appointments, for a second and, in some cases, for a third consecutive year. After one or more subsequent semesters have elapsed, a guest faculty member may return for another appointment. There is no limit to the number of appointments that a guest may serve. This paragraph does not apply to undergraduate guest teachers of special skills, i.e., components, in Dance, Music, Theatre and the Visual Arts which are addressed below in Article III Section 7.
2. On some occasions, a two-year undergraduate guest appointment may be offered. A two-year guest appointment may be renewed by the President, after consultation with the Advisory Committee on Appointments, for a third year.
3. Part-time graduate guest appointments may be renewed for an indefinite number of one-year periods, and in some cases more than one year, subject to the approval of the program director and the Dean of Graduate & Professional Studies. Full-time graduate guest appointments are subject to the same restrictions as undergraduate guest appointments (see #1 above).
4. Neither an undergraduate nor a graduate guest appointment will lead to consideration for tenure.
5. If an undergraduate guest teacher's fields are incorporated into the regular curriculum, or if a rotating or special post is made a regular one by the relevant division and the Curriculum Committee, or if an opening in the regular faculty occurs in those fields, then that teacher, on the occasion of his/her next contract, may be considered by the Advisory Committee on Appointments for an appointment to the regular teaching faculty. Normally, however, a search for other candidates for the post shall be undertaken before a regular appointment is offered to the guest teacher.

6. If a guest teacher is offered a regular teaching appointment, if the teacher so desires, some part of his or her service as a guest may be counted retroactively by the Dean of the College as part of the normal sequence of contracts leading to tenure.
7. Undergraduate guest teachers of special skills, i.e., components, in Dance, Music, Theatre and the Visual Arts may, in special situations, after determination by the relevant division and the Curriculum Committee, have their contracts renewed by the President, after consultation with the Advisory Committee on Appointments, even after the second year, for an indefinite number of one-year periods. But, as with all guest contracts, such contracts will not lead to consideration for tenure.

C. Regular Appointments

1. Regular appointments shall be awarded only to faculty teaching half-time or more across the academic year.
2. It shall be primary consideration to complete all regular appointments while the College is in session.
3. Normally, an initial appointment to the regular teaching faculty shall be for three years and reappointment after the first three-year appointment shall be for three years. The only exception to this policy shall be for individuals who come to the College holding tenure at another institution and who are hired with the agreement that they will have an early tenure review (see Section E below). Such individuals may be awarded a regular two-year appointment.

D. Tenure

1. Except as provided in Article II (Section 2. The Dean of the College) and Article III, Section 5E below (“Early Tenure”), faculty holding regular three-year appointments shall be considered for tenure in the third year of the second three-year contract. If tenure is denied, the faculty member shall be offered a one-year extension. A faculty member who is not awarded tenure shall conclude his or her teaching at the College at the completion of this one year extension.
2. Except as provided in Article III, Section 5E below (“Early Tenure”), the procedures outlined in Article III, Section 6 below (“Procedures Governing Teaching Appointments...”) must be followed before an appointment to the tenured faculty can be conferred, and a tenure appointment shall not be effective until the completion of the normal sequence of two three-year contracts.
3. Tenure implies continuous service until retirement or resignation, subject to exceptional circumstances and to the policies of the College and of the Board of Trustees. Tenure does not preclude inquiry into, or discussions regarding, the course content or method of teaching of any faculty member, and/or the fulfillment of contract obligations.

4. Except as provided in Article III, Section 5F below (“Reduction in Teaching Schedules”), faculty members holding tenure on either part-time or full-time schedules will retain such schedules through the duration of their appointments unless a change is mutually agreed upon by the faculty member in question and the President. As is the case with all appointments, it is the decision of the President, in consultation with the Advisory Committee, whether faculty members may reduce or expand schedules in any given year.
- E. Early Tenure Review. The College is committed to the normal tenure review schedule of two three-year contracts with a tenure review in the sixth year. Early tenure review is possible only in exceptional circumstances, as indicated below:
1. The possibility of an early tenure review will be offered at the time of appointment to the regular faculty only to candidates who have tenure elsewhere and only according to the following procedures. Prior to the initiation of a search for a new regular position, the Faculty Group in which the position would be located must agree by a vote of two-thirds of the regular faculty that there are special circumstances which warrant this exception. The group must then submit a written request to the Curriculum Committee outlining these circumstances. This proposal must be approved by four out of five of the faculty serving on the Curriculum Committee. It must then be approved by the president. The possibility of an early tenure review must then be included in any advertisements of the position.
 2. Members of the faculty for whom an early tenure review has been granted will be considered, at the earliest, in their fourth term of full-time teaching at the College. The procedures to be followed in such cases will conform to those for contract renewal described below with the exception of the timetable. If tenure is granted, it shall commence in the beginning of the academic year following its granting. If tenure is denied to a faculty member considered for early tenure, no other teaching contract with the College can be offered. In the case of a two-year contract negotiated under the circumstances described in paragraph “A” above, the faculty member shall be granted a one-year contract extension as described in Article III, Section 5 D (1).
 3. If an untenured regular member of the faculty is offered a position with tenure or an early tenure review at another academic institution, the Advisory Committee may consult with the Curriculum Committee and with the Faculty Group in which the member participates about whether the College should seek to retain the faculty member by negotiating with her or him an early tenure review. If two-thirds of the regular faculty of the appropriate Faculty Group and the majority of the regular faculty serving on the Curriculum Committee approve such negotiation, it may be pursued with the candidate by the dean/president acting on

behalf of the Curriculum and Advisory Committees and the relevant Faculty Group. If tenure is denied, the faculty member shall conclude his or her teaching at the College at the completion of the year following the year in which tenure is denied.

4. All members of the faculty shall be notified of any contract involving early tenure as soon as it has been negotiated, in order to maximize the faculty's opportunities to meet, observe, and familiarize themselves with the candidate in the shortened time period which will provide evidence for the early tenure review.
- F. Reduction in Teaching Schedules If a faculty member reduces his or her teaching for a period of more than two consecutive years, the College shall be understood to be relieved of any obligation to employ such person for a greater number of days than that of his or her reduced schedule.
- G. Sabbatical Leaves Faculty members on tenure shall be granted sabbatical leave of one semester at their regular salaries in the year following five years of teaching at Sarah Lawrence, with the first sabbatical coming in the first year on tenure, but normally not before the seventh year of teaching at Sarah Lawrence, subject to the provisions outlined in Procedures for Sabbatical Leaves below.
- H. Effective in Academic Year 2009-10, faculty members on tenure shall be granted sabbatical leave of one semester at their regular salaries in the year following six years of teaching at SLC, with the first sabbatical coming in the first year of tenure. All schedules currently provided in Article III, Section 6E will be delayed accordingly. Effective Academic Year 2016-17, the provisions of this section shall expire and the bylaws governing sabbatical leaves and procedures will revert to those in force during Academic Year 2008-09.

Section 6. Procedures Governing Teaching Appointments, Termination of Tenure, and Sabbatical Leave

- A. General Appointment Procedures The principles and procedures governing appointments to the faculty shall be made known to candidates being considered for appointment. The precise terms and conditions of individual appointments shall be stated in writing and be signed by both the President and the faculty member before the appointment is made final.
- B. Procedures for Appointment to the Guest Faculty
 1. The decision that a new or continuing undergraduate guest appointment is needed shall be made by the President, with the involvement of the appropriate curricular groups and/or the Curriculum Committee and the Dean of the College.
 2. Candidates for new guest positions shall be interviewed by an ad hoc committee of the faculty group concerned. This ad hoc committee shall be empowered to

recommend appointment of a candidate to the Dean of the College and the President. Final authority for the appointment rests with the President.

3. Renewal of a guest appointment shall be decided by the President in consultation with the Advisory Committee on Appointments.
4. The decision that a new or continuing graduate guest appointment is needed shall be made by the President, with the involvement of the Dean of the College, the Dean of Graduate & Professional Studies, and the program director.

C. Procedures for Appointment to the Regular Faculty

All appointments and all reappointments to the regular faculty are to be made by the President after consultation with the Advisory Committee on Appointments, and the appropriate faculty groups, as specified below.

1. The decision that a new regular appointment is needed shall involve the faculty group or groups whose fields are most directly concerned, the Curriculum Committee, the Advisory Committee on Appointments and the President. The decision that a new appointment is to be made will then be made by the President. Candidates shall be interviewed by the Advisory Committee, and an ad hoc committee of the faculty group concerned. The ad hoc committee is appointed by the faculty group chair, in consultation with the Dean and other members of the group. It consists of three or four regular members of the faculty; at least one member must come from outside the discipline or disciplines in which the search is taking place, or even outside the faculty group. The recommendations of each member of the ad hoc committee on the candidates interviewed shall be communicated to the President and the Advisory Committee.
2. When a regular contract comes up for renewal, the Advisory Committee on Appointments shall review all data concerning the faculty member's teaching, donning, the place of his or her work in the curriculum, his or her contribution to the educational program of the College as a whole, as well as the relationship of his or her work to that of the relevant subject matter group. The President and the Advisory Committee on Appointments shall be empowered to consult any member of the faculty who may have data to offer and they shall consult the members on tenure of the appropriate subject matter group. It shall be a normal part of this procedure for the members of the subject matter group on tenure to meet and then for each member to report his or her comments in writing to the President and the Advisory Committee on Appointments. Such comments shall include an estimate of the strengths and weaknesses of the faculty member concerned and of the place of his or her work in the curriculum of that group. The members of the faculty group on tenure may, in addition, meet with the President and the Advisory Committee on Appointments at the request of the President or of either group. The Committee shall make its recommendation to the President.

Before any such recommendation is made, the Committee shall interview each candidate for reappointment. It shall also ask the candidate whether he or she wishes to suggest to the Committee two faculty members in any field, other than the tenured members of his or her group, who in the candidate's opinion are qualified to evaluate his or her work.

3. Whenever there is serious question about the renewal of a regular contract, the faculty member will be given an opportunity to meet with the President, the Advisory Committee on Appointments, or both. At the candidate's discretion, he or she may meet with the elected members of the Advisory Committee (i.e., without the President and the Dean of the College).
4. Faculty members on first three-year contracts will be advised regarding renewal of contract by November 1 of the third year of the contract. If serious question about renewal is raised at this time, a final decision must be announced not later than November 15.
5. Regular faculty members on second three-year contracts will be advised regarding tenure by April 15 of the third year of the contract. If serious question about renewal is raised at this time, a final decision must be announced not later than May 1 of the third year of the contract.
6. If a decision about reappointment or tenure is negative, the candidate may appeal the decision to the Appeal Committee only for the following reasons ("causes worthy of appeal"):
 1. Abridgment of academic freedom
 2. Failure to observe established procedures
 3. Discrimination on the basis of race, sex, color, sexual orientation, gender identity or its expression, disability, religion, age, veteran status or national or ethnic origin
- a. The appeal must be made in writing to the Dean of the College within 31 days of the date of the letter of denial. The Dean will call together the Appeal Committee.
- b. The Appeal Committee shall consist of the three most recent former members of Advisory Committee who are available to serve and who did not serve on Advisory Committee for the hiring, reappointment or tenure decision for the faculty member making the appeal. If a former member of Advisory recuses him/herself, alternates are to be selected from the list of former Advisory members by most recent service.
- c. The Appeal Committee will only consider causes worthy of appeal as listed above; it will not render a judgment on the merits of the original decision.

- d. The Appeal Committee will base its determination only on materials relevant to the grounds for appeal. They may review any pertinent materials. The Appeal Committee will adhere to strict principles of confidentiality.
- e. The Appeal Committee will render a written judgment, by January 30th for reappointment appeals and by June 30th for tenure appeals, to the President who will inform the candidate in writing.
- f. If the Appeal Committee's determination is in favor of the appellant, it will provide its written judgment of the cause alleged to the Advisory Committee that made the original decision and will request reconsideration by that committee.
- g. Advisory Committee will reconsider reappointment decisions as soon as possible during the following spring semester and will reconsider tenure decisions as soon as possible during the following fall semester.
- h. Reconsideration by the Advisory Committee will be final. There will be no further appeal.
- i. Advisory Committee will make its recommendation to the President.

D. Termination of tenure

1. Background and principles

- a. A faculty dismissal policy should be founded on the principle of faculty self-governance that is central to academic freedom and academic life at Sarah Lawrence College. We, as faculty, fully participate in the hiring and promotion of our colleagues. The principle of self-governance suggests that we must also be significantly involved in dismissal proceedings against a faculty member.
- b. The facts about individual cases and their disposition are considered confidential. This means that such information is shared by the College only on a bona fide need to know basis. The College reserves the right to correct misinformation that becomes public.
- c. This policy is intended to address only a dismissal for adequate cause arising from the conduct of a faculty member. This policy does not address the College's authority to dismiss faculty due to other reasons including, but not limited to, financial exigency and change of institutional program.

2. Any member of the community may bring an allegation under this by-law.

3. Allegations should be brought in writing to the Dean of the College. Allegations involving faculty within Graduate and Professional Studies should be brought in writing to the Dean of Graduate and Professional Studies. An allegation against a faculty member brought to the Dean of Studies, Dean of Graduate and Professional Studies, the head of Human Resources or another member of the college community will be forwarded to the Dean of the College. If the Dean of the College is a party to or the target of the allegation, the Chair of the Committee on Conditions

of Teaching will receive the allegation. If the Dean of Graduate and Professional Studies is a party to or the target of the allegation, the President of the College will receive the allegation. In these cases, the Chair of the Committee on Conditions of Teaching or the President will undertake the responsibilities assigned to the Dean of the College or the Dean of Graduate and Professional Studies, respectively.

4. Adequate cause, as defined below, reflects a standard generally in accord with AAUP guidelines:

- a. Adequate cause includes but is not limited to one or more of the following: incompetency, egregious neglect of duty, a pattern of repeated and willful disregard of college policy; physical or mental incapacity, conduct of a character seriously prejudicial to his/her teaching or injurious to the welfare of the college, its students, faculty or staff. Underperformance in the area of research or College service shall not constitute adequate cause for dismissal. Conduct that constitutes a legitimate exercise of academic freedom, including the expression of dissenting or unpopular opinions shall not constitute adequate cause for dismissal so long as the manner in which they are expressed does not violate this bylaw.
- b. The thresholds for determining adequate cause are meant to be extremely high. The particulars of the acts and the relevant circumstances surrounding the acts must be weighed before adequate cause can be found.

5. The role of the Dean of the College

- a. When presented with an allegation, the Dean of the College or the Dean of Graduate and Professional Studies, as described paragraph 3 above, will conduct an initial investigation in consultation with the Director of Human Resources and may decide to dismiss the allegation, determine a resolution, or, having judged the allegation credible and serious under the guidelines described above, convene a Hearing Committee.
- b. If the allegation is dismissed, the Dean will prepare a report of the allegation and reasons for its dismissal. Dismissal is permissible only if the evidence doesn't amount to probable cause that one or more violations as delineated in paragraph 4a above have occurred. The report will be reviewed by the Faculty Trustee and the most recent former Chair of Committee on Conditions of Teaching. If a majority feels that the allegation should be dismissed, the report will be kept for future reference. If a majority feels that the allegation cannot be dismissed, the Dean will then decide whether to proceed with a resolution or to convene a Hearing Committee.
- c. If the dispute is resolved by the Dean of the College, both the faculty member and the complainant(s) must indicate agreement to the resolution in writing; otherwise, the allegation is sent on to the Hearing Committee.

- d. If the Dean decides the allegation merits a hearing, he/she shall meet with the faculty member to inform him or her of the allegation. The faculty member is informed of the complainant's identity, and is required to respond in writing to the allegation in accordance with the deadlines and regulations pertaining to the hearing process.
- e. The Dean of the College may suspend the faculty member from professional duties upon receipt of the allegation or during the hearing proceedings only if and for as long as immediate harm to the faculty member or the campus or members of the community is threatened by the faculty member's continuance. During the suspension period, the Dean will maintain contact with the faculty member and communicate all pertinent developments. Suspension will be with pay and benefits. The pay and benefits may continue for a maximum of six months, during which time it is expected that the matter will be resolved according to 7c below. The faculty member is expected to cooperate with the Dean and the Hearing Committee's schedule. The College will make every reasonable effort to conclude all proceedings within six months; if it is prevented from doing so for reasons beyond the faculty member's control, the Dean, in consultation with the Faculty Trustee and the most recent former Chair of Committee on Conditions of Teaching, may consider extending the paid suspension. If a majority of these three agree, the paid suspension will continue until the proceedings have concluded; otherwise pay and benefits will not continue beyond the six month period.
- f. f. The Dean will bring the charge to the Hearing Committee. If the Dean is the complainant the Chair of the Committee on Conditions of Teaching will undertake the Dean's responsibilities in accordance with paragraph 3 above.

6. The Hearing Committee:

- a. A Hearing Committee will be formed consisting of the three most recent former members of Advisory who are currently on campus and who did not participate in either the reappointment or tenure process for the faculty member against whom the charge has been made, and who are not directly involved in the current charge. If a former member of Advisory recuses him/herself alternates are to be selected from the list of former Advisory members by most recent service.
- b. The complainant and the faculty member will each have one challenge of committee members without cause; alternates are to be selected from the list of former Advisory members by most recent service.

7. The hearing process:

- a. Confidentiality shall be observed by all parties to the greatest extent possible as delineated in section 1b.

- b. The Hearing Committee will select a Chair who will make a written record of the formal processes of the hearing, as defined in paragraph 7(m).
- c. The investigation and hearing should proceed in a timely manner; in all cases the College will make every reasonable effort to conclude all proceedings within six months. It is within the Hearing Committee's discretion to determine how much time is adequate for the faculty member to complete his or her own preparations for the hearing. The hearing will be conducted in accordance with the guidelines for conducting a tenure revocation hearing which are published in the faculty handbook.
- d. The hearing will be limited to matters directly related to the specific charge.
- e. The Hearing Committee will form a list of witnesses based on the investigation previously conducted by the Dean of the College, names supplied by the complainant(s) and the faculty member and its own inquiries. The Dean of the College will provide the Hearing Committee with all evidence he/she has collected. The faculty member will be provided with the list of witnesses and copies of all documentary and other evidence.
- f. During the proceedings, both the faculty member and the complainant (as long as the complainant is not the Dean of the College) will be permitted to have an adviser from the Sarah Lawrence community present. Neither the Hearing Committee nor the complainant(s) nor the faculty member will bring legal counsel to the hearing.
- g. The faculty member should have the opportunity to question all witnesses and respond to all additional evidence. If the Hearing Committee deems it necessary to withhold the faculty member's right to question a witnesses, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may be taken outside the hearing and reported to it.
- h. The complainant(s), the faculty member, and their advisers have the right to be present to hear all of the testimony presented. The meeting shall be closed to all but the Hearing Committee, the complainant(s), the faculty member, their advisers, and the witness being interviewed. Persons called as witnesses shall be in the hearing room only during the time they are speaking.
- i. If the faculty member cannot attend the hearing because of an extended incapacity or incarceration, or if the faculty member refuses to attend the hearing, the Hearing Committee will hold the hearing without her/him.
- j. The burden of proof that adequate cause exists rests with the College.
- k. Public statements and publicity about the case by either the faculty member, complainant, witnesses, Hearing Committee, or administrative officers will be avoided so far as possible. The College reserves the right to correct misinformation that becomes public.

l. The Hearing Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the charges involved. Reasonable efforts will be made to obtain the most reliable evidence available. The findings of fact and the decision will be based solely on the hearing record.

m. A written record of the formal hearing process and its outcome will be retained by the Dean of the College. This record will include the charge, all written statements by the complainant(s), faculty member and witnesses, and other documentation or evidence discovered by the investigation. Notes taken by the individual panel members in the process of the panel investigation and hearing will not be maintained in the permanent record. No audio or stenographic record will be permitted.

n. Any retaliation, discrimination or other adverse action, such as intimidation or threats, taken against a participant in this process is strictly prohibited by this bylaw and may itself constitute a violation of a faculty member's contract. Any such retaliation will result in disciplinary sanctions, up to and including dismissal in accordance with this bylaw.

8. The decision of the Hearing Committee:

a. At the conclusion of the hearing, the Hearing Committee will deliberate and make its decision, based on a majority. The Committee may conclude that adequate cause for dismissal has not been established or that dismissal is warranted.

b. The faculty member will be notified of the Hearing Committee's decision in writing by the Chair, and will be given a copy of the record of the hearing.

c. The President will be notified of the Hearing Committee's decision in writing by the Chair, and will take appropriate action subject to the appeals process below.

9. The appeal process

a. The faculty member may appeal the Hearing Committee's decision. The appeal must be submitted, in writing, to the Advisory Committee within 15 days after receipt of decision. Any appeal will be based on the written record of the hearing, and must include a written statement of the reasons for the appeal.

b. The faculty members of the current Advisory Committee, with the President, will serve as the Appeals Committee. The Dean will not participate.

c. The Appeals Committee will review the written record of the hearing and will consider newly discovered evidence that was not available at the time of the hearing.

d. If newly discovered evidence is provided, the Appeals Committee will investigate its veracity and interview appropriate witnesses.

e. The Appeals Committee will determine whether or not to uphold the Hearing Committee's decision; a decision to overturn requires agreement of three out of the four members. The Appeals Committee's decision will be final.

f. The Appeals Committee's decision will be rendered in writing and the President will take appropriate action.

E. Procedures Governing Sabbatical Leaves for Teaching Faculty

1. Faculty members are eligible for their first sabbatical during their first year on tenure. They are eligible for subsequent sabbaticals the year following a period of five years teaching after the year of their previous sabbatical. The year in which a sabbatical is taken shall not count toward the necessary accumulation of five years of teaching for eligibility for further sabbaticals.
2. One half-year unpaid leave during the period in which the sabbatical is earned may be taken without postponement of the sabbatical. Any subsequent unpaid leave during this period will result in postponement of the sabbatical; four and a half years of teaching must accrue before the next sabbatical.
3. Full-time faculty members may choose one of three options in taking their sabbatical: a) Teach a half-year on a full-time schedule at full salary; b) Teach a full year on a half-time schedule at full salary; or c) Take a full year's leave at half salary.
4. Part-time faculty members shall be eligible for sabbaticals on the same schedule as full-time members and may choose one of two options in taking their sabbatical: a) Take a full year's leave at half their part-time salary; or b) Take a one-semester leave at their part-time salary.
5. Faculty members may choose to delay a sabbatical by up to one year. The college may also ask for such a delay when it is desirable for the purposes of the curriculum. In such cases the next sabbatical will come after four years of teaching instead of five. Requests to delay a sabbatical for more than one year must be made to the Dean of the College and may be granted at the Dean's discretion. In those cases, the faculty member's subsequent sabbatical schedule will be delayed accordingly.
6. Untaken sabbaticals cannot be accumulated, i.e., only one sabbatical can be taken in any one six-year period (except as allowed under paragraph 5 of this section).
7. It is the faculty member's responsibility to keep track of his or her sabbatical cycle and to request a sabbatical at the appropriate time.
8. During their sabbatical leave, faculty members will receive a salary proportionate to their average teaching load over the period during which the sabbatical was earned. One year of reduced teaching time may be included during this period without a proportionate reduction of the base on which sabbatical pay is calculated.

Article IV: Committees of the Faculty

Section 1. Standing Committees

- A. The Standing Committees of the Faculty shall be the Nominating Committee, the General Committee, the Advisory Committee on Appointments, the Curriculum Committee, the Committee on Diversity, the Admission Committee, the Committee on Undergraduate Student Work, the Committee on Undergraduate Student Life, the Committee on Graduate Studies, the Committee on Conditions of Teaching, Committee on Graduate Student Life, Graduate Program Directors Committee, and the Committee on Academic Freedom.
- B. In general, all persons defined as faculty under Article III, Section 1A, with the exception of guest faculty, shall be eligible to serve as elective members of Standing Committees of the Faculty. Exceptions to this provision are stipulated under specific committee provisions.
- C. Each standing committee will establish an organization with a chair, agenda, minutes of meetings or record of action taken. Committees may request the General Committee to refer to the faculty for action regarding any statements of policy, principles or other matters of general concern.
- D. Ex officio members of a committee shall be voting members of the committee.
- E. No member of the faculty shall serve as an elected member on any one standing committee continuously for more than three years, except in cases where a faculty member has filled out less than half of the remainder of a term, in which case, he or she can be elected for a full term. This exception does not apply to the Advisory Committee on Appointments. No member of the faculty shall serve as an elected member on more than one of the standing committees of the faculty simultaneously, with the exception of the Committee on Academic Freedom and the Nominating Committee.

Section 2. Ad Hoc Committees

- A. When existing committees are felt to be inadequate for the discussion of special problems, the General Committee, on its own initiative, or on that of other committees or faculty groups, may provide for the election of an ad hoc committee.
- B. The General Committee is required to provide for the election of an ad hoc committee when petitioned to do so by at least 15 members of the faculty.
- C. Whether initiated by the General Committee or by petition of the faculty, the election of ad hoc committees, including preparation of the slate, shall be carried out by the Nominating Committee.

- D. Election for ad hoc committees shall normally be conducted at faculty meetings. Exceptions may be made by the General Committee when, in its judgment, time is of the essence, in which case, the committee election may be conducted by mail ballot.

Section 3. Election Procedures

- A. The Nominating Committee shall prepare a slate of candidates for vacancies to all standing committees. This slate will constitute one ballot and will indicate for all committees the names of continuing members and the names of candidates to fill vacancies. Two nominations are required for each vacancy.
- B. At the regular election time, and in accordance with the normal election procedures, a person shall be elected to substitute for a committee member who is going on leave.
- C. Elections shall normally take place beginning on May 1 for service beginning with the autumn term. Elections will normally take place by electronic ballot, but may take place by paper ballot when warranted. The Registrar will notify the Faculty by email when the ballots for committee vacancies are available for electronic voting.
- D. When notifying the Faculty about balloting, the Registrar will ask that additional nominations be sent. After confirming that the nominee has agreed to run and is eligible to serve, and after the deadline for additional nominations, the Registrar will conduct the vote by electronic balloting.
- E. There will be successive balloting until the needed number of names have received a majority of the votes cast, A majority of votes cast constitutes an election. If there is no majority for any one nominee, the two receiving the highest number of votes shall be submitted for final election. In the case of a tie, the additional name shall be included on the ballot. The Registrar's Office shall serve as teller and announce the results of nominations and elections. Twenty-five percent of all faculty members eligible to vote and exclusive of those on full-time leave for the year, or for the semester during which the vote is taken, shall constitute a quorum.
- F. In case of a resignation from a committee, the Nominating Committee shall immediately convene and prepare a slate to fill such vacancy for the remainder of the vacant term. This slate shall be sent to the faculty to be voted on at the next faculty meeting. Additional nominations may be sent to the Registrar. Normal faculty election procedure shall be followed, as in Article IV, Section 3D above.

Section 4. Nominating Committee

- A. A nominating committee of three members shall be elected by the faculty each spring for a term of one year at the same time, and in the same manner, as elections for other faculty committees.
- B. The Nominating Committee shall be responsible for preparing the slate for candidates for vacancies on all elective committees.
- C. In case of resignation from the Nominating Committee, the General Committee shall be empowered to appoint a replacement for the remainder of the academic year.

Section 5. General Committee

The General Committee shall consist of six members of the regular teaching faculty who have been at the College at least four years, elected by the faculty, for terms of three years, two members to be elected each year; two representatives of the administrative staff who have been at the College for at least four years to be elected by the administrative staff for a term of two years; two undergraduate students, elected by the matriculated undergraduates for a term of one year, from those who will be matriculated members of the sophomore, junior or senior classes during their terms of office, successive terms being permitted, and one graduate student, elected by the graduate students for a term of one year, successive terms being permitted. The President of the College, the Dean of the College, the Dean of Studies and Student Life, the Dean of Equity and Inclusion and the Dean of Graduate & Professional Studies shall be ex-officio members of the Committee. The President of the College shall act as chair of the Committee. The functions of the General Committee shall be as follows:

- A. The Committee shall meet regularly with the President of the College who shall preside at its meetings. In the absence of the President, the Dean of the College may preside. The Committee shall make recommendations on general college policy to the President and to the faculty.
- B. The Committee shall discuss matters of general concern, including questions of doubtful or overlapping committee jurisdiction. It shall review the coordination of efforts to achieve diversity in the College. It shall set the agenda for faculty meetings, and approve the College calendar. If requested to do so by at least 15 faculty members, the General Committee shall call a special meeting of the faculty. The General Committee (or its elected members) shall meet with any faculty group or committee at its initiative or by request.
- C. Members of General Committee shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 6. Advisory Committee on Appointments

The Advisory Committee on Appointments shall consist of three members of the faculty on tenure, elected by the faculty, for terms of three years, one member to be elected each year; with the President of the College and the Dean of the College serving as members ex-officio. No elected member may serve on the Committee for more than three consecutive years. The

President of the College, and, in his or her absence the Dean of the College, shall act as chair of the Committee. The functions of the Committee shall be as follows:

- A. To consult with and advise the President in all instances of appointments and reappointments, as specified under Article II, Section 1D and Article III, Section 1A, Section 5, and Section 6.
- B. To consult with and advise the President in the determination of individual faculty salaries.
- C. To consult with and advise the President concerning teaching duties, sabbatical leaves, and leaves of absence.
- D. To consult with and advise the President on appointments to named chairs and professorships.
- E. To consult with and advise the President concerning serious problems about members of the faculty and academic administrators. The elected members of the Committee shall meet with faculty groups, with all teaching members of the faculty, or with the academic administration (exclusive of the President and the Dean of the College) on their initiative or at the request of the groups mentioned.
 - 1. In some circumstances it may be necessary or advisable for an elected member of the Advisory Committee to absent himself or herself from the Committee's deliberations. These circumstances would include illness or personal emergency. They would also include cases where a member of Advisory Committee was needed to serve on a search committee. In those circumstances, an alternate faculty member will be chosen to serve as a replacement. The alternate would be chosen from faculty members who had served on the Advisory Committee in recent years, beginning with the person whose term expired most recently. If that person is not available, the next most recent member would be chosen. Faculty members who serve on Advisory Committee will, at the time of nomination, agree to serve as alternates for up to two academic years following the expiration of their term on the Advisory Committee. This provision will apply only to cases involving new appointments.

Section 7. The Curriculum Committee

The Curriculum Committee shall consist of five members of the regular teaching faculty elected by the faculty for terms of three years, the appropriate number of members to be elected each year and two students, elected by all matriculated undergraduates, from those who will be matriculated members of the sophomore, junior or senior classes during their terms of office, for terms of one year, successive terms being permitted. The Dean of the College shall have the right to appoint, with the approval of the Curriculum Committee, one non-voting member to achieve broader representation. The President of the College, the Dean of the College, and the Dean of

Studies and Student Life, shall serve as ex-officio members of the Committee. The Dean of the College, or his or her designate, shall act as chair of the Committee. The functions of the Curriculum Committee shall be as follows:

- A. To serve as a forum for the discussion of the undergraduate curriculum and to undertake its formulation.
- B. To receive each year from each faculty group, a statement of its proposed offerings for the next year, as well as of its faculty needs.
- C. To review these statements and to accept or, after further discussion with the faculty group, to reject them.
- D. To recommend to the President and the Dean of the College the establishment of special programs (summer schools, foreign study programs, etc.) offered or sponsored by the College.
- E. To conduct frequent reviews of the curriculum of the College; to initiate or further faculty discussion of such problems as the relation to various fields of study, of the balance of the curriculum and of its effectiveness in view of the College's aims and of general educational needs.
- F. To discuss with individual faculty members on their initiative or that of the Committee possible new offerings, problems arising in the work now being given, or other curricular matters.
- G. To review periodically the content of the catalogue, especially those sections descriptive of the educational program.
- H. To develop and review the curriculum and to make recommendations for teaching positions in specific fields to the President.
- I. To consult with the Dean of Graduate & Professional Studies and/or the appropriate program director about issues affecting both the undergraduate and the graduate curriculum.
- J. Members of Curriculum Committee shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 8. The Committee on Diversity

The Diversity Committee shall consist of five faculty members, elected by the faculty for terms of three years, the appropriate number to be elected each year; two students, elected by all matriculated undergraduates, for terms of one year; a graduate student elected by all matriculated graduate students for a term of one year; one representative of the administrative staff who has been at the College for at least four years to be elected by the administrative staff for a term of two years; the Dean of Equity & Inclusion; the Director of Financial Aid; the Director of Diversity; a representative designated by the Dean of Studies; a representative designated by the Dean of the College; a representative designated by the Dean of Graduate & Professional Studies; and the Dean of Enrollment. Voting members of the Committee shall consist of the

faculty representatives, the student representatives, the Dean of Equity & Inclusion, the Director of Diversity, and the elected administrative staff representative. The Dean of Equity & Inclusion shall serve as Committee Chair. The President of the College and the Dean of the College shall serve as ex-officio members of the Committee, and shall attend meetings of the Committee at their own discretion.

The functions of the Diversity Committee shall be as follows:

- A. To serve as a forum for the discussion of diversity at the College
- B. To monitor and report to the General Committee and the faculty on the progress of diversity at the college
- C. To recommend to the General Committee, Curriculum Committee, Admissions Committee and Committee on Student Life measures it determines are likely to enhance the diversity of the college.

Section 9. Committee on Admissions and Enrollment

- A. The Committee on Admissions and Enrollment shall consist of five faculty members, elected by the faculty for terms of three years, the appropriate number to be elected each year; two students, elected by all matriculated undergraduates, from those who will be matriculated members of the senior class during their terms of office, for terms of one year and the Dean of Enrollment, who shall serve as an ex-officio member and chair of the Committee. In case an increase of applications or other processing issues requires enlarging the Committee, the Committee may elect additional faculty members, subject to the approval of the faculty at its next meeting. The President of the College and the Dean of Studies of their designees shall serve as ex-officio members of the Committee.
- B. The functions of the Committee on Admissions and Enrollment shall be as follows:
 - 1. To serve as a forum for the discussion of undergraduate admission.
 - 2. In questions of broad policy concerning any aspect of enrollment make recommendations to the Dean of Enrollment, who may then review and consult with General Committee.
 - 3. To review and assess criteria and standards for admission of students to the College, and to review periodically forms and tests used for admission and change these when appropriate.
 - 4. When the Committee deems valuable, to participate in the evaluation and selection of specific student applicants.
 - 5. To consider and make recommendations for pre-enrollment and other programming designed to enhance matriculation and retention of students.
 - 6. When appropriate, to review and make recommendations for the allocation of named scholarship support to newly admitted students, and to select recipients of faculty-designated awards.

7. To assist in recruitment and follow-through for prospective student events, and to enlist faculty colleagues in recruitment and follow-through programs.

Section 10. Committee on Undergraduate Student Work

- A. The Committee on Undergraduate Student Work shall consist of the Dean of Studies and Student Life, who shall be an ex-officio member and chair of the Committee; the Associate Deans of Studies; six members of the faculty, elected by the faculty for terms of three years, two members to be elected each year; the Registrar as a non-voting member; and two students who shall be matriculated members of the sophomore, junior, or senior classes during their terms of office elected for one year by all matriculated undergraduates. Successive terms are permitted. The President and Dean of the College shall be ex-officio members.
- B. Students are entitled on request to have any matter concerning them as individuals discussed and decided by the Committee acting without the participation of the student members.
- C. The functions of the Committee shall be as follows:
 1. To assess, formulate, and propose for faculty consideration policies and procedures regarding student academic work.
 2. To evaluate the academic performance and progress of each student.
 3. To review in consultation with the don, and to make recommendations with the Dean of Studies and Student Life, on individual cases pertaining to academic discipline, including matters of probation, separation from the College, and appeals for reinstatement.
 4. To review and rule on individual student proposals for independent study, conference courses, fieldwork, and credit for courses taken in non-accredited programs.
 5. To review and rule on individual student requests for waivers of specific academic requirements and other exceptions to standard academic policies and procedures.
 6. To review and recommend students for competitive scholarships and foreign study programs.
 7. To process applications of Center for Continuing Education and guest students for admission to the College as degree candidates.
 8. To review and decide cases in which the academic integrity of a student has been formally questioned, in accordance with the procedures mandated by the faculty and detailed in the Student Handbook.

- D. The Committee on Undergraduate Student Work is empowered to certify candidates for the Bachelor of Arts degree on behalf of the faculty.
- E. Members of the Committee on Undergraduate Student Work shall elect one faculty member from among the committee's faculty membership to serve on the College's Budget Committee.

Section 11. Committee on Undergraduate Student Life

- A. The Committee on Undergraduate Student Life shall consist of three members of the faculty elected by the faculty for terms of three years, one member to be elected each year; fifteen undergraduate students, five elected in accordance with the Student Senate bylaws, nine residential area representatives and a resident advisor; one graduate student appointed by the graduate student senate; and four members of the administration representing the Dean of Studies Office, the Office of Student Affairs, the Office of Multicultural Affairs, and the Office of Campus Facilities. The Dean of Student Affairs and the Dean of Studies and Student Life shall serve as non-voting members. Other members of the student body and administration may be invited by the Committee to serve as non-voting members.
- B. The Committee shall elect a chair and vice chair from among the voting members. Until such election takes place, and/or the absence of both the chair and the vice chair, the Dean of Student Affairs shall serve as chair.
- C. The functions of the Committee shall be as follows:
 - 1. All meetings of the Committee are open to the community, and students are invited to bring concerns or proposals relating to the quality of student life for review. Any change in the campus environment proposed by the administration will also be brought to the committee for discussion and recommendation.
 - 2. The Committee shall advise and consult with the President on issues regarding policies and procedures relating to student behavior, space utilization, future planning and student services. The standing subcommittees will be: housing, food services, health services, parking, security, Students for Students Scholarship Fund, bookstore, library, sexual assault and violence, programming, and diversity. Special ad hoc subcommittees may be formed in order to address specific issues or take specific action as directed by the Committee.
 - 3. The Committee shall oversee, through regular reports, the co-curricular programming of the college, including the events of the Students for Students Scholarship Fund, new student orientation, and programming board events.

Section 12. Committee on Graduate and Professional Studies

The Committee shall consist of three members of the faculty (excluding graduate program directors) to be elected by the faculty for terms of three years, one member to be elected each year; the Associate Dean of Graduate and Professional Studies; the Dean of Graduate and

Professional Studies; a graduate student, and the Dean of the College or their designate, who shall serve as an ex-officio member. In addition, the graduate program directors shall appoint three program directors or associate /assistant directors who will serve for two years. The Dean of Graduate and Professional Studies shall serve as chair of the committee.

The functions of the committee shall be as follows:

1. To review new master's degree programs and academic credit-bearing initiatives at the level of graduate and professional programs. In conjunction with the graduate program directors, to make recommendations about new programming to the president of the college and the Educational Policies Committee of the board of trustees.
2. To review curriculum and academic integrity of existing programs in consultation with the graduate program directors.
3. To review policies and procedures proposed by the graduate program directors.
4. To hear final appeals of students contesting a dismissal decision.
5. To represent the entire faculty's interests in the activities of Graduate and Professional Studies and to report on them to both teaching and administrative members of the faculty.

Section 13. Committee on Conditions of Teaching

A. The Committee shall consist of three members of the regular teaching faculty on tenure, elected by the faculty, for terms of three years, one member to be elected each year. The Committee shall elect its own chair.

B. The functions of the Committee shall be as follows:

1. The Committee may on its own initiative or at the request of a teacher review with the President, the Advisory Committee on Appointments and/or the General Committee, College policies concerning the conditions of teaching and employment, for both undergraduate and graduate faculty.
2. The Committee shall conduct periodic reviews of the College's policies on teaching schedule and teaching load, leaves of absence, salary scale, retirement, medical and other benefits, and shall be empowered to make recommendations on these matters to the President (and through him or her to the Board of Trustees), the Advisory Committee on Appointments and the General Committee.
3. The Committee, after consultation with the Advisory Committee on Appointments, may submit to the President of the College (and through him or her to the Board of Trustees) a request for increases in the teaching salary budget.
4. At the specific request of a faculty member on tenure, whose contract has been terminated the Committee shall have the right to examine the reasons for such action, and the records of procedures employed.
5. Members of the Committee on Conditions of Teaching shall also be members of the College's Budget Committee.

Section 14. Committee on Academic Freedom

- A. The Committee on Academic Freedom shall consist of three members of the faculty, elected by the faculty for terms of three years, one member to be elected each year. The Committee shall elect its own chair.
- B. The functions of the Committee shall be as follows:
 - 1. To inquire into and make recommendations regarding academic freedom at Sarah Lawrence College at both the undergraduate and graduate level.
 - 2. To advise the administration and faculty individually or collectively, on questions of academic freedom as they relate to Sarah Lawrence College.
 - 3. To cooperate with the Board of Trustees, the President, and the faculty in the formation and execution of policies regarding academic freedom.

Section 15. Committee on Graduate Student Life

- A. The Committee on Graduate Student Life shall consist of at least one student representing each of the eight graduate programs, selected in accordance with the Graduate Student Senate by-laws; the officers of the Graduate Student Senate; one member and one alternate from the graduate faculty/administration selected by the Program Directors' Committee, and three members of the administration representing the Dean of Graduate & Professional Studies Office, Office of Student Affairs, Office of Campus Facilities, and Health Services. The administrative advisor to the Graduate Student Senate will serve as a non-voting member. Other members of the student body and administration may be invited by the committee to serve as non-voting members. The committee will meet a minimum of four times a year.
- B. The committee shall elect a chair from among the voting members.
- C. The functions of the committee shall be as follows:
 - 1. Advise and consult with the President regarding college policies which affect graduates in the areas of financial aid, health services, parking, housing, bookstore, security, space utilization, future planning. Any change in campus environment affecting graduate students shall be brought to the Graduate Student Life Committee for discussion and recommendations.
 - 2. The Committee, with appropriate support from the administration and program directors, and in concert with the Graduate Student Senate will be responsible for developing programs to improve the quality of life on campus.

Section 16. Graduate Program Directors Committee

- A. The Program Directors Committee shall consist of the Dean of Graduate & Professional Studies as chair and the individual program directors from each of the

graduate programs. The Associate Dean of Graduate & Professional Studies and associate directors from the graduate programs will serve as ex-officio members.

B. The functions of the Committee shall be as follows:

1. To serve as a forum for the discussion of all issues of relevance to graduate studies, including: educational philosophy, program development, program review, relationships with the undergraduate college, and cross-program initiatives.
2. To discuss, formulate, and propose for consideration by the Graduate Studies Committee policies and procedures regarding student academic work.
3. To generate proposals and to respond to proposals from the Graduate Studies Committee, the Graduate Student Senate, and/or the Committee on Graduate Student Life.
4. To identify issues that are relevant to all programs and affecting students and/or faculty, including but not limited to: financial aid, facilities, library, bookstore, and health services.
5. To advise about and/or develop graduate activities/events, such as commencement, orientation, and graduation.

Article V: Faculty Trustee

A. The Faculty Trustee shall be a tenured member of the faculty nominated by the faculty for election as a trustee of the College by the Board of Trustees.

B. The faculty shall elect a candidate for Faculty Trustee by the following process:

1. Prior to the time of nominations for faculty committees in the case of normal expiration of term of office, or as soon as possible in the case of an unexpected vacancy, the Dean of the College shall call for nominations for Faculty Trustee by mail ballot. The three names receiving the largest number of nominations shall constitute the slate for electing a candidate for Faculty Trustee.
2. Voting on the slate shall be by mail ballot, one or more as necessary, with the person first receiving a majority of votes being deemed the recommended candidate for Faculty Trustee. All members of the Faculty, as defined in Article III, Section I (including limitations on voting by guests), shall be eligible to vote for the Faculty Trustee.

C. The term of the Faculty Trustee, and his or her eligibility for reelection to the Board, shall be as specified in the Bylaws of the Board of Trustees.*

D. Election of the Faculty Trustee indicates the confidence of a majority of the faculty in the Trustee's understanding, judgment, and discretion in matters

pertaining to the Sarah Lawrence education. The Faculty Trustee shall be free to consult with other members of the faculty on issues pertaining to them, and to act in all matters of the office according to his or her own informed judgment of what is best for the College, exactly as any other trustee.

E. The Faculty Trustee shall serve on the College's Budget Committee.

* The Bylaws of the Board of Trustees specify that no person shall serve more than one term as a Faculty Trustee. A person serving as a Faculty Trustee shall not be eligible for election as a regular trustee following the end of his or her term as Faculty Trustee as long as he or she remains in the employ of the College. Trustee Bylaws Article II, Section 1, C and Section 2, A and E.

Article VI: Amendments

Except as to Article I ("Authority and Powers") and Article II, Sections 1 and 2 ("Academic Administration/The President/The Dean of the College"), which may be amended or otherwise modified only by the Board of Trustees, these bylaws may be amended or otherwise modified, following two weeks' notice of such proposed amendment or modification, this two-week period to occur while the College is in session, by a two-thirds vote of those eligible to vote present and voting, if a quorum is present, plus mail ballots from those members of the faculty eligible to vote whose teaching schedules do not require them to be at the College on the day of the meeting and/or who are on leave, and shall require the consent of the Board of Trustees pursuant to Article VI of its Bylaws.

Article VII: Rules of Order

Robert's Rules of Order shall provide guidance for protocols and procedures at meetings of the faculty.

EXHIBIT I



Sarah Lawrence College Principles for Mutual Respect



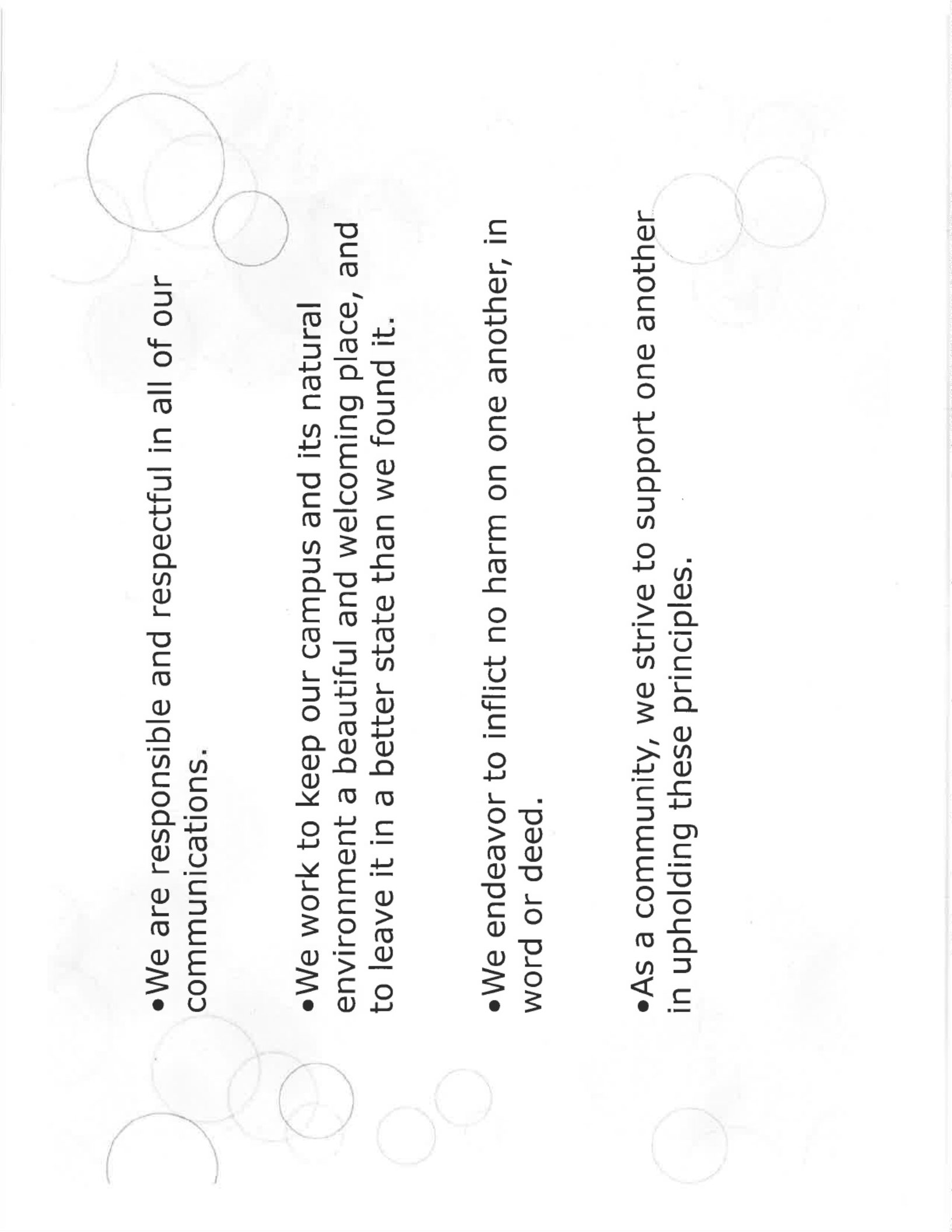
- As a community, we respect those with whom we live, learn, and work at Sarah Lawrence College: students, staff, and faculty.

- We aspire to work with integrity and honor.

- We foster honest inquiry, free speech and open discourse. We seek wisdom with understanding.

- We embrace our diversity in all its dimensions.

- We respect one another's privacy and honor personal boundaries.

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- We are responsible and respectful in all of our communications.
 - We work to keep our campus and its natural environment a beautiful and welcoming place, and to leave it in a better state than we found it.
 - We endeavor to inflict no harm on one another, in word or deed.
 - As a community, we strive to support one another in upholding these principles.