



# 2020 -2022 Faculty Handbook

WILEY

# 2020

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## **WILEY COLLEGE FACULTY HANDBOOK 2020 - 2022**

**WILEY COLLEGE  
711 Wiley Ave.  
Marshall, Texas 75670  
Wiley College is a College of the United Methodist Church**



*This Handbook reflects College policy and is available in both print and electronic formats. The electronic version is revised more frequently and in the event of discrepancies between the print and the electronic versions, the electronic edition shall prevail.*

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## SECTION I: INTRODUCTION

This is an updated (2018) version of the Wiley College Faculty Handbook. This Handbook includes College policies, practices, and procedures designed to serve as guidelines for the faculty members employed at the College. The information contained is not to be construed as a contract expressed or implied between a faculty member and Wiley College. This document is intended to serve as a general orientation, guideline, and statement of operating principles for the conduct of faculty members of the College. Should there be a need to modify or change any of the stated policies, practices and procedures included in this Handbook; the College reserves the right to do so, with changes being subject to final decision or approval by the Board of Trustees. This handbook has been revised by committees of the Faculty Assembly (during both 2010 and 2011 academic years), the Vice Presidents' Council on October 27, 2011, and approved by the Board of Trustees, November 3, 2011. Additional revisions were made by the Academic Council – to include various members of the faculty, reviewed by the Faculty Senate, and approved the Executive Cabinet on August 28, 2018.

Faculty members should review the Faculty Handbook as they seek guidance for a course of action. It is also important to understand that this Handbook may not cover every circumstance and that the College reserves the right to interpret policies at its sole discretion. Normally, but not in all situations, this may include the review of current and past practices and precedents. Updates will be distributed to faculty as policies and procedures are changed. Faculty should keep this Handbook readily available and insert any revised material promptly so the Handbook is kept current at all times. The most current versions of both handbooks are posted and maintained on the Wiley College website.

### 1.1 LINES OF AUTHORITY AND COMMUNICATION

All operational units and schools along with administrative and service offices have defined lines of authority, responsibility and communication. These channels must be followed. Business matters must first be submitted to the supervisor, next to the area dean, then to the Vice President for Academic Affairs, and lastly to the President. (Refer to Section III for a description of the functional areas of Academic Affairs).

Most matters are presented to the Vice President for Academic Affairs for review or consultation before transmittal to the President.

This policy does not preclude ready access to any of the administrative officials in the case of exceptional matters. Moreover, it is incumbent on the administrative officer of each major unit to be accountable for the effective operation of his/her unit. The specificity of administrative responsibility and effective operation of each unit enables the Vice President for Academic Affairs, and the President to devote more time to the important functions of planning, institutional development, operational management, assessment of performance, and community relations.

## 1.2 CODE OF ETHICS

Faculty members at Wiley College should recognize that their personal conduct reflects on the integrity of the College and should take care that their actions have no detrimental effect on the institution. Students learn by imitating the behavior of their mentors. Faculty members of Wiley College are expected to exhibit high ethical standards in every aspect of their professional and personal lives.

1. **Scope of work:** Faculty are expected to perform teaching, advising, recruitment, research, and service assignments in a manner consistent with standards established for all faculty members and detailed in the *Faculty Handbook*.
2. **Honesty:** The foremost academic virtue is intellectual honesty: a commitment to the pursuit of truth and a willingness to accept the truth, whatever it may be. This means that as academicians, a very high standard of honesty is absolutely imperative. Conversely, dishonesty constitutes evidence of academic and personal deficiencies. Faculty at Wiley College are expected to be honest in all communications with students, the administration, and peers.
3. **Professionalism:** Wiley College expects faculty members to be committed to a superior level of teaching, morality and character. In order to create and maintain a positive and orderly intellectual climate, teachers are expected to be prepared, punctual, courteous, fair, and diligent.
4. **Inappropriate Relationships and/or Contact:** Sexual relationships or contact between faculty and students are not tolerated. These relationships may mar the reputation of the faculty and the College and are strictly prohibited. The College strongly discourages circumstances that promote or enable sexual harassment. If engaged in, sexual relationships or inappropriate contact between faculty and students may constitute sufficient cause for disciplinary measures up to and including termination.
5. **Stewardship:** College funds, facilities, equipment, supplies, and staff should only be used only in the conduct of College duties. Exceptions may be made only under specific College policies and when established, commercial rates are paid to the College for any such use.
6. **Respect:** A high level of discretion and respect is expected in all personal and professional relations with students, faculty, staff, constituents and the public.
7. **Fairness:** Faculty members are expected to grade and treat students with fairness and according to established criteria and published guidelines in each course syllabus. In addition, if faculty members engage the services of College personnel (including students) for work related to professional activities beyond the scope of College assignments, the faculty member should fairly compensate the worker for such work.
8. **Integrity:** Intellectual integrity requires fair recognition of the nature and extent of contributions made by others to one's professional work. Professional integrity demands that Wiley College employees avoid non-college activities that may interfere significantly with fulfilling assigned College responsibilities.
9. **Confidentiality:** College policy requires faculty and staff to refrain from disclosing confidential information acquired as a result of the performance of assigned duties and to

maintain the privacy of student records as required by the Federal Family Educational Rights and Privacy Act (FERPA) of 1974.

- 10. Conflict of Interest:** Wiley College expects faculty members to avoid activities that will produce a conflict of interest with the College. This includes a commitment to abide by the College policies pertaining to consulting, off-campus employment and conflict of interest as detailed in the *Faculty* and *Employee Handbooks*.
- 11. Misconduct:** Faculty members must eschew academic misconduct, such as misrepresentation of personal or professional qualifications, or as data fabrication, plagiarism, exaggeration, and misrepresentation in proposals, research protocols, research reports, and scholarly or creative endeavors.

### 1.3 INSTITUTIONAL MEMBERSHIPS

- Wiley College is a member institution of the following organizations:
- American Association of Collegiate Registrars and Admissions Officers
- Association for Supervision and Curriculum Development
- Association for Institutional Research Association of Governing Boards
- Historically Black Colleges & Universities Law Enforcement Executives and Administrators
- Independent Colleges and Universities of Texas
- Marshall Chamber of Commerce
- National Assessment of Educational Progress
- National Association for Equal Opportunity in Higher Education
- National Association of College Deans, Registrars and Admission Officers
- National Association of Collegiate Directors of Athletics
- National Association of Colleges and Schools of the United Methodist Church
- National Association of College and University Business Officers
- National Association of Intercollegiate
- Athletics National Association of HBCU Title III
- Administrators Texas Academy of Math and Science
- The American Council on Education
- The American Library Association
- The Association of Governing Boards of Universities and Colleges
- The Association of Texas Colleges and Universities the Council of Independent Colleges
- The Texas Association of Developing Colleges
- The United Negro College Fund/UNCF
- Red River Athletic Conference
- Society for College and University Planning Southern Association of Colleges and Schools – Commission on Colleges Southern Association of Collegiate Registrars and Admissions Officers Southern Association for Institutional Research

## SECTION II: OVERVIEW OF WILEY COLLEGE

### 2.1 HISTORICAL OVERVIEW

In 1873, less than eight years after all hostilities were quieted from the Civil War, the Freedman's Aid Society of the Methodist Episcopal Church founded Wiley College near Marshall, Texas for the purpose of allowing Negro youth the opportunity to pursue higher learning in the arts, sciences and other professions.

Named in honor of Bishop Isaac T. Wiley, an outstanding minister, medical missionary and educator, Wiley College was founded during turbulent times for Blacks in America. Although African American males were given the right to vote in 1870, intimidation of America's newest citizens in the form of violence increased. The U.S. Supreme Court helped pave the way for segregation with the 1896 Plessy v. Ferguson decision that approved of the "separate but equal" doctrine.

Bishop Wiley was born in Lewistown, Pennsylvania, on March 29, 1825. He became interested in the Christian ministry as a boy, joining the church at 14 years of age and became active in missionary work. At 18, he was authorized to preach under ministerial direction. Due to difficulties with his voice, he studied medicine and upon graduation from medical school became a medical and educational missionary in China. Wiley was elected bishop in 1864 and organized a Methodist conference in Japan. Bishop Wiley died on November 22, 1884 in his beloved China.

Wiley College opened its doors just south of Marshall with two frame buildings and an overwhelming desire to succeed in a climate fraught with racism and Jim Crow laws. So entrenched was their desire to succeed that in 1880, rather than moving Wiley College farther out of town, the founders of the College moved nearer to Marshall on 55 acres of wooded land where the College stands today. Land was cleared and four additional buildings were constructed as student enrollment soared to 160 students with seven full-time faculty members. Wiley College had effectively become the first Black college west of the Mississippi River.

Among the visionaries of that era were presidents revered in Wiley College history. Individuals who persevered in a climate of hatred in the South and in the face of great personal sacrifice were Wiley's first presidents: **Rev. F. C. Moore** (1873-1876), **Rev. W. H. Davis** (1876-1885), **Rev. N. D. Clifford** (1885- 1888), **Rev. Dr. George Whitaker** (1888-1889), and **Rev. Dr. P. A. Pool** (1889-1893). It was their strength of character in the face of hardship and acrimony that forged the early foundations of this bastion of academic excellence. Their labors were rewarded in 1888 when the first graduate of Wiley University (for so it was called at the time) was awarded the Bachelor of Arts degree. Mr. H.B. Pemberton would lead the way for generations of Wiley College graduates to come.

**Reverend Isaiah B. Scott** (1893-1896) was appointed as the sixth president of Wiley College in 1893. His appointment was significant because he was the first Negro president of Wiley. The Freedman's Aid Society departed from its traditional administration of the school and boldly placed Reverend Scott in the lead role for the fledgling school. Twenty-three years had passed since the founding of Wiley College when Reverend Scott retired in 1896. Two years later, the

General Conference of 1896 elected Dr. Scott to the editorship of the *Southwestern Christian Advocate*. A new generation of students then greeted a new president of the College.

**Matthew Winfred Dogan, Sr.** (1896-1942) was to become the most prolific and the longest-sitting president to grace the halls of Wiley College. The seventh president took office at the age of 33 and was to become the “backbone and strength of Wiley.” During his 46-year administration of Wiley College, many changes occurred on the campus and in the United States as a whole. At a time in history when the National Association for the Advancement of Colored People (NAACP) and the National Urban League were established to reinvigorate the old abolitionist struggle to achieve complete emancipation and full citizenship for Black Americans, Wiley College was building and expanding.

In 1906, the College boasted eleven buildings on campus. The first brick building constructed on campus under the Dogan administration was the central building. It was built of bricks made on campus and was constructed by students. Subsequent campus buildings were constructed around this main building and housed programs in mechanics, printing, tailoring, broom making, woodworking and industrial programs. Among the eleven buildings was the King Industrial Home for Girls bringing the important study of home economics to Wiley.

Dogan’s dream was to expand for the future and indeed Wiley College expanded as building after building was erected for more specialized programs. However, 1906 also brought tragedy to Wiley College as five buildings were destroyed by fire, including the main central building. Although the buildings were in ashes, the foundations remained strong and in 1907, buildings of greater magnitude began to take shape on the campus. Noted philanthropist, Andrew Carnegie, made possible the construction of the Carnegie Library that was erected in 1907.

In 1915, floods, cotton crop failures, and a reactivated Ku Klux Klan motivated Southern rural blacks to migrate to the North in search of employment opportunities in the expanding military industry. Within a year and a half, 350,000 African Americans had moved from Southern farms to the factories of Northern cities. However, Wiley College was continuing to expand. Coe Hall, named for former teacher, Mrs. Isabel Coe, was built to serve as the men’s dormitory. Coe’s father had donated the sum of \$5,000 to the College. Thirkield Hall, a magnificent three-story structure built with the grandeur befitting an institution of higher learning, was erected in 1918 and named for Bishop Wilbur P. Thirkield, a close friend of the College and former president of Howard University.

The Daniel Adams Brainard Chapel was erected in 1924 with a capacity for 800 students. The Chapel was equipped with a pipe organ that was one-of-a-kind among similar sized colleges of the time. In 1925, Dogan Hall was built to accommodate women in dormitories. Dogan Hall was a truly lavish residence hall in its day. The Refectory was also erected during this time period as a dining hall for students and a place for extra-curricular activities. Truly a pioneer in the educational arena, Wiley College took the leadership role in reorganizing Black schools of higher education and in 1929, renamed itself Wiley College, dropping the use of the word “University.” It was at this time the high school and trade school were discontinued. Wiley College was recognized in 1933 as an “A” class college by the Association of Colleges and

Secondary Schools of the southern states. This marked the first time any Black school had ever been rated by the same agency and standards as other universities.

Wiley College was a leader in planting the seeds of the first social organizations in the Southwest. These fraternities and sororities nurtured the cohesiveness of Black college students. The Beta Chapter of Phi Beta Sigma Fraternity, Inc. was formed on the Wiley campus in 1915, the second chapter founded in the United States. The Theta Chapter of Omega Psi Phi Fraternity, Inc. was formed in 1922 and the Theta Chapter of Zeta Phi Beta Sorority, Inc. was formed in 1923. Other social organizations included the Phi Chapter of Alpha Kappa Alpha Sorority, Inc. in 1924, the Alpha Sigma Chapter of Alpha Phi Alpha Fraternity, Inc. in 1925, the Alpha Iota Chapter of Delta Sigma Theta Sorority, Inc. in 1930 and the Alpha Chi Chapter of Kappa Alpha Psi, Inc. in 1935.

During these years, the automobile was not widely used by many students and their families; thus, the nation's rail system was the preferred, and sometimes the only means of travel to Wiley. Coaches with special connections from Dallas, Houston, Shreveport and Beaumont carried students to Marshall, Texas and Wiley College on the "Wiley Express."

At a time when Jesse Owens was thundering to an unprecedented four gold medals in the 1936 Olympic Games in Berlin, Wiley College was introducing football to Black colleges and was a leader in forming the Southwestern Athletic Conference (SWAC), still in existence today. Wiley College won many national championships in football and basketball, having more championship athletic teams than all its opponents of the SWAC combined.

This drive for excellence extended beyond the football fields and the basketball courts and spilled over into the academic arenas with a debating championship in 1935 and notable accomplishments in the field of dramatic competitions. Wiley College was the first of its kind in the region to adopt an honor roll system for outstanding students. Wiley College was the leader that other Black colleges and universities eagerly followed.

Music has always played an integral part in Black history, and this was also true in the history of Wiley College. The Wiley College band was a first during this period. In the 1930s, Duke Ellington wrote "*It Don't Mean a Thing If It Ain't Got That Swing*" and George Gershwin's *Porgy and Bess* debuted before record crowds in New York. At the same time, the Wiley College music department was making some noise of its own, proudly becoming second to none among similar colleges in the region. The Wiley Quartet sang for stage and radio during this time period, and the Glee Club, band, orchestra, and choir were all well equipped with instruments and talent.

The General Education Board of The Methodist Church provided funding in 1935 to refurnish and redecorate the Carnegie Library. The College accepted the gift and a challenge from the Board to match dollar-for-dollar a \$3,000 proposed endowment. The Endowment Drive was completed in 1938, and the College endowment grew to \$6,000 (equivalent to over \$200,000 in today's value).

With the arrival of the '40s, the era of Dr. Matthew Dogan, the seventh and only president since the turn of the century, was coming to a close. Dogan's tenure had been marked with struggles and successes, expansion and growth. It was a very different student that walked the halls of Wiley College in the 1940s. Students appeared younger and bolder. Styles and fashions took on a new look. Soon, the world would change once again with the coming of war to the United States. A new day was on the horizon, and in 1942, President Dogan retired as the president of Wiley College.

World War II began for the United States on December 7, 1941, with the Japanese sneak attack on Pearl Harbor. As President Franklin Roosevelt was addressing Congress on the proposition of war, Wiley College President, Dr. Matthew Dogan, was preparing to relinquish the reins of authority to **Dr. E.C. McLeod**, Wiley's eighth president (1942-1948). While college enrollment took a back seat to the draft, Dr. McLeod never backed down from the vision established by the previous administration to build and expand "Dear Wiley": thus, a five-year building plan was unveiled.

Wiley served the defense effort well with the establishment of the Wiley College Committee on Community Service and National Defense. The Committee coordinated its efforts with the country's national defense resources through an expansion of its summer program. Many Wileyites seized this opportunity and trained for community health improvement with the aid of this national program.

Addressing the demands of the market, homemaking education was added to the curriculum, and a new facility complete with lecture rooms, laboratories, and mock dining and lodging facilities was established in 1942. A new athletic stadium was constructed, and improvements were made to the athletic fields. McLeod Hall was constructed as a men's residence hall to accommodate the veterans returning from the war. Many young men took advantage of the educational opportunities afforded them through their G.I. Benefits package. This was the most expansive record of enrollment in Wiley College history.

During McLeod's administration, the College joined the United Negro College Fund in 1944 as a charter member. This brought new resources to the College for expanding programs and building projects. Wiley College enjoys the distinction of having won the title of "Miss UNCF" for three consecutive terms, being the only college of the era to receive this stellar national honor.

With the retirement of Dr. McLeod in 1948, Wiley College changed leadership. The ninth president of Wiley College was **Dr. Julius S. Scott, Sr.** (1948-1958). He had worked at the College in various capacities over the years and brought a true "Wiley Spirit" to the presidency. Under his leadership, the Alumni Gymnasium was completed. The new gym was a project initiated by the Wiley College National Alumni Association and was funded through gifts from alumni and grants from the federal government. The gymnasium was more than a new structure on campus. It was a monument to the struggles and the successes of its former students and graduates of the College.

Wiley College students were getting their first taste of rock-n-roll in 1954 listening to the sounds of recording artists like Fats Domino, Chuck Berry, and Little Richard. During this period, Smith-Nooks Hall of Music was built and dedicated and shortly thereafter, in 1958, Dr. Scott retired from the presidency.

**Dr. Thomas Winston Cole, Sr.** (1958-1971) was selected as the tenth president to lead Wiley College in 1958. He was a 1934 graduate of Wiley College and the first layman to hold the position. His visionary goal was to build on the great traditions established by his predecessors. In 1960, Wiley College was admitted to full membership in the Southern Association of Colleges and Secondary Schools (SACS). In addition, a new building program was established, including a complete renovation of the Refectory together with its transformation into a modernized dining facility. Dr. Cole was instrumental in refurbishing and remodeling many facilities on campus including the Aaron Baker Science Building, the

T.W. Cole Library, and the Fred T. Long Student Union Building. He had the streets paved, new sidewalks installed, and created new parking facilities for students, faculty, and staff. It was also during this period that the annex for Dogan Hall was completed to house the senior females on campus. Dr. Cole served Wiley College well from 1958-1971.

The eleventh president of Wiley College was also an alumnus of the College, **Dr. Robert E. Hayes, Sr.** (1971-1986). His administration continued to advance the College. During his presidency, the College experienced continued growth and development. A new men's dormitory was constructed to accommodate increasing enrollment. The fledgling KBWC, Wiley College radio station, received licensing approval by the Federal Communications Commission. The A Cappella Choir resumed its annual spring concert tour of the mid-west and the number of faculty members holding earned doctorate degrees increased to 41 percent. Dr. Hayes was also instrumental in raising over a million dollars through speaking engagements and gifts from individuals. Dr. Hayes served his alma mater from 1971 until his retirement in June of 1986. Between 1986 and 1987, **Dr. E.W. Rand**, and **Dr. David R. Houston** served successively as interim presidents of the College.

The Wiley College Board of Trustees elected **Dr. David L. Beckley** (1987-1993) as the twelfth president of the institution in 1987. Under his leadership, the College improved its fiscal management practices, retired outstanding federal bonds on several campus buildings and facilities, retired federal debts and loans, increased the endowment fund and increased the number of faculty members holding terminal degrees. Also, during the Beckley administration, the College was reorganized into five academic divisions: Basic Studies; Business and Social Sciences; Education and Physical Education; Humanities and Natural Sciences and Mathematics. These programs helped prepare students for careers in their major discipline as well as making available to them the opportunity to pursue graduate work.

**Dr. Lamore J. Carter** (1993-1996) was named the thirteenth president of Wiley College by the Board of Trustees in 1993. Under his administration, significant accomplishments included the reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The renovation of significant portions of the Wiley-Pemberton Complex was completed through the acquisition of several grants from the Department of Housing and Urban Development (HUD). Dr. Carter continued the initiative to increase the number of Ph.D.'s on the faculty and brought about outstanding improvements in the educational programs via a Fulbright Faculty Seminar in Thailand in 1994.

In 1996, **Dr. Julius S. Scott, Jr.** (1996-1998), a 1945 graduate of Wiley College, became the fourteenth president and chief executive officer of the institution. Dr. Scott's administration was marked by focused planning, fiscal stability, and a "seize the day" philosophical ideal. He is credited with enhancing the academic experiences of students, increasing enrollment, improving the living/learning facilities, and improving the overall academic standards of the institution.

**Dr. Ronald L. Swain** (1998-2000) became Wiley's fifteenth president in 1998. Under his leadership, a College-wide strategic planning initiative was launched. Equally important, the College increased its technological capabilities by extending computer usage throughout the

campus, providing laptop computers to each student. Improvements to the information systems were initiated that eventually led to increased network, Internet and computing capabilities and resources for the library.

In 2000, **Dr. Haywood L. Strickland** (2000-2018) was named the sixteenth president. His initial administrative theme was “Achieving Excellence through Pride and Performance.” During his first year of service, he exemplified this theme in achievements by beginning the construction of the \$2.4 million Julius S. Scott, Sr. Chapel on September 11, 2001, a day that is etched in the memories of all Americans. As the New York “twin towers” were falling, the Julius S. Scott, Sr. Chapel was rising. This edifice is now a center for worship and a gathering place for educational and spiritual enrichment for the Wiley College family and will be for generations to come. Dr. Strickland has been responsible for renovating and refurbishing every campus facility; spearheading the expansion of the physical plant to include a fourth residence hall--the J. Jack Ingram Residence Hall; substantially improving science laboratory facilities and securing record amounts in private gifts, as well as increased external funding for sponsored programs. Dr. Strickland is committed to the utilization of innovative techniques and strategic planning in all administrative processes. He is equally committed to modern pedagogy, the application of cutting- edge technology, and the involvement of the College in service to the community. The 16<sup>th</sup> president of the College is dedicated to student-centered programs and a customer-focused approach. Under Dr. Strickland’s administration, the College had its accreditation re-affirmed to the year 2013. The College garnered rare, international visibility on December 25, 2007, with the release of the movie, *The Great Debaters*, directed by Mr. Denzel Washington and produced by HARPO Productions and the Weinstein Company. This major motion picture captured the fame and notoriety of Professor Melvin B. Tolson and the intellectual legacy of four former students -- Hobart Jarrett, Henry Heights, James Farmer, Jr. and Henrietta Bell (Wells). It was their 1935 victory over that year’s National Champions that was the subject of the movie, *The Great Debaters*, which also won national acclaim. Under President Strickland’s leadership, the College received a one-million-dollar gift from Mr. Denzel Washington to revive the school’s debate team which was subsequently named in honor of both Professor Tolson and Mr. Denzel Washington.

President Strickland began the second decade of his presidential leadership in 2010 by declaring it the era of transformation, a period that was launched by the record-breaking enrollment of approximately 1,400 students and the May 2011 groundbreaking ceremony for a new 500-bed living-learning center. The construction of this facility brings the number of residence centers to five and enables the College to meet the increasing demand for campus housing. The new living-learning center is just one of several improvement projects made possible by a \$24 million loan through the Historically Black Colleges and Universities (HBCU) Capital Financing Project, a program sponsored by the US Department of Education. In addition, these resources also made it possible to expand the Fred T. Long Student Union Building by adding an additional 6,000 square feet to the former dining area to accommodate at least 700 students at each meal. This was a critical enhancement in response to the enrollment of almost 1,000 residential students. Other capital improvement projects launched by the Strickland administration included improvements to the Wiley-Pemberton Complex, the repair of roads and parking venues, and the conversion of traditional classrooms to “smart classrooms” campus-wide. These initiatives were designed

to transform the culture and climate of the College to cement its increasingly recognized and acknowledged status as a world-class institution of higher learning.

Under the 16<sup>th</sup> President's administration, the College had its accreditation re-affirmed unconditionally to 2023. The College received commendations by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) site visit team in October 2012 for having designed an innovative and exceptional Quality Enhancement Plan, *Communicate through Debate*, which institutionalizes debate education across the curriculum. This plan was cited by the site visit team as "having the potential to transform Wiley College and, in general, higher education throughout the nation." In addition, in June 2012, the institution received specialized accreditation of its business programs by the Accreditation Council for Business Schools and Programs (ACBSP).

In 2018, **Herman J. Felton, Jr., Ph.D., J.D.** (2018 – present), who has an intentional focus on social good and leadership, became the 17th President and Chief Executive Officer of Wiley College. Since his arrival, the revitalization of the campus with emphases on re-branding of the institution through a new website, technology infrastructure, campus beautification, and numerous renovations have occurred on the campus to improve structural facilities and technology access. The Thomas W. Cole Library was renovated to serve and respond to a tech-savvy, research-focused scholar, enrollment in online programs have increased, the campus radio station has returned to the airwaves, numerous campus academic building and their classrooms have been retrofitted with technology reflective of the student-driven demand for the College to deliver pedagogy via smart classrooms. Additionally, more innovation in instructional practices, tools for institutional effectiveness (Watermark, Maxient, and Acalog) have been acquired, and upgrades have been made to the wireless infrastructure for a more consistent and reliable wireless experience. In continued support of the College's affiliation with the United Methodist Church's ethos, an infrastructure was incorporated, ensuring the entire college participates in Chapel every Tuesday. The College opened a Spirit Store and created a First-Day Success Program which provides online and hard copy textbooks through Cengage to improve overall academic success and student pride. Wiley now offers continuing professional education (CPE) certificates through the Texas Education Agency (TEA). Dr. Felton's tenure has also brought the Heman Sweatt Center for Social Good, the College's first Honors Program, and the hiring of a licensed clinical psychologist for mental health and wellbeing.

The College is currently organized into two degree-granting schools: 1) the **School of Business & Social Sciences**, and 2) the **School of Education & Science**, 3) The two academic schools are supported by a cluster of units that include the Student Success Center (designed to provide intensive support and advisement to entering freshmen), Student Support Services, the Thomas Winston Cole Sr. Library, and a coordinating office for the College's general education programs.

There is an unyielding conviction among the faculty and administration that learning occurs best in an environment that is academically challenging and supportive, that embraces the principles of academic freedom and shared governance. Wiley College continues as a viable force and a leader in innovation in the academic community. Wiley was the first "ThinkPad College" west of the Mississippi River to afford all students the opportunity to use a laptop in their daily classwork. Technologically advanced classrooms allow students to become proficient in the use of technology and obtain class assignments, tests, and research projects via the Internet on a "24/7" basis. Each residence hall is equipped with Internet capabilities for students to perform extensive research from the comfort of their rooms. This has further progressed to expansions in online education programs.

For nearly 150 years, Wiley has offered educational opportunities to the citizens of Texas, the nation, and the world. The Wiley College spirit remains vibrant in the face of remarkable social change, global terrorism, economic strife, and adversity. The insightful vision of years past that made Wiley College a preeminent black college in the south is alive and well. Those leaders who brought Wiley through its illustrious history and the dates of their service are shown in Table 1.

Table 1. The Presidents of Wiley College

|   | President            | Years of Service |    | President             | Years of Service |
|---|----------------------|------------------|----|-----------------------|------------------|
| 1 | F. C. Moore          | 1873 – 1876      | 10 | Thomas W. Cole, Sr.   | 1958 – 1971      |
| 2 | W. H. Davis          | 1876 – 1885      | 11 | Robert E. Hayes, Sr.  | 1971 – 1986      |
| 3 | N.D. Clifford        | 1885 – 1888      | 12 | David L. Beckley      | 1987 – 1993      |
| 4 | George Whitaker      | 1888 – 1889      | 13 | Lamore J. Carter      | 1993 – 1996      |
| 5 | P.A. Pool            | 1889 – 1893      | 14 | Julius S. Scott, Jr.  | 1996 – 1998      |
| 6 | Isaiah B. Scott      | 1893 – 1896      | 15 | Ronald L. Swain       | 1998 – 2000      |
| 7 | Matthew W. Dogan     | 1896 – 1942      | 16 | Haywood L. Strickland | 2000 – 2018      |
| 8 | Egbert C. McLeod     | 1942 – 1948      | 17 | Herman J. Felton, Jr. | 2018 – present   |
| 9 | Julius S. Scott, Sr. | 1948 – 1958      |    |                       |                  |

## 2.2 WILEY COLLEGE STATEMENT OF MISSION

Wiley College is a premier liberal arts institution, affiliated with the United Methodist Church, with an intentional focus on social good and leadership. *(Approved by the Wiley College Board of Trustees November 15, 2021.)*

## 2.3 ACCREDITATION

Wiley College was the first of the “Negro Colleges” west of the Mississippi River to be granted the "A" rating by the Southern Association of Colleges and Secondary Schools in 1933 under the leadership of President M. W. Dogan and Dean Vattel Daniel. Today: Wiley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wiley College.

The Commission should only be contacted about accreditation-related issues. All other inquiries should be directed to the institution at:

Wiley College  
711 Wiley Avenue  
Marshall, Texas 75670  
903-927-3300  
[www.wileyc.edu](http://www.wileyc.edu)

The College is also listed with and approved by the Texas Education Agency to offer certain licensure programs for teacher candidates. Wiley College is approved for the training of veterans as prescribed by the Veterans Administration Office. Wiley College is authorized under Federal law (the Immigration and Naturalization Service) to enroll non-immigrant students. Wiley College is recognized by the Commission on Black Colleges of the University Senate of the Board of Higher Education and Ministry of The United Methodist Church.

## 2.4 THE ORGANIZATIONAL STRUCTURE

The mission of Wiley College is carried out through an organizational structure illustrated in Appendix I. Such organizational structure is under continuous review and modification to achieve the goals of the institution. This organizational structure reflects the purpose and philosophy of the College, and it facilitates cooperation and collaboration among functional units and enhances operational efficiency and effectiveness. The structure delineates not only the lines of responsibility but also the collaborative authority of the Vice Presidents. Below is a description of the positions responsible for various functions within the College. All positions within the College are defined and communicated so that resources are utilized optimally.

### Board of Trustees

The Board of Trustees is a mirror of Wiley College reflecting the values, goals, and quality of the College. The Board is the entity that shapes the institution and determines its future. The authority and responsibilities of the Board are described clearly and thoroughly in the *Bylaws of the Board of Trustees*. In discharging its functions and responsibilities, the Board has a number of salient roles. These include:

1. Selection of the president or chief executive officer of the institution.
2. Establishing and monitoring institutional purpose and goals.
3. Fundraising and management of fiscal affairs.
4. Determination of basic policy to guide its functions.
5. Relating and bridging the College to its various public constituencies.
6. Serving as the court of final appeal in grievance matters.

Performance of periodic self-evaluations of its organizational effectiveness.

### Office of the President

The chief executive officer of the College is the President. The President is appointed by the Board of Trustees and is responsible to the Board. The President is charged with operating the College in accordance with policies established by the Board and works with the Trustees in

selecting and appointing key personnel and in determining general plans and policies for the College. The President represents the College in major educational organizations and has other responsibilities as the Board may indicate.

#### Office of the Vice President for Academic Affairs

The Vice President for Academic Affairs is the senior educational administrator of the College with primary oversight responsibilities over the Division of Academic Affairs. The Vice President for Academic Affairs reports directly to the President and is primarily responsible for the development, implementation, and assessment of the instructional program and faculty recruitment and development. Academic Affairs is divided into academic operating schools supervised by deans and departments supervised by chairpersons. The Vice President for Academic Affairs is responsible for leadership in the following areas: Office of the Registrar, Student Success Center, Student Support and Disability Services, and the Library. The Vice President for Academic Affairs also directs the assessment and analysis activities to ensure compliance with accreditation guidelines and compliance with Association of Colleges and Schools Commission on Colleges.

#### Division of Student Affairs and Enrollment Services

The Vice President of Student Affairs is responsible for the non-academic aspects of student life and reports to the President. The Vice President of Student Affairs is responsible for providing leadership to the following areas: student life, residential life, athletics, counseling, career planning, student conduct, health services, campus ministry and admissions, recruitment, and financial aid.

#### Division of Business and Finance

The Vice President of Business and Finance reports directly to the President and is responsible for ensuring integrity and adequacy of the fiscal and administrative foundation of the College, thus, ensuring adequate support to the academic, student and development activities of the College. Under the direct supervision of the Vice President Director of ISTD/Network Engineer, Director of Student Accounts, and Network Engineer and the Director of Facilities.

#### Office of Institutional Advancement

The Vice President for Institutional Advancement reports directly to the President and works closely with the President in fund-raising and communicating the goals and programs of the College. Under the supervision of this office are Development, Alumni Relations, and Advancement Services who are responsible for major and planned gifts, corporate and foundation giving, sponsorship and events, church relations; marketing, brand, public relations and donor communications, donor records and stewardship; and alumni engagement. The office works collectively to promote the image of the College through integrated marketing and relationship management strategies.

#### Chief of Police

The Chief of Police, as the chief police officer, reports to the President. The Chief of Police serves as the chief safety officer at Wiley College. This position manages the personnel, processes, and use of security equipment for the campus. In addition, the Chief of Police ensures

that the security force maintains a high level of customer service, as they are often the first people that all Wiley College constituents and visitors meet face to face or speak to on the telephone.

#### Office of Human Resources

The Vice President for Human Resources reports directly to the President. The Division of Human Resources serves to fully support the College's mission. The Division is to provide effective guidance related to employment laws through several functions which include: (1) facilitating the recruitment and hiring of qualified employees to operate the College effectively, (2) providing guidance during the search process for new employees, (3) exploring cost savings and more effective benefits packages for all employees, (4) disseminating information relative to College policies and procedures, and (5) improving employee performance through systematic use of performance standards and evaluations. The Division provides employee assistance services and maintains contact with regulatory agencies to ensure compliance with local, state, and federal laws.

#### Office of Sponsored Programs

The Special Assistant for Sponsored Programs reports to the President. This individual provides oversight for the College's Title III Programs and, in collaboration with the sponsored programs staff and grants accountant, provides technical support in the procurement, implementation and reporting for most grants received by the College and/or those administered by the College pursuant to requests from funding entities. These include grants awarded for specific projects by various Federal and state agencies, non-profit or corporate foundations, and restricted gifts from private individuals if a performance report is required. The Office of Sponsored Programs monitors the progress of work, budgetary compliance, grant terms and conditions, and provides oversight to ensure the timely submission of mandatory performance and expenditure reports.

#### Standing Committees of the College

The standing committees of Wiley College are the:

- Academic Council
- Executive and Administrative Council
- Committee on Athletics
- Committee on Enrollment Management
- Committee on Fiscal Affairs Policy
- Committee on Human Resources
- Committee on Information Technology
- Committee on Institutional Planning and Assessment
- Committee on
- Committee on Student Affairs

These committees are formed annually at the beginning of each academic year. The President appoints a chair from among the members of the respective committees. Faculty, and in certain cases, students are appointed to serve on various standing committees in keeping with the principles of shared governance. Formal or informal recommendations from the faculty regarding committee assignments are expected from time to time. In some instances, such input is specifically requested. However, in accordance with contractual agreements, all full-time faculty members are expected to share in the committee work of the institution.

Each standing committee elects a secretary from among its membership. Minutes and annual reports are submitted to the President at the end of the year. Committees submit recommendations for action to the President's Cabinet. If approved by the President's Cabinet, the recommendations are presented to the Board of Trustees, and if approved, the decisions become the policies, practices, and regulations of the College.

### **ACADEMIC COUNCIL**

The Academic Council is an institutional standing committee and acts as an advisory body to the Vice President for Academic Affairs. It is the discussion forum and clearinghouse for all academic matters, including course requirements, majors, general education/academic foundation courses, deletion of courses, and the addition of new courses or programs. All academic problems/issues are referred to the Academic Council for clarification, resolution, and for recommendations to the faculty-in-session. Academic matters may be referred to the council by any of its members or the faculty-in-session. Most academic matters, especially those dealing with department-oriented courses and curriculum originate as documented recommendations from the faculty of the appropriate department to the respective academic school. The faculty of the academic school in session reviews the departmental recommendations, and if approved, the Dean presents the matter to the Academic Council.

The Academic Council is composed of the Vice President for Academic Affairs as chair, all academic school deans and program directors, the Registrar, the Director of Library Services and the Assistant Dean of Education. The President of the Faculty Assembly and two students also serve as voting members of the Council. The students are to be recommended by the Deans and approved by the Vice President for Academic Affairs. Others, including faculty members, may be invited by the chair to participate in the meetings and functions of the Council.

The Academic Council is required to meet on a regular basis and to prepare an annual report in May describing its work. Minutes of each meeting are to be included in this annual report.

### **ADMINISTRATIVE COUNCIL**

The Administrative Council consists of first-line managers, including vice presidents, deans, directors, a faculty representative, and a student representative. Meetings are conducted by the President of the College or his appointed designee.

The Administrative Council improves the flow of information throughout the ranks of the College.

The Administrative Council also improves institutional effectiveness and efficiency of operations by ensuring the timely accurate flow of information throughout the College. The Council meets monthly and minutes are kept at each meeting.

### **COMMITTEE ON ATHLETICS**

The Committee on Athletics is composed of a chair that is not directly connected with the Athletics Department. The athletics director shall be a member of this committee, along with other faculty, staff, and two student representatives.

The Committee on Athletics functions to facilitate a balance between the academic and athletic demands placed upon the College's athletes. Its role is to review and recommend policies and procedures that affect the athletics program at the institution.

The Committee on Athletics is required to meet on a regular basis and to prepare an annual report in May describing its work. Minutes of each meeting are to be included in this annual report.

### **COMMITTEE ON ENROLLMENT SERVICES**

The Committee on Enrollment Management is chaired by the Vice President for Enrollment Services and includes as members the Director of Financial Aid, Registrar, Director of Admissions, two faculty members, and two students. This committee serves in an advisory capacity to the President and makes recommendations about all aspects of enrollment management, including admissions, orientation, recruitment, retention, student records (registrar) and financial aid.

The committee:

1. Considers and makes recommendations concerning proposed changes in policies governing admissions, recruitment, retention, student records, and financial aid.
2. Reviews and rules on admission of exceptional cases referred to it by the Director of Admissions/Recruitment.
3. Reviews and rules on the readmission of students who were not in good **academic** standing at the time of their withdrawal (This review process does not include consideration of students on **disciplinary** suspensions).
4. Recommends eligible candidates for awards, prizes, and scholarships.
5. Studies the latest trends and developments in the areas of admissions, recruitment, retention, student records, and financial aid.
6. Recommends strategies for increasing and stabilizing enrollment at the desired level.
7. Recommends strategies for improving retention.
8. Promotes close interrelationships among offices responsible for the enrollment management functions and other related offices.

9. Approves and coordinates the various components of an effective orientation program for new students.

10. Performs special assignments as requested by the chair of the committee or the President.

The Committee on Enrollment Services is required to meet on a regular basis and to prepare an annual report in May describing its work. Minutes of each meeting are to be included in this annual report.

#### *COMMITTEE ON FISCAL AFFAIRS POLICY*

The Fiscal Affairs Policy Committee is composed of the Vice President for Business and Finance as chair, Controller, Senior Accountant, Vice President for Information Systems and Technology, Director of Financial Aid, one faculty member from Business, and one representative from Institutional Advancement, Student Affairs, and Sponsored Programs.

The role of the Fiscal Affairs Policy Committee is to:

- 1) develop and recommend policies concerning fiscal matters
- 2) regularly review fiscal policies and recommend changes as needed
- 3) interpret, review and make recommendations concerning policy exceptions
- 4) review and update the fiscal policies manual as needed.

The Fiscal Affairs Policy Committee is required to meet on a regular basis and to prepare an annual report in May describing its work. Minutes of each meeting are to be included in the annual report.

#### *COMMITTEE ON HUMAN RESOURCES*

The Human Resources Committee is composed of the Director of Human Resources as chair, one representative from Business and Finance, Student Affairs, Institutional Advancement, and one faculty member.

The purpose of the Human Resources Committee is to review and make recommendations concerning policies related to employment, benefits, compensation, employee services, training, and deployment.

The Human Resources Committee is required to meet on a regular basis and to prepare an annual report in May describing its work. Minutes of each meeting are to be included in the annual report.

#### *COMMITTEE ON INFORMATION TECHNOLOGY*

The Committee on Information Technology is established to ensure that the College is appropriately and adequately incorporating technological advances into its operations. The Committee develops and recommends to executive level administration mechanisms, policies, and procedures to ensure that information technology resources support the planning function and the educational program component of the College at appropriate levels. The Committee develops and recommends policies for the purchase, allocation, and use of information technology resources that are consistent with the purposes of the College. The Committee develops and recommends a mechanism to ensure that information technology policies are

reviewed and evaluated on a regular basis to ensure that academic and administrative needs are adequately addressed at all times. The Committee researches and recommends appropriate security measures and monitoring devices to protect the confidentiality and integrity of academic and administrative systems and institutional networks. In addition, the Committee develops and recommends a program for maintaining and replacing equipment and software so that they remain consistent with current technology.

The Committee on Information Technology is required to meet on a regular basis and prepare an annual report in May describing its work. Minutes of each meeting are to be included in the annual report.

#### *COMMITTEE ON INSTITUTIONAL PLANNING AND ASSESSMENT*

The Committee on Institutional Planning and Assessment is appointed annually by the President of the College and is composed of the members of the President's Cabinet along with a representative cross-section of faculty and staff. One student serves on the Committee as well. It is chaired by the Director of Institutional Research. The Committee on Institutional Planning and Assessment ensures that institutional planning and assessment activities are ongoing, systematic, and appropriately focused.

The Committee:

- 1) assists in formulating informed assumptions about the College's external and internal environment
- 2) assists in identifying or developing assessment procedures or instruments
- 3) monitors and assist in the implementation of strategic plans at the departmental/unit level,
- 4) promotes planning across campus, and (5) reviews the institutional strategic plan on an annual basis, assesses progress, and recommends modifications as warranted.

The Committee on Institutional Planning and Assessment is required to meet on a regular basis and prepare an annual report in May describing its work. Minutes of each meeting are to be included in the annual report.

#### *COMMITTEE ON SEXUAL HARASSMENT*

The Committee on Sexual Harassment is appointed annually by the President of the College and is composed of a representative cross-section of faculty, staff, and administrators. The Director of Human Resources serves as an ex-officio member of the committee.

The Committee on Sexual Harassment hears cases of sexual harassment involving employees of the College. The committee hears those cases where the complainant seeks a formal resolution of the complaint. The Committee on Sexual Harassment, in consultation with the Director of Human

Resources, investigates the complaint to establish whether there is a reasonable basis for believing that a violation of the College's policy on sexual harassment has occurred. The committee gathers and considers relevant information, conducts a hearing, renders a judgment, and recommends a sanction in cases where the allegation of sexual harassment is judged to be

“founded.” All matters of the Committee on Sexual Harassment are treated in the strictest confidence.

The committee prepares a written report on each case it hears which is presented to the President

### *COMMITTEE ON STUDENT AFFAIRS*

The Committee on Student Affairs is appointed by the President of the College and is composed of the Vice President for Student Affairs as chair, a representative from Business and Finance, a representative from Student Support Services, Residence Hall Council Presidents, SGA President, one member of the Pan Hellenic Council, and one other student, and two faculty members who are not directly connected to student activities.

The Committee on Student Affairs exists to:

1. Serve as a channel of communication between the students, the faculty, and the administration of the College.
2. Stimulate and guide student participation in policy and decision-making in areas affecting student welfare.
3. Provide a means whereby students may communicate their ideas and concerns to the appropriate personnel of the College.
4. Give assistance to existing student organizations and guidance in forming new organizations.

The Committee on Student Affairs is required to meet on a regular basis and to prepare an annual report in May of each year describing its work during the year. Minutes of each meeting are included in the annual report.

## *2.5 CAMPUS BUILDINGS*

Wiley College’s historic 77-acre campus is located in Marshall, Texas. Academic and administrative structures, residence halls, and the President's home comprise the campus’s twenty-two (22) permanent buildings. A city of roughly 25,000 residents, Marshall is located 25 miles east of Longview, Texas and 40 miles west of Shreveport, Louisiana.

### *The Thomas Winston Cole, Sr. Library*

The library was constructed and occupied in 1967 and named in honor of the tenth president of the College. The two-story building houses a variety of print, non-print and electronic holdings which support the curriculum and meet the needs of users. The Library houses a distinguished African American Collection as well as other special collections and maintains open-stack services for more than 60 hours per week. It houses two computer labs.

### *The Willis J. King Administration Building*

This original two-story Carnegie Library structure was remodeled and converted into the main administrative complex. This building is named in honor of a former Bishop of the Central Jurisdiction of the Methodist Episcopal Church who once served as chairman of the Board of Trustees of the College.

### *The Fred T. Long Student Union Building*

This building is named for Coach Fred T. Long, who for many years produced championship football teams at the College. The facility is the center of student activities and the social hub of the campus. An expansion and renovation were completed in 2016, which includes an improved cafeteria kitchen facility and added 6,000 square feet to the former dining area to accommodate at least 700 students at each meal. This critical enhancement was in response to the enrollment of approximately 1,000 residential students. Located in the Student Union Building are a ballroom, the Wildcat Food Pantry, a bowling alley, the Wildcat Theatre, and the Trustees Dining Room. The KBWC (FM 91.1) Radio Station, owned and operated by the College, is also located on the second floor of this building.

### *The Aaron Baker Science Building*

A two-story building was made possible by the gift of Aaron Baker, an alumnus, with additional funding secured from the U.S. Department of Education and the Board of Education of the Methodist Episcopal Church. It contains classrooms, science and computer laboratories, a greenhouse, a mathematics tutorial laboratory, and a lecture auditorium.

### *The Wiley College Apartment Complex*

This twelve-unit apartment complex is located on University Avenue across from the Aaron Baker Science Building. The 8,400 square feet apartment facility renovated in 1989, houses members of the College's faculty and staff.

### *Dogan Hall*

This residence hall for women was reconstructed in 1991. It features a "home-at-school" environment that contributes to a comfortable living/learning atmosphere. It was named for the late President Matthew W. Dogan and houses a Parlor Room named in honor of former president, David L. Beckley, the Johnnie H. Coleman television lounge, and several guest rooms.

### *McLeod Hall*

This building, named for President E.C. McLeod, was erected during the summer of 1945. Once a dormitory for women, it is presently used as an administrative and classroom space.

### *The President's Home*

The president's home was built by students in 1903 and partially renovated in 2018. Some of the College's special social events are held in the spacious reception rooms of this large frame house of classic design.

### *Thirkield Hall*

This building is a three-story structure situated near the center of the main campus. It was erected in 1918 and named for Bishop Thirkield, a close friend of the College and a former president of Howard University. This building houses instructional classrooms, computer laboratories, the Lilly Faculty Renewal Center, and the Office of Academic Affairs. Technology enhancements to the classrooms and partial renovations were made in 2019.

### *Smith-Nooks Hall*

This building was constructed in 1953 and was partially renovated in 2020. Funds contributed by Mrs. Charles Robinson in memory of her mother and aunt initiated the conception of this education. Today the building also houses the Julius S. Scott, Sr. Meditation Room (named for the ninth president of the College), art studios, practice rooms, and classrooms.

### *Johnson-Moon Hall*

The former Dogan Hall Annex was completely renovated after a February 1990 fire. The building was renamed Johnson-Moon in 1991 to honor two long-time trustees, Dr. Joseph T. Johnson of Chicago, Illinois, and Dr. L.A. Moon of Marshall, Texas.

### *Freeman P. and Carrie E. Hodge Building*

The facility, the former refectory, was renovated in 1993 with a gift from Dr. and Mrs. Norman Cottman. The building houses a rotunda-type auditorium used for special College programs.

### *Ocie and Mary Jackson Hall*

This facility, currently designated an Honors residence hall, was built in 1972 to house 192 students. The building consists of four wings: two for housing and one that contains offices, laundry facilities, and a guest room. The fourth wing contains three lounges that are utilized for meetings, studying, and student relaxation. The wings are arranged around an open courtyard.

### *The Alumni Gymnasium*

The gymnasium is a completely air-conditioned building around a basketball arena with seating capacity for approximately 1500. Included are modern locker rooms, classrooms, a wellness center, a weight room, a physical therapy room, and administrative offices.

### *The Wiley-Pemberton Complex*

Wiley College acquired the H. B. Pemberton Complex, formerly a high school from the Marshall Independent School District in a property exchange in 1987. It was named for Mr. H. B. Pemberton, Sr., the recipient of the first bachelor's degree awarded by Wiley in 1888. This large complex houses a number of College programs including the Board of Trustees Conference Room, the Robert E. Hayes Auditorium and Theater Hall, the Learning Center, the Lee P. Brown Criminal Justice Institute, the Department of Sociology, the Melvin B. Tolson/Denzel Washington Forensics Society offices, The Student Success Center (SSC), the Student Support and Accessibility Services Unit that shares a spacious tutorial center with the SSC, a computerized laboratory (Educational Testing Services certified testing center), the Community Services Center, the Office of the Registrar, the campus mail center; classrooms, and the Intramural Gymnasium and related facilities.

### *The David L. Beckley Building*

Formerly the Atlanta Life Insurance Building, this building was named in honor of the 12<sup>th</sup> President of Wiley College in November 2011. Dr. Beckley's dynamic record of service as president from 1987-1993 was marked by exemplary stewardship and fiduciary trust. His legacy of fiscal soundness is reflected compellingly in his retirement of accumulated fund deficits of 1.5

million dollars; the negotiated forgiveness of federal indebtedness of more than two million dollars; and the purposeful growth of an endowment for the institution.

#### *The Julius S. Scott, Sr. Chapel*

Named in honor of the ninth president of the College, the Chapel is a multi-purpose facility located in the center of the campus. This magnificent facility features a beautiful 15,000 square foot sanctuary with a seating capacity of over 600, a prayer and parlor room, a chaplain's suite, a narthex, and gathering areas. The facility is also home to the Office of the Dean of Chapel and houses the cultural and religious activities of the College. This edifice displays in its stained-glass windows an artistic representation of the College's history and its connectional relationship with The United Methodist Church.

#### *J. Jack Ingram Residence Hall*

The former Grove Gardens Nursing Home facility was purchased by the College under the leadership of the Board of Trustees and with assistance from the General Board of Higher Education and Ministry of The United Methodist Church in November 2008. The 35,165 square foot facility was completely renovated and retrofitted to function as the College's fourth residence hall. It houses 160 students and was named in honor of one of the College's trustees, Attorney J. Jack Ingram, who served on the Board from 1997 to 2009.

#### *The Haywood L. Strickland Living-Learning Center*

During its November 2011 meeting, the Board of Trustees voted unanimously to name the new 500-bed facility in honor of president, Dr. Haywood L. Strickland. Construction began on the College's fifth residence facility in the summer of 2011. The Haywood L. Strickland Living/Learning Center opened September 2012 and was consecrated by the Board of Trustees on November 2, 2012. facility contains computer labs, study lounges, offices, meeting spaces, residential quarters for 500 students and a grand foyer which also functions as an art gallery with a premiere collection of ethnocentric art contributed by Mr. and Mrs. Harry (Dr. Kim) Long. In 2019, there was a partial renovation of the facility.

## SECTION III: ORGANIZATION OF ACADEMIC AFFAIRS AND FACULTY GOVERNANCE

### 3.1 ACADEMIC SCHOOLS AND THEIR ORGANIZATION

Academic education is at the core of the purpose of Wiley College. The Office of Academic Affairs at Wiley College is organized into two schools: Business and Social Sciences, Education and Sciences.. Each academic school is organized to develop the professional capabilities of its faculty and facilitate the instruction of its students. Each school is organized around particular and complementary fields of knowledge and, with the exception of General Education and Special Studies, offers courses and programs leading to a degree. The faculty within a school consists of the professionals in such given fields of knowledge and practice (departments) appointed to each academic school of the College.

Each school and each academic department prepares, by dates designated by the Vice President of Academic Affairs and the College's Planning and Assessment Calendar, a strategic plan, preliminary, semi-annual and annual assessment reports (Watermark) and a summary report for the Board of Trustees concerning its accomplishments and challenges during each completed period and its plans and objectives for the upcoming period. A program review is also conducted by each department on approximately a four-year cycle to assess the strengths, challenges, and opportunities for improvement of student learning outcomes and curriculum relevance in relation to the College's mission and strategic plan. Performance evaluations of organizations and individuals are based on job descriptions and specific objectives defined and documented prior to the start of the period of performance and supported by data corresponding to the same period.

Each school must apply sound methods and high standards to the evaluation of its own performance. It is the responsibility of the school dean, in consultation with the Office of Academic Affairs, the Office of Institutional Research, and the Office of Human Resources to implement the four types of continuing assessment used at Wiley College:

- (1) Compliance with SACSCOC accreditation principles (ten and five-year cycle),
- (2) Program Review (four-year cycle),
- (3) Program Assessment (recorded in the Watermark electronic assessment management system on a yearly cycle),
- (4) Personnel Performance Assessment (academic mid- and year-end cycle).

For each assessment, the dean must assemble the appropriate evaluation materials and obtain input from the appropriate faculty, students and other recipients of the services. The evaluation report must include, but not be limited to, information on the quality of the department and school academic curricula, the utilization of existing resources, the research and service activities, adequacy of financial support and physical facilities, and the appropriateness of the organizational structure.

The work of the two academic schools is supported by the Information Resources Center (Library Services). Faculty assigned to the two schools share in the governance of the College by participation in the departmental faculty meetings, in the meetings of the school faculty, in the standing committees of the College cited previously in Section II (The Organizational Structure), and in task groups appointed by the President, the Vice President for Academic Affairs, their school dean, or the Faculty Assembly.

Recommendations, especially concerning academic matters, generally originate from the faculty in the concerned department and move on to the faculty in the respective academic school. The recommendations from the school faculty in session are presented to the Academic Council by the dean. Departments and schools are required to meet on a regular basis and to provide minutes of their formal meetings to the Vice President for Academic Affairs on a regular basis, but not less than once per semester, describing their work during the semester and specifically recording their voted recommendations.

Recommendations approved by the Academic Council are presented to the Executive Cabinet, and those approved by the Cabinet may be presented to the Board of Trustees by the President.

Academic actions approved by the Academic Council and the Cabinet are reported to the faculty by the Vice President for Academic Affairs. The President of the Faculty Assembly, as a voting member of the Academic Council, may introduce Academic Council agenda items and may inform the Faculty Assembly concerning actions of the Academic Council in the same manner as the deans with the faculty in their respective schools.

#### *3.1.1 Office of the Vice President for Academic Affairs*

The Vice President for Academic Affairs is the senior educational administrator of the College with primary oversight responsibilities over the Division of Academic Affairs. The Vice President for Academic Affairs reports directly to the President and is primarily responsible for the development, implementation, and assessment of the instructional program and faculty recruitment and development. Academic Affairs is divided into academic operating schools supervised by deans and departments supervised by chairpersons. The Vice President for Academic Affairs is responsible for leadership in the following areas: Office of the Registrar, Student Success Center, Student Support and Disability Services, and the Library. The Vice President for Academic Affairs also directs the assessment and analysis activities to ensure compliance with accreditation guidelines and compliance with pertinent state and federal laws and regulations and is the College's liaison to the Southern Association of Colleges and Schools Commission on Colleges.

#### *3.1.2 The School Deans*

The dean of each school is an experienced faculty member, recommended by the Vice President for Academic Affairs and appointed by the administration of the College to serve for one year, with yearly reappointment opportunities. There is no tenure of any type associated with a dean's office and responsibilities.

The dean has direct responsibility for these designated tasks:

1. coordinating the academic activities of the school's faculty
2. implementing the faculty and staff performance assessment process
3. maintaining standards of excellence in curricula and teaching methods
4. preparing and administering school's and departmental budgets
5. maintaining school's records
6. assisting in the assignment of faculty advisors and monitoring the effectiveness of the school's student advisement program
7. promoting and ensuring the consistent implementation of the annual institutional effectiveness program as described in section 3.1 above
8. encouraging faculty to write proposals for submission to external agencies and implementing supported research initiatives
9. recommending to the Vice President for Academic Affairs and the Registrar the assignment of school's faculty to implement scheduled Courses
10. presiding over school's meetings and consulting with and informing school's faculty about all policies and matters of concern to the school
11. preparing an agenda for each school meeting and ensuring that minutes of each meeting are prepared and recorded clearly for any academic and curricular matters to be recommended to the Academic Council.

The dean initiates and implements the performance assessment process of all the school's faculty and staff. When the process is essentially completed, the dean transmits to the Vice President for Academic Affairs the performance assessment packets and the school's recommendations for recognition, multi-year contracts, merit increases, promotions, as well as disciplinary actions. The procedures and deadlines for promotion nominations are described in detail in the following sections. The dean also issues the recommendations and justifications for appointments, reappointments, and non-reappointments within the School for the following academic year in accordance with established guidelines not later than February 15 and for disciplinary actions to be processed at any time.

### *3.1.3 The Chairperson*

The school's dean, in consultation with the Vice President for Academic Affairs, recommends an experienced faculty member for appointment as Chairperson for each department granting a degree in a major field (discipline). The Chairperson, in addition to teaching a reduced load, is responsible for leading and coordinating the academic activities of the faculty and students within that discipline. The Chairperson, working with the department's faculty will recommend any changes for consideration by the school's faculty in session, and if approved for recommendation to the Academic Council. The Chairperson prepares an agenda for each departmental faculty meeting and ensures that minutes of each meeting are prepared and the record shows clearly any academic and curricular matters to be recommended to the school's meeting for further recommendation to the Academic Council.

The Chairperson assists the Dean and Vice President in the timely preparation (at least 12 to 18 months prior to each semester or summer term) of class schedules, classroom assignments, and

textbook selections. The Chairperson is the primary reviewer of all the syllabi for the department prior to their approval by the dean and is responsible for ensuring that the current versions are posted in JICS, (Jenzabar Internet Campus Solutions) the college's academic and administrative management system. The Chairperson models and assures that each faculty in the department participates fully in the implementation of the attendance, class records, and advisement modules of the JICS system and also participates in the Student Advisement and Student Support and Early Alert Programs.

This departmental Chairperson, in consultation with the faculty in the department and closely related departments, is responsible for maintaining and promulgating the departmental major and minor degree plans approved by the Academic Council. The Chairperson also must ensure that when changes to the curriculum or degree plans are warranted, they are advanced for consideration by the school and the Academic Council.

The Chairperson has the primary responsibility for convening departmental meetings, the preparation, coordination, maintenance, implementation, and timely production of the required reports concerning the department's strategic plan and assessment records in the Watermark electronic management system and meeting the program review scheduled requirements. The Chairperson is also directly responsible for producing or causing to be produced the content for the production or updating of the unit's web page(s), recruitment brochures, and any other materials that will enhance the operations of the unit. The Chairperson assists in ensuring that the annual federal and non-federal inventories of equipment and facilities are completed as scheduled.

There is no tenure of any type associated with this position which is subject to yearly repeat or rotating appointments as determined by the school's dean and the Vice President for Academic Affairs.

#### *3.1.4 Professional Librarians*

Professional degreed librarians are hired in the Library and are considered faculty members. They enjoy the same rights and responsibilities as other degreed members of the faculty including teaching in their areas of expertise. The Director of Library Services serves as a member of the academic administrative staff and the Academic Council. Librarians are twelve-month, professional employees with the same contractual security that is afforded other faculty members.

#### *3.1.5 Supervision of Faculty Members*

Academic activities at Wiley College are accomplished by a well-integrated team of educators within and outside of Academic Affairs: "It takes a whole college to educate and transform a freshman into a graduate." Yet, the academic line of responsibility and accountability flows to each faculty member from the President and CEO through the Vice President for Academic Affairs, the respective school's dean, and the Chairperson in each discipline or the director of a program as delegated by the dean. The supervision for faculty members consists of providing the necessary support and coordination to ensure that each faculty member effectively meets the mission of the College and grows professionally within his/her chosen field.

The school's dean has the supervisory responsibility for the faculty in each school. This includes, but is not limited to, assignment of classes, schedules, advisees, allocations of space and supplies, management of leave, and all matters related to the academic process and services the faculty provides to the students, the College, and the community. The school's dean may assume direct day-to-day supervision or may formally delegate some of the supervisory responsibilities to the Chairperson. When the dean delegates responsibilities, the delegation must be documented, filed and approved by the Vice President for Academic Affairs and the affected faculty member to ensure every faculty member is fully oriented about duties, responsibilities, lines of communication, resources, support and methods used to evaluate her/his performance.

New faculty are teamed-up by the dean with one or more veteran faculty to help newcomers adapt rapidly to the Wiley College environment. Deans of Schools or designees are not authorized to modify or amend documented College policy and cannot provide final and binding interpretation of policy. Faculty who may have questions or concerns about policies should consult the Vice President for Academic Affairs and/or the Office of Human Resources.

### *3.1.6 Supervisor and Direct Report Expectations*

There should be no question in a faculty member's mind who is her/his designated supervisor and partner for mutual success. Once introduced, the supervisor and faculty should discuss their respective position descriptions and assignments, their working and communication styles, and their mutual expectations. They should set agreed upon times to review their interaction and performance. They should regularly review and discuss their position descriptions, contract spans, task lists, and the instrument they will use to assess/evaluate the faculty member's performance in six key areas (see section 4.7 Responsibilities of the Faculty).

The ideal interactions are friendly, courteous, professional and efficient. Faculty's interaction should enable them to perform their respective duties with excellence and effectiveness, to fulfill their responsibilities, and to implement the strategic plan of their department or unit and the mission of the College. Any deviation from that ideal should be worked out with diligence and, if necessary, should involve the school's dean who will collaborate to foster a productive relationship. Supervisors are responsible for helping employees adapt to the Wiley College work environment. The supervisor is the first point of contact. Employees with questions, concerns or suggestions about work, College policies, or the operation of the College in general, should discuss these issues with their supervisor. While supervisors are not authorized to modify or amend policy and cannot provide final and binding interpretation of policy, their insight is generally very helpful. Faculty or employees who still have questions or concerns about any policy after speaking with their supervisor should seek further guidance from the school's dean, the Vice President for Academic Affairs, or the Office of Human Resources.

## **3.2 FACULTY GOVERNANCE IN ACADEMIC AFFAIRS**

### *3.2.1 Faculty's Role in Governance*

The faculty's primary role in governance resides in the academic area. In particular, the faculty is responsible for the content, quality, effectiveness, and innovativeness of the curriculum. Faculty:

- (1) Determine the academic criteria for admission of students to the academic programs

- (2) Establish, review and revise the academic curriculum
- (3) Determine requirements for earned Degrees
- (4) Recommend candidates for degrees
- (5) Recommended academic policies
- (6) Advice on matters related to student life
- (7) Carry out such other duties as may be prescribed by the Board of Trustees, President/CEO, Vice President for Academic Affairs, and Deans or their designees.

### *3.2.1.1 Academic Program Approval*

Academic program approval is a major responsibility of the faculty. All program proposals originate with the faculty at the departmental (discipline) level where the need for a new major, concentration or minor is identified. After the need is identified, by the department, a formal proposal is developed by the originating department that is sent through a specified institutional approval process. That is, all new academic degree programs require the approval of the faculty within the school and the Academic Council. The originating department must submit a proposal that includes:

- (1) Overview of the program, its rationale, and objectives
- (2) College mission alignment
- (3) Program demand and outlook
- (4) Recommended curriculum
- (5) Impact on space, equipment and support facilities
- (6) Enrollment projections for years 1
- (7) Graduation projections for years 4
- (8) Projected three-year budget
- (9) Comparative program data

Proposals follow a prescribed review process that provides for discussion on impact and synergy within the department, the school, Academic Affairs and the College as a whole. This follows a sequential review and sign-off by (a) the department chairperson, (b) the dean, (c) the Vice President for Academic Affairs for the Academic Council, (d) the Executive Cabinet, (e) the Board of Trustees, and if required, (f) the Southern Association of Colleges and Schools Commission on Colleges if the proposal constitutes a substantive change as defined by the Commission. A change of major form is completed and goes through the specified approval process for any and all curriculum changes including:

- 1) Change in contact hours
- 2) Change in course credit hours
- 3) Change in course description
- 4) Change in course name
- 5) Change in course number
- 6) Change in departmental requirement
- 7) Change in grading (e.g., pass-fail grade to letter grade)
- 8) Change in pre or co-requisite
- 9) Deletion of course

- 10) 10. Discontinuation of a degree/major
- 11) 11. New or reinstated course/major
- 12) 12. Any other change

*\*SACSCOC substantive change notification required.*

A copy of the change in major form is presented in Appendix II.

### **3.2.1.2 Curriculum Development**

All faculty working collaboratively with colleagues are responsible for the content of classes, the method of presentation, and the cohesiveness and comprehensiveness of the academic program. In other words, the heart of curriculum development and review rests at the faculty/departmental level. It is at this level that new or revised curriculum, majors, concentrations, minors, certificates, etc. must originate.

The faculty/department/discipline area reviews the new/revised curriculum proposal, then forwards it to the school. School review occurs in consultation with the appropriate dean and is either referred back to the department if not approved or, if approved, is moved forward to the Curriculum Committee of the Academic Council. From the school level, curriculum development proposals are submitted to the school's dean who will forward to the Curriculum Committee of the Academic Council. The Curriculum Committee reviews the proposal, and if approved, forwards it to the Academic Council. If not approved, the Curriculum Committee will forward the proposal back to the school's dean. The Academic Council either disapproves and refers the proposal back to the school or approves and moves the proposal to the Cabinet level for review and approval. The Cabinet may refer the proposal back to the school for further review and resubmission or approves the proposal for implementation or for submission to the Board of Trustees if the proposal necessitates Board approval. When new programs are developed, or existing programs are substantially revised, approval may be required also from the regional accrediting body.

### **3.2.2 Departmental Meetings**

Departmental meetings are "the marrow" of the academic life of the College. This is where the experts in a discipline at Wiley College continuously, informally and formally, seek to fulfill the mission of the College. Meeting participants include all full-time and part-time faculty members teaching courses in the department. In some cases, faculty members from outside of the department may be invited to make professional contributions to specific agenda items based on their expertise. Regular meetings are called and led by the Chairperson or school's dean to address matters in their discipline, the recruitment, admission, retention, progress of students in their major, and all other matters incumbent to their academic program. They are responsible also for discussing the quality of advisement, student participation in department sponsored co-curricular activities, internships, graduation and persistence rates, applications to graduate or professional schools of their majors, and tracking graduates for ten years following graduation. Minutes of these meetings, including recommendations for curricular modifications originating

at the department, must be recorded and forwarded to the dean. The recommendations pass from the department to the school for approval and transmittal to the Academic Council.

### *3.2.3 School Meetings*

The school meetings consist of faculty from the departments within the school. Meetings are called and led by the dean or a designee to discuss and coordinate matters of importance to the school. The dean may invite other faculty members from other schools to make contributions on issues that may impact units beyond the jurisdiction of the school. The business of the school meeting includes review and approval of curriculum changes proposed by member departments, and other academic and administrative matters to enhance the academic standards or student success in the degree programs offered in the school. School deans must hold regular meetings with their faculty and use them to promote communication and to keep faculty abreast of actions and information from the Academic Council, Administrative Council, and other administrative sources. Minutes of these meetings are to be recorded and must contain clear information regarding proposed recommendations on academic matters that will pass on to the Academic Council.

Copies of minutes are forwarded to the Vice President for Academic Affairs.

### *3.2.4 Academic Council*

The Academic Council is an institutional standing committee that acts as an advisory body to the Vice President for Academic Affairs. It is the discussion forum and clearinghouse for all academic matters, including course requirements, majors, general education/academic foundation courses, addition, suspension, and deletion of new courses or programs. All academic problems/issues are referred to the Academic Council for clarification, resolution, and recommendations to the faculty-in-session. Academic matters may be referred to the council by any of its members or the faculty-in-session. Most academic matters, especially those dealing with department-oriented courses and curriculum originate as documented recommendations from the faculty of the appropriate department to the respective academic school. The faculty of the academic school in session reviews the departmental recommendations, and if approved, the dean presents them to the Academic Council.

The voting members of the Academic Council are composed of the Vice President for Academic Affairs as chair, all academic school deans, the Registrar, the Director of Library Services and the Assistant Dean of the School of Education. The President of the Faculty Assembly and two students also serve as voting members of the Council. The students shall be recommended by the Vice President for Student Affairs and approved by the President. Others, including faculty members, may be invited by the chair to participate in the meetings and functions of the Council as a nonvoting guest.

Much of the business of the Academic Council may be transacted through the Council as a whole.

However, the Council may appoint ad hoc sub-committees to help with special projects or assist in its deliberations.

The actions of the Council are communicated by the Vice President for Academic Affairs to the Executive Cabinet and to the faculty-in-session for their review and/or action. Policy recommendations and curricular changes approved by the council are presented to the Executive Cabinet for review; if approved, they are recommended by the President to the Board of Trustees for their consideration. Proposals for curricular changes may be requested by the Council or may be submitted by schools, programs or departments. Yet, in each case, the approval ladder-process for new policies or curricular changes must follow the approval sequence and must be documented in department/program meeting minutes and subsequent minutes from the school, Academic Council, Cabinet and eventually Board of Trustees meetings.

### *3.2.5 Faculty Meetings*

Meetings of the faculty-in-session are distinct from those of the Faculty Assembly. Special meetings may be convened by the President of the College. All full-time faculty are expected to attend faculty meetings held generally once per month during College semesters. Professional librarians ranked as faculty also attend these meetings. Guests may attend by invitation of the Vice President for Academic Affairs, but the faculty may go into an executive session (members only) at any time by motion and majority vote. Members of the institutional and administrative staff may be invited by the Vice President for Academic Affairs to faculty meetings, but they, like guests, do not have voting privileges. The agenda for faculty meetings is determined and announced by the Vice President for Affairs in consultation with the principal administrative officers or the President. It generally includes reports and matters of general interest to the entire faculty body, along with a discussion of plans or issues of interest. It includes reports on voted actions by the Academic Council. The faculty-in-session may refer an action of the Academic Council back to the Council and to the originating school or department for further consideration. Such referred matters should recycle again through established channels back to the Academic Council. Actions of the Academic Council reported to the faculty-in-session, not referred back to the Council, are automatically considered ratified by the faculty. Suggestions from faculty members and/or committees will be considered for the agenda. Agenda items acted upon by a majority vote of the faculty members present are received by the Academic Council at its next scheduled session. Secret ballots shall be used when requested by a majority vote of the faculty members present or the presiding officer.

### *Faculty Assembly*

The Faculty Assembly is responsible for handling the interests and concerns of the faculty that are under the jurisdiction of the faculty and academic administration. The Assembly will

- (1) facilitate the exchange of ideas and information
- (2) address concerns which affect the faculty and the academic programs and operations of the College
- (3) promote intellectual and social contact among faculty toward the end of sustaining an environment conducive to excellence in teaching and learning by students.

The powers and authority granted the faculty by the President of the College shall be consistent with the policies of the Board of Trustees. All teaching faculty members are members of the Faculty Assembly.

The President of the Faculty Assembly is the presiding officer at the Assembly's meetings. Actions taken by the Assembly are advisory to the Vice President for Academic Affairs and are transmitted to the Vice President for Academic Affairs, and President.

#### *3.2.5.1 Constitution of the Faculty Assembly*

The Faculty Assembly operates under the dictates of the *Constitution of the Faculty Assembly*.

The text of this Constitution can be found in Appendix III.

#### *3.2.5.2 Honors Committee of the Faculty Assembly*

The Vice President for Academic Affairs has delegated to the Faculty Assembly the responsibility for nominations, in accordance with these guidelines, of faculty and students for certain recognitions and honors. The Faculty Assembly then organizes the Honors Committee.

The Honors Committee shall be re-constituted each year by September 15, as a subcommittee under the auspices of the Faculty Assembly and endorsed by the Academic Council. The Honors Committee will record meeting minutes that are submitted to the Vice President for Academic Affairs for transmittal to the Academic Council.

The committee shall consist of 15 members, one each designated by the following units of Academic Affairs: (1) Business Administration-Accounting, (2) Biology, (3) Business Administration-Management, (4) Business Administration-Computer Information Systems, (5) Criminal Justice, (6) Criminal Justice Administration, (7) English, (8) Early Childhood Education, (9) Interdisciplinary Studies (10) Mass Communication, (11) Music Education, (12) Business Administration-Organizational Management, (13) Physical Education, (14) Religion, and (15) Sociology.

The Faculty Assembly President will call the first yearly meeting of the Honors Committee and serve as chair until the committee selects a presiding member. The committee is charged with the nomination of faculty and students to be recognized for the designated annual recognitions listed below, as well as other nominations requested from time to time by the Vice President for Academic Affairs. A process for the nomination of the Exemplary Teacher of the Year and the Commencement Faculty Marshals appears in Appendix IV.

Nominations for the listed honors must be submitted to the Academic Council for ratification no later than the end of the fall semester. Nominations then proceed to the Cabinet and the Board of Trustees for approval.

#### *3.2.5.3 Exemplary Teacher Award*

To recognize and encourage excellence in teaching, Wiley College has established this honor which is awarded annually and is sponsored by the Board of Higher Education and Ministry of The United Methodist Church.

The committee is bound to the current and specific guidelines for eligibility provided by the sponsoring organization. It is the responsibility of the committee to research and implement the sponsor's guidelines. To be eligible, individuals must have been a full-time faculty member of Wiley College for at least two (2) years, received ratings from students of 'Above Average' or 'Excellent' and have not received the award within the past five (5) years at Wiley College. Faculty are encouraged to nominate peers for this award by completing a nomination application provided by the Honors Committee. Nominations must be received no later than November 1st. Faculty members may also apply directly for the award.

The committee will consider accomplishments, primarily focusing on teaching effectiveness, creativity in the classroom, student engagement, student outcomes, and professional leadership and example. The committee is cautioned about using, for this nomination, criteria generally used for faculty promotion (e.g., publications, professional offices, etc.).

### *3.2.6.3 Commencement Marshals*

These symbolic and ceremonial honors are bestowed to one of the professors and three other faculty members each year for commencement. One (full) professor is selected to be the Grand Marshal. Faculty members are selected to serve as the Platform Marshal, and the second runner-up will serve as the Faculty Marshal, and the third runner-up will serve as the Graduating Class or Senior Marshal. Customarily, the faculty member selected to be the Exemplary Teacher is the Platform Marshal.

### *3.2.6.4 Who's Who Among Students*

The Honors Committee will follow the current published guidelines established by the Who's Who Among Students in American Colleges and Universities (see website for current criteria and deadlines). It is the responsibility of the Honors Committee to research and implement the guidelines and meet the deadlines established. Once the Honors Committee has completed the nominations, and those are ratified by the Academic Council, the responsibility is turned over to the respective deans to assist the students with the completion of the application process in a timely manner. Nominations for this group should reach the Academic Council before the Thanksgiving break.

## SECTION IV: FACULTY: DEFINITION, JURISDICTION, AND RESPONSIBILITY

### 4.1 Definition, Rank, Titles and Jurisdiction of Faculty

#### 4.1.1 Definition of Faculty

The faculty at Wiley College includes all persons with academic appointments including school deans, professional librarians, and those persons who may, in addition to teaching, have administrative or staff duties, or those who teach one or more courses on a periodic basis. Fulltime faculty are responsible, in addition to the delivery of instruction, for participation in coeducational activities, in student advisement, recruitment, the creation of knowledge, professional development, leadership, and team work. Faculty may be full- or part-time. Every faculty member, in addition to the expected qualifications for appointment, must have at least 18 graduate credit hours of preparation that are directly relevant to the specific discipline (s) taught. In certain cases, clearly relevant experience may be acceptable to qualify. Members of the faculty are appointed by the President in a manner consistent with the selection of faculty (Section V) and are responsible to the Vice President for Academic Affairs.

#### 4.1.2 Types of Appointments, Ranks, and Titles

The College faculty consists of four distinct groups: ranked, part-time faculty, and special appointment faculty. Specific types of appointments with their specific rights and responsibilities shall accrue to each specific group as defined in this *Faculty Handbook*. In particular, ‘special appointment faculty’ have limited rights and responsibilities as defined later in this section.

##### 4.1.2.1 The Ranked Faculty: Appointments

A ranked faculty member is a full-time or part-time employee of the College who has been appointed to one of the four regular academic ranks: instructor, assistant professor, associate professor, or professor.

All faculty appointments are for a period of one academic year unless a multi-year contract has been issued.

#### *Professor*

The professor shall hold an earned doctoral degree or its equivalent in the chosen discipline and teaching field. Normally, the person shall have had a minimum of ten years of professionally related experience, including college teaching, and shall have demonstrated creative and scholarly ability as a college teacher at a regionally accredited institution. This individual shall have a record of distinction in teaching, in scholarly research, or as a creative artist, in public life, and in education or administration. Candidates for promotion to professor shall have produced academic and/or creative works, which have been judged by peers at the state, regional, and/or national levels. Promotion to the rank of professor requires that the faculty member have five (5) years of appropriate experience at the associate professor level at Wiley College or any other accredited university/college and at least ten (10) years of exemplary service with five of which at Wiley College. A professor must continue to be an excellent teacher. In addition, he or she must have achieved professional recognition at-large as attested

to by the quality of the publications or by other indices appropriate to the discipline. Finally, a professor must participate significantly in the life of the College by demonstrating active participation in student activities and in the life of the College.

#### *Associate Professor*

The associate professor shall hold an earned doctoral degree or an equivalent terminal degree and demonstrate professional competence in the discipline. For initial appointment to this rank, the person shall have had eight years of professional experience in teaching, research, or other professional related activities. For promotion to this rank, the Wiley College applicant will have served at the rank of assistant professor for at least five years and must have clearly demonstrated fulfillment of the criteria established to measure the excellence of a teacher. The candidate must have shown evidence of scholarship appropriate to the discipline and seeking grants, engaging students in research resulting in journal publications or presentations at regional meetings or equivalent activities and must have demonstrated active participation in student activities and in the life of the College.

#### *Assistant Professor*

An assistant professor shall have demonstrated high ability and promise as a college teacher. There must be documentary evidence of contributions in teaching, excellent student advisement, developing credibility in scholarly activities and commitment of professional service to students and the academic community. The earned doctorate or an appropriate terminal professional or academic degree and demonstrated professional competence in the discipline are required for appointment to this rank. An instructor with at least seven years of fulltime employment at Wiley College is eligible to apply for the rank of assistant professor.

#### *Instructor*

An instructor holds the master's degree with at least 18 semester credit hours at the graduate level in the specific discipline being taught. An instructor may qualify by having earned equivalent academic and/or professional qualifications related to the discipline. The instructor must give promise of excellent teaching consistent with the mission of the College. Instructors, who have completed two years of successful college-level teaching with at least one at Wiley College, may receive a regular appointment by recommendation of the school's dean and the Vice President for Academic Affairs. Otherwise, their appointment is considered temporary and probationary.

#### *Full-Time Faculty*

A full-time faculty member ordinarily has full-time teaching duties or has a combination of teaching and other duties fulfills the duties and responsibilities of a faculty member, holds rank, or may be a full-time administrator on leave from his/her school

#### *Part-Time Faculty*

Part-time faculty represent professionals who are employed full-time by the College in departments outside of Academic Affairs, who have full academic qualifications in the areas in which they teach.

Part-time faculty are employed on an “as needed” basis to teach courses constituting less than a normal load, typically 3 to 6 credit hours. They are usually employed when a full-time faculty member is not available. Part-time faculty members teach during the evening and/or weekends. Part-time faculty members are academically and professionally, well-qualified to instruct and engage students in their discipline, integrating “real life” situations into the subject matter being studied. Part-time faculty may be employed on a notice/probationary contract. Such faculty members are not voting members of the faculty.

Recruitment of part-time faculty members is carried out primarily by the respective school dean or the part-time faculty member notifies the department chair or school dean in writing of their interest in teaching. Part-time faculty are selected by a committee of the department and school faculty. The dean then conveys, in writing, the recommendation to the Vice President for Academic Affairs who, in turn, makes recommendations to the President. All letters of appointment are issued by the President of the College through the Office of Human Resources. The precise terms and conditions of each appointment are set by the President and Human Resources (HR) and stated in writing. Copies are in possession of both the College and the prospective faculty member before the appointment is consummated.

Part-time faculty members are employed from semester-to-semester or year-to-year. The orientation process for part-time faculty takes place in the same manner as that for full-time faculty. At the beginning of each semester, the Vice President for Academic Affairs or designee conducts new faculty orientation sessions to provide both full-time and part-time new faculty with pertinent information about duties and responsibilities of faculty. More specific orientation of part-time faculty is conducted periodically during each academic year by the school’s dean, just as it is for full-time faculty.

Compensation for adjunct faculty members is based on the total number of credit hours taught and the highest degree earned.

### *Adjunct Faculty*

The term adjunct faculty refers to those persons who are not employees of the College, but are employed on an “as needed” basis to teach courses constituting less than a normal load. They are usually employed when a full-time faculty member is not available. Adjuncts are academically and professionally, well-qualified to instruct and engage students in their discipline, integrating “real life” situations into the subject matter being studied. Adjunct faculty may be employed on a notice/probationary contract. Such faculty members are not voting members of the faculty.

Recruitment of adjunct faculty members is carried out primarily by the respective school dean and selection by a committee of the department and school faculty. The dean then conveys, in writing, the recommendation to the Vice President for Academic Affairs who, in turn, makes recommendations to the President. All letters of appointment are issued by the President of the College through the Office of Human Resources. The precise terms and conditions of each appointment are set by the President and Human Resources (HR) and stated in writing. Copies are in possession of both the College and the prospective faculty member before the appointment is consummated.

Adjunct faculty members are employed from semester-to-semester or year-to-year. They are recognized as “Adjunct” (appropriate carried rank, e.g., an assistant professor at a neighboring institution agrees to teach one course at Wiley College for one semester: this teacher will be recognized as an “Adjunct Assistant Professor”).

The orientation process for adjunct faculty takes place in the same manner as that for full-time faculty. At the beginning of each semester, the Vice President for Academic Affairs or designee conducts new faculty orientation sessions to provide both full-time and adjunct new faculty with pertinent information about duties and responsibilities of faculty. More specific orientation of adjunct faculty is conducted periodically during each academic year by the school’s dean, just as it is for full-time faculty.

Compensation for adjunct faculty members is based on the total number of credit hours taught and the highest degree earned.

#### *Emeritus Faculty*

Emeritus faculty are those faculty members so honored by recommendation of the faculty and approved by the President and the Board of Trustees. Emeritus status commences at the time of the faculty member’s retirement; however, it is not automatic with retirement. To be eligible for this status, the faculty must have held the rank of at least an assistant professor and must have served on the faculty of the college for at least 15 years.

#### *4.1.3 Terms of Appointment*

The terms and conditions of a faculty appointment are stated in a written Wiley College Contract issued by the President, and a Personnel Action Form (PAF) issued by the Human Resources Department. The original is provided to faculty members for their personal records, and a copy is filed in the Office of Human Resources. Appointments are generally made for a term of 9 to 12 months. Faculty members are eligible for nomination by their respective deans and the Vice President for Academic Affairs for one, two, and three-year renewable contracts.

Subsequent modifications of an appointment and any special understandings or notices incumbent upon either party will be stated and confirmed in writing by the Director of Human Resources who will give a copy to the faculty member.

Notification of appointment should be issued by April 1, if the appointment expires at the end of that academic school year. The conditions of employment will be stated in the letter of appointment and on the Personnel Action Form. Faculty have the right to discuss and negotiate terms of appointment within the time their appointment is recommended and the time limit set for acceptance in the letter of appointment issued by the President and the corresponding Personnel Action Form.

All new appointments of the faculty are considered as probationary. Renewal of probationary appointments shall be yearly until a regular appointment is made or a multi-year contract is awarded. Regardless of the stated terms or other provisions of any appointment, written notice that an appointment will not be renewed will be given to the faculty member at least 30 days prior to the expiration of his/her appointment.

#### *4.1.3.1 Multi-Year Contract Eligibility*

To be eligible for a multi-year contract, faculty members must meet the criteria listed below. Receiving a multi-year contract does not imply that future contracts will be multi-year. Each new contract is under separate consideration. A faculty member whose appointment is not categorized as “probationary” or “temporary” is eligible for nomination for a multi-year contract.

#### *4.1.3.2 Criteria for Award of Multi-Year Contract*

The faculty member must have:

1. Established and exhibited an exceptional record of academic accomplishments in the classroom based on student survey reports and documented accomplishments.
2. Received good cumulative scores on faculty evaluation reports in the previous year.
3. Demonstrated expertise in a chosen field of study and have added to the chosen field through published research or composition or demonstrated exceptional research activities with students.
4. Participated each year in at least two faculty development activities, including conferences, roundtable discussions, keynote speaking engagements, or any documented activity for which new or updated knowledge requiring significant research is evident.
5. Collaborated in some common project or other evidence of collegiality with other faculty members.
6. Contributed to the College’s reputation and commitment to the community through exemplary social and public conduct.
7. Distinguished himself/ herself for craftsmanship and or service and volunteer activities.
8. A documented record of exemplary student advising.

Faculty members must be recommended by the end of the first semester of each year by their dean in concurrence with the immediate supervisor (if other than the dean) for a two- or three-year contract. The documented recommendation goes to the Vice President for Academic Affairs for endorsement and, if approved, for submission to the President for final consideration. The President has final authority on the granting of two and three-year extended contracts.

Faculty who receive two and three-year contracts are expected to continue to exhibit remarkable teaching performance, exemplary student advisement and acceptable academic competence in their professional fields. Violation of the contract will result in termination of the agreement and automatic return to the typical yearly contract.

#### *4.2 CRITERIA FOR INITIAL APPOINTMENT TO FACULTY RANK*

At the time of initial appointment of a full-time or part-time faculty member, the Vice President for Academic Affairs, in consultation with the school’s dean, makes a judgment about rank for the initial contract using the criteria described above. A written recommendation is provided to the President through the Office of Human Resources via a memorandum from the Vice President for Academic Affairs requesting the appointment to a rank and suggesting a compensation level. All appointments are made, and remuneration levels set by the President of the College and are officially communicated to the candidate by the Office of Human Resources.

Thereafter, changes in rank are subject to promotion.

Throughout these sections on specific ranks, a college/university of “recognized standing” shall mean a college/university accredited by one of the six regional accrediting associations, e.g., SACS-COC, or a recognized college/university of known international standing.

#### 4.3 CRITERIA FOR PROMOTION IN ACADEMIC RANK

Rules governing the promotion in academic rank are outlined below:

**4.3.1** Teaching members of the faculty appointed on a full-time basis may be assigned to one of four ranks on the strength of graduate training, years of experience, and years of service at Wiley College and evidence of professional competence. These ranks in ascending order are instructor, assistant professor, associate professor, and professor.

**4.3.1.1** An **INSTRUCTOR** holds a master’s degree from an accredited institution or the equivalent academic and/or professional qualifications. See definition under 4.1.2.1 above.

**4.3.1.2** An **ASSISTANT PROFESSOR** shall have a terminal degree from an accredited institution with a minimum of 18 credit hours of advanced study at the graduate level in subjects preparatory to the courses being taught at Wiley College. See definition under 4.1.2.1 above. He/she shall have demonstrated high ability and promise as a college teacher. There must be documentary evidence of contributions to teaching, excellent student advisement, developing credibility in scholarly activities and commitment to professional service to students and the academic community. At least three years of successful college teaching experience expected and an acceptable rating on the qualitative criteria items “c” through “h,” as listed in item number 4.3.4 below.

**4.3.1.3** An **ASSOCIATE PROFESSOR** shall have earned a doctorate from an accredited institution and have at least ten years of professionally related experience, including successful college teaching experience. See definition under 4.1.2.1 above. For initial appointment to this rank, the person shall have had six years of professional experience in teaching, research, or other professional related activities. For promotion to this rank, the applicant will have served at the rank of assistant professor for at least five years of which at least three have been at Wiley College. The candidate must have clearly demonstrated excellence as a teacher, demonstrated competence in the discipline, and an acceptable rating on the qualitative criteria “c” through “h” as listed in item number “4.3.4” below.

**4.3.1.4** A **PROFESSOR** shall have an earned doctorate from an accredited institution in his/her discipline, at least ten years of professionally related experiences including college teaching, of which at least five must have been as an associate professor at Wiley and no less than ten years of service completed as a ranked faculty member at Wiley College or any other accredited university/college and at least ten (10) years of exemplary service with five of which at Wiley College. See definition under 4.1.2.1 above. The candidate must have an acceptable rating on the qualitative criteria “c” through “h,” as listed in item number “4.3.4” below. Other professionally related experience may include research and/or related professional experiences, scholarly publications, and membership in learned societies and professional organizations which demonstrate that the individual is a valued member of the greater academic society.

**4.3.1.5** The quality of the College's academy depends heavily upon the merited reputations of its faculty. Thus, decisions granting promotions in rank are among the most critical in the college life. They require careful and deliberate planning by each faculty member who expects to be considered for such action as well as responsible, objective and informed consideration by all involved in review and recommendations. For these reasons, the process is limited to one cycle per calendar year and involves the following steps and deadlines:

**4.3.1.6** The nomination of a faculty member for promotion in rank originates with a school's dean. The dean may nominate the candidate directly, the candidate may be self-recommended to the dean, or may be referred by a Chairperson or a faculty member in the school.

**4.3.1.7** All nominations by the deans must be formally filed by May 1st of each year through a simple nomination memorandum addressed to the Vice President for Academic Affairs recommending that the candidate be screened for eligibility for the requested promotion in rank. The nominating memorandum must have attached an updated curriculum vitae of the candidate and indicate how the candidate meets the first three criteria listed in paragraph 4.3.4.

**4.3.1.8** The Vice President for Academic Affairs will (a) establish the group list of candidates for the year from all schools, (b) verify their general eligibility for promotion according to the first three criteria on paragraph 4.3.4, (c) inform the Vice President and the President, (d) authorize the deans and candidates to proceed with compiling their promotion application portfolios, and (f) notify them of the submission date of September 15 to the Office of the Vice President for Academic Affairs of all supporting materials.

**4.3.1.9** The "**Academic Rank Review Committee (ARRC)**" is a committee of the College formed under the auspices of the Faculty Assembly and the Academic Council. The committee consists of two members (assistant professor rank or higher) nominated by the faculty in each of the degree-granting schools. Each member shall serve for one year and is eligible for re-election for up to three consecutive years. Thereafter, a member is not eligible to return for two years.

Staggering the terms of various members will add value and continuity to the committee. The Vice President for Academic Affairs is an ex-officio non-voting member and resource person for the committee. Deans are not eligible to serve on this committee. All proceedings of this committee are confidential. A requirement of membership and minutes of all meetings will be prepared and submitted to the Vice President for Academic Affairs by December 1<sup>st</sup> each year. By September 15, the Faculty Assembly is required to have in place an "**Academic Rank Review Committee (ARRC)**" (ratified by the Academic Council) to receive and evaluate the promotion applications and materials from the Vice President for Academic Affairs. The ARRC serves in an advisory capacity to the Vice President for Academic Affairs on matters of rank and promotions. After careful consideration concerning how well each candidate has met all applicable criteria (published in this handbook) for promotion to the desired rank, the committee shall make a recommendation in writing stating the qualifications and considerations by which they recommend for or against promotion at this time for each candidate. The committee is not limited in its considerations to the submitted materials. The committee may interview the candidate and seek references within and outside of the College concerning a candidate. A final

report must be prepared separately for each candidate for submission to the Vice President for Academic Affairs, with all materials used by the committee no later than December 1st.

**4.3.1.10** The Vice President for Academic Affairs will report the Academic Rank Review Committee (ARRC) class results (number recommended and number postponed) and present all the information and materials, including his/her own recommendations, by the date of the end of the fall semester, to the President.

Final approval rests with the President. In the event the President does not approve the promotion, the faculty member should receive this information in writing. Normally, the President submits the list of promotion nominees to the Board of Trustees for endorsement at the March meeting and for implementation thereafter.

**4.3.2** Each promotion package should be accompanied by a written evaluation of the candidate's work by the corresponding dean providing supporting evidence of how the various criteria (a thorough I in paragraph 4.3.5) below have been met. It should include reference to or copies of the last two year's performance evaluations of the candidate. The portfolio, prepared by the candidate, shall be organized under a title page, a table of contents, the most current curriculum vitae, a personal statement on the candidate's personal philosophy of education, a statement on how the candidate supports the strategic plan of Wiley College. Supporting materials will generally follow in the order of the listed criteria. The portfolio becomes the property of the College; therefore, it should not contain original documents needed later by the candidate. The ARRC may request to see originals which will be promptly returned. Consultation on the process and assembly of the promotion portfolio shall be provided by the school's dean, not by members of the ARRC to avoid conflict of interest issues within the ARRC decision making. The candidate may seek the guidance from higher ranking faculty within their school. **4.3.3** The following criteria are considered in making recommendations for initial rank and promotion:

- a. Graduate training and relevancy to program and courses taught
- b. Years of service and relevant experience
- c. Years of service at Wiley College (as required in qualifications above)
- d. Teaching ability (since teaching is the major function of the College, this item carries exceptional weight)
- e. Recent and ongoing research, writing and creative expression accomplishments
- f. Effectiveness in student advisement and mentoring as measured by student academic outcome such as graduation, acceptance into graduate school, internships, and employment in their field of study.
- g. Recruitment activities and effectiveness with articulation agreements approved by the Office of the Vice President of Academic Affairs
- h. Accomplishments in departmental, school, college committee, and community service

i. Ability to uphold the ideals of the College, to promote objectives, and to cooperate with others to that end

The following is a summary of the target dates for promotions:

|                     |                                                                                                                                                                          |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>May 1</b>        | Nominations formally filed by deans to VPAA                                                                                                                              |
| <b>September 15</b> | VPAA establishes promotion list. Assigns individual “promotion sponsors” to candidates                                                                                   |
| <b>September 30</b> | Deadline for submission of supporting documents to VPAA.<br><br>Faculty Assembly has in place an “Academic Rank Review Committee (ARRC) approved by the Academic Council |
| <b>October 30</b>   | ARRC makes recommendations in writing for/against promotion at this time for each candidate                                                                              |
| <b>November 15</b>  | VPAA receives final packages from sponsors, adds own recommendations for/against and submits candidate review                                                            |
| <b>December 15</b>  | VPAA submits final packages with recommendations for/against to the President                                                                                            |
| <b>February</b>     | Final approval rests with the President                                                                                                                                  |
| <b>March</b>        | President submits a list of promotion nominees to the Board of Trustees for endorsement and authorization for implementation timetable thereafter                        |

#### 4.4 TENURE

Tenure is a practice by educational institutions of granting continuous appointments to academic faculty in higher education. During recent years, this practice has been under review at many colleges and universities in the United States and some have suspended such practice pending

further study. The tenure process at Wiley College was subject to review and was suspended by action of the Board of Trustees during its fall (November) 1994 meeting. That action of the Board, however, did not remove tenure from faculty members who had attained it prior to Board action.

The suspension action continues in effect, making tenure not available to new candidates at Wiley College until the Board reverses its decision.

#### 4.5 PROBATION

The following two statements relate to probationary appointments:

1. All initial appointments, including appointments to ranked positions, are probationary. Full-time faculty are on probationary status for the first year of academic service at Wiley College. Part-time faculty are on probationary status for up to two semesters.
2. The Office of the Vice President for Academic Affairs or a designee will conduct an initial orientation, and each school's dean will make provisions for the guidance of new faculty during the probationary period.

#### 4.6 PROFESSIONAL DEVELOPMENT

The College is committed to the growth and development of its faculty. For that reason, it sponsors in-house workshops, training sessions, and seminars with outside experts, in-house experts, and occasionally may request faculty members to make training presentation for their peers in line with their area(s) of expertise and experience. Faculty are expected to take advantage of these opportunities for maintaining currency in teaching, pedagogy, and instructional technology.

All full-time faculty members are encouraged to retain membership in at least one professional organization in their discipline. They are also expected to participate in at least one professional development activity each academic year (e.g., seminar, workshop, webinar, course for credit, etc.). Verification of this activity is done utilizing the process described below.

Within ten business days after the faculty member has participated in a professional development activity, the faculty member must present a printed report about the seminar, workshop, convention, conference, etc., as part of the travel report and should schedule with the appropriate school's dean to make a report or presentation to the faculty in pertinent areas. The written report shall include, but is not limited to, the following information:

1. The name of the organization sponsoring the activity
2. The place and date(s) of the activity
3. Declaration if the faculty is a member of the sponsoring organization
4. A summary of the activities attended
5. Identification of the specific Wiley College Strategic Goal(s) affected
6. A copy of the program

7. A summary of the key “take-home-and-share” items and how should they be applied at Wiley College.

The College has provisions for a faculty member to enroll in courses at Wiley College for credit at a reduced cost in order to increase competence in cognate areas or for personal development. The Vice President for Academic Affairs requires approval. Course credit earned at Wiley, at other institutions, or online is verified by a current official transcript from the college/university attended. Workshop, seminar, conference, etc., credit is verified by a certificate or other appropriate document issued by the sponsoring organization.

Full-time faculty members may apply to take one sabbatical leave for up to a maximum of one academic year after eight or more consecutive years of service if they meet certain criteria and funds are available (See Section 5.2.2 Educational Leave in *Employee Handbook*).

#### Faculty Professional Development Portfolio

Each faculty member is required to design and maintain a current Professional Development Portfolio. The portfolio may be in a physical binder, may be in electronic format, or in a combination of formats. This portfolio serves as the documentation for “continuing education” and professional development. At minimum, it should have an updated development plan for the current academic year and further extensions as desired. In its simplest form, it contains in reverse chronological order (last first) agendas and materials from all development and in-service activities in which the member has participated, including trip reports, presentations, publications, meetings attended, etc. Other formats are acceptable providing a progression of development and intent is discernible. This portfolio may be reviewed by the dean, program reviewers, peer evaluators, and accreditors.

### 4.7 RESPONSIBILITIES OF THE FACULTY

Faculty members are professionals who have accepted the noblest and most significant of callings, -- the shaping of lives, careers, and communities. They take their responsibilities seriously and must balance their performance in six areas to achieve the mission of Wiley College. These areas are

- (1) Quality Teaching,
- (2) Student Advisement,
- (3) Student Recruitment and Retention,
- (4) Creation of Knowledge,
- (5) Professional Development, and
- (6) Leadership and Team Building.

Towards that end, the College has established a process for assessment of faculty performance consistent with the faculty’s role in the implementation of the College Strategic Plan. This process assists in defining and fostering an institutional and professional culture. The process recognizes that professors are on a continuum from novice to expert performance at a time when

knowledge in every field has multiplied, and pedagogical parameters of teaching/learning have shifted from teacher-centered to student-centered with high educational technology.

Every faculty and staff member in Academic Affairs is expected to possess or rapidly develop a fairly sophisticated level of technological competence used in all aspects and operations of the College including teaching. Proficiency in keyboarding (typing), standard word-processing, and management of e-mail, Internet, overall information management, basic database management, and spreadsheet competence are minimal expectations. Continuous training in these skills is available from the Office of Academic Information Technology. All candidates for employment may be requested to pass a “technology proficiency” test and may be rejected for lack of basic technology competence and interest. Faculty must keep attendance and all course records online on a real-time basis. Grades must be posted electronically within five working days of mid-term and final examinations for each class. Immediate electronic notification of students who might be “falling behind” in classes, or having any problems, is also required.

#### 4.7.1 Teaching

Teaching/learning is the faculty’s major responsibility. Faculty assigned to teach classes are responsible for determining the quality of the content of their classes and assuring it is appropriate to each course as officially described in the *College Catalog* and achieves the coverage indicated by that description and in key outcomes outlined in the course syllabus. Additionally, faculty are responsible for instructing classes at the times and places approved for them in the course schedule, delivering syllabi, lectures, graphics, demonstrations, assignments in a clear, attractive, and understandable manner in a variety of formats (electronic, hard copy, or projection). Teachers of record must ensure that the logistics for each class, including the selection and acquiring of appropriate instructional materials, are completed by established deadlines. Every course should require and/or provide open educational resources for class instruction. At the end of each course, the faculty member must determine and report through a variety of means to what extent each course was effective in meeting its stated objectives and student learning objectives, those of the department and the mission of the College.

In keeping with the commitment of the College for faculty evaluation, the department chairperson, school’s dean, or a designee, and peer faculty members are expected to visit each faculty’s class at least twice per year and review each course syllabus to determine the effectiveness and efficiency of each course. The Vice President for Academic Affairs, or designee, reserves the right to visit classrooms at any time.

##### 4.7.1.1 Classroom Responsibilities

Each teacher must create and maintain a classroom culture that fosters enthusiasm for learning. Below are general statements relating to the conduct of a faculty’s course of instruction:

1. A faculty member is required to verify and validate each class roster with that issued on MyWiley and/or CANVAS for that class by the Registrar before and on the 12<sup>th</sup> class day. It is required that each faculty verify student attendance during the census period via the process established by the Registrar and approved by the Vice President for Academic Affairs by the 12<sup>th</sup> class day (census date). The teacher of record will provide the names of students who have not

been once to class (no-shows) or who have not accessed the class for online courses. Allowing an unregistered student (as designated on the MyWiley class roster by the Registrar) to attend class after the census date will result in action against the faculty member. Enforcement of this policy is the responsibility of the faculty member and dean over that class.

2. Faculty members are expected to record attendance and post it electronically on MyWiley and/or Canvas on a daily basis. This action is especially critical during the first four weeks of each semester. It enables several offices to activate measures to improve student attendance and retention. Mid-term and the end of the semester grades are expected for all students. Signed and dated printed copies of the final grades posted on MyWiley for each class must be submitted to the school's dean and to the Registrar within five working days of the posted date of the examinations. School's deans are responsible for filing the printed and signed copies of final grades in a secure and confidential manner for three (3) years or until the electronic records are fully validated, whichever comes first.

3. Teachers participate in identifying and processing students (We're Wiley: Outreach) who are scoring less than C or equivalent in their courses during weeks 2, 3, 4, 6 and midterm in accordance with the **Student Success and Intervention Program (SSIP)**. A student-centered, sequential, intervention protocol involves the instructor, the student's advisor, tutor(s), and the school's dean.

4. Faculty members are to meet classes promptly and regularly at the appointed times. Teachers who are habitually late or are absent without notices or legitimate reasons will receive a notification letter from the dean to be documented in their personnel file. The faculty of record must make arrangements to care for his or her classes during unavoidable anticipated absences by notifying the Chairperson, the School's Dean and/or the Vice President for Academic Affairs. If at all possible, class should be carried on by a guest lecturer.

5. Faculty may submit an administrative withdrawal form to the school's dean for conveyance to the Registrar, to drop a student from his/her course for justifiable reasons in accordance with provisions of the current catalog. A student identified as a "Non-Performing Student (NPS)" with excessive absences and running grade below C, in spite of documented interventions, may be administratively withdrawn ("W") from the course by the published withdrawal date found in the current catalog.

6. Faculty members are not to change assigned class schedules, rooms or hours without specific approval of the dean, the Vice President for Academic Affairs, and the Registrar. Notification of request for change must be done in writing via email prior to moving the class. Use of other rooms or facilities, even for temporary or special sessions should be cleared and approved by both the Office of Academic Affairs and the College's facilities reservation desk.

7. Faculty of record must administer and assess mastery activities in order to produce a grade indicating the performance of each student. Grades must be reported as scheduled by the academic calendar. Mid-term and final examinations, if administered, should be given on the day and time on the academic calendar. Permission to change the time for a final examination or to

exempt a student from such a schedule must be granted by the Vice President for Academic Affairs.

**8.** Faculty are cautioned to take care in the calculation of students' grades to avoid submission of the wrong grade and subsequently, leading to grade changes. However, if a faculty member makes a mistake in reporting a final grade, it may be corrected by filing a Change of Grade Form as soon as possible, but in no case, after the end of the following semester after the grade was awarded. A standard form must be used for grade changes. It must be endorsed by the school's dean and the Vice President for Academic Affairs. Forms may be secured from the Office of the Registrar or the office of the school's dean. Students must not deliver signed grade change forms to or from any office. Faculty must adequately document the rationale for the change of grades and supply additional documentation when requested.

**9.** Faculty of record is responsible for submitting summary progress (performance) grades both as electronic and print records at the end of the semester. Signed and dated printed copies of the mid-term and final grades posted on JICS for each class must be submitted to the school's dean and to the Registrar. Deans of schools are responsible for filing the printed and signed copies of final grades. Paper copies of such documents must be filed in a secure and confidential manner and kept for three (3) years or until the electronic records are fully validated, whichever comes first.

**10.** Requests for field trips or extra-curricular experiences planned off-campus for students must be cleared by the school's dean, the Vice President for Academic Affairs, and the Vice President for Student Affairs before leaving the campus. Travel requests accompanied by the proper documents (e.g., students' GPAs and a justification for the trip and its relationship to the course) should be processed through the Office of Business and Finance at least two weeks prior to the time of departure. When an entire class goes for a field trip that is part of the class curriculum, all students may attend. Students with less than a 2.0 GPA are not permitted to participate in off-campus trips for co-curricular activities.

**11.** Faculty must insist on proper conduct and encourage professionalism in attire, especially when career preparedness is emphasized in the curriculum. The faculty must be conscious of their own conduct and dress. Faculty are expected to always be dressed in business/professional attire (see **Section 3.3.29** – "Workplace Attire/Dress Code Policy" in *Employee Handbook*).

**12.** Eating or drinking is not permitted in classrooms unless a special scheduled activity has been planned. No food or drinks are allowed at any time in science or computer laboratories.

**13.** Faculty must inform students that children and infants are not permitted in classrooms or laboratories during regular class activities, except in emergency cases.

**14.** Faculty members are strongly encouraged to attend weekly chapel and other special campus events. In addition, when there are activities or conferences that may be related to students' academic studies, faculty may make assignments related to the content of and require attendance

at such events, expect student follow-up work/products, and give appropriate credit for participation.

**15.** Faculty must give clear explanations to students in the syllabus (preferably in writing) about make-up work to be completed before and/or after a period of absence. This is crucial for student-athletes and others who must miss classes while representing the College for college-sponsored events. It is the student's responsibility together with the activity sponsor to notify the faculty of such projected absences and make the necessary arrangements prior to the absence of students to complete class assignments.

**16.** The Incomplete "I" grade is administered to the student who has completed seventy-five percent (75%) of the course and has satisfied the attendance requirements set by the instructor; however, because of extenuating or extraordinary circumstances, he/she has failed to perform a requirement. A request form must be approved by the dean and the Vice President for Academic Affairs before an incomplete grade is awarded. The form contains the conditions and deadline for removal of the "I" grade and the date for its automatic transformation to the earned grade including missed assignments if the conditions for a final grade are not met.

To submit a grade of "I":

- A. A copy of the grades
- B. Detailed submission of missing assignments & rubric/criteria submitted to school chairpersons
- C. Copy of attendance

**17.** Sometimes, despite all attempts to demonstrate courtesy, consideration and professional conduct, the instructor will experience a student who persists in exhibiting inappropriate behavior or decorum that hinders his/her performance and that of other students in the classroom. If tact, persuasion, humor, and tolerance appear to be ineffective, the faculty member has the recourse of requesting disciplinary review and action. Disciplinary problems including disruption of classroom proceedings, cheating on examinations, plagiarism, and sexual harassment must be reported to the school's dean and to the Vice President for Academic Affairs for adjudication and/or referral. In extreme cases, faculty may request the intervention of the Campus Security force. Under no circumstances is it advisable for a faculty member to use or attempt to use physical force or engage in verbal altercation to resolve classroom problems.

**18.** Faculty members are responsible for equipment and other inventory items assigned to them and must assist the school's dean to complete the required annual inventory reports of facilities, equipment, and furnishings in their designated areas and classrooms. Faculty are also responsible, with their students, to police their classroom, so the next faculty member coming to the next period in the same classroom finds the classroom in order (Rule: do unto others what you want others to do for you). If a faculty persists in leaving a classroom in a disorderly state, documentation concerning this lack of performance will be collected by the dean.

**19.** Every course should require and/or provide open educational resources for class instruction. At the end of each course, the faculty member must determine and report through a variety of means to what extent each course was effective in meeting its stated objectives and student learning objectives, those of the department and the mission of the College.

#### **4.7.1.2 Course Syllabus**

An approved current course syllabus must be available online (MyWiley, and /or CANVAS) for every course by the week before the semester begins. The chairperson shall review the syllabus and when approved, forward a copy to the school for the dean's approval. Approved and signed current syllabi are filed in the office of the dean. Each syllabus must contain the following information:

- 1.** Course title, catalog number, section number, semester, and year
- 2.** Instructor's name, office room number, office hours, office telephone number, and email address
- 3.** Course prerequisite(s)
- 4.** Course goals and objectives including completed statements defining specific student learning outcomes (SLOs) generally interpreted in sentences like "when the student completes this course (s)he will ..." and Career Pathways Initiative (CPI)activities
- 5.** Complete citations for the textbooks and materials required for the course
- 6.** Dates of major assignments and tests
- 7.** Grading policy, describing how the final grade will be determined and the worth of each assessment
- 8.** Policies on attendance (75% attendance)
- 9.** Policies on writing and communication standards
- 10.** Make-up examination policy
- 11.** Policy on academic honesty or other matters
- 12.** Policy on any other required course materials or activities
- 13.** Policy on dress code
- 14.** Policy with students with disability
- 15.** A caveat addressing extenuating circumstances and emergencies

#### **4.7.1.3 Grading**

Grading is the primary means by which student achievement in a course is evaluated and communicated. The method used for grading should be clearly explained in the syllabus and reviewed at the start of each semester. Each student must be given access to a syllabus by the instructor of record, and the syllabus should clearly state the criteria by which students will be

evaluated (the course objectives) and the means of evaluation (specific assignments, tests, etc. and their relative weight in the grading for the course). A grade of “A” signifies superior performance; a “B” signifies above-average performance; a “C” signifies average performance; a “D” signifies minimum performance and an affirmation that the teacher believes the student has met the minimum course objectives, but with some reservations; an “F” signifies inadequate performance and failure to meet the objectives of the course; an “I” grade signifies incomplete, i.e., the student failed to complete all course requirements due to extraordinary circumstances; a “W” signifies withdrawal from the course (See 4.7.1.1 – Classroom Responsibilities #16 for conditions for an “I” grade).

The faculty member must clearly explain methods used for performance evaluation for each course and the methods and policies must be documented in the syllabus. The logic for grading must be understandable to a layperson and must be based solely on students’ academic performance and objective examples of the student’s work. Grading methodology and its application to classes and individual students is subject to departmental and school’s academic review across the College to ensure equity, comparability, consistency, and fairness within a class and a program, as well as comparability to grading at benchmark institutions. Students and administrators are entitled to understand the criteria and reasoning behind each grade and have the right to request copies of individual class records, corrected tests, work, and projects. Students also have the right to formally appeal a grade (see ‘Grade Appeal’ in the *College Catalog*).

#### **4.7.1.4 Reporting of Grades**

Grades for each typical semester course are reported by faculty members four times during the semester to the student, to the school’s dean and to the Office of Academic Affairs for compliance with the Student Support and Intervention Program (SSIP), described in 4.7.1.1 – Classroom Responsibilities #3. Grades are formally reported to the Registrar at the mid-term and at the end of the semester. All grade reports must be completed and posted electronically and submitted in hard copy as previously described, without exception, by the dates established and published by the Registrar.

Mid-term grades are posted on JICS within five days of the mid-term examinations. Two signed, and hand-dated printed copies of the final grades posted on JICS for each class must be submitted to the school’s dean by every teacher. One copy must be turned in by the teacher to the Registrar.

The paper duplication is a validation measure continuing until further notice.

Grade changes must follow the guidelines prescribed in the College Catalog (see 4.7.1.1 Classroom Responsibilities #8) and must be supported with clear explanation for the change and the appropriate sequence of approvals.

#### **4.7.2 Advisement**

The college utilizes the 2 + 2 Model – the Wildcat Advising Model. All freshmen and sophomores are advised in the Student Success Center by Professional Academic Success Coaches/Advisors.

All advisement for juniors and seniors is delegated to one faculty member in the major chosen by the student. That assignment is made by the chairperson's of the student's academic major department, in collaboration with the school's dean. The advisor holds the greatest influence in maintaining student satisfaction, career success, and retention. Unless formally excused from this duty by the Vice President for Academic Affairs, every faculty member is assigned one or more student advisees. The student is also assigned "backup" advisors: a second faculty member to advise the student's minor or general education coursework, and the dean to supplement the work of the primary advisor when needed.

It is the responsibility of the Student Success Coach/Advisor and faculty advisor to become familiar with the *Advisement Manual* and to receive needed training to enhance her/his proficiency as a college academic advisor. This requires not only interpersonal talents, but also a good understanding of the curriculum, specific degree plans, and practice of computer skills to properly utilize the JICS Advising and registration modules. The faculty member will assist the advisee with the development and maintenance of a degree plan. The plan should show at all times what courses should be completed in specific semesters to meet a specific graduation date. The advisor will work with the student to review career objectives and will update the student's degree plan, graduation plans, and class schedules prior to registration for each following semester. Exceptions or course substitutions for academic degree and General Education requirements should be made only when adequate justification is available and are approved by the Vice President for Academic Affairs after endorsement by the advisor or department chair and the school's dean. All juniors must receive a graduation audit before the end of their junior year.

#### **4.7.2.1 Office Hours**

Faculty are required to post on or near their office door and submit to the respective school's dean their teaching schedule and the regular office hours when they will be available for advising, consultation, or other purposes during each semester. Faculty are expected to grant students the right to consultation during posted hours and at mutually convenient times. For full-time faculty, the minimum number of office hours is ten per week exclusive of contact classroom hours. For part-time faculty, office hours must total a minimum of two to four hours per week depending on the number of classes taught. A modified office schedule must be developed and posted for faculty who regularly teach classes in the evening or work regularly at a library or place of research and/or creative activity.

#### **4.7.2.2 Meetings**

Faculty members are essential to the common life and the leadership of the College. Therefore, they are expected to participate actively in the out-of-class life of their students (advisees) and attend the various meetings listed below. Faculty members absent from classes and/or required meetings and convocations without the approval of the school's dean may be reprimanded, with continued violation of attendance policies resulting in more severe disciplinary action up to and including termination. Attendance at the following is expected:

**Combined Faculty and Staff Meetings:** Combined faculty and staff meetings (Faculty and Staff Institute) are held by the Vice President of Academic Affairs and President at least once per

semester generally at the start of each semester. Other meetings may be called by the President. All faculty and staff are required to attend these meetings.

**Semester-End Meetings:** Attendance at faculty seminars or workshops held near the end of each semester is mandatory. The purpose is to provide in-service training and to evaluate, discuss, and plan College programs and activities.

**Convocations/Chapel Service:** Attendance and participation in full academic regalia is mandatory for the following convocations: (a) President's, (b) Founders and (c) Graduation. All College employees are expected to attend weekly Chapel Services.

**School Meetings:** The deans of schools must hold regular meetings with their faculty. The purposes of these meetings are to keep the faculty abreast of actions and discussions of the Academic Council and the Administrative Council, as well as to plan, discuss and coordinate curricular and other matters of importance to the school. Minutes of these meetings are to be recorded and forwarded to the Vice President for Academic Affairs.

**Departmental Meetings:** Likewise, the Chairperson must hold meetings with their faculty to discuss matters in their discipline, including the recruitment, admission, and progress of students (at all levels) in their major, and all other matters incumbent to their academic programs. They are responsible also for discussing the quality of advisement, individual student performance, student participation in internships, degree plans, applications to graduate or professional schools of their majors, tracking of graduates, and the development of departmental identity for freshman and sophomore students who have identified with that major as their choice, but may not have yet been admitted formally to classes in the major. Minutes of these meetings are to be recorded and forwarded to the school's dean.

#### **4.7.3 Recruitment**

An integral responsibility of faculty at Wiley College is their involvement in student recruitment and retention activities specifically for the benefit of their major program and for the College as a whole. While the College has offices of Enrollment Services and Admissions and Recruitment staffed with dedicated professionals, their work and success is inhibited and less productive without direct faculty collaboration. Furthermore, recruitment of students specifically interested in pursuing chosen majors is significantly enhanced when prospective students (freshman or transfer) have contact with professors in their field of interest. Each department must be geared to establish and maintain contact with applicants in their disciplines and have available for distribution up-to-date printed and electronic brochures representative of the department and of the College.

Faculty recruitment activities may include work in the production, updating, maintenance and distribution of departmental promotional literature such as brochures, announcements, web page content and design, participation in campus or off-campus career days, visits, and contacts with parents and/or sponsors. One of the most effective professional activities by a faculty member is the development and maintenance of contacts and collaborations with high school counselors and teachers in compatible subject areas (e.g., science, math, history, English, music). Selected

faculty members should serve as liaison to junior colleges and high schools with which Wiley College has established articulation agreements or memoranda of understanding.

#### *4.7.4 Creation of Knowledge: Research, Scholarship, and Creative Activity*

Faculty are encouraged to engage in scholarly research and other creative activities. It is well known that students learn best when engaged and guided by the faculty in the creation of knowledge through research and art. The College encourages and supports research, scholarship, and creativity in all its forms. Faculty in every field are expected to stay abreast of available grants, scholarships, internships, and training opportunities for both faculty and students in their field, and to pursue applications for support and successful implementation whenever possible. Provisions for proper balance of teaching load and grant-related activities by each faculty member are strongly encouraged and may be arranged with the respective school's dean, the Vice President for Academic Affairs, and the Office for Sponsored Research. Preference is given to activities most closely related to the mission of the College. For additional information, see Section 4.6 on Professional Development and Appendix V concerning the rights of the faculty researcher and the College concerning intellectual property. (add hyperlink)

#### *4.7.5 Leadership*

Members of the faculty are expected to encourage initiative, leadership, and teamwork among students, peers, and co-workers in their classes, departments, academic areas, schools, the College as a whole, and their chosen professional field. This is expressed best in collaborative teams, committees, social, spiritual, and community service activities. Peer review of syllabi, classes, research initiatives, and results and publications are essential components of academic participation. Effective team teaching, collaborative projects, task forces, and committees require servant-leaders and active servant-team members who produce timely, quality, and documented results.

#### *4.7.6 Other Duties*

In addition to the obligations already specified, faculty members are expected to fulfill tasks required by the school's dean, the Vice President for Academic Affairs, or the President, including the timely preparation and submission of various documents, reports, and evaluations. Faculty members are responsible for and expected to complete the following duties:

1. Report to the College before the opening of the academic year as notified
2. Maintain an orderly classroom that is highly conducive to teaching/learning
3. Maintain up-to-date knowledge of the discipline
4. Participate actively in college governance through the committees of the College and faculty meetings
5. Fulfill additional responsibilities as may be requested by the administration or required in accordance with the faculty member's letter of appointment
6. Be familiar with the *College Catalog* and the *Faculty and Employee Handbooks*
7. Ensure that students are officially enrolled in the class

8. Enforce the College's attendance policy
9. Complete a Request for Leave form and a plan for class coverage in a timely manner when expected to be away from the campus
10. Report to class on time and dismiss class on time
11. Attend faculty meetings, convocations, and special events and wear appropriate academic regalia at specific announced occasions
12. Post grades for the designated periods by the appointed deadlines and arrange class activities to fit such established and published deadlines

#### *4.7.7 Co-Curricular Activities*

Co-curricular programs are an essential part of any successful college and are encouraged by Wiley College as part of the educational process. They are, however, secondary to organized class programs and the religious life of the College. Non-class activities (for practice or otherwise) are not to interfere with organized class programs, planned College religious programs (e.g., chapel, convocation, lyceum, etc.) or any other scheduled College programs. Attendance by students to regular Chapel programs is mandatory, and faculty are expected to attend most, if not all, of the regular weekly chapel services when campus offices are closed.

Traditionally, the hour between 11:00 A.M. and noon on Thursdays is kept open to accommodate meetings for academic student clubs, school meetings, Faculty Assembly, and Academic Affairs faculty meetings.

Sunday is considered a sacred day on the Wiley College campus. There shall be no organized practices of athletics, band, choir, or dramatics, etc., on Sunday. Non-organized student activities are permitted on Sunday after 2:00 p.m.

## SECTION V: POLICIES AND PROCEDURES GOVERNING

### FACULTY APPOINTMENTS

#### 5.1 ACADEMIC FREEDOM AND COROLLARY OBLIGATIONS

Wiley College defines Academic freedom as the principle of freedom of expression for scholars engaged in discipline-related teaching, learning, research, publication and service. Academic freedom is fundamental for the protection of the rights of the faculty members in teaching and for the students to pursue freedom in learning. Wiley College embraces the tradition of academic freedom for all faculty members. Academic freedom in research is fundamental to the advancement of truth, including the freedom to conduct academic research, to publish research results, and to participate in the public discussion of research results subject to the adequate performance of assigned academic duties. The College strongly encourages research and service, the essential components of good teaching/learning.

Academic freedom does not permit unlimited choice as to the content of a course, and a faculty member is expected to teach the subject material as approved and as indicated in the course description. A significant departure from the prescribed course content constitutes teaching a new course and requires prior approval following the standard procedures for initiating a new course.

The need to teach certain courses utilizing a common syllabus or common topics will not infringe upon the individual faculty member's freedom to teach the content related to such common topics (e.g., mathematics, English) in an individual or unique way.

Specific applications of academic freedom for faculty include the following:

1. Faculty are free to conduct research and publish on any subject in any manner they see fit, subject to the performance of their other academic duties. Research for monetary return must be based, however, on an understanding with the administration of the College. Informational copies of pre-publication materials are submitted to the Vice President for Academic Affairs. Copies become part of the producer's portfolio. Any publication specifically designed to represent the College or a unit of the College, (e.g., recruitment brochures, web pages) must be (subject to) reviewed and approved by the Office of the Vice President of Academic Affairs prior to publication. All grant and scholarship applications must be reviewed and approved by the President, Chief Financial Officer, Vice President for Academic Affairs and the Office of Sponsored Programs.
2. Faculty are free to teach their classes in concert with the College's respect for them as academicians. While faculty at the department (discipline) level are the primary judges of the appropriateness of course content and teaching methods, courses generally are part of an established program of studies, a liberal arts orientation and a major disciplinary concentration, and should be, therefore, complementary to the programmatic objectives of the department and the mission of the College.

Faculty should take a balanced approach in controversial subjects that bear no relationship to the subject of the course.

3. Faculty members are free to express themselves as citizens on any subject without restraint, retaliation, or an incivility from the College. As professionals, faculty should maintain a high standard of public discourse in both their use of evidence and their respect for the opinion of others. When they speak or write as citizens, rather than as representatives of the College, they should make every effort to convey that fact by stating the comments and thoughts shared do not in any form represent Wiley College or any of its stakeholders. Expressions and opinion share belong to the person rendering such offerings.

4. Faculty members should grant students the freedom to explore subjects and to arrive at conclusions freely, subject to the following:

- (1) faculty member's extensive knowledge of the discipline;
- (2) rules of evidence in the discipline; and
- (3) constraints of the appropriateness of course content and course objectives.
- (4) Faculty should encourage students to be independent thinkers.

5. Faculty should refrain from speaking negative connotation about the college in public discourse.

## 5.2 FACULTY SELECTION AND APPOINTMENTS

The recruitment/selection/appointment process for faculty at Wiley College engages similar procedures as for other employees. The process involves the use of job descriptions, position advertisements in selected media, one or more selection committees, a testing, and screening process (when appropriate), interviews, reference confirmations, and prior employment verifications. The results are expected to provide a match between the final candidate selected and the duties and requirements of the position which are direct outgrowths of the mission of the College. The Office of Human Resources generally coordinates this process, working closely with the pertinent school's dean and the Vice President for Academic Affairs.

The major responsibilities involved in the College's recruitment/selection/appointment process are outlined below:

1. Initiation of the request to fill a needed position along with a current job description and data justification of the need for the additional resource. The job description is necessary in order to convey clearly the duties and responsibilities of the position in the development of the position advertisement and during the screening process.
2. Appointment of a selection committee (when appropriate).
3. Advertising the position, screening applicants, conducting interviews, identifying the candidate and conducting reference checks.
4. Concluding the search process (e.g., closing files, submitting documents to the Human Resources Office). A request letter for the appointment of the finalist candidate, addressed to the

President, is generated by the Vice President for Academic Affairs in concert with the respective school's dean. Upon completion of a properly filled Personnel Action Form, the Human Resources Office completes the process and generates the appointment letter.

A part of the interview process is an evaluation of the oral, written, technical communication, and computer technology skills of the applicant. While the letter of application serves as a sample of writing skills, the applicant may be asked to submit and/or create on-site and in real time other written samples of composition and thinking. Evidence of the candidate's educational technology proficiency may be required. The applicant may be asked to demonstrate a lesson or make a brief presentation to a select group of students, faculty and/or staff. In addition to oral communication and other pedagogical skills, the search committee may use checklists provided by the Human Resources Office and/or the Vice President for Academic Affairs to estimate the best fit between candidates and the advertised position. The College reserves the right to obtain legal background checks and include results as part of selection considerations.

#### *5.2.1 Form of Faculty Appointment Documentation*

Normally, a letter of appointment is issued to each faculty member outlining the position, salary, duration of appointment (months in an academic year), and assignment. Faculty who carry administrative and supervisory responsibilities (e.g., directors, deans) normally shall receive a letter of appointment with notations for these assignments. All conditions of employment shall be governed by the policies of the Board of Trustees. Policies, procedures, and guidelines are provided in the *Employee Handbook*, the *Faculty Handbook*, and the *College Catalog*. All relationships are between the College and the faculty member. The President is authorized to execute such agreements on behalf of the Board of Trustees.

#### *5.2.2 Issuance and Receipt of Contract*

All faculty employment offers for an academic year should be signed and returned to the Office of Human Resources by the date specified therein. If the employment offer is not accepted by the specified date or another special arrangement is not made in writing with the President, the offer will expire, and the position is declared open. Failure to respond to this offer is treated by the College as a resignation. All term appointments are issued on an individual basis as the necessity arises.

#### *5.2.3 Reappointment to the Faculty*

The following statements relate to the reappointment of the faculty:

1. The Vice President for Academic Affairs, in consultation with the school's dean, recommends the faculty member for reappointment. The recommendation is generally made to the President by the Vice President for Academic Affairs on or before April 1 of the appointment year.
2. Full-time faculty members who are recommended for reappointment generally receive formal notification from the President around April 15. Full-time faculty members who are not recommended for reappointment receive formal notification by April 1.
3. Reappointment agreements are ratified before the expiration of the contract currently in force provided all conditions for ratification have been met. The agreement so ratified will state

conditions of reappointment and/or changes in status or salary. The agreement will be limited to those terms, clearly stated within the contract and such other terms as are incorporated by reference.

#### *5.2.4 Employment of New Personnel*

As outlined above on 5.2.3, the Vice President for Academic Affairs prepares a request for the proposed position. If the position request is approved, the recruitment and selection process outlined above takes place. When selection is completed, a Personnel Action Form for new faculty personnel is prepared with a recommendation for review and final approval by the President.

It is the policy of the College that no candidate for employment may begin employment until the President has signed an agreement outlining the terms of employment and such agreement has been signed by the selected candidate. The College will be under no obligation to pay a faculty candidate who reports to work prior to being officially employed by the College.

Orientation materials for new faculty should include current copies of the following materials distributed by the Office of Human Resources or the appropriate school's dean:

1. *College Academic Catalog*
2. *Employee Handbook*
3. *Faculty Handbook*
4. College Strategic Plan
5. Strategic Plan for the specific department (major) or unit in which the new faculty member will operate
6. Copy of the benefits package

As part of the orientation process, the school's dean will arrange for new faculty to take a campus/virtual tour, to be assigned office space and office keys, to obtain an identification card and information systems password(s), to have the name added to faculty directories and web lists, and to attend orientation seminars and/or receive equivalent training by supervisor.

New faculty are oriented to the Wiley culture and procedures generally by the Chairperson in their assigned department, the dean of the academic area, or another designated member in the same department. Early relationships are encouraged with the respective school's dean. Generally, a series of regularly scheduled faculty enhancement seminars are offered for new faculty.

#### *5.2.5 General Security and Access to Buildings, Facilities, and Computers*

While access to buildings and facilities is restricted after normal operating hours for security reasons, faculty members may enter the buildings and facilities for which they have been cleared at any time by simply requesting access by phone or in person from the security officer on duty at the time and showing the Wiley picture identification. Keys to outside doors of campus buildings are not generally issued to anyone other than security personnel except by special

action of the President. This policy, while providing some minor inconveniences, has resulted in very significant savings in building maintenance, equipment costs, and increased safety and security for workers on duty after hours. Faculty members and the school's dean hold the only keys to a faculty member's office. (Security does not have keys to private offices). College space and computers are to be used strictly for college purposes and therefore, college-owned computers must be accessible at all times to Information Systems and Technology personnel and the school's dean. This includes all passwords to all JICS and other college accounts and files. No personal information (non-college business) should reside on any college computer or database on campus.

### 5.3 TEACHING LOAD

The required workload for faculty members is equivalent to 15 credit hours per semester (with consideration for lab assignments). The average teaching load for a chairperson is 12 hours, assistant dean is 9 hours, and school's deans is six (6) hours. The school's dean should take every precaution to make sure that the teaching load assigned to faculty members gives consideration to credit hours per course, number of preparations, number of students enrolled, and other assignments. For instance, whether a faculty member has five courses with three preparations or five courses with up to five preparations, the member is compensated for teaching five classes, constituting a full-time teaching load. In the event the teaching load exceeds 15 hours for a faculty member, 12 hours for a Chairperson, 9 hours for an Assistant Dean, 6 hours for a dean, the faculty member is compensated for the overload.

Normally an overload should not exceed 18 hours.

The teaching load for PRIVATE STUDIO INSTRUCTION is calculated at 67 percent of the normal credit hours [e.g., six (6) credit hours of private studio instruction is calculated as four (4) Teaching Load Credit Hours ( $6 \times 0.67=4$ )]. The teaching load for LECTURE/SEMINAR format courses will be credited at full value [e.g., six (6) credit hours of lecture/seminar format classes will be calculated as six (6) teaching load hours ( $6 \times 1.0=6$ )]. This is based on The National Association of Schools of Music 2010-2011 Handbook and Standards for Accreditation: Section II (Purposes and Operations), Part E (Faculty and Staff), Paragraph 4 (Loads).

As part of their normal workload, faculty are expected to participate in committee service. Under normal circumstances, faculty members should not serve on more than two standing and two ad hoc committees during an academic semester. Faculty members are required to perform duties, tasks, and roles as outlined in the *Faculty Handbook* (including Section 4.7) and other duties as assigned by the school's dean and/or the Vice President for Academic Affairs.

Faculty members who apply for and receive funded research and other grants will work closely with the Vice President for Academic Affairs and school's dean to establish an equivalent, balanced, reasonable, and productive workload distribution between teaching duties and grant-related activities. Usually, some of their time will be supported through grant funds. It is for the benefit of the students, the College and the professional standing and development of the faculty member that a time and effort distribution analysis (teaching, advising, research, consultation, time on task, vacation and leave) may be conducted to achieve an appropriately balanced

workload consistent with the mission of the College and the professional objectives of the researcher-faculty member. Policies concerning “buy-back” of teaching time and supplemental compensation appear in the “*Handbook for Sponsored Research*” available in the Office of Sponsored Research and may be discussed with the Vice President for Academic Affairs and the Director of Sponsored Research.

## 5.4 EVALUATION OF FACULTY

### 5.4.1 Purposes of the Faculty Performance Assessment Process

Wiley College employs a faculty committed to student success as evidenced by its quest for excellence in teaching, advising, scholarship, and service. Toward that end, the College has established a process of faculty performance assessment consistent with the faculty’s role in the implementation of the College’s current strategic plans and planning cycle. This process assists in defining and fostering an institutional and professional culture. The process recognizes that professors are on a continuum from novice to expert performance, especially at a time when pedagogical parameters of teaching /learning have shifted from teacher-centered to student centered.

#### **The assessment of faculty performance is designed specifically to:**

1. Recognize and highlight the important contribution of each faculty member to the success of the College
2. Promote balance among the various activities and roles expected from each faculty member
3. Provide a forum and a schedule for discussions between a faculty member and her/his designated supervisor(s) concerning the teacher’s strengths and to identify areas where improvement is needed
4. Provide support to each faculty member for improvement of performance, ongoing development and ultimately, achievement of excellence in teaching /learning

#### **The assessment packet presented in Appendix VI consists of three parts:**

1. Introduction
2. Performance summary
3. Assessment instrument

#### **The assessment process is accomplished in the following EIGHT steps:**

1. Two copies of the assessment instrument, each labeled with the name of the faculty to be rated, are distributed by the school’s dean to the following personnel: The first, to the faculty member for self-evaluation and the second, to the faculty’s supervisor.
2. Each evaluator is requested to (a) record the numerical scores in the rubric that, in the evaluator’s opinion, most closely reflect the activities of the rated faculty, (b) complete the evaluator’s sheet), and (c) return the assessment instrument DIRECTLY to the school’s dean or designee without discussions between the evaluator and the faculty member.

3. The school's dean or designee: (a) transfers the key numerical scores from the 3 or 4 completed instruments onto the summary table (b) records available scores from the student evaluations of the faculty, (c) calculates and records the overall numerical score that defines the assessment, (d) circles the score and rating obtained, and (e) summarizes non-numerical comments and adds optional remarks.

4. The school's dean or designee: (a) provides copies of the performance summary for the supervisor and the faculty, (b) gives both copies to the supervisor, and (c) requests that the supervisor meet with the faculty to review the results and together complete p. 5 of the performance summary concerning the strengths, perspective objectives, and professional growth desired by and for the faculty member for the next evaluation period.

5. The supervisor (a) meets with the faculty and together they complete page 5; (b) both sign and date the sheet and action plan; and (c) the supervisor returns a signed original back to the school's dean. The faculty is welcome to provide any written comments or attachments s/he desires in order to complete this round of evaluation. Any attachments must be listed on the back of page 5 of the summary. Any comments or additional materials must be submitted to the school's dean after the meeting with the supervisor.

6. The school's dean (a) writes a summary of her/his comments and recommendations on page 6 of the performance summary, (b) signs and dates page 6, and (c) passes the performance summary to the Vice President for Academic Affairs for approval and conveyance to the President. The process is completed, and the original performance summary goes on to the Office of Human Resources. That endorsed summary in Human Resources is the only official record of the completed assessment. A copy is prepared for the faculty member. (appendix off)

7. If there is no meeting or response from the supervisor-faculty meeting **within 14 days** from the date the supervisor and faculty received copies of the performance summary, that fact will be noted in the summary and the school's dean will either convene together with the supervisor and the rated faculty and complete the assessment or may forward the assessment, as is, to the Vice President for Academic Affairs for transfer to the President, noting the non-performance by all concerned.

8. If a faculty member does not agree with the results, (s), he may submit the objections in writing following the conference with the supervisor. Such objections and attachments will be noted by the school's dean and discussed with the Vice President for Academic Affairs. The faculty may request a formal meeting with the school's dean to clarify the issues. Any further action must follow the standard grievance process.

NOTE: After completion of step 3 above, the school's dean stores securely the completed assessment instruments for at least 30 days after the President has completed the performance assessment process and a copy has been returned to the faculty member. After that time, if no issues have been raised, the rubric instruments shall be discarded appropriately to ensure confidentiality (e.g., shredded).

The Office of the Vice President for Academic Affairs is responsible for organizing and overseeing the evaluation process and ensuring that such records are included in the appropriate files.

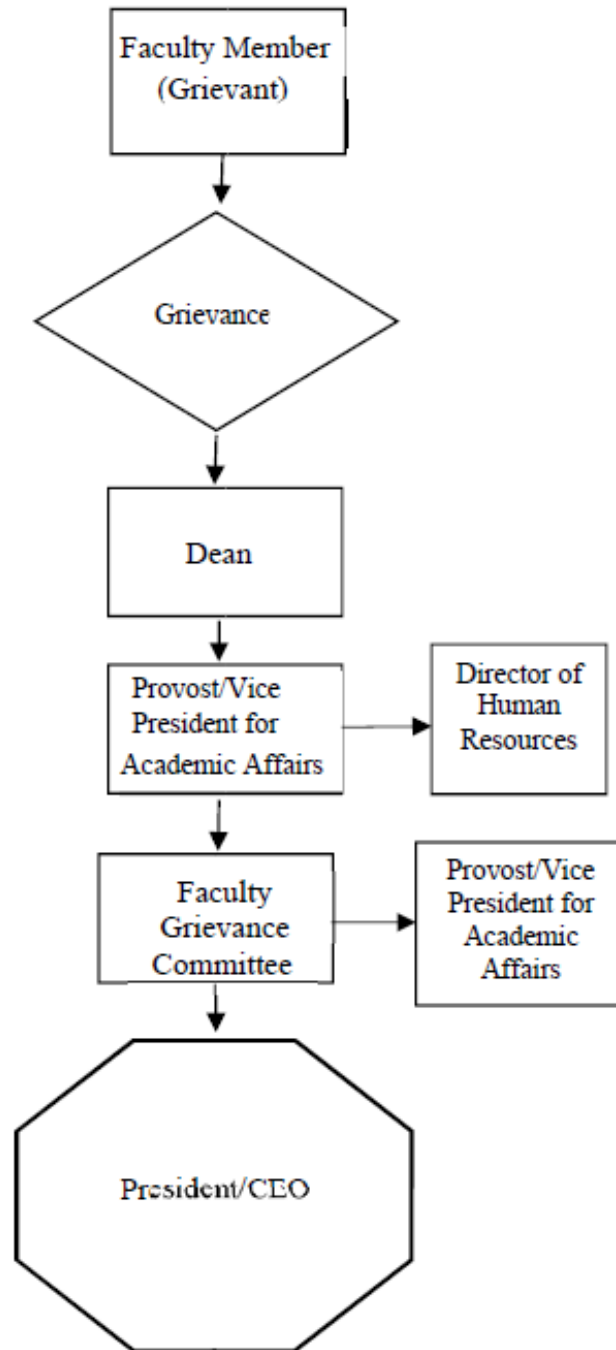
### 5.5 GRIEVANCE AND APPEAL PROCESS

Grievances may arise out of decisions about reappointment, dismissal, promotion, salary, working conditions, discrimination, or any other matters relating to equality of treatment. Grounds for grievance may include, but are not limited to, the following circumstances:

- (1) a violation or misapplication of the rules, regulations, or established practices governing the College and its units;
- (2) improper, arbitrary, or capricious action by the College or its agents;
- (3) violation of academic freedom; and
- (4) discrimination. Informal grievances may be resolved and appealed through the usual channels of authority within the institution. If any faculty member feels that he/she has cause for grievance in any matter, the burden of proof rests with the faculty member who, if s/he succeeds in establishing a *prima facie* case, will come forward with evidence in support of a resolution of the case. Below are the steps for a formal appeal:

1. The faculty member presents the grievance to the school's dean in writing. The school's dean discusses the grievance with the faculty member and renders a written decision. A copy of the decision is filed with the Vice President for Academic Affairs.
2. If not satisfied by step 1, the faculty member may request a review by the Vice President for Academic Affairs through the school's dean. The school's dean arranges a meeting with the Vice President for Academic Affairs and the faculty member. The Vice President hears the grievance and renders a written decision, giving the reason(s) for the decision. Copies of the decision are filed with the school's dean and the Director of Human Resources.
3. If the grievant (grieving faculty member) is not satisfied after this level of review, the case is then referred by the Vice President for Academic Affairs to a Faculty Grievance Committee (appointed by the President) within 30 days of the Vice President's decision. A recommendation will be made by the committee to the Vice President to be presented to the President who will evaluate the case and issue a final written decision notifying all interested parties. Reprisals of any kind will not be taken against any faculty member for engaging in the grievance process. None of the materials pertaining to the grievance, including supportive documents submitted during the time the grievance was in process, will become part of the faculty member's official personnel file. This process is outlined by a flowchart on the next page.

## Faculty Grievance and Appeal Process



## 5.6 DUE PROCESS

Wiley College acknowledges the rights of all full-time faculty to due process. To ensure due process, faculty members are provided with a grievance procedure and the use of a committee of faculty peers to investigate and make recommendations regarding a complaint filed. Details of the grievance procedure are shown above in Section 5.5.

## 5.7 PRESERVATION AND DISCLOSURE OF FACULTY PERSONNEL RECORDS

All official faculty personnel records upon which any College action may be based shall be maintained in the Office of the Director of Human Resources. Personnel records are available to college administrators on a need-to-know basis for the benefit of the College. It shall be the policy of the College to maintain personnel records in a manner that ensures the confidentiality and personal privacy of faculty members. Except as required by national or state law, the College shall not disclose a record or file of any individual other than the person to whom the record pertains without receiving prior written consent of that person.

For accreditation compliance, a copy of the personnel file for each faculty member also resides in the Office of the Vice President for Academic Affairs. This policy statement sets forth the regulations governing the maintenance of faculty personnel records. While faculty files may need to be maintained in several offices, the official file for each member of the faculty will reside in the Office of the Director of Human Resources.

Requests for information about personnel may be granted if the information is part of directory information (name, titles, and dates of appointment only) or it is statistical information that may be given without the identification of the individual.

Certain faculty information is published in organs of the College (e.g., catalog, web site) in compliance with federal regulations.

An individual has the right to review, upon request, his or her own personnel records, except confidential references, and to obtain a copy thereof at prevailing reproduction costs.

## 5.8 COMPENSATION

It is the intent of Wiley College to remunerate its faculty as adequately and competitively as is feasible within the confines of its financial resources. Actual salaries are based on a combination of factors which include overall academic credentials, experience, nature of assignments, performance, and prevailing demand for the specialty. Final determination of the salary for faculty members rests with the President.

The yearly appointment letter for faculty with full-time status contains a 9-month base salary commitment. Some persons may be assigned additional administrative responsibilities and contracts for 10 or 12 months. These contracts are constructed to include a 9-month base salary which becomes the new salary commitment if the individual changes from an administrative to a teaching faculty position.

The College prescribes or requires a specific number of years for a member of the faculty to remain at a particular rank before seeking promotion to the next rank. Progression through the

range of pay for each rank is based on the attainment of satisfactory or better annual performance evaluations. The annual performance evaluation, described in Section V is designed to provide a qualitative and quantitative assessment of faculty performance. Pay adjustments, if granted generally are phased in with each yearly contract.

## SECTION VI: ADDITIONAL INFORMATION

### 6.1 GENERAL EMPLOYMENT INFORMATION

Additional employment information concerning other topics including the ones named below is available in the current *Employee Handbook*. The reference sections in the handbook are provided here for convenience and not intended to exclude other parts in the *Employee Handbook*. Questions about these topics should be addressed to the Director of Human Resources.

| TOPIC                           | SECTION |
|---------------------------------|---------|
| Employment Policies             | 3.3     |
| Dress Code Policy               | 3.3     |
| General Policies / Procedures   | 3.4     |
| The Benefits Package            | 5.1     |
| Leave of Absence: Paid / Unpaid | 5.2     |
| Insurance Coverage              | 5.3     |
| Government Required Coverage    | 5.4     |
| Other Benefits                  | 5.5     |
| Other Privileges                | 5.6     |

### 6.2 LEAVING WILEY COLLEGE

When direct paid services to Wiley College cease for any reason, there are a number of provisions and procedures to make the process orderly and to provide the maximum benefit to the departing employee. Information concerning topics listed below is available in the current *Employee Handbook*. The sections in the handbook are provided here for convenience. Questions about these topics should be addressed to the Director of Human Resources.

| TOPIC                                                 | SECTION |
|-------------------------------------------------------|---------|
| Benefits Continuation<br>(COBRA/conversion and HIPAA) | 6.1     |
| Compensation for Terminating Employees                | 6.2     |
| Exit Interview                                        | 6.3     |
| Reference Checks Upon Termination                     | 6.4     |
| Resignation of Employment                             | 6.5     |
| Retirement                                            | 6.6     |
| Return of College Property                            | 6.7     |
| Vacation Pay Upon Termination                         | 6.8     |

## APPENDICES

## Academic Affairs' Executive Leadership Team

Vice President for Academic Affairs – Howard O. Gibson, Ph.D.

Administrative Assistant to the VPAA – Frances Johnson

Assistant Vice President for Academic Affairs – Stephanie R. Cox, Ph.D.

Assistant Vice President of Strategic Retention and Student Success– Qutina Watson, Ed.D.

### *Deans of Schools*

Dean, School of Business & Social Sciences – Stephanie R. Cox, Ph.D.

Assistant Dean, School of Business & Social Science – Devissi Muhammad, Ph.D.

Administrative Assistant – Deveraux Cole

Dean, School of Education & Sciences – Joann Scales, Ph.D.

Assistant Dean, School of Education & Sciences – Carmita Haynes, Ed.D.

### *Directors*

Director of Choral Music – Gregory McPherson

Director of Forensics – Ernest Mack

Director of Music Ensembles – Emanuel Scales

Secretary I – Ms. Wanda Jackson

Director of Library Services – Martha López Coleman, Ed.D.

Director of Records/Registrar – Gloria Mitchell

Assistant Director of the Student Success Center – Quebec Polk

Assistant Director of the Student Success Center – Erienne Weber

Executive Director – E-Learning and Extended Education – Timothy Johnson, Ph.D.

Executive Director – Nate Parker Film and Theatre Program – Vaun Monroe, M.F.A.

Executive Director – Institutional Support – Jerelyn L. Duncan, DM/OL

*Department Chairpersons*

Biology – Stephanie Gorski, Ph.D.

Business Administration

Concentrations:

Accounting – Ibrahim Salem, M.S.

Computer Information Systems – Samuel Tabi, M.S.

Management – Osman Yussuf, Ph.D.

Organizational Management – David Wells, Ph.D.

Criminal Justice/Criminal Justice Administration – Tracy Andrus, Sr., Ph.D.

Early Childhood Education – Tiara Foster, Ed.D.

Humanities – Rita Thomas, M.A.

Interdisciplinary Studies – Carol Hicks, Ph.D.

Mass Communications – Natalie Hill, Ph.D.

Music Education – Emmanuel Scales, M.S.

Physical Education and Health – Billy Moody, M.Ed.

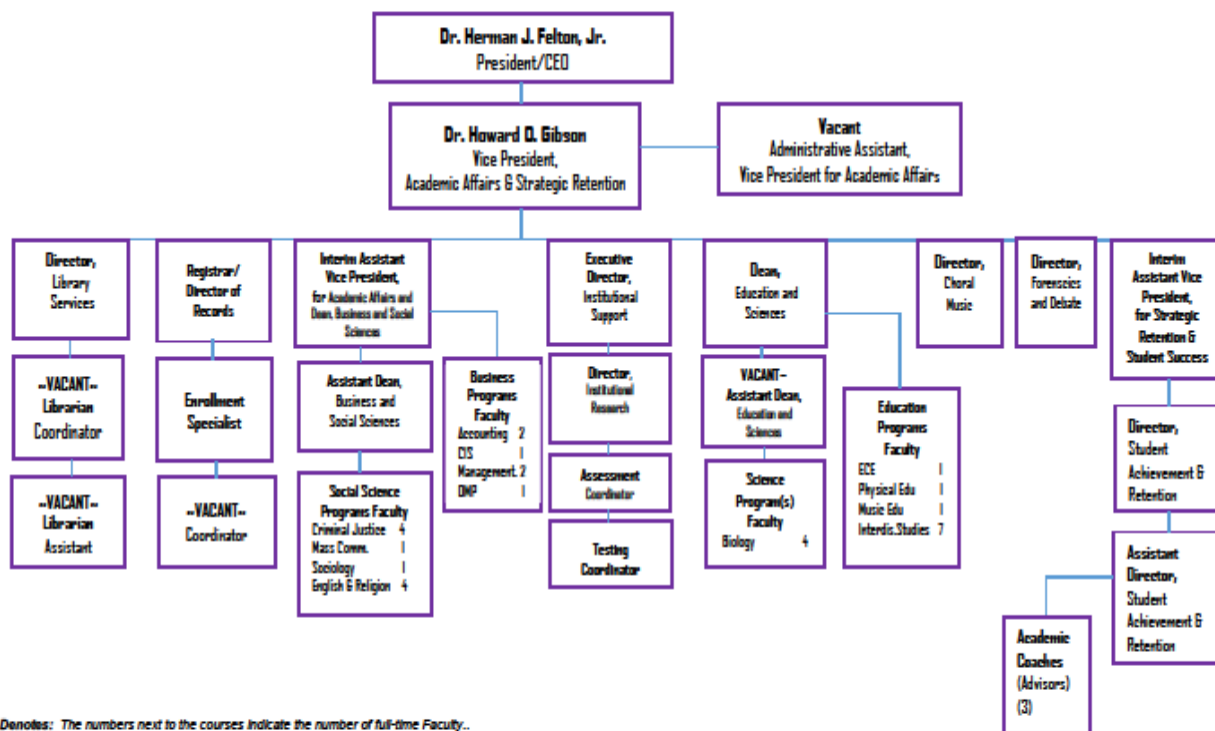
Sociology – Vacant

**APPENDIX I**

**Academic Affairs Organizational Chart**



## DIVISION OF ACADEMIC AFFAIRS



Denotes: The numbers next to the courses indicate the number of full-time Faculty.  
(OMP) Office Management Program, (CIS) Computer Information Systems, (ECE) Early Childhood Education

Academic Affairs Organizational Chart - revised 1/24/2021

## **APPENDIX II**

### **Curriculum Approval Process**

Curriculum/Course Change Proposals (Generated by program faculty within the department)



Dean of School



Curriculum Committee



Academic Council



Vice-President of Academic Affairs (VPAA)



Cabinet



VPAA



**VPAA routes approved copy fo document to:**

- Academic Council (Notification to faculty to update degree plans)
- Registrar/Records Office (notifies the College)
- Copy file in VPAA Office
- Student Affairs
- Business Office
- SACS/COC Compliance
- Board
- (It is the responsibility of the Deans & Chairs to ensure that all faculty members in their department receive information about changes made.)*

## APPENDIX III

### Constitution of the Faculty Assembly

## APPENDIX III

### Constitution of the Wiley College

#### Faculty Assembly

##### ARTICLE I : NAME

The name of the body constituted in this document shall be the Wiley College Faculty Assembly (henceforth “The Faculty Assembly”).

##### ARTICLE II: ROLE AND PURPOSES

**Section 1: Role:** The role of this assembly shall be advisory to the President of Wiley College via protocol.

**Section 2. Purpose:** The purpose of the Faculty Assembly shall be

- (1) to facilitate the exchange of ideas and information;
- (2) to address concerns which affect the faculty and the academic programs, policies, and operations of the College;
- (3) to recommend solutions for critical issues relating to academic programs, policies, and operations;
- (4) to promote intellectual and social contact among faculty toward the end of sustaining a good learning environment for students.

##### ARTICLE III: MEMBERSHIP

**Section 1. Membership:** Membership in the Faculty Assembly shall be composed of faculty of the College who teach six credit hours or more per semester including librarians.

##### ARTICLE IV: OFFICERS

###### Section 1. Officers

- A. Any voting member of the Faculty Assembly shall be eligible for election to office.
- B. The officers of the Faculty Assembly shall be the President, Vice-President, Secretary, Assistant Secretary/Treasurer, and Parliamentarian appointed by the chair.

###### Section 2. Duties of the Officers of the Faculty Assembly

###### A. The President

1. Presides over all sessions of the Faculty Assembly.
2. Presides over the Executive Committee’s appointment of ad hoc committees.
3. Serves as the official representative of the faculty.
4. Drafts (before May) an annual report to be approved by the Faculty Assembly and submitted to the administration. The annual report shall include, but not be limited to, the following:

- a. Review of the Faculty Assembly's accomplishments over the course of the past year.
- b. Statement of any incomplete business, including the current status of outstanding recommendations.
- c. Identification of issues and concerns for consideration during the coming academic year.

#### *B. The Vice-President*

1. The Vice President of the Faculty Assembly shall assume the office of the President when the president is absent and shall assist the President in the performance of the duties of that office.

#### *C. The Secretary*

1. The Secretary of the Faculty Assembly shall assume the office of Vice President when the Vice President is absent.
2. The Secretary is the official recorder for all sessions of the Faculty Assembly. He/she shall keep proper records in order and shall make available to all members of the Faculty Assembly copies of the proceedings of the Faculty Assembly. He/she shall distribute copies of the minutes of the Faculty Assembly.
3. The Secretary notifies the Faculty Assembly of meetings, prepares and sends copies of the meeting agendas, and prepares any other necessary printed matter (such as ballots) in advance.

#### *D. The Parliamentarian*

1. The Parliamentarian shall be appointed by the chair.
2. The Parliamentarian shall oversee the conduction of business in all Faculty Assembly meetings according to the most recent edition of Robert's Rules of Order.

#### *E. The Assistant Secretary/Treasurer*

1. The Assistant Secretary/Treasurer of the Faculty Assembly shall assume the office of the secretary when the secretary is absent.
2. The Assistant Secretary/Treasurer shall be responsible for submitting and administering the budget of the Faculty Assembly. He/she will make an annual report to the Faculty Assembly concerning budget needs and an inventory of supplies. He/she will prepare a budget for submission to the appropriate administrative official after approval by the Faculty Assembly.

### *Section 3. Election of Officers*

- A. Officers are elected at the regularly scheduled April meeting of the Faculty Assembly.
- B. The procedure for the election of officers is as follows:

Prospective candidates for the offices will be nominated at the floor.

### *Section 4. Term of Office*

Each officer of the Faculty Assembly shall serve at the discretion of the whole body for a period of one year (July 1 through June 30).

#### Section 5. Disqualification and Removal from Office

- A. Any officer of the Faculty Assembly may be disqualified and removed from office for failure to carry out his/her duties, at the discretion of the whole body, as described in Article IV, Section 4.
- B. The Faculty Assembly shall then elect a new officer in his/her place for the remaining part of the term.

### Article V: MEETINGS

#### Section 1. Regular Meetings

The Faculty Assembly shall meet at 11:00am on the third Thursday of each calendar month, September through May.

#### Section 2. Quorum

The quorum for this organization shall be 2/3 of the membership.

#### Section 3. Special Meetings

A. If necessary, special meetings of the Faculty Assembly may be called at the discretion of the President and announced to the Vice-President in writing with the purpose indicated.

#### Section 4. Notice

- A. The Secretary shall send a written notice of a regular Faculty Assembly meeting to each member one week in advance of the date of such regular meetings.
- B. The Secretary shall send a written notice of a special meeting of the Faculty Assembly to each member at least 48 hours before the day of such special meeting, starting therein the day, place, and time of such special meeting.
- C. All notices shall contain an agenda of the meeting.

### ARTICLE VI: COMMITTEES

#### Section 1. Executive Committee

The only ongoing committee of the Faculty Assembly is the Executive Committee, which is comprised of the duly elected officers of the Faculty Assembly. The duties of the Executive Committee are as follows:

- A. Setting the agenda for meetings of the Faculty Assembly.
- B. Preparing proposals for consideration by the Faculty Assembly.
- C. Carrying out the daily business of the Faculty Assembly.

#### Section 2. Ad Hoc Committees

Ad hoc committees may be appointed by the President to deal with any matter deemed worthy of special study. An ad hoc committee is appointed to study a single issue; when its task is completed the committee ceases to exist.

### Section 3. Appointment

All committees of the Faculty Assembly shall consist of no fewer than five voting members of the Faculty Assembly. Non-voting members may also be appointed to committees, so long as this minimum is met.

### ARTICLE VII: AMENDMENT OF THE CONSTITUTION

The Constitution may be amended by the following procedure:

- A. Any member of the Faculty Assembly member may present a proposed amendment in writing to the President of the Faculty Assembly who will forward the same to the Secretary. The Secretary presents the proposed amendment in writing to the Faculty Assembly at a regularly convened meeting before the agenda for that meeting is adopted.
- B. The President reads the proposed amendment to the Faculty Assembly. The amendment must be passed by at least a 2/3 vote of the Faculty Assembly.

### ARTICLE VIII: EFFECTIVE DATE

The Constitution of the Faculty Assembly shall have begun to operate as soon as the Board of Trustees has approved it.

The Constitution was adopted by a majority vote.

Note: This constitution was submitted as Appendix II to the *Faculty Handbook* which was approved by the Board of Trustees on July 2011. Changes to the Faculty Assembly Constitution were approved by the Board of Trustees on December 12, 2013.

**APPENDIX IV**

**Faculty Nomination Procedures**

## **Nomination Procedure for Exemplary Teacher of the Year & Commencement Marshals**

The Honors Committee of the Faculty Assembly will distribute to its members the qualifications required by the sponsors for the Exemplary Teacher of the Year and will make known that following the same criteria. It will accept nominations of at least six faculty members that meet the criteria. When a slate of at least six nominees has been assembled, votes for the proposed slate will be accepted from the entire Assembly membership. Each member may cast three votes (the three votes per member may be cast for one candidate, or split in any way among the slate). When the ballots are counted, the results automatically define the selections as shown below in accordance with the descending order by number of votes. All faculty members in all ranks are eligible for these three positions:

1. Exemplary Teacher of the Year (highest votes)
2. Faculty Marshall (second highest vote)
3. Senior Class Marshall (third highest vote)

In a separate nomination that contains only the eligible professors of the College, the Honors Committee will nominate one, two or three professors to be the Commencement Grand Marshall and will submit the slate for a vote by the membership. Each member has one vote. The highest number of votes wins the nomination for Grand Marshall.

**EXCEPTIONS:** A faculty member is not eligible to receive the same honor if she/he held it within the last five years (three years for Grand Marshall).

## **APPENDIX V**

### **Intellectual Property**

## INTELLECTUAL PROPERTY

Prepared to comply with 17 CFR 401.14

### A. DEFINITIONS

a. *Intellectual Property*: While examples include the following items, this list is not meant to exclude a wide spectrum of additional properties and types of properties whether they may be protected by patent, copyright, trademark, trade secret or other law: Discoveries, Writings, Musical compositions, Literary works, Art works, Trademarks, Software, Trade secrets. It also includes licensable know-how and related rights, records of confidential information generated or maintained by the College, data, texts, instructional materials, tests, bibliographies, research findings, organisms, cells, viruses, DNA sequences, other biological materials, probes, crystallographic coordinates, plant lines, chemical compounds, and theses (as permitted by US Patent Law).

b. *Creator*: The person or group who invented, authored, or were otherwise responsible for the intellectual creation of the property.

c. *Net Income*: The payments to the College as a result of transferring rights in the intellectual property less the College's expenses related to the development, protection, and transfer of defined intellectual property.

d. *Regular Academic Work Product*: Any copyrightable work product intended to disseminate the results of College's academic research or scholarly study. Regular academic work product includes, but is not limited to, books, class notes, theses, dissertations, course materials designed for the web, distance education and other technology-oriented educational materials, articles, poems, musical works, dramatic works, pictorial, graphic and sculptural works, or other works of artistic imagination.

Software specifically needed to support regular academic work or which is designed to disseminate the results of academic research and scholarly study.

e. *Employee*: Any person employed or otherwise compensated by Wiley College, including faculty members, staff members, and students.

### B. APPLICATION

a. *Scope*: This policy applies to all faculty, staff, students, and any other persons employed by Wiley College whether they receive funds directly from the College or receive funds administered by the College. This policy also applies to all students enrolled (full or part-time) regardless of their funding or employment status. It also applies to any person who develops intellectual property while using the facilities of the College whether under formal or informal arrangements. It applies to any intellectual property disclosed to Wiley College or any of its employees during their tenure at Wiley College.

b. *Implementation*: The President of Wiley College, in consultation with the Vice President for Academic Affairs, shall implement this policy.

### C. OWNERSHIP

a. *Wiley College Ownership*: Wiley College shall be the sole owner of all intellectual property created through the use of the College's resources or facilities, supported directly or indirectly by funds administered by the College, developed within the scope of employment by employees, or property assigned in writing to the College.

b. *Exceptions to College Ownership*: If the intellectual property is unrelated to the employee's job responsibilities and the employee made no more than incidental use of the College's facilities and resources; or if the intellectual property is embodied in a faculty- or student-authored scholarly, educational (i.e. course materials), artistic, musical, or literary work in the author's field of expertise ( scholarly work), even though such a work may be within the scope of employment and College's resources were used; or intellectual property is created under a grant or sponsorship which a priori and by agreement by the President of Wiley College, has excluded the College from the ownership of any or specified resulting intellectual property; or ownership is determined in accordance with the terms of the College's agreement with the external party and applicable law.

c. *Rights to Publish*: Nothing in this policy shall be construed as affecting the rights of a creator to publish, except that the creator must agree to observe a brief period of delay in publication or external dissemination if the College, so requests and such a delay is necessary to permit the College to secure protections for intellectual property disclosed to it by the creator.

d. *Jointly Owned Intellectual Property*: To encourage and facilitate joint work on the development of teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this policy, individuals who contribute teaching materials used in jointly developed and taught College courses thereby grant a nonexclusive, nontransferable license to the College to permit other contributors to the course to continue using those jointly produced teaching materials for Wiley College courses.

e. *Owned by the College and Faculty Member*: Works that may be protected by copyright such as multimedia courseware products and distance learning materials which are developed through contributions intended to be part of an integrated whole, even if College employees contribute as programmers, graphic artists, video technicians, script writers, etc., and their work is added to a faculty member's contribution, the result is a jointly-authored work, owned by the College and the faculty member.

### D. INCOME

a. *Distribution of Income*: Unless otherwise agreed in writing by the College and creator, in the event that the College receives income from intellectual property that is derived from academic research or scholarly study, that is disclosed to and licensed or otherwise transferred by the College, any net income will be divided as follows:

i. 33-1/3% to the creator;

ii. 33-1/3% to the Office of the Vice President for Academic;

Affairs to support the College's research initiatives and scholarly activity;

iii. 33-1/3% to the department(s) and/or school(s) that supported the creation of the intellectual property to be spent in support of the creator's research or other directly related College work.

b. Changes to the distribution of income under (iii) above: Changes may be appropriate if the income to a department or school becomes disproportionate compared to the unit's budget or if there are administrative or organizational changes, including movement of the creator among units. Decisions about redistribution of income under such circumstances shall be made by the President in consultation with the Vice President for Academic Affairs and the Dean(s) of the appropriate school.

#### E. RESPONSIBILITIES

a. The College: the College has the responsibility to protect the College's intellectual property; to provide oversight of intellectual property management; to establish effective procedures for licensing, patenting, transfer, distribute and market of its intellectual property; and to inform individuals covered by this Intellectual Property Policy about its provisions.

b. Faculty, students, and staff: All persons receiving funding administered by the College or receiving other compensation from the College, and all students regardless of funding or employment status, have a responsibility to (i) adhere to the principles embodied in this policy; (ii) sign, when so requested by the College, the Wiley College Intellectual Property Policy Acknowledgment; (iii) to create, retain, and use intellectual property according to applicable local, state, federal, and international laws and College policies; (iv) disclose promptly to the College, in writing, intellectual property owned by the College pursuant to this policy or created pursuant to sponsored research or other contractual arrangements with external parties and assign title to such intellectual property to the College to enable the College to satisfy the terms of any applicable funding or contractual arrangement; (v) and cooperate with the College in securing and protecting the College's intellectual property, including cooperation in obtaining patent, copyright, or other suitable protection for such intellectual property and in legal actions taken in response to infringement.

#### F. COMPLIANCE

Failure to comply with the provisions of this policy is a violation and may result in disciplinary action of the employee, faculty member, or student in accordance with applicable College policies and procedures.

## **INTELLECTUAL PROPERTY POLICY ACKNOWLEDGMENT**

I have read and understood the attached "Wiley College Intellectual Property Policy."

I understand that the provisions of that policy apply to all faculty members, staff members, students, and any other persons employed by the Wiley College, to all persons receiving funding administered by the College or receiving other compensation from the College, and to all students (traditional and non-traditional) in any program or activity of the College. I agree to abide by its provisions.

Name (Please print or type): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

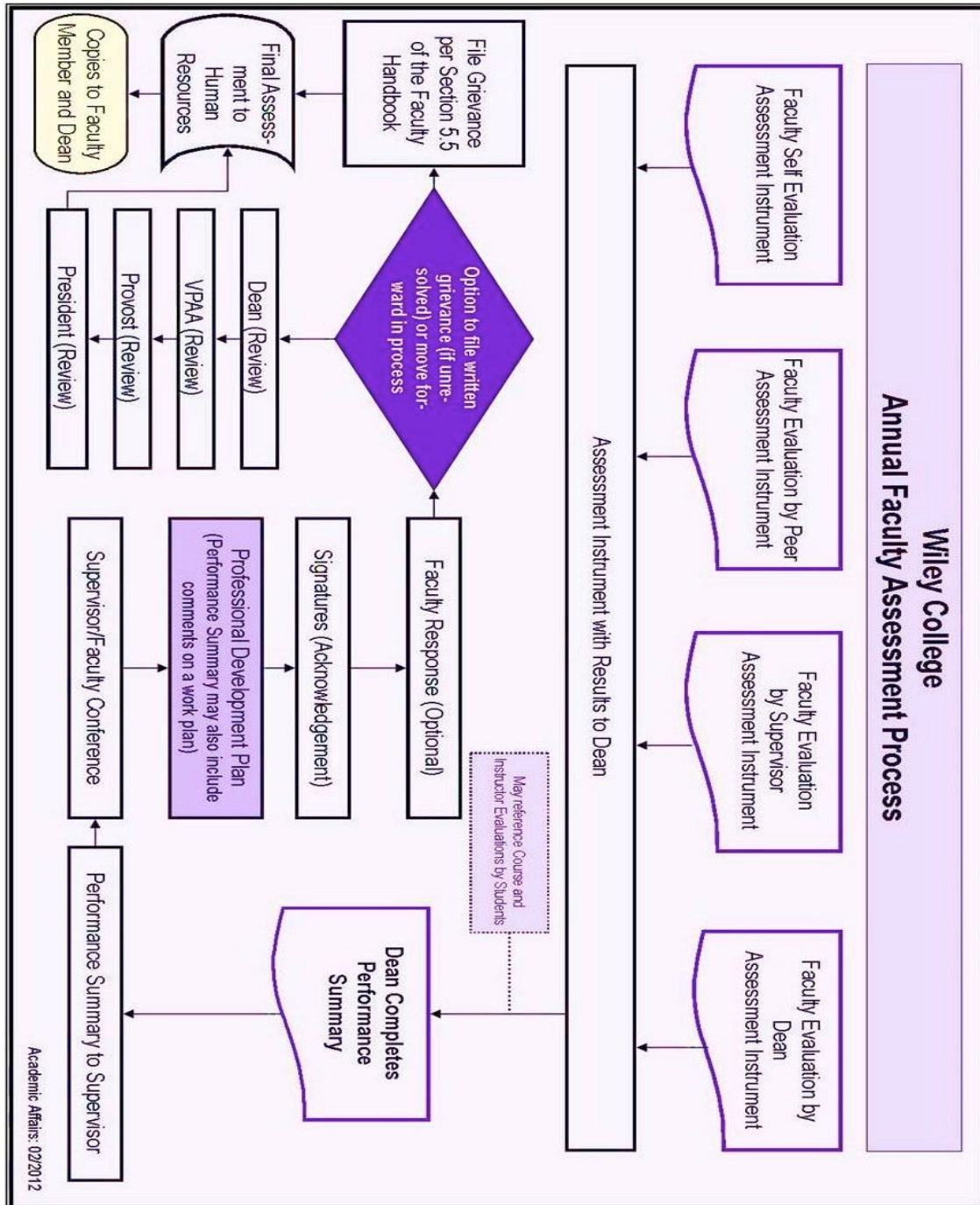
Witness Name: (Please print or type) \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix VI

**Faculty Assessment**



Note: 1. Faculty Evaluation By Peer step has been removed from the process.  
2. The President's review has been removed from the process.

# FACULTY PERFORMANCE ASSESSMENT PROCESS 2021

## **CONTENTS:**

1. Introduction and Directions (this cover + two pages, pp. 99-100)
2. The Faculty Performance Assessment (seven pages, pp. 101-)
3. The Performance Summary (three pages)

## INTRODUCTION AND DIRECTIONS

### **Purposes and Method for the Faculty Performance Assessment Process**

Wiley College employs faculty committed to excellence in teaching, advising, scholarship, service, and to student success. Toward that end, the College has established a process of faculty evaluation consistent with their role in the implementation of the College's Mission and Strategic Plans. This process assists in defining and fostering an institutional and professional culture. The process recognizes that professors are on a continuum from novice to expert performance especially at a time when pedagogical parameters of teaching/learning have shifted from teacher-centered to student-centered with increasing utilization of educational technology.

#### **Purposes for assessing performance include:**

1. To recognize and highlight the important contribution of each faculty member to the success of the college.
2. To promote a balance among the various activities and roles expected of each faculty member.
3. To provide a forum and a schedule for discussions between a faculty member and his/her designated supervisor(s) concerning the teacher's strengths and to identify areas where improvement is needed.
4. To provide support to each faculty member for professional development, continuous performance improvement, and achievement for teaching/learning excellence.

#### **This assessment packet consists of this Introduction and two additional parts:**

- A. The Assessment Instrument (a set of 6 sheets that can be scored either on paper or electronically).
- B. The Performance Summary (a set of 3 pages to be completed manually on paper)

#### **Method: The assessment process is accomplished in the following SEVEN steps:**

8. Two copies of the Assessment Instrument (A), each labeled with the name of the Faculty to be rated, are distributed by the School's Dean or designee: The 1st, to the teacher for self-evaluation and the 2nd to the teacher's supervisor. An optional 3rd may go to the school's dean.
9. Each evaluator is requested to (a) record the numerical scores in the rubric that, in the evaluators opinion, most closely reflect the activities of the rated faculty member, (b) to write comments on the teacher's strengths and development areas (page 6), and (c) return the Assessment Instrument DIRECTLY to the School's Dean or designee within 24 hours, without discussions between the evaluator and the faculty member.
10. The School's Dean or designee (a) transfers the numerical scores from the 2 or 3 completed instruments to the summary table (page 2 of the Performance Summary), (b) records scores from corresponding student evaluations, if available, (c) calculates the overall numerical score that defines the assessment and circles the numerical rating obtained, and (d) summarizes the prose observations made. The evaluators may be identified on the results of the summary table as self, supervisor, peer, and dean. In addition, the Dean will document pertinent information concerning

the Program Review of the Department and the four semester running course performance profile for the individual teacher.

**Method: The assessment process is accomplished in the following SEVEN steps (Continued):**

11. The School's Dean or designee (a) gives the original and a copy of the Performance Summary to the supervisor. The copy is to be passed on to the faculty member, (b) requests that the supervisor meet with the faculty member to review the results and together complete page 3 of the Performance Summary concerning the strengths, prospective objectives, and professional development desired by and for the faculty member in the next assessment period.

12. The supervisor meets with the faculty member and they, (a) complete Performance Summary, (b) both sign and date the signature page and action plan; (c) Deliver the original signed back to the School's Dean within one week of receipt. The faculty member is welcome to provide any written comments or attachments (s)he desires to complete this assessment round. Any attachments should be listed on the back of page 5 of the Performance Summary. Any comments or attachments must be submitted to the School's Dean within seven calendar days after the meeting with the supervisor. If for any reason there is no meeting or response from the supervisor-faculty meeting within 14 days from the date the supervisor and faculty received copies of the Performance Summary, that fact will be noted in the Summary, and the school's dean must forward the assessment to the Vice President for Academic Affairs.

13. When the school's dean receives the signed Performance Summary, the dean may (a) write a summary of his/her opinions on page 3 of the Performance Summary, (b) sign and date page 3, and (c) passes the Performance Summary to the Vice President for Academic Affairs for approval. The process is completed, and the original Performance Summary goes on to Human Resources. The Performance Summary will reside in the Office of Human Resources after review and approval by the Vice President for Academic Affairs and is the only official record of the assessment that took place for that period. A fully final signed copy is made available by HR for the records of the faculty member and the dean.

14. If a faculty member is not in accord with the results (s)he may submit the objections or observations in writing following the conference with the Supervisor within the allotted time. Such objections and attachments will be noted by the School's Dean and discussed with the Vice President for Academic Affairs. The faculty may request an informal meeting with the School's Dean to clarify the issues, and the results will be documented with the Performance Summary. Any further action will follow the standard grievance process.

**NOTE ON CONFIDENTIALITY AND RECORDS:** After completion of step 3 above, the School's Dean stores securely the completed Assessment Instruments for approximately 12 months. After HR completes the process and/or 12 months have elapsed, the Assessment Instruments shall be discarded appropriately to assure confidentiality and removal of all faculty identifiers, e.g., shredded).

FACULTY EVALUATION:  
ASSESSMENT INSTRUMENT

## CONFIDENTIAL INFORMATION FOR ADDRESSEE ONLY

FACULTY MEMBER BEING ASSESSED: \_\_\_\_\_

PERSON COMPLETING THIS ASSESSMENT: \_\_\_\_\_

RETURN COMPLETED FORM TO ISSUING DIVISION DEAN BY: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Day Month Year

### INSTRUCTIONS FOR COMPLETING THIS ASSESSMENT FORM

#### BACKGROUND

This instrument is part of the Wiley College Faculty Assessment Process. The Division Dean distributes blank copies of this instrument to (a) the teacher for self-evaluation, (b) the teacher's supervisor, (c) a peer of the teacher (when designated) and (d) optional, to the division dean. The completed instruments are returned confidentially to the Division Dean within five (5) days from the issue date. The Division Dean averages the three or four scores and evaluations and transfers them to the *Performance Summary*.

The *Performance Summary* is given by the Dean to the supervisor who then will discuss the results with the teacher. Together, they will discuss, plan, and document the teacher's strengths, growth and development, as needed, for the next assessment period, and then both sign the document and return it to the division dean. The title page, numbers table, statements and signatures in the *Performance Summary* make up the final record of this assessment. The teacher has the option of attaching additional comments or documentation to that official record after the conference with his/her supervisor.

#### INSTRUCTIONS

1. Please score each item by circling only one of the available choices for each item
2. Score your best estimate of what you think the person being evaluated deserves (it is more helpful to guess than to leave blanks)
3. Sign or initial at the bottom of each page to identify the evaluator and teacher being assessed
4. DO NOT discuss this assessment with any other person. Your opinion and honest estimates will be kept confidential. Contact the Dean if questions.
5. Complete and return form to the Division Dean within seven days from the date you received it, or on, or before the date on the title page.

### S T A N D A R D S

## 1.0 TEACHING - 65 Points

### 1.1 Observable Teaching Strategies - 15 Points Max (Documented)

|                                                                                                                                                  |                   |                  |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|----------|
| 1.1.1 Reviewed a peer's course syllabi for integration within major and program (SELF-Only): List here the course # of the syllabi you reviewed. | Four or more (4)  | Two to Three (2) | One (1)  |
| 1.1.2 Syllabus of your best course reflects the current discipline, to what degree it promotes the GE Core Competencies (p.35)                   | High (4)          | Medium (2)       | Low (1)  |
| 1.1.3 Teaching/learning critical thinking skills are evident in course content, syllabi, mid-term and final exams                                | High (4)          | Medium (2)       | Low (1)  |
| 1.1.4 Effective Best Practices used in classroom                                                                                                 | More than One (4) | One (3)          | None (0) |

### 1.2 Delivery - 20 Points Max (Attach at least one class observation sheet)

|                                                                                                              |                                 |            |                             |
|--------------------------------------------------------------------------------------------------------------|---------------------------------|------------|-----------------------------|
| 1.2.1 Creativity in delivery / presentation of course content                                                | High (5)                        | Medium (3) | Low (2)                     |
| 1.2.2 Enthusiasm and good management in the classroom                                                        | High (5)                        | Medium (3) | Low (2)                     |
| 1.2.3 Peer or supervisor was invited and observed and documented teaching sessions this semester             | More than One (5)               | One (3)    | None (0)                    |
| 1.2.4 Course enhancement(s) by use of technology in and outside of classroom (document technology & results) | High (5) Attached Documentation | Medium (3) | Low (2)<br>No documentation |

### 1.3 Effectiveness - 15 Points Max

|                                                                                                                                                                 |                                         |                                                           |                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------|---------------------------------------|
| 1.3.1 Covered of all the topics listed in each course syllabus for SLOs ("when a student completes this course (s)he will.....")                                | All Courses (4)                         | Half of courses this sem. (2)                             | None (0)                              |
| 1.3.2 Reported to every student her/his scores or standing in class after each exam or major assignment within one week or less of completion.                  | At least eight reports per semester (5) | At least four reports per semester (3)                    | At least two reports per semester (1) |
| 1.3.3 Punctuality and absenteeism (No tardiness, substitutions or absences from class excused or not excused by faculty)                                        | Not more than 1 occurrence (5)          | Not more than 3 occurrences (2)                           | More than 3 occurrences (0)           |
| 1.3.4 Report to Division and Early Alert SSIP Program the number and identity of students performing below "C" in the early part of semester (prior to midterm) | Two or more reports before midterm (4)  | One report before midterm (2) [Max without documentation] | None (0)                              |

## S T A N D A R D S

### 1.4 Logistics - 15 Points Max

|                                                                                                                                                                     |                                                 |                                            |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------|------------------------|
| 1.4.1 Number of credit and contact hours taught per semester (grant prep/research may be included or substituted if documented)                                     | High 15+ hrs. (5)                               | Average: 12 -15 (3)                        | Below 12 hrs (1)       |
| 1.4.2 Submitted syllabi to Lead Professor for assessment of course(s) content, level, quality, fitness within major and program:<br><b>Signature of Lead:</b> _____ | All (3)                                         | One or more (1)<br>[Max without signature] | None (0)               |
| 1.4.3 Syllabi and course(s) documentation met faculty handbook syllabus standards                                                                                   | All syllabi met all standards (3)               | Two met all standards (1)                  | None met standards (0) |
| 1.4.4 Utilization of JICS for attendance and other Course Management technology resources                                                                           | Used Gradebook & student interactive components | All syllabi & other mtl's posted (2)       | Daily attendance (1)   |
| 1.4.5 Timely posting of class attendance on JICS                                                                                                                    | Full participation (4)                          | Partial participation (1)                  | No participation (0)   |
| 1.4.6 Timely posting of 2-wk, mid-semester and final grades (Including signed copies submitted to division dean and registrar)                                      | Full compliance (4)                             | Partial compliance (1)                     | None by deadline (0)   |

## 2.0 ADVISEMENT, RECRUITMENT & RETENTION - 15 Points

### 2.1 Advisement – 5 Points Max

|                                                                                                                                                                                                 |                                                         |                                                                          |                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------|
| 2.1.1 Competence in Student Advisement and operation of JICS Registration Module                                                                                                                | Used both proficiently (3)                              | Need help to use them (1)                                                | Did not use it (0)                                        |
| 2.1.2 Maintains a current dated and signed (less than 6 month-old) Degree Plans for each assigned advisee <b>[Provide list of advisees you met more than once in your office this semester]</b> | Have signed & dated current plans for every advisee (3) | Signed & dated plans for some advisees (1) [ <i>&lt;---Max without</i> ] | Have some not signed by student (0)                       |
| 2.1.3 Familiarity with potential summer internships and postgraduate programs and exposure of each advisee                                                                                      | Has current portfolio of potential matches (3)          | Has old announcements and two current ones (1)                           | Does not have a current portfolio of this information (0) |

| S T A N D A R D S                                                                                                                                                                                   |                                                |                                              |                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------|
| 2.1.4 Number of assigned advisees ( <i>Provide list</i> )                                                                                                                                           | More than Ten (3)                              | Ten or less (2)                              | None (0) [ <i>Max without documentation</i> ]<br>No contact (0) |
| 2.1.5 Has made contact with at least one family/guardian member representing each advisee                                                                                                           | Contact with at least 1 for each advisee (3)   | Some contact for some of advisees (1)        |                                                                 |
| <b>2.2 Recruitment - 5 Points Max</b>                                                                                                                                                               |                                                |                                              |                                                                 |
| 2.2.1 Assisted in creation, preparation, editing or updating departmental brochure, PowerPoint or web site                                                                                          | Created or improved materials (3)              | Revised brochure or presentation (2)         | No activity (0)                                                 |
| 2.2.2 Represented the College in a documented recruitment activity in collaboration with the College Admissions Office                                                                              | Two or more schools (3)                        | One (2)                                      | None (0)                                                        |
| 2.2.3 Represented the College in a documented activity organized by self or department                                                                                                              | More than one (3)                              | One (2)                                      | None (0)                                                        |
| 2.2.4 Visited schools or colleges for recruitment-related activities or public relations, e.g., <i>100-mile club</i> , <i>articulation agreement mgmt.</i>                                          | 2 or more appearances or personal contacts (2) | Made one appearance or personal contacts (1) | Did not participate (0)                                         |
| <b>2.3 Retention - 5 Points Max</b>                                                                                                                                                                 |                                                |                                              |                                                                 |
| 2.3.1 Had serious conversation with continuing student(s) this semester about returning to Wiley after the summer to continue their studies.                                                        | Four or more (3)                               | One to Three (2)                             | One (1)                                                         |
| 2.3.2 Personal conversation with student(s) while on vacations about returning to College after vacations or between academic years (staying in touch via e-mail, letter, phone, visit). INTENTIONS | Two or more per student (3)                    | One per student (1)                          | None (0)                                                        |
| 2.3.3 Personal conversation with student(s) parents, guardians, or relatives to express appreciation for having the student here and report something good about the student.                       | Two or more per student (3)                    | One per student (2)                          | None (0)                                                        |
| 2.3.4 Personal help to a student about resolving an academic or logistical problem that improved the student's outlook or opinion of the College and her/his experience here this semester          | Two or more (2)                                | One (1)                                      | None (0)                                                        |

**3.0 PROFESSIONAL DEVELOPMENT, GRANTS & WRITING – 10 Points****3.1 Writing, editing, research (self or guiding students) – 5 Points Max**

|                                                                                                                                           |                                    |                                              |                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------|------------------------------------------------|
| 3.1.1 Production, editing and submission of a manuscript for presentation or publication or a grant proposal with copies to Division Dean | Self submitted manuscript (5)      | Self or student collaborative manuscript (3) | No activity (0)<br>[Max without documentation] |
| 3.1.2 Conducting own documented research within field of expertise                                                                        | Self-directed grant-supported (3)  | Collaborative research (2)                   | No activity (0)<br>[Max without documentation] |
| 3.1.3 Guiding or sponsoring a student research project leading to publication or poster documented with Division Dean                     | Coaching more than one student (3) | Coaching one student (2)                     | No activity (0)<br>[Max without documentation] |
| 3.1.4 Presentation of abstract or poster paper by one's sponsored student                                                                 | Accomplished (2)                   | In preparation (1)                           | None (0)<br>[Max without documentation]        |
| 3.1.5 Presentation or publication at professional meeting or other professional activity outside of the College                           | Accomplished (3)                   | In preparation (1)                           | None (0)<br>[Max without documentation]        |

**3.2 Continuing Education, Memberships and Subscriptions – 5 Pts Max**

|                                                                                                                |                 |                            |                                         |
|----------------------------------------------------------------------------------------------------------------|-----------------|----------------------------|-----------------------------------------|
| 3.2.1 Enrollment in organized credit courses or programs of study or participated in internship or fellowship. | Completed (3)   | Application in process (1) | None (0)<br>[Max without documentation] |
| 3.2.2 Maintains a faculty development portfolio<br>(Signature of Portfolio Reviewer: _____)                    | Completed (5)   | Application in process (1) | None (0)<br>[Max without documentation] |
| 3.2.3 Attended professional meetings or in-service workshops (including those on campus)                       | Two or more (2) | One (1)                    | None (0)<br>[Max without documentation] |
| 3.2.4 Current documented membership in professional societies (List)                                           | Two or more (2) | One (1)                    | None (0)<br>[Max without documentation] |
| 3.2.5 Subscription and/or regular readership of professional journals (List)                                   | 2 or more (2)   | One (1)                    | None (0)<br>[Max without documentation] |

## S T A N D A R D S

### 4.0 OTHER ACTIVITIES & SERVICES – 10 Points

|                                                                                                                          |                                        |                                          |                                                          |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|----------------------------------------------------------|
| 4.1 Production and timely submission of strategic plan , TracDat and Program Review scheduled assessment reports         | Collaborated for timely submission (3) | Unit's Submissions LATE (-5 pts penalty) | No participation (0)                                     |
| 4.2 Member of an institutional committee or subcommittee                                                                 | Active Leadership (3)                  | Passive membership (1)                   | None (0)                                                 |
| 4.3 Leadership in professional or civic organization (List)                                                              | Two or more (2)                        | One (1)                                  | None (0)                                                 |
| 4.4 Sponsorship of student organizations (List Activities)                                                               | Two or more (3)                        | One (1)                                  | None (0)                                                 |
| 4.5 Carried out responsibility for designated facility, area and/or equipment security and maintenance (List Activities) | A Building (3)                         | A set of Rooms (2)                       | None (0)<br>[Max without<br>One room (1)<br>[Max without |
| 4.6 Hours of community service / semester                                                                                | Ten or more (2)                        | Five or less (1)                         | None (0)                                                 |
| 4.7 Obtained major grant (over \$120K/year) or gift for the College                                                      | -----                                  | -----                                    | Any one (10)                                             |
| 4.8 Filed for a US Patent or Copyright or Trademark                                                                      | -----                                  | -----                                    | Any one (10)                                             |
| 4.9 Received a prize or unusual recognition by professional or other group or for extraordinary act or contribution      | -----                                  | -----                                    | Any one (10)                                             |

Teacher's Strengths and Accomplishments (Optional - Use additional sheets as needed):

Teacher's Areas for Development (Optional - Use additional sheets as needed):

**Appraisal (Circle One):**      **Initial**      **Mid-Year**      **Annual**      **Special (Reason)**\_\_\_\_\_

Name: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 Title First MI First I

Division: \_\_\_\_\_

Date Hired: \_\_\_\_\_ Date Last Promoted: \_\_\_\_\_  
Month - Day - Year Month - Day - Year

Primary Position Title: \_\_\_\_\_

Secondary Position Title: \_\_\_\_\_

Appraisal Period From \_\_\_\_\_ To \_\_\_\_\_  
Month – Day – Year Month – Day – Year

Division: \_\_\_\_\_ Department: \_\_\_\_\_ Primary Supervisor: \_\_\_\_\_

Academic Dean: \_\_\_\_\_

Current Contract Dates: From: \_\_\_\_\_ To: \_\_\_\_\_  
Month - Day - Year Month - Day - Year

Contract Clauses / Conditions: (Circle One) No -- Yes      Check box if attached [ ]

Performance Score: \_\_\_\_\_ Rating (Circle one): Outstanding Commendable Satisfactory  
Needs Improvement Unsatisfactory

**HUMAN RESOURCES USE ONLY**

|                     |                                  |
|---------------------|----------------------------------|
| Date Received _____ | Separation Date _____            |
| Date Filed _____    | Date Final Paycheck Issued _____ |
| Signature _____     | Reason for Separation _____      |

## FACULTY PERFORMANCE ASSESSMENT SUMMARY (2019 Version)

THIS PAGE IS COMPLETED BY THE DEAN **ONLY**

96+ Outstanding; 90+ Commendable; 80+ Satisfactory;

70+ Needs Improvement; 69 or less Unsatisfactory

**GRAND  
TOTAL  
SCORE:**

First Second Third Fourth Adjusted

Score Score Score Score Final

### 1.0 TEACHING - 65 Points

1.1 Observable Teaching Strategies - 15 Points Max

1.2 Delivery - 20 Points Max

1.3 Effectiveness - 15 Points Max

1.4 Logistics - 15 Points Max

### 2.0 ADVISEMENT, RECRUITMENT & RETENTION - 15 Points

2.1 Advisement – 5 Points Max

2.2 Recruitment – 5 Points Max

2.3 Retention – 5 Points Max

### 3.0 PROFESSIONAL DEVELOPMENT, GRANTS & WRITING – 10 Points

3.1 Writing, editing, research (self or guiding student) – 5 Points

3.2 Continuing education, memberships & subscriptions – 5 Points

### 4.0 OTHER ACTIVITIES & SERVICES – 10 Points

4.1 to 4.10

| Self         | Peer | Superv | Dean<br>Option | Adjusted |
|--------------|------|--------|----------------|----------|
|              |      |        |                |          |
|              |      |        |                |          |
|              |      |        |                |          |
|              |      |        |                |          |
| 1.0 SUBTOTAL |      |        |                |          |
|              |      |        |                |          |
|              |      |        |                |          |
| 2.0 SUBTOTAL |      |        |                |          |
|              |      |        |                |          |
|              |      |        |                |          |
|              |      |        |                |          |

**Faculty Member:** \_\_\_\_\_

## FACULTY PERFORMANCE ASSESSMENT SUMMARY (2019 Version)

### SUMMARY STATEMENTS

**Summary Statements on Teaching Effectiveness** Based on Grade Spreads, Means of Assessment, Student Evaluations, Classroom Observations, and Utilization of AVID and Educational Technology [Attach additional sheets if needed]:

**Areas of Strength and Areas for Professional Growth** [Attach additional sheets if needed]:

**Objectives for the Next Evaluation Period:**

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Faculty Member's Concurrence Statement and Signature:** My signature below certifies that I have reviewed this performance assessment summary and acknowledge that I am not (I am) providing attached pages for additional consideration.

Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FACULTY PERFORMANCE ASSESSMENT SUMMARY (2019 Version)

**School Dean's Comments and Recommendations:**

\_\_\_\_\_  
Signature of Dean

Date: \_\_\_\_\_

**Vice President Comments and Recommendations:**

\_\_\_\_\_  
Vice President for Academic Affairs, Signature & Date

**President's Comments and Recommendations:**