

WILEY COLLEGE

FACULTY HANDBOOK 2023-2024

GO FORTH *inspired.*

WILEY COLLEGE FACULTY HANDBOOK 2023-2024

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WILEY COLLEGE
711 Wiley Ave.
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An Institution of The United Methodist Church



This Handbook reflects College policy and is available in both print and electronic formats. In the event of discrepancies between the print and the electronic versions, the electronic edition shall prevail.

TABLE OF CONTENTS

SECTION I. INTRODUCTION	6
1.1. LINES OF AUTHORITY AND COMMUNICATION	6
1.2. CODE OF ETHICS	7
1.3. INSTITUTIONAL MEMBERSHIPS	8
SECTION II. OVERVIEW OF WILEY COLLEGE.....	9
2.1 HISTORICAL OVERVIEW	9
2.2 WILEY COLLEGE MISSION STATEMENT	19
2.3 ACCREDITATION.....	20
2.4 THE ORGANIZATIONAL STRUCTURE	20
2.5 WILEY COLLEGE STANDING COMMITTEES	23
2.6 CAMPUS BUILDINGS.....	29
SECTION III. DIVISION OF ACADEMIC AFFAIRS	33
3.1 DIVISION OF ACADEMIC AFFAIRS OVERVIEW	33
3.2 ACADEMIC SCHOOLS.....	33
3.3 ACADEMIC DEPARTMENTS.....	34
3.4 ORGANIZATIONAL STRUCTURE	35
3.4.1 VICE PRESIDENT OF ACADEMIC AFFAIRS.....	35
3.4.2 SCHOOL DEAN.....	35
3.4.3 DEPARTMENT CHAIRPERSON	36
3.4.4 PROFESSIONAL LIBRARIANS.....	38
3.4.5 FACULTY	38
3.5 DIVISION OF ACADEMIC AFFAIRS MEETINGS	38
3.5.1 SCHOOL MEETINGS.....	38
3.5.2 DEPARTMENTAL MEETINGS	39
3.5.3 FACULTY MEETINGS.....	40
3.6 DIVISION OF ACADEMIC AFFAIRS STANDING COMMITTEES.....	40
3.6.1 ACADEMIC COUNCIL.....	40
3.6.2 FACULTY ASSEMBLY.....	41
3.6.3 ACADEMIC RANK REVIEW COMMITTEE (ARRC)	41
SECTION IV. FACULTY	42

4.1	DEFINITION.....	42
4.2	TYPES OF FACULTY APPOINTMENT	42
4.2.1	RANKED FACULTY	42
4.2.2	PART-TIME FACULTY	43
4.2.3	EMERITUS FACULTY	43
SECTION V. POLICIES AND PROCEDURES GOVERNING FACULTY APPOINTMENT .		43
5.1	FACULTY SELECTION AND APPOINTMENT	43
5.2	FORMS OF FACULTY APPOINTMENT DOCUMENTATION	44
5.3	TERMS OF FACULTY APPOINTMENT	45
5.3.1	MULTI-YEAR CONTRACT	46
5.3.2	TENURE	46
5.4	PROBATION	46
SECTION VI. CRITERIA FOR APPOINTMENT		47
6.1	CRITERIA FOR INITIAL APPOINTMENT.....	47
6.1.1	INSTRUCTOR	47
6.1.2	ASSISTANT PROFESSOR.....	47
6.1.3	PROFESSOR	47
6.1.4	ASSOCIATE PROFESSOR	48
6.1	CRITERIA FOR MULTI-YEAR CONTRACT.....	48
6.2	CRITERIA FOR PROMOTION	49
SECTION VII. FACULTY OBLIGATIONS		50
7.1	ACADEMIC FREEDOM	50
7.2	RESPONSIBILITIES OF THE FACULTY	52
7.2.1	EFFECTIVE TEACHING.....	52
7.2.2	STUDENT RETENTION/ADVISEMENT	58
7.2.3	RECRUITMENT.....	59
7.2.4	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	59
7.3	ADDITIONAL OBLIGATIONS	61
7.3.1	OFFICE HOURS	62
7.3.1	RESEARCH/CREATIVE WORK.....	62
7.3.2	FACULTY MEETINGS.....	63

7.3.3	CREATION OF KNOWLEDGE:.....	64
7.3.4	CO-CURRICULAR ACTIVITIES	64
SECTION VIII. GENERAL INFORMATION		65
8.1	GENERAL SECURITY AND ACCESS	65
8.2	EVALUATION OF FACULTY	66
8.2.1	Purposes of the Faculty Performance Assessment Process	66
SECTION IX. HUMAN RESOURCE MATTERS		68
9.1	GRIEVANCE AND APPEAL PROCESS	68
9.2	DUE PROCESS	69
9.3	PRESERVATION AND DISCLOSURE OF FACULTY PERSONNEL RECORDS	69
9.4	COMPENSATION	70
SECTION X. FACULTY ASSEMBLY		70
10.1	FACULTY ASSEMBLY COMMITTEE(S) & AWARDS	71
10.1.1	HONORS COMMITTEE OF THE FACULTY ASSEMBLY.....	71
10.2.1	72
10.2.2	EXEMPLARY TEACHER AWARD	72
10.2.3	COMMENCEMENT MARSHALS	72
10.2.4	WHO’S WHO AMONG STUDENTS.....	73
APPENDIX I. ACADEMIC AFFAIRS		75
APP.I.1.	ACADEMIC AFFAIRS LEADERSHIP TEAM	75
APPENDIX II. ASSESSMENT.....		77
APP.II.1.	FACULTY AND STAFF PERFORMANCE ASSESSMENT	77
APP.II.2.	ASSESSMENT PROCESS.....	77
APP.II.3.	ANNUAL ASSESSMENT PROCESS DIAGRAM	77
APP.II.4.	ASSESEMENT INSTRUMENT	79
APPENDIX III. PROCEDURES.....		88
APP.III.1.	NEW POLICY	88
APP.III.2.	CURRICULAR CHANGES	88
APP.III.3.	CURRICULAR APPROVAL PROCESS.....	89
APP.III.4.	ADMINISTRATIVE WITHDRAWAL PROCEDURE	90
APP.III.5.	INCOMPLETE “I” GRADE PROCEDURE	90

APP.III.6.	GRADE CHANGE POLICY	91
APP.III.7.	NEW EMPLOYEE ORIENTATION	91
APP.III.8.	FACULTY NOMINATION PROCEDURES	92
APP.III.8.1.	EXEMPLARY TEACHER OF THE YEAR	92
APP.III.8.2.	Commencement Marshals	93
APPENDIX IV.	IMPORTANT DATES	93

SECTION I. INTRODUCTION

This is an updated (2023) version of the Wiley College Faculty Handbook. This Handbook includes Wiley College policies, practices, and procedures designed to serve as guidelines for the faculty members employed by the College. The information contained is not to be construed as a contract (expressed or implied) between faculty members and the College. This document is intended to serve as a general orientation, guideline, and statement of operating principles for faculty members' conduct. The College reserves the right to modify or change any of the stated policies, practices, or procedures included in this Handbook. All changes are subject to final approval by the Board of Trustees.

Faculty members should review the *Faculty Handbook* and the *Employee Handbook* as they seek guidance for a course of action. In the event of an apparent conflict between the policies and procedures in these two documents, the *Employee Handbook* will supersede.

The *Faculty Handbook* may not cover every circumstance, and the College reserves the right to interpret policies at its sole discretion. 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, to ensure the *Handbook* remains current.

This handbook has been revised by committees of the Faculty Assembly during the 2022-2023 academic year and approved by the Board of Trustees, on July 21, 2023.

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 to enable 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. This policy does not preclude ready access to any of the administrative officials in the case of exceptional matters.

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. Moreover, it is incumbent on the administrative officer of each major unit to be

accountable for the effective operation of his/her unit. (Refer to Section III for a description of the functional areas of Academic Affairs).

1.2. CODE OF ETHICS

Faculty members employed by the college should ensure that their actions have no detrimental effect on the College as their personal conduct reflects on the integrity of the institution. Recognizing that 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.

SCOPE OF WORK

Faculty are expected to perform teaching, advising, recruitment, and service assignments in a manner consistent with standards established and detailed in the *Faculty Handbook*.

HONESTY

Faculty at Wiley College are expected to be honest in all communications with students, the administration, and peers.

PROFESSIONALISM

Wiley College expects faculty members to be committed to a superior level of teaching, morality, and character. To create and maintain a positive and orderly intellectual climate, teachers are expected to be prepared, punctual, courteous, fair, and diligent.

INAPPROPRIATE RELATIONSHIPS/CONTACT

Sexual relationships and/or contact between faculty and students are strictly prohibited. The College strongly discourages circumstances that promote or enable sexual harassment. Engagement in sexual relationships or inappropriate contact between faculty and students may constitute sufficient cause for disciplinary measures including termination.

STEWARDSHIP

Excluding policy exceptions, College funds, facilities, equipment, supplies, and staff should be used only in the furtherance of College duties.

RESPECT

A high level of discretion and respect is expected in all personal and professional relations with students, faculty, staff, constituents, and the public.

FAIRNESS

Faculty members are expected to grade and treat students with fairness according to established criteria and guidelines published in the course syllabus.

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.

CONFIDENTIALITY

Without proper authorization, faculty members are prohibited from disclosing confidential information and must maintain the privacy of student records as required by the Federal Family Educational Rights and Privacy Act (FERPA) of 1974.

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*.

MISCONDUCT

Faculty members must eschew academic misconduct, such as misrepresentation of personal or professional qualifications, data fabrication, plagiarism, exaggeration, 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 organization:

American Association of Collegiate Registrars and Admissions Officers

Association for Supervision and Curriculum Development

Association for Institutional Research Association of Governing Boards

Gulf Coast Athletic Conference

Historically Black Colleges & Universities Law Enforcement Executives & 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
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

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. As a boy, he became interested in the Christian ministry, joining the church at 14 years of age he began his involvement 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 he 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. Additional 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 a 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. As a result, buildings of greater magnitude began to take shape on the campus in 1907. That same year, Andrew Carnegie (noted philanthropist), made possible the construction of the Carnegie Library.

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 transported 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's 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 16th 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 16th 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 innovations in instructional practices and 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 Office of Student Achievement and Retention (designed to provide intensive support and advisement to entering freshmen), Student Support Services, and the Thomas Winston Cole Sr. Library.

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. 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 MISSION STATEMENT

- Mission Statement

Wiley College is a premier liberal arts institution, affiliated with the United Methodist Church, with an intentional focus on social good and leadership.

- Vision Statement

Wiley College is a nationally recognized liberal arts college serving as a beacon of light inspiring individuals to serve as catalysts of social change in their community and professions.

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.

Wiley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees.

Wiley College is 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 in an educationally responsible fashion that brings together and allocates institutional resources to effectively accomplish and advance its goals and mission. This 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 facilitates cooperation and collaboration among functional units and enhances operational efficiency and effectiveness. Below is a description of the positions responsible for various functions within the College.

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 *Board of Trustees Bylaws*. In discharging its functions and responsibilities, the Board has several salient roles including:

- Selecting the President and Chief Executive Officer of the institution.
- Establishing and monitoring institutional purpose and goals.
- Fundraising and management of fiscal affairs.
- Determination of basic policy to guide its functions.
- Relating and bridging the College to its various public constituencies.
- Serving as the court of final appeal in grievance matters.
- Performing periodic self-evaluations of its organizational effectiveness.

Division of Academic Affairs

The Vice President for Academic Affairs is the senior educational administrator of the College with primary oversight 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 faculty and the College's instructional program(s).

The Vice President for Academic Affairs provides leadership to the following areas: Office of the Registrar, Student Success Center, Student Support Services, Institutional Research, Extended Education, and Library Services.

Division of Student Affairs and Enrollment Services

The Vice President of Student Affairs reports directly to the President and is responsible for the non-academic aspects of student life. The Vice President of Student Affairs provides leadership to the following areas: student life, residential life, athletics, counseling, career planning, student conduct, health services, campus ministry, 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 the 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. The Vice President of Business and Finance provides leadership to the following areas: Director of ISTD/Network Engineer, Director of Student Accounts, Network Engineer, and the Director of Facilities.

Office of Institutional Advancement

The Vice President for Institutional Advancement reports directly to the President and is responsible for fund-raising and communicating the goals and programs of the College. The Vice President for Institutional Advancement provides leadership in the following areas: Development, Alumni Relations, and Advancement Services.

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, (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.

2.5 WILEY COLLEGE STANDING COMMITTEES

Standing committees of the College are formed annually at the beginning of each academic year. Keeping with the principles of shared governance, faculty, and in certain cases, students are appointed to serve on various standing committees.

The President appoints a chair from among the members of the respective committees. Each standing committee elects a secretary from among its members. Committee minutes and annual reports are submitted to the President at the end of the academic year. Committees submit recommendations for action to the President's Cabinet. If approved, the recommendations are presented to the Board of Trustees, and if approved, the decisions become the policies, practices, and regulations of the College. Below is a table and description of the standing committees of the College.

- **TABLE 2. WILEY COLLEGE STANDING COMMITTEES**

Academic Council
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

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 concerns are referred to the Academic Council for clarification, resolution, and recommendations to the faculty-in-session.

The Academic Council is composed of the Vice President for Academic Affairs as chair, the Assistant Dean of Education, all academic school deans and program directors, the Registrar, the Director of Library Services, and the President of the

Faculty Assembly. Others, including faculty members, may be invited by the chair to participate in the meetings and functions of the Council.

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 required to meet on a regular basis and to prepare an annual report in May describing its work. Each meeting minutes are to be included in this annual report.

Administrative Council

The Administrative Council improves the flow of information throughout the ranks of the College in addition to the effectiveness and efficiency of operations by ensuring the timely accurate flow of information throughout the College.

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 Council meets monthly, and minutes are kept at each meeting.

Committee on Athletics

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 institution's athletics program.

The Committee on Athletics consists of the athletics director, along with other faculty, staff, and two student representatives. The chair of this committee must not be directly connected to the Athletics Department.

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

Committee on Enrollment Management

The Committee on Enrollment Management serves in an advisory capacity to the President making recommendations about all aspects of enrollment management, including admissions, orientation, recruitment, retention, student records (registrar), and financial aid.

The Committee on Enrollment Management consists of the Vice President for Enrollment Services, the Director of Financial Aid, the Registrar, the Director of Admissions, two faculty members, and two students. This committee is chaired by the Vice President for Enrollment Services.

The role of this committee is to:

- Consider and provide recommendations concerning proposed changes in policies governing admissions, recruitment, retention, student records, and financial aid.
- Reviews and rules on admission of exceptional cases referred to it by the Director of Admissions/Recruitment.
- 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).
- Recommend eligible candidates for awards, prizes, and scholarships.
- Studies the latest trends and developments in the areas of admissions, recruitment, retention, student records, and financial aid.
- Recommends strategies for increasing, stabilizing, and improving enrollment and retention.
- Promotes close interrelationships among offices responsible for the enrollment management functions and related offices.
- Approves and coordinates the various components of an effective orientation program for new students.
- 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. The 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 (School of Business), a representative from Institutional Advancement, Student Affairs, and Sponsored Programs.

The role of the Fiscal Affairs Policy Committee is to:

- Develop and recommend policies concerning fiscal matters.
- Review fiscal policies and recommend changes on a regular basis.
- Interpret, review, and make recommendations concerning policy exceptions.
- 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. The minutes of each meeting are to be included in the annual report.

Committee on Human Resources

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

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

Committee on Information Technology

The purpose of the Committee on Information Technology is to ensure the College's appropriate and adequate incorporation of technological advances into its operations.

The role of the Committee on Information Technology is to:

- Develop and recommend mechanisms, policies, and procedures to ensure that information technology resources support the planning function and the educational program component of the College.
- Develop and recommend policies for the purchase, allocation, and use of information technology resources consistent with the purposes of the College.
- Develop and recommend mechanisms to ensure information technology policies are reviewed and evaluated on a regular basis.
- Ensure academic and administrative technology needs are adequately addressed according to College policies.
- Research and recommend appropriate security measures and monitoring devices to protect the confidentiality and integrity of all institutional systems and networks.
- Develop and recommend programs for maintaining and replacing equipment and software.

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 ensures that institutional planning and assessment activities are ongoing, systematic, and appropriately focused.

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.

The Committee:

- assists in formulating informed assumptions about the College's external and internal environment,
- assists in identifying or developing assessment procedures or instruments,

- monitors and assists in the implementation of strategic plans at the departmental/unit level,
- promotes planning across campus, and
- reviews and assess the progress of the institutional strategic plan providing modification recommendations 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. The 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 composed of cross-section representatives 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,
- hears cases where the complainant seeks a formal resolution,
- 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,
- 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."

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 exists to serve as a channel of communication between the students, the faculty, and the administration of the College.

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, one student, and two faculty members who are not directly connected to student activities.

The Committee on Student Affairs:

- stimulate and guide student participation in policy and decision-making in areas affecting student welfare,
- provide a means whereby students may communicate their ideas and concerns to the appropriate personnel of the College.
- 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. The minutes of each meeting are included in the annual report.

2.6 CAMPUS BUILDINGS

Wiley College's historic 77-acre campus, located in Marshall, Texas, is composed of academic and administrative structures, residence halls, and the President's home comprises 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.

Thomas Winston Cole, Sr. Library

Named in honor of the tenth president of the College, this two-story building was constructed and occupied in 1967.

In addition to maintaining open-stack services for more than 60 hours per week, this building houses a distinguished African American Collection, two computer labs, and a variety of print, non-print, and electronic holdings that support the curriculum and meet the needs of users

The Willis J. King Administration Building

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, this original two-story Carnegie Library structure was remodeled and converted into the main administrative complex. The King Building currently houses the Division of Business and Finance.

Fred T. Long Student Union Building

Named for Coach Fred T. Long, who for many years produced championship football teams at the College, this building serves as the center of student activities and social hub on campus.

in response to the enrollment of approximately 1,000 residential students, expansion and renovations were completed in 2016. Among the renovations were improvements to the cafeteria kitchen facility, adding an additional 6,000 square feet to the former dining area that increased the capacity capability to 700 students.

This building houses a ballroom, the Wildcat Food Pantry, a bowling alley, the Wildcat Theatre, the Trustees Dining Room, the KBWC (FM 91.1) Radio Station, and the Office of Student Development and Enrollment Management.

The Aaron Baker Science Building

Made possible by the gift of Aaron Baker, an alumnus, this two-story building houses classrooms, science laboratories, computer laboratories, a greenhouse, a mathematics tutorial laboratory, and a lecture auditorium.

The Wiley College Apartment Complex

Renovated in 1989, this 8,400-square-foot twelve-unit apartment complex is located on University Avenue across from the Aaron Baker Science Building. This complex serves as living quarters for 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

Named for President E.C. McLeod, this building was erected during the summer of 1945. Once a dormitory for women, it is presently used as an administrative and classroom space. This building houses the Offices of Marketing and Communication, Heman Sweatt Center of Social Good and Leadership Innovation Center, Campus Police, and Information Technology Offices.

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, 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), the Office of Student Records/Registrar, and the Division of Student Affairs and Enrollment Management.

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

Currently designated as an Honors residence hall, this facility 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.

Alumni Gymnasium

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

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 and partially removed in 2020. 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 Office of Student Achievement and Retention (OSAR), 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 campus mail center; classrooms, and the Intramural Gymnasium and related facilities.

David L. Beckley Building

Formerly the Atlanta Life Insurance Building, this building was named in honor of the 12th 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 Beckley Building serves as the Office of the President providing easy accessibility for all Wiley stakeholders.

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. DIVISION OF ACADEMIC AFFAIRS

3.1 DIVISION OF ACADEMIC AFFAIRS OVERVIEW

MISSION

The Division of Academic Affairs engages, educates, and empowers the intellectual community through transformational approaches to impact student learning and develop global change agents.

VISION

To create a world-class educational ecosystem where students attain knowledge, skills, and attitudes to compete successfully in the global industry.

3.2 ACADEMIC SCHOOLS

The Division of Academic Affairs is organized into two schools: the School of Business and Social Sciences and the School of Education and Sciences.

Supervised by deans, the work of the academic schools is supported by the Information Resources Center (Library Services).

Faculty assigned to the schools share in the governance of the College by participating in departmental meetings, school meetings, serving on standing committees of the College, and in task groups appointed by the President, the Vice President for Academic Affairs, their school dean, or the Faculty Assembly.

Each school must prepare and provide:

- a strategic plan,
- annual assessment reports (preliminary, semi-annual, and annual),
- 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.

Dates designated by the Vice President of Academic Affairs and the College's Planning and Assessment Calendar

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.

3.3 ACADEMIC DEPARTMENTS

Supervised by Chairpersons, the work of the academic departments is supported by the Information Resources Center (Library Services).

Each academic department must prepare and provide:

- a strategic plan,
- annual assessment reports (preliminary, semi-annual, and annual),
- a summary report for the Board of Trustees concerning its accomplishments and challenges during each completed period,

- its plans and objectives for the upcoming period, and
- performance evaluations of the organization and individuals.

Dates designated by the Vice President of Academic Affairs and the College's Planning and Assessment Calendar

3.4 ORGANIZATIONAL STRUCTURE

Organized for the continuous professional development capabilities of its faculty and to facilitate the instruction of its students, the organizational structure for the Division of Academic Affairs reflects the purpose and philosophy of the College. Below is a description of the positions responsible for various functions within the Division of Academic Affairs.

3.4.1 VICE PRESIDENT OF ACADEMIC AFFAIRS

The Vice President for Academic Affairs is the senior educational administrator of the College with primary oversight 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 faculty and the College's instructional program(s).

The Vice President for Academic Affairs provides leadership to the following areas: Office of the Registrar, Student Success Center, Student Support Services, Institutional Research, Extended Education, Library Services, Band, Choir, and Debate. The Vice President of Academic Affairs shall provide leadership to all academic organizations unless explicitly stated.

3.4.2 SCHOOL DEAN

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:

- implement the four types of continuing assessment used at Wiley College (Appendix I):

- Compliance with SACSCOC accreditation principles (ten and five-year cycle),
 - Program Review (four-year cycle),
 - Program Assessment (recorded in the Watermark electronic assessment management system on a yearly cycle),
 - Personnel Performance Assessment (academic mid- and year-end cycle).
- coordinating the academic activities of the school's faculty,
 - maintaining school's records,
 - promoting and ensuring the consistent implementation of the annual institutional effectiveness,
 - encouraging faculty to write proposals for submission to external agencies and implementing supported research initiatives,
 - recommending to the Vice President for Academic Affairs and the Registrar the assignment of school's faculty to implement scheduled Courses,
 - presiding over school meetings and consulting with and informing the school's faculty about all policies and matters of concern to the school,
 - preparing an agenda for each school meeting,
 - ensure minutes of each meeting are prepared and recorded clearly for any academic and curricular matters to be recommended to the Academic Council, and
 - issue recommendations and justifications for appointments, reappointments, and non-reappointments within the School for the following academic year.
 - Enforcement of the attendance policy is the responsibility of the faculty member and dean over that class.
 - 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.

3.4.3 DEPARTMENT 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). 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.

The Chairperson is responsible for:

- teaching (reduced load),
- leading and coordinating the academic activities of the faculty and students within their discipline,
- collaborating with school's faculty-in-session to recommend changes for consideration, and if approved for recommendation to the Academic Council,
- preparing an agenda for each departmental faculty meeting,
- ensuring that minutes of each meeting are accurately prepared,
- Assisting 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 and classroom assignments.
- reviewing all the syllabi for the department prior to the dean's approval,
- ensuring that current versions of all syllabi are posted in the appropriate places,
- modeling and ensuring each faculty member in the department participate in the implementation of college policies and programs
- maintaining and promulgating the departmental major and minor degree plans approved by the Academic Council,
- ensuring changes to the curriculum or degree plans are warranted and advanced for consideration by the school and the Academic Council,
- producing or causing to be produced the content for the production or updating of the unit's web page(s), recruitment brochures, and other materials that will enhance the operations of the unit, and
- assisting in ensuring that the annual federal and non-federal inventories of equipment and facilities are completed as scheduled.

3.4.4 PROFESSIONAL LIBRARIANS

Professional librarians are professional employees considered as administrative staff. Professional Degreed Librarians are hired in the Library and are considered faculty members, with the same contractual security that is afforded other 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.

3.4.5 FACULTY

Faculty members are professionals who have accepted academic appointments with the College. The faculty of Wiley College is composed of instructors up to full professors, professional librarians, and anyone who teaches one or more courses periodically. 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.

Faculty primary responsibilities include:

- Effective Teaching,
- Student Retention,
- Professional Development, and
- Leadership and Team Building.

3.5 DIVISION OF ACADEMIC AFFAIRS MEETINGS

3.5.1 SCHOOL MEETINGS

School deans or a designee must hold regular school meetings with their faculty to promote communication and to keep faculty abreast of actions and information from the Academic Council, Administrative Council, and other administrative sources. The school meetings consist of faculty from the departments within 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:

- nominating two members (assistant professor rank or higher) to serve on the Academic Rank Review Committee,
- review and approval of curriculum changes proposed to enhance the academic standards or student success in the degree programs offered in the school, and
- addressing academic and administrative matters to enhance the academic standards or student success in the degree programs offered in the school.

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.

3.5.2 DEPARTMENTAL MEETINGS

Departmental meetings allow experts in a discipline to 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.

Departmental meeting discussion items include:

- matters of the discipline,
- recruitment,
- admission,
- retention,
- progress of students in their major,
- matters incumbent to their academic program,
- the quality of advisement,
- student participation in department sponsored cocurricular 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.

3.5.3 FACULTY MEETINGS

Meetings of the faculty-in-session are distinct from those of the Faculty Assembly. Generally held once per month during semesters, the Vice President for Academic Affairs schedules and presides over faculty meetings. All full-time faculty and professional librarians ranked as faculty are expected to attend faculty meetings. Guests and members of administrative staff may be invited by the Vice President of Academic Affairs to faculty meetings, but they do not hold 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. Faculty Meeting Agendas generally include:

- reports and matters of general interest to the entire faculty body, along with a discussion of plans or issues of interest,
- reports on voted actions by the Academic Council.

3.6 DIVISION OF ACADEMIC AFFAIRS STANDING COMMITTEES

3.6.1 ACADEMIC COUNCIL

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.

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. Actions of the Academic Council reported to the faculty-in-session, not referred back to the Council, are automatically considered ratified by the faculty. Agenda items

acted upon by a majority vote of the faculty members present at the Faculty Meeting are received by the Academic Council at its next scheduled session.

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.

3.6.2 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 President of the Faculty Assembly is the presiding officer at the Assembly's meetings.

The Assembly will:

- facilitate the exchange of ideas and information,
- address concerns affecting the faculty, academic programs, and operations of the College, and
- promote intellectual and social contact among faculty toward the end of sustaining an environment conducive to excellence in teaching and learning by students.

Actions taken by the Assembly are advisory to the Vice President for Academic Affairs and are transmitted to the Vice President of Academic Affairs and the Academic Council.

3.6.3 ACADEMIC RANK REVIEW COMMITTEE (ARRC)

The “**Academic Rank Review Committee (ARRC)**” is a committee of the College formed under the auspices of the Faculty Assembly and the Academic Council to serve in an advisory capacity to the Vice President for Academic Affairs on matters of rank and promotions. This committee consists of two members (assistant professor rank or higher) nominated by the faculty in each of the degree-granting schools. The Vice President for Academic Affairs is an ex-officio non-voting member and resource person for the 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 1st** each year.

SECTION IV. FACULTY

4.1 DEFINITION

Faculty members are professionals who have accepted academic appointments with the College. The faculty of Wiley College is composed of instructors up to full professors, professional librarians, and anyone who teaches one or more courses periodically. Deans and above do not qualify as faculty. 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.

4.2 TYPES OF FACULTY APPOINTMENT

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

4.2.1 RANKED FACULTY

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.

4.2.1.1 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.

4.2.1.2 ASSISTANT PROFESSOR

An assistant professor shall have demonstrated high ability and promise as a college teacher.

4.2.1.3 ASSOCIATE PROFESSOR

The associate professor shall hold an earned doctoral degree or an equivalent terminal degree and demonstrate professional competence in the discipline.

4.2.1.4 PROFESSOR

The professor shall hold an earned doctoral degree or its equivalent in the chosen discipline and teaching field.

4.2.2 PART-TIME FACULTY

While most of the instruction at Wiley College is done by full-time faculty, the College does employ part-time instructors. The term part-time faculty refers primarily to those persons who are not regular 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. Part-time faculty may be employed on a notice/probationary contract. Such faculty members are not voting members of the faculty; however, they may have responsibility for advising, committee service and other responsibilities of a full-time faculty member.

Part-time 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). Compensation for part-time faculty members is based on the total number of credit hours taught and the highest degree earned.

4.2.3 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.

SECTION V. POLICIES AND PROCEDURES GOVERNING FACULTY

APPOINTMENT

5.1 FACULTY SELECTION AND APPOINTMENT

The recruitment/selection/appointment process for faculty at Wiley College 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 appointment process is outlined below:

- 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;
- appointment of a selection committee (when appropriate);
- advertising the position, screening applicants, conducting interviews, and reference checks;
- generated by the Vice President for Academic Affairs in concert with the respective school's dean, a request letter for appointment of the final candidate is addressed to the President;
- 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, and
- 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 FORMS 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 with administrative and/or supervisory responsibilities (e.g., directors, deans) normally shall receive a letter of appointment with notations for these assignments.

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.

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.

5.3 TERMS OF FACULTY APPOINTMENT

All letters of appointment are issued by the President of the College through the Office of Human Resources (HR). The precise terms and conditions of each appointment are set by the President and HR. 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.

Copies are in possession of both the College and the prospective faculty member before the appointment is consummated. The original is provided to faculty members for their personal records, and a copy is filed in the Office of Human Resources

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.

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.

5.3.1 MULTI-YEAR CONTRACT

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.

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.

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.

5.3.2 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.

5.4 PROBATION

The following statements relate to probationary appointments:

- 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.
- 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.

SECTION VI. CRITERIA FOR APPOINTMENT

6.1 CRITERIA FOR INITIAL APPOINTMENT

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.

6.1.1 INSTRUCTOR

At the time of initial appointment, 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.

6.1.2 ASSISTANT PROFESSOR

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 associate professor.

6.1.3 PROFESSOR

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.

6.1.4 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.

6.1 CRITERIA FOR MULTI-YEAR CONTRACT

To be eligible for a multi-year contract, the faculty member must have:

- Established and exhibited an exceptional record of academic accomplishments in the classroom based on student survey reports and documented accomplishments.
- Received good cumulative scores on faculty evaluation reports in the previous year.

- 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.
- 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.
- Collaborated in some common project or other evidence of collegiality with other faculty members.
- Contributed to the College's reputation and commitment to the community through exemplary social and public conduct.
- Distinguished himself/ herself for craftsmanship in service and/or volunteer activities.
- 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 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.

6.2 CRITERIA FOR PROMOTION

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.

An **INSTRUCTOR** holds a master's degree from an accredited institution or the equivalent academic and/or professional qualifications.

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. 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.

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. For promotion to this rank, the applicant will have served at the rank of assistant professor for at least six years of which at least three have been at Wiley College. The candidate must have clearly demonstrated excellence as a teacher, demonstrated competence in discipline, and an acceptable rating on the qualitative criteria.

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 six must have been as an associate professor and no less than ten years of service completed as a ranked faculty member at Wiley College. The candidate must have an acceptable rating on the qualitative criteria. 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.

SECTION VII. FACULTY OBLIGATIONS

7.1 ACADEMIC FREEDOM

Academic freedom is fundamental for the protection of the rights of the faculty members in teaching and for 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. 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.

Specific applications of academic freedom for faculty include the following:

RESEARCH

The College strongly encourages research. Research for monetary return must be based on an understanding with the administration of the College. 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.

PUBLICATION

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.

GRANT/SCHOLARSHIP

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.

PUBLIC DISCOURSE

Faculty members are free to express themselves as citizens on any subject without restraint from the College. 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.

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

ACADEMIC FREEDOM EXCEPTIONS

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. 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 including 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.

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

7.2 RESPONSIBILITIES OF THE FACULTY

Faculty members must balance their performance in four areas to achieve the mission of Wiley College. These areas are: Effective Teaching, Student Retention, Professional Development, and Leadership and Team Building.

7.2.1 EFFECTIVE TEACHING

Teaching/learning is the faculty's major responsibility. Faculty assigned to teach classes are responsible for the following:

- determining the quality of the content of their classes and assuring it is appropriate to each course as officially described in the College Catalog,
- ensuring course content achieves the coverage indicated by that description and in key outcomes outlined in the course syllabus,
- holding classes at the times and places approved for them in the course schedule,
- delivering all course materials in a clear and concise manner,
- delivering course materials in multiple formats (electronic, hard copy, or projection), and
- 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. This action is performed at the conclusion of the course.
- Teachers of record must ensure that the logistics for each class, including the selection and ordering of textbooks by established deadlines, are accomplished.

7.2.1.1 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, and 6 hours for a dean, the faculty member is compensated for the overload. Normally an overload should not exceed 18 hours.

PRIVATE STUDIO INSTRUCTION

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 ($6 \times 0.67=4$)].

LECTURE/SEMINAR

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).

7.2.1.2 CLASSROOM RESPONSIBILITIES

Each teacher must create and maintain a classroom environment that fosters enthusiasm for learning.

Below are general statements relating to the conduct of a faculty's course of instruction:

- Faculty members are 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 12th day class.
- 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 12th class day (census date).

- The teacher of record will **provide names** of students who have not been once to class (no-shows) or who have not accessed the class for online courses.
- Faculty members are expected to **record attendance** and post it electronically on MyWiley on a daily basis.
- **Provide** 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.
- Teachers participate in identifying and processing students A student-centered, sequential, **intervention protocol** involves the instructor, the student's advisor, tutor(s), and the school's dean.
- 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.*
- Faculty member must **provide notice** of their current **attendance and withdrawal policy** at the beginning of the semester.
- Faculty members are not to change assigned class schedules, rooms, or hours without specific approval of the dean and the Vice President for Academic Affairs and the Registrar.
- Faculty of record must **administer mid-term and final examinations or equivalent activities** in order to produce a grade indicating the performance of each student up to that point. It must be reported as scheduled by the Registrar. Final examinations generally should be given on the day and time on the published schedule. 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.
- 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.

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

- 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.

STUDENT

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

- faculty member's extensive knowledge of the discipline;
- rules of evidence in the discipline; and
- constraints of the appropriateness of course content and course objectives.

Faculty should encourage students to be independent thinkers.

7.2.1.2.1 COURSE SYLLABUS

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).

An approved current course syllabus must be available 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:

- Course title, catalog number, section number, semester, and year
- Instructor's name, office room number, office hours, office telephone number, and email address
- Course prerequisite(s)

- Course learning objectives 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 Quality Enhancement Program (QEP)
- Complete citations for the textbooks and materials required for the course
- Dates of major assignments and tests
- Grading policy, describing how the final grade will be determined and the worth of each assessment
- Policies on attendance will be published in its entirety in each syllabus (75% attendance)
- Policies on writing and communication standards
- Make-up examination policy
- Policy on academic honesty or other matters
- Policy on any other required course materials or activities
- Policy on dress code will be included in its entirety in the syllabus
- Policy with students with disability will be included in syllabus

7.2.1.2.2 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. 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

- 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.
- 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). Grades are formally reported to the Registrar at the mid-term and at the end of the semester. (Week 3, Week 6, Week 9, Week12)
- 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 MyWiley within five days of the mid-term examinations. Two signed, and hand-dated printed copies of the final grades posted on MyWiley 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.

7.2.2 STUDENT RETENTION/ADVISEMENT

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.

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.

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 MyWiley 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.

7.2.3 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.

7.2.4 LEADERSHIP AND PROFESSIONAL DEVELOPMENT

7.2.4.1 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.

7.2.4.2 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:

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

- 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 to increase competence in cognate areas or for personal development. Approval is required by the Vice President for Academic Affairs. 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.

7.2.4.2.1 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, electronic format, or 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.

7.3 ADDITIONAL OBLIGATIONS

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:

- Report to the College before the opening of the academic year as notified
- Maintain an orderly classroom that is highly conducive to teaching/learning
- Maintain up-to-date knowledge of the discipline

- Participate actively in college governance through the committees of the College and faculty meetings
- Fulfill additional responsibilities as may be requested by the administration or required in accordance with the faculty member's letter of appointment
- Be familiar with the *College Catalog* and the *Faculty and Employee Handbooks*
- Ensure that students are officially enrolled in the class
- Enforce the College's attendance policy
- Complete a Request for Leave form and a plan for class coverage in a timely manner when expected to be away from the campus
- Report to class on time and dismiss class on time
- Attend faculty meetings, convocations, and special events and wear appropriate academic regalia at specific announced occasions
- Post grades for the designated periods by the appointed deadlines and arrange class activities to fit such established and published deadlines

7.3.1 OFFICE HOURS

Faculty are required to post on or near their office door and submit to the respective school's dean and the Vice President for Academic Affairs 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.

7.3.1 RESEARCH/CREATIVE WORK

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.

7.3.2 FACULTY 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.

7.3.3 CREATION OF KNOWLEDGE:

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.

7.3.4 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 are 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.

5.1 STUDENT RETENTION

Student retention is defined as the sum of activities that a professor engages in to keep students matriculating through Wiley College until they complete their degrees. These activities may include, but are not limited to:

- intrusive advising,
- reaching out to struggling students,
- directing students to tutorial services,
- meeting with students,
- Constant improvement of course materials
- Use of Division/College implemented interventions (e.g. D and F Reports, Student Success, Care Team, early warning system), and
- tracking former students, and
- other retention activities

SECTION VIII. GENERAL INFORMATION

8.1 GENERAL SECURITY AND ACCESS

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 always accessible 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.

8.2 EVALUATION OF FACULTY

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.

8.2.1 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:

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

The assessment packet consists of three parts:

- Introduction
- Performance summary

- Assessment instrument

The assessment process is accomplished in the following steps:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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)

- 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.
- 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).

SECTION IX. HUMAN RESOURCE MATTERS

9.1 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:

- a violation or misapplication of the rules, regulations, or established practices governing the College and its units;
- improper, arbitrary, or capricious action by the College or its agents;
- violation of academic freedom; and
- discrimination.

INFORMAL GRIEVANCES

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:

- 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.
- 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.
- 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.

9.2 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.

9.3 PRESERVATION AND DISCLOSURE OF FACULTY PERSONNEL RECORDS

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.

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.

9.4 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.

SECTION X. 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:

- facilitate the exchange of ideas and information,

- address concerns which affect the faculty and the academic programs and operations of the College, and
- 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. The Faculty Assembly operates under the dictates of the Constitution of the Faculty Assembly. All teaching faculty members with the exclusion of Deans and above 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.

10.1 FACULTY ASSEMBLY COMMITTEE(S) & AWARDS

10.1.1 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.

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.

10.2.2 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.).

10.2.3 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.

10.2.4 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**.

APPENDIX

APPENDIX I. ACADEMIC AFFAIRS

APP.I.1. ACADEMIC AFFAIRS LEADERSHIP TEAM

ACADEMIC AFFAIRS EXECUTIVE LEADERSHIP TEAM	
Vice President for Academic Affairs	Joann Scales, Ph.D.
Interim Assistant Vice President for Academic Affairs	Samuel Tabi, M.S.
Executive Director of Strategic Retention and Student Success	Erinne Webber
Administrative Assistant	Deveraux Cole
DEANS OF SCHOOLS	
School of Business & Social Sciences	Samuel Tabi, M.S.
School of Education & Sciences	Carmita Haynes, Ed.D.
DIRECTORS	
Choral Music	Bruce Thompson
Forensics	Ernest Mack
Music Ensembles	Emanuel Scales
Library Services	Elizabeth Bradshaw
Records/Registrar	Gloria Mitchell
Nate Parker Film and Theatre Program	Vacant
DEPARTMENT CHAIRPERSONS	
Biology	Stephanie Gorski, Ph.D.
Criminal Justice	Tracy Andrus, Sr., Ph.D.
Criminal Justice Administration	Tracy Andrus, Sr., Ph.D.
Early Childhood Education	Tiara Foster, Ed.D.
Humanities	Rita Thomas, M.A.
Interdisciplinary Studies	Sinia Harris, Ph.D.
Music Education	Emmanuel Scales, M.S.
Physical Education and Health	Billy Moody, M.Ed.
Sociology	Tracy Andrus, Sr., Ph.D.
Music Education	Emmanuel Scales, M.S.
Physical Education and Health	Billy Moody, M.Ed.
Sociology	Tracy Andrus, Sr., Ph.D.
<i>Business Administration Concentration</i>	
Accounting	Ibrahim Salem, M.S.
Computer Information Systems	Samuel Tabi, M.S.
Management	Pornpimol Walden, Ph.D.

APPENDIX II. ASSESSMENT

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:

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

APP.II.1. FACULTY AND STAFF PERFORMANCE ASSESSMENT

The dean initiates and implements the performance assessment process of all the school's faculty and staff. For each assessment, the dean must assemble the appropriate evaluation materials and obtain input from the appropriate faculty, students, and recipients of the services. 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.

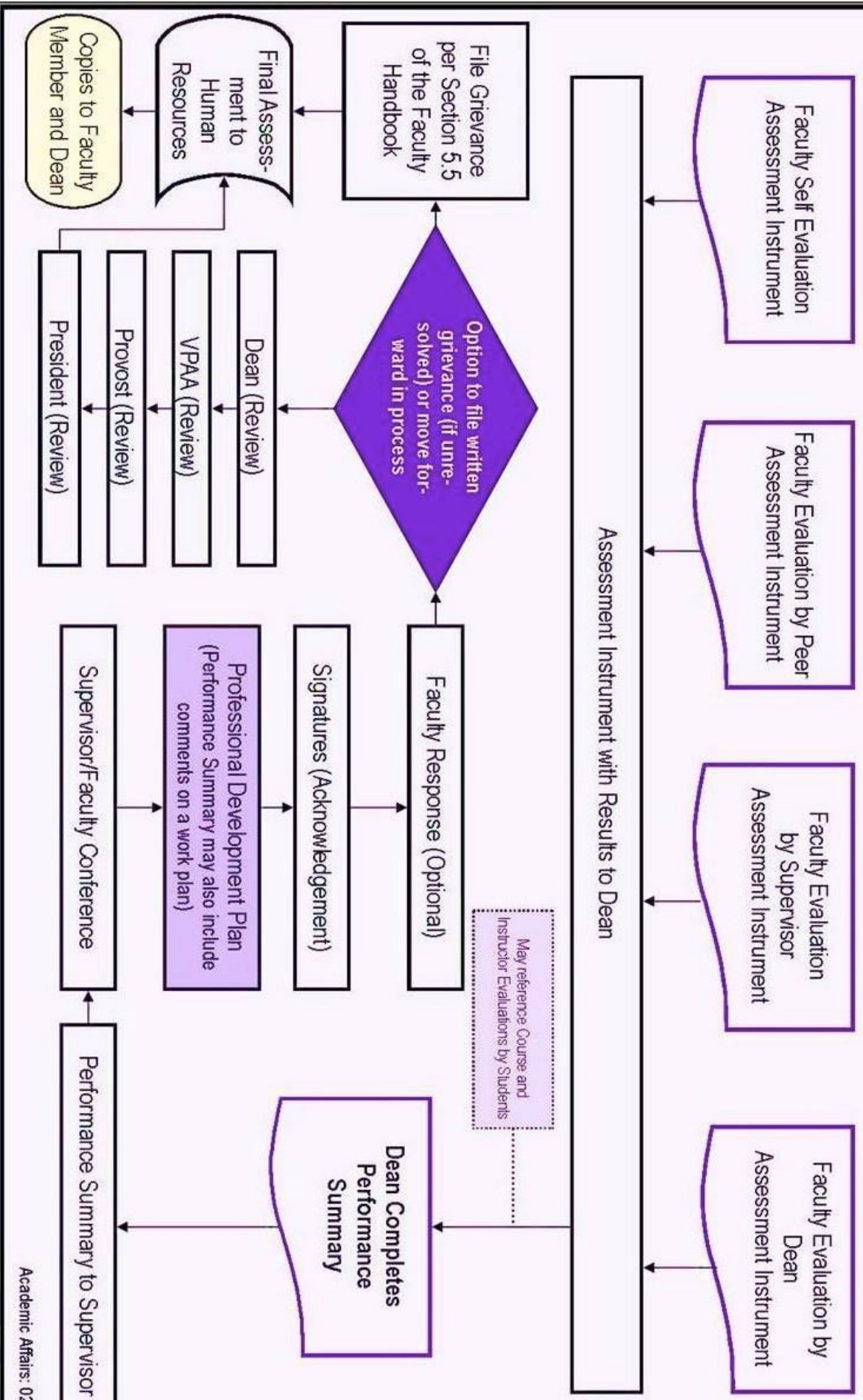
The evaluation report must include, but not be limited to, information on the quality of the department and school academic curricula, the utilization of existing resources, the research and service activities, adequacy of financial support, adequacy of physical facilities, and the appropriateness of the organizational structure.

APP.II.2. ASSESSMENT PROCESS

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.

APP.II.3. ANNUAL ASSESSMENT PROCESS DIAGRAM

Wiley College Annual Faculty Assessment Process



APP.II.4. ASSESSEMENT INSTRUMENT

CONTENTS:

- Introduction and Directions (two pages)
- The Faculty Performance Assessment (seven pages)
- 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:

- To recognize and highlight the important contribution of each faculty member to the success of the college.
- To promote a balance among the various activities and roles expected of each faculty member.
- 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.
- 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:

- The Assessment Instrument (a set of 6 sheets that can be scored either on paper or electronically).

- 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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).

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) 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: Signature of Lead: _____	All (3)	One or more (1) [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 (4)	All syllabi & other mtls 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 [Provide list of advisees you met more than once in your office this semester]	Have signed & dated current plans for every advisee (3)	Signed & dated plans for some advisees (1) [---Max without	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>]
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)	No contact (0)
2.2 Recruitment - 5 Points Max			
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, articulation agreement mgmt.</i>	2 or more appearances or personal contacts (2)	Made one appearance or personal contacts (1)	Did not participate (0)
2.3 Retention - 5 Points Max			
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) [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) [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) [Max without documentation]
3.1.4 Presentation of abstract or poster paper by one's sponsored student	Accomplished (2)	In preparation (1)	None (0) [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) [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) [Max without documentation]
3.2.2 Maintains a faculty development portfolio (Signature of Portfolio Reviewer: _____)	Completed (5)	Application in process (1)	None (0)
3.2.3 Attended professional meetings or in-service workshops (including those on campus)	Two or more (2)	One (1)	None (0) [Max without documentation]
3.2.4 Current documented membership in professional societies (List)	Two or more (2)	One (1)	None (0)
3.2.5 Subscription and/or regular readership of professional journals (List)	2 or more (2)	One (1)	None (0)

STANDARDS

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) [Max without documentation]
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)	One room (1) [Max without documentation]
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):

FACULTY PERFORMANCE ASSESSMENT SUMMARY (2019 Version)

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

Name: _____, _____, _____, _____, _____ **Division:** _____
Title First MI First I

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 _____

2019 Version (2/29/2022)

Faculty's Last Name _____, First Name _____

Page 1 of 4 Pages

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**

Self	Peer	Superv	Dean Option	

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**

1.0 SUBTOTAL				

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**

2.0 SUBTOTAL				

4.0 OTHER ACTIVITIES & SERVICES – 10 Points

- 4.1 to 4.10**

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Faculty Member: _____

2019 Version (2/26/2022)

Faculty's Last Name _____, First Name _____

Page 2 of 4 Pages

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) / (am not) providing attached pages for additional consideration.

Faculty Member's Signature: Date:

School Dean's Comments and Recommendations:

Date: Signature of Dean

Vice President Comments and Recommendations:

Vice President for Academic Affairs, Signature & Date

President's Comments and Recommendations:

APPENDIX III. PROCEDURES

APP.III.1. NEW POLICY

For a new policy to become effective, documentation must be provided evidencing that the recommended policy followed the approval sequence.

- Documentation should include the following:
- department/program meeting minutes,
- subsequent minutes from the school,
- Academic Council,
- Cabinet, and
- Board of Trustees meetings.

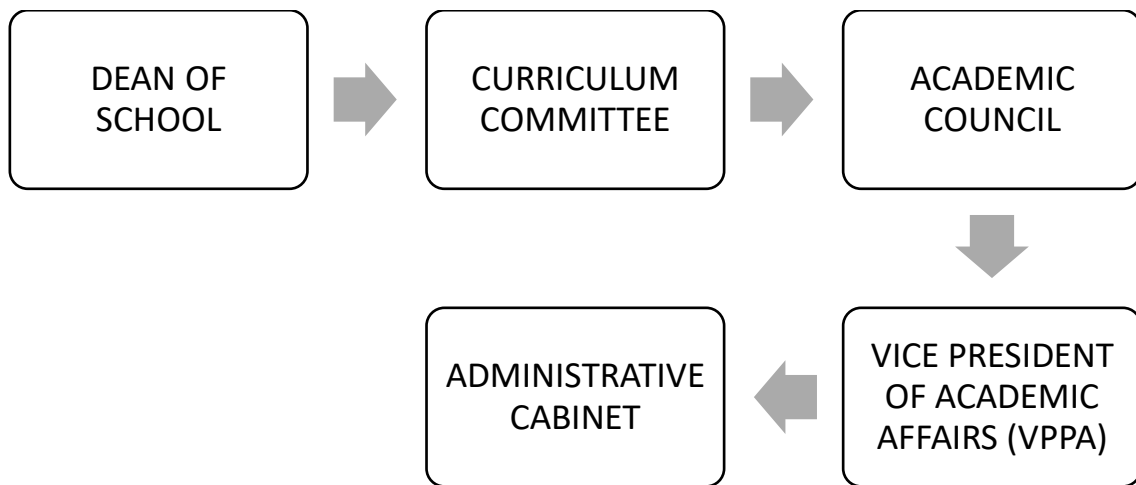
APP.III.2. CURRICULAR CHANGES

Proposals for curricular changes may be requested by the Academic Council or submitted by schools, programs, or departments. For curricular changes to become effective, documentation must be provided evidencing that the proposed change followed the approval sequence.

- Documentation should include the following:
- department/program meeting minutes,
- subsequent minutes from the school,
- Academic Council,
- Cabinet, and
- Board of Trustees meetings.

Proposals for curricular changes may be requested by the Council or may be submitted by schools, programs, or departments.

APP.III.3. CURRICULAR APPROVAL PROCESS



VPAA routes approved copy of the document to:

- Academic Council (Notification To Faculty To Update Degree Plans)
- Office of Registrar Notifies College
- Copy File in VPAA Office
- Student Affairs
- Business Office
- SACSCOC Compliance
- Board of Trustees

It is the responsibility of the Deans and Chairperson to ensure that all faculty members in their department receive information about changes made.

APP.III.4. ADMINISTRATIVE WITHDRAWAL PROCEDURE

A student identified as a “Non-Performing Student (NPS)” with excessive absences and running grade below C, despite documented interventions, may be administratively withdrawn (“W”) from the course by the published withdrawal date found in the current catalog.

The following events must occur before administrative withdrawal of a student can occur.

- Faculty member must provide notice of their current attendance and withdrawal policy at the beginning of the semester. This information must be published and provided to student in writing no later than the 12th day of class.
- Faculty member must provide documentation in collaboration with Student Support Services documenting faculty’s attempt to contact student.
 - Documentation should also include proposed/recommended intervention plan provided to student.
- Faculty member must provide documentation of at minimum three (3) preventative measures/actions to assist student in completing the course.
 - This may be accomplished through self-surveys.
 - Documentation of meetings must be provided.

Only after faculty member have taken all the above actions may the faculty member submit an administrative withdrawal form to the school’s dean for conveyance to the Registrar.

Faculty may not administratively withdraw students who attended less than

APP.III.5. INCOMPLETE “I” GRADE PROCEDURE

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

APP.III.6. GRADE CHANGE POLICY

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.

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

APP.III.7. NEW EMPLOYEE ORIENTATION

ORIENTATION MATERIALS

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:

- College Catalog,

- Employee Handbook,
- Faculty Handbook
- College Strategic Plan,
- Department Strategic Plan in which the new faculty member will operate, and
- a copy of the benefits package

ORIENTATION ACTIVITIES

As part of the orientation process, the school's dean will arrange for the new faculty to take guided campus tours, 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.

APP.III.8. FACULTY NOMINATION PROCEDURES

APP.III.8.1. EXEMPLARY TEACHER OF THE YEAR

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:

- Exemplary Teacher of the Year (highest votes)
- Faculty Marshall (second highest vote)
- Senior Class Marshall (third highest vote)

APP.III.8.2. Commencement Marshals

- 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 IV. IMPORTANT DATES

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

May 1	Nominations formally filed by deans to VPAA
September 15	VPAA establishes promotion list. Assigns individual “promotion sponsors” to candidates Faculty Assembly has in place an Academic Rank Review Committee (ARRC) approved by the Academic Council
September 30	Deadline for submission of supporting documents to VPAA.
October 30	ARRC makes recommendations in writing for/against promotion at this time for each candidate
November 15	VPAA receives final packages from sponsors, adds own recommendations for/against and submits candidate review

December 15	VPAA submits final packages with recommendations for/against to the President
February	Final approval rests with the President
March	President submits a list of promotion nominees to the Board of Trustees for endorsement and authorization for implementation timetable thereafter.