

## D. EDUCATIONAL POLICY, ACADEMIC ADVISING, AND THE CONDUCT OF CLASSES

Legislation regarding educational policy is established, under the *Governance*, by faculty vote. Each member of the Vassar faculty is expected to know and to observe the general academic regulations both in the section on “Degrees and Course of Study” in the *Catalogue* and in the digest of basic legislation and procedures which follows. Both the *Advisor’s Handbook* and the *Student Handbook* also explain academic and library regulations and academic standards. Questions regarding interpretation of academic legislation should be addressed to the dean of studies, as should those of a procedural nature. Modifications of academic legislation are in general accomplished through proposals of the Committee on Curricular Policy to the faculty.

**Nondiscrimination Policy** - Vassar College does not discriminate on the basis of race, color, religious belief or expression, sex, marital status, disability, sexual orientation, gender identity or expression, national or ethnic origin, veteran status, or age in the admission of students to the college or to any of the rights, privileges, programs, access, and activities generally accorded or made available to students at the college; or in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other programs administered by the college. This policy of nondiscrimination extends to the employment practices of the college with respect to students, as well as all other employees.

Inquiries concerning policies regarding students with disabilities should be addressed to the director of disability and support services, as well as the dean of studies. (*See also* Section II.A below). Questions concerning alleged discrimination or harassment involving faculty should be addressed to the faculty director of affirmative action.

### I. ACADEMIC ADVISING

#### A. Role of Advisers

Every Vassar faculty member has a responsibility to the college to participate in both general and departmental advising. At Vassar, the traditional role of the faculty adviser is that of educator rather than overseer—as an informed consultant, not a director of students’ academic programs. In this relationship, both students and faculty have clear responsibilities. Students are expected to take the initiative in seeking advice from members of the faculty. They are responsible for keeping advisers informed about their academic progress and for seeking the approval of the adviser when planning or changing programs of study. In signing the various special forms—the field of concentration card; the pre-registration, registration and change of registration forms; the non recorded option form; the Correlate Sequence declaration form; and any petitions to the Committee on Leaves and Privileges—advisers act for the college in stipulating both that the student’s program is in accord with faculty legislation and that the student is making orderly progress towards the degree. Thus, in addition to knowledge of the general and specific curricular elements set forth in the *Catalogue*, the *Advisor’s Handbook*, and the *Schedule of Classes*, faculty advisers should be familiar with a student’s academic record and plan of study. All advisers have electronic access to their advisees’ records as well as copies of any correspondence from the relevant faculty committees concerning their advisees’ academic progress.

The advising system is under the general supervision of the dean of studies and the dean of first-year students.

**B. Pre-Major Advisers**

The pre-major adviser is an experienced member of the faculty or occasionally the administration who has been asked to serve as a general adviser to no more than 12 students from the time of their arrival at Vassar until they declare a field of concentration or are admitted into the independent program. The main duties of the pre-major adviser are to help the student plan a program for the freshman year, to be available for consultation throughout the course of the year and, if the student has not declared a field of concentration, to help in the planning for the sophomore year in the spring. The pre-major adviser is continued in the sophomore year until a concentration is declared. When questions or problems outside an adviser's field of general competence arise, an important part of the pre-major adviser's job is to refer students to other resources, including faculty members of other departments and programs, the learning and teaching center, the counseling service, the Office of Field Work, pre-professional advisers and the deans' offices.

At a required meeting before the freshman arrive; all pre-major advisers receive the names of their advisees along with their high school records and entrance scores. Most students will have pre-registered by mail before arriving on campus. Advisers will have individual appointments with each of their advisees before final registration, at which time they will plan the first semester's work and discuss future academic goals. Advisers should at this point be certain that each student's plan includes at least the one required semester of work in a Freshmen Writing Seminar. They should also remind students of the college's requirement of a one-semester course in quantitative analysis to be taken during the first two years of study and the foreign language basic proficiency requirement. Advisers should be prepared to discuss the student's interests and needs, strengths and weaknesses as reflected in the high school records, tests and entrance scores, and possible plans for a field of concentration and a vocation. In general, freshman should be advised not to limit their course selections too narrowly and to plan ahead by electing prerequisites for upper-level courses in which they are interested. A general plan of learning should be discussed which may reflect several interests. Whenever possible, alternative plans should be considered, so that focus upon a single crucial course or sequence is lessened. Freshmen will register immediately after these conferences. It may be necessary to see advisees a number of times in the first two weeks of classes before their programs are settled for the term; thereafter, the frequency of meetings is determined by the needs of the student and the inclination of the adviser. All changes in freshman programs must have the approval of the adviser.

**C. Election and Change of Concentration**

A student may elect a major field of concentration or curricular program at any time until the end of the second year of study or the mid-point of their work in the college by filing the appropriate form with the Registrar.

A student may change major field or curricular program in the junior year with the permission of the new department or program and the dean of studies. This change must be filed with the registrar.

**D. The Departmental Adviser**

A student who has declared a field of concentration is assigned a departmental or program adviser by the chair of the department or program concerned or by the chair of advisers in that department or program. This adviser is responsible for giving general advice to advisees about the structure of the major program, the various alternatives available for meeting major requirements, recommended courses in allied fields, and so on. The adviser assists the student in drawing up the four-year program on the field of concentration card. Three copies are signed by the adviser; one is kept for the department, one is filed with the dean of studies office, and the other is kept by the student. Each copy should be revised by the student in consultation with the departmental adviser as subsequent course changes modify the original plan. Although students are primarily responsible for their own programs, the adviser must also make

sure that the student is meeting the curricular requirements of the department or program and of the college. Particular attention should be paid to the 50% maximum in the field of concentration, the 25% minimum outside the division of concentration, the 4 unit NRO maximum, the 5 unit ungraded maximum.

Any changes after a student has registered must be approved by the adviser before the change can be made. "Drop/Add" forms from the Office of the Registrar require the signature of the adviser.

The pre-major adviser helps to relate the overall curricular opportunities of the college to the individual student; the departmental or program adviser serves to interpret the more specialized curricula of departments or programs to the student in order to develop a broad but individualized program. Both advisers should also aid the student in pursuing a comprehensive program in liberal education.

#### **E. The Independent Program Adviser**

Any member of the faculty may serve as an adviser in the Independent Program. Each student wishing to enter this program meets with the director of the independent program and then designs a course of study in consultation with a member of the faculty who will agree to serve as the student's adviser. In most cases it is preferable, in the judgment of the student and the committee, that the student have more than one adviser. The advisers must approve the student's written program proposal and the student's field of concentration card by signing both of them before they are submitted to the Faculty Committee on the Independent Program for its approval. The committee will approve the advisers, or recommend alternatives if appropriate. Upon acceptance by the committee, advisers assume the responsibility of advising students until they graduate. All changes in the program must also be approved by the committee. As is the case with other students, permission for academic leaves or general academic privileges for students in the Independent Program is granted by the Committee on Leaves and Privileges. Advisers are responsible for overseeing a student's fulfillment of not only the requirements of the Independent Program, but also those other requirements necessary to obtain the Vassar degree. These include: 34 units, no more than 17 units in the courses of any one department, 8 1/2 units in courses outside the curricular division in which most of the student's work is concentrated, and the college's requirements on residence, NRO, ungraded work and transfer credit. It is, of course, also the responsibility of the student to formulate and follow a program of study that meets these requirements.

In the senior year the student designs a senior project in consultation with the advisers. The written proposal for the senior project, approved and signed by the advisers, must then be submitted to the Independent Program Committee for approval. The advisers supervise the work on this project and grade it upon its completion.

The acceptance of a student into the independent program and the student's success within this program should result from the cooperation of the student, the advisers, and the committee. It is, quite naturally, the student who is most responsible for the definition of a program and its fulfillment. But the student must have guidance and advice and advisers have a major role in establishing and maintaining the quality of the student's program.

For further information the adviser should consult the "Requirements, Guidelines, and Procedures" issued by the Committee on the Independent Program, which is available in the Independent Program Office.

#### **F. Correlate Sequence Advising**

Each department and program offering a correlate sequence specifies in the Catalogue the requirements and the procedure for declaration. Ordinarily, students should begin by consulting the department or program chair. Students will then often be assigned to a particular faculty member for further guidance.

**G. Advising of Students in Special Categories**

**1. Transfer Students**

Each transfer student meets with one of the class deans on arrival at the college. Students wishing to enter the Independent Program will be referred to an adviser in the dean of studies office and to faculty members who might be willing to serve as advisers; they should also consult with the director of the independent program. Sophomores and juniors will be referred to departmental or program advisers whenever possible.

Departmental advisers who encounter special problems regarding transfer students are urged to send the students to the Office of the Dean of Studies for advice. A frequent question is that of transfer or credit from other institutions. Determinations of which courses and how much credit can be transferred to Vassar are made by the assistant to the dean of studies. No more than 17 units from other schools is allowed. Questions about the suitability of courses at other institutions as prerequisites for upper-level courses at Vassar must be answered by the department involved.

**2. Exchange and Visiting Students**

The dean of studies office advises both Vassar students who wish to go on an exchange program and students from other colleges who are at Vassar as exchange or visiting students. The program of a Vassar student wishing to go on exchange or academic leave must have the approval of the student's academic adviser and the Committee on Leaves and Privileges.

**3. Special Students**

Students who are not matriculated at Vassar are advised by the adviser to special students in the Office of the Dean of Studies. Special students are referred to appropriate departmental advisers as necessary.

**H. Advising for Special Programs**

**1. Teacher Preparation**

Students with a special interest in certification for pre-school and elementary teaching grades should consult the director of elementary education in the education department. For secondary school teaching in English, languages, social sciences, mathematics and natural sciences, students should consult the director of secondary education. The two programs of study vary and each area has distinct requirements that must be met to obtain New York State certification. Therefore, students should be urged by their advisers to consult the appropriate director during the first semester of the freshman year.

**2. Junior Year Abroad**

Students wishing to study abroad on Vassar College programs, approved programs of other colleges, or universities, or independently should consult the assistant dean of studies/director of international programs to discuss their plans. They should first, however, become familiar with the written material for study abroad available in the reading room of the Office of the Dean of Studies. In general, they should discuss the possibilities with their departmental advisers and then make application by the announced deadline at the end of the first semester. Students should begin planning for study abroad during the freshmen

year and should be aware of language requirements and the dates of mandatory informational meetings during the fall semester.

The Hispanic Studies, French, and Italian departments, and the Africana Studies Program support Vassar study abroad programs in Madrid, Paris, Bologna, and St. Petersburg, respectively. A faculty member of each department or program serves as Vassar liaison with these programs. This faculty member should be consulted by students wishing to apply for this program. The student should also consult the assistant dean of studies /director of international programs and follow the same procedure as other students wishing to spend the year abroad.

Sophomores must declare a field of concentration and work out a major program before submitting an application for Junior Year Abroad. Students considering an Independent Major are advised to begin this process early.

### **3. Self-Instructional Language Program**

Any student wishing to study the self-instructed languages offered at Vassar on tape should consult the faculty member in charge of the program. The languages offered are subject to change.

### **4. Field Work**

Field Work makes it possible for students to examine the way the theories and the practical experiences of a particular discipline interact. It provides opportunities for observation and participation which are not available in the classroom. Depending on their academic interests, students are placed in a variety of organizations and agencies in the local community and elsewhere. The general supervision of fieldwork rests with the Field Work Committee, a subcommittee of the Committee on Curricular Policy. Although the fieldwork staff provides students with information about opportunities for fieldwork and supervises placements, it is the individual student's faculty fieldwork adviser who evaluates the merit of the proposed fieldwork and decides upon the academic requirements for the awarding of credit.

Faculty should only sponsor Field Work that seems to them to have significant academic value. Unless the fieldwork experience is part of a well-defined semester-away program or will be qualitatively different from work previously done in the placement, students receive no more than one unit of credit for the same placement. To receive 1/2 unit of credit, the student is expected to complete at least 40 hours in the field; to receive one unit of credit, 80 hours should be completed.

Faculty members supervising fieldwork projects assume responsibility for the following:

- To assess how the field work placement will contribute to the student's academic program and whether the student's academic background will enable them to learn from the experience. Generally, fieldwork students have prerequisites or co-requisites in the faculty member's department.
- To assist the student in developing an academic framework for the field experience, which normally will include an appropriate bibliography and a written statement from the student outlining the intellectual purpose of the field work.
- To require certain academic work to be completed by the student in order to receive fieldwork credit. This work includes, at a minimum:
  - a) Regular maintenance of a journal recording field experiences.

- b) Periodic conferences in which the faculty supervisor and student meet to discuss the field experience and its relationship to other components of the fieldwork project.
- c) A final “integrative exercise” that requires students to reflect on the field experience and its contribution to their education, such as a written or oral report or paper integrating the field observations with theory, with readings, or additional research.
- d) (Individual departments, programs, and faculty members are free to impose additional requirements as appropriate.)

To evaluate the student’s performance, taking into consideration not only the student’s academic work but also the organization’s evaluation of the student. Since a major component of fieldwork is the experience in the field, students do not receive credit based solely on their academic work (this distinguishes Field Work from Independent Study). Fieldwork is graded Satisfactory or Unsatisfactory.

The same basic criteria apply to summer fieldwork. Although periodic conferences to discuss the field experience need not be held during the summer, faculty members should see that provisions are made for what they consider to be adequate consultation between supervisor and student. Credit is not given for placements of less than six weeks and normally does not exceed one unit. Because of the importance of student-supervisor consultation and of establishing an academic framework for the field experience, students must consult with their supervisors and register for summer fieldwork by June 1. Only in exceptional cases will students be permitted to register after this date. Students wishing to do field work for credit or volunteer work in the community should be referred to the Director of Field Work.

#### **5. Pre-Medical Preparation**

Students who are considering going to medical school should be referred to the Pre-Medical Advisory Committee at the earliest opportunity. An assistant in the Dean of Studies office serves as liaison to the committee.

#### **6. Pre-Law**

Students wishing more information on the requirements of law schools or who have questions about the best preparation for law school should be referred to the pre-law advisor in the dean of studies office.

### **I. Resources for Advisers**

The dean of studies, the dean of first-year students, class advisers, the director of disability services, the adviser to special students and the director of the ALANA Center stand ready to advise advisers whenever necessary. In addition, the staff of the learning and teaching center can be of great help with students who are experiencing difficulties due to slow reading, poor mathematical preparation, inadequate comprehension, or poor study and writing skills.

## II. DISABILITY ACCOMMODATIONS AND SUPPORT SERVICES POLICY

Vassar College is committed to providing individuals with disabilities equal access to the academic courses, programs and activities of the college. In accordance with the provisions of Section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008, the college strives in its policies and practices to assure not only nondiscrimination but to provide for the full participation of individuals with disabilities in all aspects of college life. In support of this mission, the Office of Disability and Support Services provides services to self-identified students with disabilities. The Office of Disability and Support Services also provides assistance in identifying appropriate support and accommodations in the work environment for faculty and staff. Disabilities may include, but are not necessarily limited to, visual impairments, mobility and orthopedic impairments, hearing impairments, chronic medical conditions, learning disabilities, and psychological or emotional disorders.

### A. The Office of Disability and Support Services

The role of the Director of Disability and Support Services is to evaluate requests for accommodations and services based on the needs of self-identified students, faculty or staff members with disabilities, and to coordinate accommodations, auxiliary aids and services with appropriate college personnel. To ensure the provision of reasonable and effective accommodations, individuals must provide documentation of their disability or disabilities by an appropriate professional. Individuals with disabilities must also provide the Director of Disability and Support Services sufficient time to evaluate the request, to determine the appropriate course of action, and to implement appropriate accommodations and support services.

While the accommodation preference of the individual with the disability will be taken into consideration, Vassar College is not required to provide the preferred accommodation as long as the alternative accommodation is reasonable, effective and provides equal access. Vassar College is not responsible for providing services of a personal nature, or for providing prescribed devices or services. Because college and departmental requirements are implemented for sound pedagogic and academic reasons, it is not the policy of the college to waive requirements. Students in need of modifications to their academic program may petition the Committee on Leaves and Privileges, in consultation with the Office of Disability and Support Services, for academic modifications.

Requests for accommodations and auxiliary aids and services involve evaluation of the following criteria by the Director of Disability and Support Services and other Vassar faculty, administration, or staff, as appropriate:

1. whether the person meets the criteria for being otherwise qualified as an individual with a disability under the ADA and Section 504;
2. whether the disability is appropriately documented in writing by a qualified professional. The amount and type of required documentation will be based upon the nature of the disability and the nature and duration of the requested accommodation;
3. whether the requested accommodation or support service is appropriate to the needs of the person with the disability and appropriate for the academic course, program, activity or work environment;
4. whether the student, faculty or staff member will have equal access or opportunity without the accommodation or support service;
5. whether the accommodation will fundamentally alter the academic course, program, or essential requirements of the job;
6. whether an alternate accommodation or academic modification could be implemented to provide equal access and opportunity.

**B. Confidentiality**

Individuals with disabilities are entitled to privacy and discretion in the handling of all disability-related information. Disability-related information provided to the Office of Disability and Support Services will be used solely for the purpose of enabling Vassar to provide services related to the individual's disability. Information on disabilities is collected and maintained separately from other academic or employment information and is kept in secure files with limited access. Disability documentation is not considered a part of a student's permanent academic record or of an employee's personnel file. It is the policy of the college to maintain confidentiality in all informal and formal proceedings, except as otherwise specified in these statements of procedure.

**C. Appeals**

Vassar College has adopted an internal appeals process for the prompt and equitable resolution of complaints or disagreements about accessibility, accommodations, auxiliary aids and services, and modifications to academic courses, programs, and activities. In addition, recourse can be sought through the Equal Employment Opportunity Commission (EEOC), the Office of Civil Rights (EOR), the State Division of Human Rights, or the Courts. State and Federal statutes of limitations are typically 180 days. The faculty director of affirmative action has been designated to coordinate the college's compliance with the Americans with Disabilities Act of 2008 and with Section 504 of the Rehabilitation Act of 1973. The Office handles inquiries about compliance, and investigates complaints of disagreements or denials of disability-related accommodations and auxiliary aids and services.

If an individual feels that an accommodation, modification, or auxiliary aid or service is not appropriate, reasonable or effective, the individual may file a petition for appeal with the faculty director of affirmative action. If the faculty director of affirmative action for any reason of conflict of interest, illness, or prolonged absence is unable to carry out his or her responsibilities, a designee shall be appointed by the president of the College.

The ADA/Section 504 Appeals Committee shall consist of the faculty director of affirmative action, who shall serve as Chair, an appointed member of the faculty, and an appointed member of the Committee on Disabilities Issues (CODI). If at any time, the student, faculty or staff member requires an accommodation to participate in the appeals process, the individual must communicate that need to the faculty director of affirmative action.

**D. Filing an Appeal**

**1. Where to file a petition for appeal**

The petition for appeal should be filed with faculty director of affirmative action.

**2. When to file**

The petition for appeal should be filed within 30 days of the date of the decision by the Office of Disability and Support Services. Time periods may be extended if the individual has good reason, as determined by the faculty director of affirmative action. Whenever time deadlines or procedures set forth in the appeals process create problems owing to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event or program, the Director of Affirmative Action, in consultation with the petitioner, will determine whether an expedited appeals procedure can be fashioned.

Upon receipt of a petition, the faculty director of affirmative action will review the petition for appropriateness and timeliness. The faculty director of affirmative action will provide the petitioner with written notice of receipt of the petition within 5 working days, and advise the petitioner of the college's appeals policy and procedures for disability accommodations and services.

**3. What to file**

The petition must be signed, dated and include the following:

- a. the person's name, address, phone number, and employment or academic status;
- b. a description of the accommodations, if any, that were proposed by the Office of Disability and Support Services with an explanation of why such a proposal or provision is insufficient;
- c. if appropriate, a description of the preferred accommodation, modification, or auxiliary aid or service, and how the accommodation would provide equal access to the academic course, program, or activity.

**E. Reviews and Decisions of Appeals**

The ADA/Section 504 Appeals Committee will conduct a review of the petition for appeal. In undertaking this review, the ADA/Section 504 Appeals Committee will examine the written evidence provided by the petitioner. The Committee will then interview, consult with, or request written evidence from, any individual the ADA/Section 504 Appeals Committee believes to have information relevant to the issues raised in the petition.

The ADA/Section 504 Appeals Committee will render a decision on whether the proposed accommodation is adequate or inadequate within fifteen working days of the receipt of the petition. The decision by the ADA/Section 504 Appeals Committee will be communicated in writing by the Chair with a copy provided to the Office of Disability and Support Services and other appropriate college staff.

If the proposed accommodation is deemed by the ADA/Section 504 Appeals Committee to be inadequate, the case is remanded to the appropriate college committee, administrator, faculty or staff, who, in consultation with the Office of Disability and Support Services, will then seek a new accommodation or support service that is reasonable, appropriate and effective.

If there is an agreement during the review process between Vassar College and the petitioner to retain the original accommodation or auxiliary aid or service or change to another accommodation, the Chair will prepare a written memorandum of agreement to be signed by the individual and appropriate college administrators, faculty, or staff.

Once the appeal has been settled, the Office of Disability and Support Services, administrator, faculty, or staff, as appropriate, will then impose or initiate proceedings for implementing the accommodation or support service.

(Adopted by the Faculty April 21, 1999).

### III. CONDUCT OF CLASSES

Instructors are expected to provide a written syllabus at the first meeting of each class. Dates for examinations, papers, and other required work, grading policies, and office hours should be specified. Planned faculty absences from a scheduled class must be approved by the department chair and arrangements made to cover the class whenever possible. Missed classes must ordinarily be rescheduled, but in such a case attendance cannot be required. Longer absences (more than two days) must be approved by the dean of the faculty. It is particularly important that instructors be present at the first and last meetings of a class and during study week and final examinations.

#### A. Drop/Add and Late Change of Elections

Students pre-register for classes at the end of the preceding semester or during the summer. The first two weeks of classes is an add period during which students may add new courses. Add forms require an adviser's signature and election of a new course requires the signature of the instructor. Students are responsible for work they may have missed if they join the class late.

After the first two weeks of the term, no additional elections may be made except with the permission of the instructor and the dean of studies or the appropriate class adviser in the dean's office.

A student may drop a course during the first six weeks of classes, but only if still enrolled for a minimum of 3.5 units. Abandoning a course after the sixth week will result in a failing grade, unless permission is given by the dean of studies or the appropriate class adviser in the dean's office to withdraw without penalty for reasons of health or other serious emergency.

#### B. Scheduling of Classes

The schedule of classes is administered by the Registrar. No change may be made in the regular schedule of a course except as arranged through the Registrar. Attendance at extra or unscheduled class meetings and at review or drill sessions must be entirely optional. Changes in class location must also be arranged through the Registrar. Classes cannot be scheduled on Saturdays or Sundays.

#### C. Class Attendance

Vassar does not have a system of specified "cuts" or automatic penalties for poor class attendance, though individual instructors or departments may adopt such a policy. The student bears the full responsibility for class attendance, for completing work on schedule, and, if allowed, for making up work missed because of absence.

Members of the faculty must explain to their classes at the first meeting of each course their expectations as to attendance and the place of attendance and class participation in the method of instruction and in final evaluation. This information should appear on the course syllabus.

Instructors are not expected to take class attendance. However, a faculty member who is aware of a student's absence from class for a period of a week or more should notify the Office of the Dean of Studies or the Dean of First-Year Students. These offices will furnish information to faculty members about students who are absent from college or who have prolonged illness when this information is available. Departments will receive notices regarding students who are prevented from attending classes for extended periods because of illness or other emergency. Faculty are expected to make appropriate allowances for excused absences, including observance of religious holy days.

At the beginning of a semester, students who have failed to attend the first two scheduled

meetings of a class without a reasonable excuse may be dropped from the class by the instructor upon notification to the Registrar. Subsequently, instructors may, with the approval of the dean of studies, refuse a student who has cut frequently without a reasonable excuse the opportunity to make up work or to take the final examination, or may exclude the student from the course. In such cases, students are not to be graded according to the work they have completed, but have, in effect, failed the course.

**D. Written Work and Indication of Academic Status**

Students in introductory and intermediate level courses should have submitted and have had returned to them some written work and should receive some indication of academic progress by the mid-point of the semester. This is particularly important in view of the deadline for the drop period and NRO election and should occur before that date (usually at the end of the sixth week of classes).

All written work except “Final Exercises” should be due no later than the end of the study period. This includes “term papers” and other longer comprehensive course projects. Exceptions to this rule are by approval of the dean of studies.

**E. Office Hours**

It is college policy that office hours of faculty members must be posted, and must be given to the department or program secretary. Scheduled hours when faculty members are regularly available to students are important at all times during the year, but especially necessary during the advising season and during the study and examination periods at the end of term. Faculty have an obligation to be available to meet the reasonable needs of students to discuss course material and performance.

**F. Conferences**

Instructors are requested to confer with freshmen before Thanksgiving and spring vacation, as well as with all other students whose work is unsatisfactory. The purpose of faculty conferences is to point up ways of improving study habits and approach to the subject rather than to tutor the students.

**G. Tutoring**

Faculty members may not tutor a member of the student body for pay during the academic year and academic interns may not tutor in work in which they examine. Faculty members may not tutor for pay during the summer vacation if the instruction is in work which they will later examine.

**H. Field Trips and Observation Trips**

Observation trips to factories, museums and elsewhere are sometimes planned in connection with courses. So far as possible, trips are arranged to avoid conflicting with scheduled classes. If it is necessary to plan such trips at times which involve conflicts with scheduled classes, students with conflicts are not required to take the trip; if they do so, they are expected to secure permission from the instructor of any regularly scheduled class which will be missed. Instructors are under no obligation to grant such permission.

Instructors who would like financial assistance with such trips may apply for funds with the Office of the Dean of the Faculty.

**I. Participation in Athletics Events**

To the degree possible, competitive athletics events—games, meets, tournaments etc.—are scheduled for times which do not conflict with classes. Given the complexities of scheduling and the distances involved, however, it is not always possible to avoid conflicts. The Athletics Director has established the policy that students’ academic

appointments and commitments are their first priority. In some instances, however, students may seek permission to rearrange an academic commitment to allow participation in a scheduled athletics event. Faculty members are asked to accommodate such requests if possible.

**J. Submission of Papers**

From time to time, excuses are given or misunderstandings arise because of the loss of reports, papers or other written work in the unstamped mail or through other informal arrangements. Instructors should make it clear to students that written work is not to be sent through the unstamped mail but must be delivered in person. It is the instructor's responsibility to be specific about time and place of delivery and to be on hand to receive papers and check them in or to have departmental secretaries or assistants specifically authorized to do so. Course work may not be turned in at Message Center.

**K. Integrity of Academic Work: Plagiarism**

In the *Student Handbook* students are told that, in signing the matriculation pledge, they assume the responsibility for the integrity of their academic work. Entering students are given the pamphlet *Going to the Source* which contains detailed discussions of the requirements of academic honesty. It is recommended that instructors of freshmen and other first-year courses review the standards of attribution with their students in class.

At Vassar a joint faculty-student committee, the Academic Panel, chaired by the dean of studies, hears cases of suspected academic dishonesty. Any instructor who, on the basis of evidence, believes a student is guilty of an act of academic dishonesty must consult the dean of studies, who will summon the panel when, in the dean's estimation, the evidence is such that a case should be tried. It is of the utmost importance that faculty members call suspected offenders to the attention of the dean of studies and not deal with them themselves. They do not have the authority to do so. The faculty has established the Academic Panel (consisting of both student and faculty members) to deal evenly with academic offenses, and published due process is interfered with when faculty members do not take the responsibility of promptly reporting cases to the dean of studies.

The procedures of the Academic Panel are as follows: The faculty member making the complaint shall prepare a written statement of the charge and shall give the dean of studies all relevant material. The dean shall confer with the student and inform them of the charge, of the time and place of the panel meeting, and of the procedures followed by the panel. The student may request to be accompanied by a member of the college community. The members of the panel shall be notified in advance of the identity of the student involved, and any panel member who feels incapable of giving the case unprejudiced consideration may ask to be excused. At the beginning of the hearing, the chair shall read the written charge to the defendant and the panel. The defendant shall plead guilty or not guilty and shall have the opportunity to make a statement and to explain any mitigating circumstances. The panel shall have an opportunity to question both the defendant and the faculty member who made the allegation, after which the panel shall determine by majority vote whether it considers the defendant guilty, and if so, what penalty to impose. The chair shall vote to break a tie only on matters of penalties for students found guilty by the Academic Panel. Restrictions governing penalties are provided in the *Student Handbook* under "The Regulations of Vassar College", Part A, Section I.D.

**IV. FINAL EXAMINATIONS**

Instructors must be sure that they understand the examination system themselves; they are responsible for explaining it to students, especially to freshmen.

In general, all courses at Vassar must be "examined" by some sort of written work. This "examination" may consist of written work during the term or of a final exercise. There are four types of final exercise:

**A. Types of Examinations****1. Regularly Scheduled Examinations**

Departments request that certain courses be included in the examination schedule prepared by the Registrar. The examinations are assigned to one of fourteen time periods during the examination period at the end of the term. Once a course has been assigned to a time period, it may not be changed by the department or the instructor without the permission of the Registrar or the dean of studies. Grades are due in the Registrar's office no later than seventy-two hours after the exam.

**2. Self-Scheduled Examinations**

Self-scheduled examinations may be taken by the student during specified daily hours from the beginning of the study period until the end of the first three days of scheduled exams. Specific classrooms are designated by the Registrar for this purpose. Examinations are picked up and returned to departmental or program offices during regular hours. Grades are due no later than 72 hours after the fourth day of the examination period.

**3. Take-home Examinations**

Take-home examinations may be assigned any time after the last day of classes. A take-home final should be recognized as a final examination and not a term paper. It is due no later than the end of the third day of the exam period and should not be a research paper. All parties should keep in mind that it replaces a two-hour scheduled examination. Grades are due no later than 72 hours after the fourth day of the exam period.

**4. Paper in Lieu of Examination**

This exercise should not be confused with the final of a series of papers in a course or with the course term paper or final project. It is, rather, a short paper which replaces a final exam. Thus, the assignment should require no more time, in preparation and execution, than such an examination. It is assigned during the last week of classes and due no later than the end of the third day of the exam period.

**B. Announcement and Changes of Final Examination**

By faculty legislation, all instructors must announce to each class within the first week of the term whether they will be offering final examinations on a regular, self-scheduled, or take-home basis, a paper in lieu of an examination, or no final examination. The Registrar and the Dean of Studies will issue supplementary instructions about the conduct of self-scheduled examinations.

Instructors should be sure they have notified their students fully of their plans for final examinations and should include them in the course syllabus. Plans may not be changed once announced, except in an emergency and only with the permission of the dean of studies.

A student having three or more regularly scheduled final examinations occurring in three consecutive examination periods or having two exams scheduled at the same time, may request that the dean of studies office arrange to reschedule one of them. The dean or class adviser will determine, in consultation with the instructors involved, which examination will be rescheduled and what the new date of the examination will be.

Instructors are not permitted to give special final examinations to individual students

except by permission of the dean's office. The dean of studies and the dean of first-year students are available for consultation about examination problems.

**C. Conduct of Final Examinations**

Members of the faculty are urged to contribute as fully as possible to making conditions in the examination room conducive to quiet, good order and honorable methods of work. The students are expected to maintain the integrity of their own work. Instructors should, for regularly scheduled examinations, be available in case of need, such as undue noise, illness, late arrival of students or other emergency. Students are expected to be seated in alternate seats during examinations. They are permitted to take into the examination room only such materials as the instructor has prescribed. Examination books in regular exams may not be taken by the students from the room; in self-scheduled exams, they are to be returned directly to the proper person by the student, according to instructions. For scratch work or trial answers, students are expected to use the back pages of the examination books. No pages should be torn out or inserted.

In regular examinations, instructors should be on hand before the end of the examination to receive the books and to check with their class lists before leaving the room to be sure that none are missing and that pages are not torn out or inserted. The instructor is responsible for securing examination books. Instructors should not leave unused examination books in locations available to students.

**D. Absence, Lateness and Failure**

Whenever possible, instructors are notified in advance when a student is expected to be absent from an examination. Unexpected absences should be immediately reported by instructors to the Office of the Dean of Studies. It is important for instructors to observe this regulation so that, if warranted, arrangements may be made for make-up of work not completed.

Absence from examinations at the scheduled time is excused only by the appropriate dean and only for illness or serious emergency. After the dean confers with the student and determines that an "Incomplete" is necessary, an Incomplete form is issued with copies to the instructor, the Registrar and the student. A student who misses any examination because of illness at home must secure appropriate medical documentation.

Before submitting a grade for a student whose absence remains unexplained, the instructor should consult the Office of the Dean of Studies about the student's status. Only the dean's office may issue an Incomplete.

A student whose absence is not to be excused receives an F in the final examination. The grade for the course as a whole is determined by the instructor.

No examinations are given in the Infirmary except when authorized by the college Physician through the Office of the Dean of Studies. Such permission is given only in exceptional cases when the student is no longer seriously ill but is still infectious or has an injury which confines him/her to the Infirmary.

A student who comes late to a final examination while it is still in session may be allowed, at the discretion of the instructor, to take the examination.

A student taking either a self-scheduled or a scheduled examination after the regular period will be given a new examination.

Seniors who fail a course examination at the end of the second semester may be permitted by the department, after consultation with the dean of studies, to take a re-examination before Commencement, if they fail in only one course. If they fail two examinations, they must, except in unusual circumstances, wait until September to take the re-examinations, with the approval of the departments concerned and the dean of

studies.

Examination books should be kept for one year in case of dispute over grades. After that period, they may be returned to students, at the instructor's discretion.

The rules of conduct for examinations which are not final examinations, as well as exceptions from these rules, may follow the above principles. They are, however, established and administered by the individual instructor or, in some cases, by departmental legislation.

## V. RELIGIOUS HOLY DAYS

The Committee on Curricular Policies, through its Subcommittee on the Calendar, has identified the following religious holy days as being of particular significance to members of the Vassar College student body and faculty and staff:

September 12 - 13 (beginning at sundown, Monday, September 12) <i>Beginning date can vary by a day</i>	Eid al-Adha	Muslim	The Festival of the Sacrifice remembers Abraham's devotion in offering his son as a sacrifice.
October 2 through October 4 (sundown Sunday to sundown Tuesday)	Rosh Hashanah	Jewish	This marks the beginning of the Jewish year and the beginning of the High Holy Days or the Days of Awe.
October 11–12 (sundown Tuesday to sundown Wednesday)	Yom Kippur	Jewish	The Day of Atonement, the end of the 10 Days of Awe, is devoted to prayer, repentance, and fasting. The Sabbath of Sabbaths in the Jewish calendar, it is the most widely observed Jewish holiday of the year.
January 28	Lunar New Year (also known as Chinese New Year)	Secular in origin, the holiday is observed across religious and secular communities throughout East Asia cultural regions (excluding Japan)	Celebrated as the most important holiday of the year in the East Asian lunar calendar (also known as the Chinese lunar calendar). The holiday is observed primarily in mainland China, Hong Kong, Taiwan, Macau, Vietnam, and Korea, and also many Southeast Asian countries with significant population from the above regions. The Year of the Chicken begins.
March 1	Ash Wednesday	Christian	The beginning of Lent, the 40-day period (excluding Sundays) of prayer and repentance that precedes Easter.
April 9-16	Holy Week/Easter	Christian	The most important Christian Holidays, with a week of observances:  Palm Sunday, April 9 Holy Thursday, April 13 Good Friday, April 14 Easter, April 16  Holy Week marks the Last Supper, Passion, crucifixion, and resurrection of Jesus of Nazareth.
April 10-12 (sundown Monday to sundown Wednesday)	1st Days of Passover	Jewish	Passover commemorates the liberation of the Israelites from Egyptian bondage. Ritual meals, known as seders, are conducted on the first and second nights and retell the story of the Exodus.  These Seders begin an <u>8-day holiday</u> in which dietary restrictions apply (April 10-18).

In planning courses, instructors are asked to take note of these days so that examinations will not be held or major assignments will not fall due on them. Students should be told at the beginning of each term that although classes may be conducted on these days, absence for reasons of religious observance is not be penalized. However, students who intend to be absent in order to observe the holy days are expected to notify their instructors in advance of their absence and to arrange to make up any work missed.

Instructors who elect not to teach on any holy days should inform their chair and notify their students at the beginning of the term. They should arrange for another faculty member to cover their classes if possible or plan make-up classes with their students and announce them in advance.

## VI. THE GRADING SYSTEM

### A. Grading Standards

The faculty reinforced its firm adherence to these standards during deliberations in 1977:

<b>A</b>	indicates achievement of distinction. It involves conspicuous excellence in several aspects of the work.
<b>B</b>	indicates general achievement of a higher order. It also involves excellence in some aspect of the work, such as the following:
	Completeness and accuracy of knowledge
	Sustained and effective use of knowledge
	Independence of work
	Originality
<b>C</b>	indicates the acceptable standard for graduation from Vassar College. It involves in each course such work as may fairly be expected of any Vassar student of normal ability who gives to the course a reasonable amount of time, effort and attention. Such acceptable attainment should include the following factors:
	Familiarity with the content of the course
	Familiarity with the methods of study of the course
	Evidence of growth in actual use both of content and method
	Evidence of an open, active and discriminating mind
	Ability to express oneself in intelligible English
<b>C-, D+ and D</b>	indicates degrees of unsatisfactory work, but below standard grade. They signify work which in one or more important respects falls below the minimum acceptable standard for graduation, but which is of sufficient quality and quantity to be counted in the units for graduation.
<b>F</b>	indicates failure because the student has failed on the combined record of work through the semester and the final examination, or because the student has abandoned a course after the drop deadline without permission for withdrawal given by the dean of studies.
	A student who receives an F in the first semester in a yearlong course may not continue in the course for the second semester, except with the permission of the department.
	Work evaluated, as F may not be counted toward the degree.

### B. Ungraded Work

The terms applied to performance in ungraded work are “Pass with Distinction” (DS), “Satisfactory” (SA), and “Unsatisfactory” (UN). “Pass with Distinction” applies only to 298, 399, 499, 400, to 300 and 301 at the decision of the individual departments, and to certain advanced courses in Education. “Satisfactory” is defined as work that is C or above. “Unsatisfactory” means work of below C in quality. No credit toward the degree is offered for work with this evaluation.

**C. The Non-recorded Option (NRO)**

The purpose of this option is to allow students to explore areas of the curriculum in which they may feel less well-prepared or which may be entirely new to them without the pressure of precise, graded evaluation. Instructors, or sometimes departments, determine whether a course will or will not be offered with the non-recorded option. Once established, a course's designation may not be changed during the term in which it is being offered.

Departmental stipulations for the exercise of this option appear in the Schedule of Classes. Courses in a student's concentration may not be taken NRO after declaration of the major. In courses designated in the Schedule of Classes as being offered under the non-recorded option, students may file a form with the Registrar, by the mid-point of the semester, indicating the lowest grade they wish recorded on their permanent record for the course. If the grade submitted by the instructor at the end of term is at or above the designated level, it is recorded and if it is below that level but still passing (not F), a grade of PA is placed on the student's record. If the student fails the course, a grade of F is recorded.

A student may elect a maximum of 4 unites of work under the non-recorded option. A course elected under the non-recorded option for which a grade is in fact received nonetheless counts as part of this "4 unit" limit. For students this limit is reduced by 1 unit for each year of Advanced Standing awarded to the student.

**D. Miscellaneous Grades**

<b>WP—</b>	(Withdrawn Passing) is a grade assigned by the Registrar to those students who successfully completed the first semester and subsequently withdrew from a full year course. This grade yields no credit and bears no penalty.
<b>WD—</b>	(Withdrawn Without Penalty) is a grade assigned by the Registrar to those students who have withdrawn from course with the permission of the dean's office after the drop period. This grade yields no credit and bears no penalty.
<b>NG—</b>	(No Grade) is a notation for all non-credit courses, such as music performance.

**E. Incomplete Grades**

<b>NA—</b>	(Not Available) is a notation for special cases where, with the permission of the dean's office, and in consultation with the instructor, an "Extension" is granted and an individual grade is delayed. Extensions may be granted only by the dean's office and allow students a short period of additional time beyond the schedule due date in which to complete their work.
	An NA may also be given by a department at the end of the first semester in certain Senior Work (300, 301) when the work has not yet been completed. A grade of NA may not be recorded without the permission of the dean of studies office.
<b>IN—</b>	(Incomplete) indicates a deferred (excused) examination or work not completed for reasons of health or serious emergency. Grades of Incomplete are granted only by the dean of studies, the dean of first-year students, or the Advisors to Seniors, Juniors, and Sophomores. The instructor, department chair, or college Physician may be

	consulted as appropriate. Work must be completed by May 1 of the following year in the case of a first semester Incomplete, or October 1 of the same year in the case of a second semester Incomplete. If the work is not completed, the final grade for the course may become an F. No extensions may be granted other than by the appropriate person in the dean's office. All grades for Incompletes must be submitted no later than two weeks after the due date for such work.
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**F. Provisional Grades**

A department may offer provisional grades for a-b and a/b courses, provided that the Registrar and the students are notified of this intention at the beginning of the academic year. For the student electing both terms of such a course, the final grade received at the end of the year automatically becomes the grade that will be recorded on the student's transcript for both the first and second semesters. For the student who elects only the a-term of a provisionally graded a/b course, the first semester grade is final.

**G. Course Grades**

The grade in a course must not be based on an examination alone, but must take into account the quality of the student's work throughout the semester.

**H. Grade Average**

Standing in college and the requirements for graduation are determined by dual standards, one of quality and the other of quantity.

The quality of the work is measured by the quality points and the grade average; the quantity, by the units completed. The semester and yearly grade average is the ratio of the total number of quality points received to the total number of graded units elected.

The cumulative grade point average is computed to the first decimal and appears on each copy of a student's transcript. The final cumulative grade point average is noted on each student's record at graduation.

Each unit with a mark of A counts 4 quality points; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-1.7; D+, 1.3; D, 1.0; F, 0.

**I. Reporting Grades**

Course grades are due the third day after the final examination is held. More time will be allowed where needed, but the Registrar's office must be notified if the due date cannot be met.

Grades for courses with no examinations are due on the first day of the examination period.

When an Extension has been granted by the dean of studies office, after consultation with the instructor, the grade may be reported at a later date. In the meantime, an NA is entered for that course.

In the case of senior grades at the end of the second semester, it is imperative that instructors meet deadlines without fail.

Grades for summer work, Extensions, and Incompletes are due two weeks after the final work is due.

Academic report cards for all students receiving grades of C- and below must be submitted at the time of the submission of grades for the appropriate dean to use in review with the Committee on Students' Records.

At grade-reporting time all materials should be brought in person directly to the Registrar's office. When the office is closed, they may be left at Message Center in Main, but should not be sent via unstamped mail. Grades should never be given to a student to deliver to the Registrar.

Instructors may not disclose course grades to students in advance of the official report from the Registrar. Students receive their grades as soon as possible after the end of first semester and after Commencement. This does not, of course, prevent instructors from returning and discussing examinations at the beginning of the second semester.

**J. Change of Grades**

No grade may be changed after it has been reported to the Registrar's office unless authorized by the Dean of Studies. The dean will authorize changes only in cases of procedural, clerical or computational error and only upon receipt of written explanation of such an error. The faculty has reaffirmed the policy that instructors should be responsible for accurate marks at the time of submission. It is demoralizing to students and the faculty as a whole for individual faculty members to seek grade changes under student pressure for reconsideration. Therefore, the dean of studies will authorize a change only under extraordinary circumstances.

In cases where a grade submitted indicates an incomplete or an extension without the authorization of the dean's office, the Registrar will record an NA and will notify the instructor of the date at which the course grade will automatically become a failing grade.

**K. Academic Reports**

At mid-term, instructors are expected to confer with students whose work is below C and to file an academic report card with the dean of studies office. These reports help identify and counsel students who are having academic difficulty. Academic report cards for students receiving final grades of C- or below are also required.

**L. Warnings to Deficient Freshmen**

Each instructor is responsible in early November for warning freshmen whose work promises to be below a grade of C and for reporting to the dean of first-year students any student who is failing or negligent in their course work. This warning should be given by a specific grade, not by comments alone. Faculty are urged to take this responsibility seriously in order to help first year students avoid academic difficulty.

**M. Review by the Committee on Students' Records**

The status of all students whose academic records are unsatisfactory is reviewed periodically during the year by the Committee on Student Records on the basis of reports from each instructor, the Department of Health, the House Fellow or Resident in each house, and others who may give pertinent information. Students may be placed on probation, advised or required to take a leave of absence or withdraw, or required to change majors. Academic advisers are notified of all actions by the Committee on Student Records.

**N. Academic Probation**

Students who fail to maintain the required academic standards are placed on academic probation by the Committee on Student Records in order to give them another chance to prove that they are capable of remaining in college. Students are placed on probation at the end of any semester if their overall grade point average, their average in their major, or their average for that semester falls below 2.0. They remain on probation until a 2.0 average is achieved. Students who receive a grade of F or two D grades are also placed on probation.

**O. Advised Withdrawal**

Students who are advised at the end of a term to withdraw, but who choose to return, are warned that they will be under review at the end of the next term and therefore may be required to withdraw at the end of that semester.

**P. Required Leave or Withdrawal**

Before deciding to require the leave of absence or withdrawal of any student, the Committee on Student Records considers carefully full reports in each individual case. Therefore the decision of the committee is final except in cases where important new evidence is offered after the decision has been reached. In such cases, a student may appeal the decision.

Any student whose withdrawal is required has, under the *Governance*, recourse to the faculty members of the Academic Panel for review, upon application to the dean of studies.

**Q. Continuance in College**

It is the general policy of the faculty to allow a student to continue through the year, but special circumstances may make withdrawal after a semester or during the term necessary.

In June, all students on probation are reviewed by the Committee on Student Records with regard to their continuance in college. Freshmen who at the end of the year have a grade point average of 1.5 or below usually may not return the following year. Exceptions to this rule of minimum eligibility may be made by the Committee on Student Records if failure has been due to causes beyond the control of the student or if the student shows decided promise. Continuance in college for other freshmen and for sophomores and juniors whose work is below grade is determined by the Committee on Student Records. The committee may require students, if they wish to continue, to change their fields of concentration.

Students who at the end of their junior year are below graduation standard will not be allowed to return to college for their senior year unless there are circumstances involved that warrant favorable action by the committee.

## VII. LEAVES OF ABSENCE AND SPECIAL ACADEMIC PRIVILEGES

### A. Leaves of Absence

Students who wish a leave of absence from their work during a semester are usually granted such a leave upon demonstration of necessity to the appropriate dean or advisor in the office of the dean of studies. Registration for a student leaving during the drop period of the semester will be canceled. The records of students going on emergency leave of absence after that time indicate withdrawal without penalty (WD) from all their courses for the semester. In general, a leave of absence for a given term will not be granted to a student after the last day of classes for that term.

A student who must be absent for more than three weeks during the semester will usually be obliged to withdraw from work that term. Arrangements in such cases must be made with the dean of studies. Students who seek academic or personal leaves of absence (see Catalogue) for subsequent semesters must conform to certain deadlines which will be posted at the beginning of the academic year.

### B. Committee on Leaves and Privileges

All requests for academic leaves of absence, special privilege with respect to curricular requirements, acceleration etc. should be directed to the faculty Committee on Leaves and Privileges through the office of the dean of studies. All requests for privilege must be reviewed by the adviser. Requests for academic leaves and for acceleration must be accompanied by proposed academic programs reviewed and evaluated by the adviser.

## VIII. GRADUATION

Graduation depends on the student's successful completion of all stated requirements for the degree. The determination of failure to meet the college requirements is the responsibility of the Registrar and the determination of failure to meet departmental or program requirements is the responsibility of the department or program chair. In the case of interdepartmental or multidisciplinary majors or majors in the Independent Program, all distribution and departmental requirements are the responsibility of the program. In the case of failure, an opportunity for make-up will be considered by the dean, in consultation with the Committee on Student Records and the departments and programs concerned.

### A. General and Departmental Honors

By faculty legislation, general honors are granted to those graduates whose grade point averages rank them in the first 20% of the class. The Registrar determines this ranking just before commencement.

Departmental and program honors are granted according to criteria developed by the several academic departments and programs. These criteria are reviewed annually and, each spring, the academic records of nominees for departmental and program honors are reviewed by the faculty Committee on Student Records, which has responsibility for assuring their conformity with the established criteria.

### B. Phi Beta Kappa

Vassar was the first women's college to be recognized by Phi Beta Kappa and received its charter in 1898. Members are elected by the Vassar chapter each spring. The basis for selection is evidence of high distinction in an academic program that exhibits breadth and substance and in which each of the general areas of the liberal arts—arts, languages, social sciences, and natural sciences—is well represented.

### C. Sigma Xi

Sigma Xi is an international honor society of scientists and engineers dedicated to recognizing scientific achievement. Founded in 1886 at Cornell University, the society was designed to award excellence in scientific research and to encourage a sense of companionship and cooperation among scientists in all fields. Sigma Xi is a non-profit membership society of approximately 75,000 scientists and engineers. Nearly 200 Sigma Xi members have won the Nobel Prize.

A Sigma Xi Club was established at Vassar College in 1959 and recognized as an active chapter in 1998. In 2001, the trustees of Vassar College approved the recognition of graduating seniors as associate members of Sigma Xi based upon their research accomplishments and academic record. Vassar College is one of the few liberal arts colleges in the country where graduating seniors are bestowed the honor of associate membership in Sigma Xi.