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SPELMAN COLLEGE

**FACULTY HANDBOOK
APRIL, 2019**

SPELMAN COLLEGE FACULTY HANDBOOK

SPELMAN COLLEGE FACULTY HANDBOOK

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SECTION ONE - COLLEGE INFORMATION

I. Mission Statement

Spelman College, an historically Black college for women and global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership potential of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

II. Statement of Purpose

An outstanding historically Black college for women, Spelman promotes academic excellence in the liberal arts. This predominantly residential private college provides students with an academic climate that develops their intellectual and leadership potential. The College is a member of the Atlanta University Center consortium, and Spelman students enjoy the benefits of a small college while having access to the resources of the other participating institutions.

The educational program at the College is designed to give students a comprehensive liberal arts background through study in the arts, humanities, social sciences, and natural sciences. Students are encouraged to think critically and creatively and to improve their communicative, quantitative, and technological skills. The academic program prepares students for graduate and professional study as well as for entry into the world of work. Spelman seeks to empower the whole person. The College provides an environment that enables self-confidence, cultural enrichment, and spiritual well-being intended to instill in students an appreciation for the many cultures of the world, a willingness to serve the community, and a sense of responsibility for bringing about positive change.

Spelman offers an educational experience characterized by excellence. It reinforces a sense of pride and hope, develops character, and inspires a love of learning. The programs of the College rest on the expectation that the students, the community, and society at large will benefit from a liberal arts education. Spelman has been and expects to continue to be a major resource for educating women leaders of African ancestry.

The above statement of purpose has been translated into a list of institutional goals and a list of behaviors that the Spelman College graduate should be able to demonstrate. The institutional goals follow this section.

III. Standards of Excellence, Six Core Curriculum Student Learning Outcomes

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Institutional Goals:

- The College will continue to serve as a resource for educating women leaders of African ancestry.
- The College will continue to maintain an environment of academic excellence that promotes optimal, intellectual, cultural, ethical, spiritual and physical development.
- The College will continue to maintain an environment that nurtures self-confidence, pride, hope, strength of character and the love of learning.
- The College will continue to encourage students to appreciate the many cultures of the world, to serve their communities and to commit to positive social change.

The Six Core Curriculum Student Learning Outcomes:

1. Demonstrate knowledge of the intersection of the intellectual traditions of women of African descent in the Arts, Humanities, Natural and Social Sciences with those of diverse cultures;
2. Apply skills of analysis and reflection to evaluate complex problems that transcend traditionally defined disciplinary boundaries;
3. Use a variety of tools from the Arts, Humanities, Mathematics, Natural and Social Sciences to formulate questions and synthesize ideas central to these disciplines, thereby demonstrating an understanding of different methods of inquiry drawn from diverse ways of knowing about the world;
4. Articulate ideas and communicate meaning through practiced use of language and voice;
5. Pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives;
6. Develop health and physical education competencies to support a healthy lifestyle.

IV. College History

Sophia B. Packard and Harriet E. Giles were pioneers in the cause of women's education. Products of female seminaries, they were teachers and administrators at schools in New England. With a commission from the women's American Baptist Home Mission Society (WABHMS), Packard and Giles came to Georgia to start the Atlanta Baptist Female Seminary for women and girls. With one hundred dollars from the First Baptist Church of Medford, Massachusetts, and an offer from Father Frank Quarles to use the basement of Friendship Baptist Church, the school opened on April 11, 1881 with eleven students - ten women and one girl- determined to learn to read and write.

Packard and Giles returned North in 1882 to secure funds to buy a building for the growing school. At a church meeting in Cleveland, Ohio they were introduced to John D. Rockefeller, who pledged his support to the school. In 1883, the American Baptist Home Mission Society secured an option on nine acres of land and five frame buildings, once used as army barracks by

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Union troops during the Civil War. Through the philanthropy of Mr. Rockefeller, the debt on the property was paid, and the school's name was changed from Atlanta Baptist Female Seminary in 1884 to honor the parents of Mrs. Laura Spelman Rockefeller.

In 1886, Rockefeller Hall, the first brick building, was erected and the Nurse Training Department was established. With funds from the Slater Fund, a printing course began which produced the *Spelman Messenger*, the school's monthly paper. In 1887, six women completed the Higher Normal and Scientific Course (High School). Through the vision and self-sacrifice of Sophia Packard, the seminary was granted a state charter in 1888. The Board of Trustees was organized, and Miss Packard was named Spelman's first president. In the same year, Packard Hall was dedicated.

Upon the death of Sophia Packard in 1891, Harriet E. Giles became the second president of Spelman Seminary. Academically, the seminary added coursework in Missionary Training, a Teachers' Professional Course, and Domestic Science, and continued to grow.

In 1897, the College Department was established. It awarded the first baccalaureate degrees in 1901. Throughout this period the campus continued to grow. Giles Hall was erected in 1893, Reynolds Cottage, MacVicar Hospital, Morgan Hall, and Morehouse Hall in 1901, and Upton Hall in 1905. On November 12, 1909, Miss Giles died. Lucy Houghton Upton, Dean of the Seminary, was appointed acting president.

Lucy Hale Tapley was elected the third president of Spelman in March 1910. During the Tapley administration, the Teachers Professional Course, Home Economics and Nurse Training curricula were strengthened. Bessie Strong Hall was constructed in 1917 to house students in the nursing program, and the Laura Spelman Memorial Building was constructed to house the new Home Economics Department in 1918. In 1924, Spelman Seminary became Spelman College, and began the gradual change from an academy to a liberal arts college. Tapley Hall was erected in 1925 as the science building, and Sisters Chapel was dedicated in 1927. Miss Tapley retired in 1927 after 37 years of service to Spelman.

Florence Matilda Read was elected President of Spelman College on June 27, 1927. During her tenure as president, great impetus was given to the institution's development as a liberal arts college. The College made substantial strides in its curriculum and organization. The High School, Elementary School, and the Nurse Training Program were discontinued. The Spelman Nursery School opened to provide practical training for student teachers. An endowment was established.

In 1929, an "Agreement of Affiliation" between Spelman College, Morehouse College and Atlanta University was signed, establishing the foundation of the **Atlanta University Center**. In 1932, Spelman received an "A" rating from the Southern Association of Colleges and Secondary Schools and by 1947, met the requirements of the American Association of Universities. During the Read administration, the arts flourished at Spelman. Three more buildings were added to the

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campus. Chadwick Hall was acquired from Atlanta University in 1945; Read Hall was dedicated in 1951, and Abby Aldrich Rockefeller Hall in 1953. Miss Read retired on July 1, 1953.

Dr. Albert Edward Manley, the first African American, as well as the first male to serve as President of Spelman College, was appointed in 1953. During his administration, there was a significant increase in enrollment, the physical plant was enlarged, and a number of new academic programs were developed. Dr. Manley saw the College through the unrest of the Civil Rights Movement in the sixties, rounds of runaway inflation, and the feminist revolution of the seventies. Students were encouraged to enter non-traditional areas of employment, and were prepared to enter the best graduate and professional schools in the country.

The John D. Rockefeller Fine Arts Building and Dorothy Shepherd Manley Hall were constructed in 1964, and Howard-Harrel Hall in 1968. In 1973, Sarah Sage McAlpin Hall and the Albert E. Manley College Center were dedicated. Dr. Manley retired after 23 years as president in 1976.

Dr. Donald Mitchell Stewart was named the sixth president of Spelman College in April 1976. He made great strides in building on the College's legacy of achievement. Dr. Stewart strengthened the academic program and revised the curriculum. He enhanced the faculty and significantly increased the endowment from \$9 million to \$41million. Three new buildings were erected: the Donald and Isabel Stewart Living/Learning Center I, Living/Learning Center II, and the Academic Computer Center. In 1986, Dr. Stewart ended his tenure as president. Dr. Barbara Carter assumed duties as Acting President, 1986-1987.

Dr. Johnnetta Betsch Cole became the first African American female president of Spelman College on July 1, 1987. During her tenure as president, programs designed to strengthen the ties between the College and local, national and world constituencies were initiated. Campus programs were also strengthened, and mentoring and community service programs were instituted. Spelman College was nationally ranked among the best colleges in the country. Through the philanthropy of William and Camille Cosby, the Camille Olivia Hanks Cosby Academic Center was constructed in 1986. The Spelman Campaign: Initiatives for the 90s was successfully completed, raising \$113.8 million. Dr. Cole retired in 1997.

Dr. Audrey Forbes Manley became the first alumna to serve as President of Spelman College on July 1, 1997. As the eighth president of the College, Dr. Manley focused on positioning Spelman for success well into the 21st century. In 1998, the College was awarded a chapter of Phi Beta Kappa, the nation's oldest and most prestigious honor society. The College was also accepted as a provisional member of the NCAA Division III in basketball, volleyball, cross-country, soccer, golf, and tennis. Construction of the new \$30.8 million Science Center and the renovation of MacVicar Hall were completed. While encouraging a student-focused environment, Dr. Manley was also committed to enriching the Spelman legacy of academic excellence, leadership, and service through alumnae recognition and philanthropy.

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Dr. Beverly Daniel Tatum was appointed the ninth president of the College on July 1, 2002. A scholar, teacher, author, administrator, and race relations expert, she brought 22 years of experience in higher education, liberal arts education, and women's education to the Spelman community. She was committed to offering "Nothing less than the best" to those selected to learn and work here. A champion of personal and environmental sustainability, Dr. Tatum constructed a new LEEDS-Certified residence hall, which was subsequently named for her; renovated the Laura Spelman building, now dedicated to the Social Justice Program; and completed reconstruction of the Read Hall Wellness Center, a feature of her initiative to transition from physical education program to a holistic wellness program for students. Dr. Tatum retired in July 2015.

Dr. Mary Schmidt Campbell was appointed tenth president of the College on August 1, 2015. An accomplished leader in higher education, Dr. Campbell served as the Dean of the Tisch School of the Arts at New York University for 23 years. During her leadership, Tisch became one of the world's premiere schools of the arts, providing professional training in a range of disciplines including film and television, the performing arts, new media, recorded music, games and creative entrepreneurship. Dr. Campbell has begun leadership at Spelman with a strategic plan designed to propel the College to the top tier of distinguished liberal arts institutions. The elements of the strategic outlook are as follows:

1. Execute a Graduation Contract with Each Student;
2. Institutionalize the Spelman Approach to Teaching and Learning;
3. Ensure Operational Excellence;
4. Support Academic Innovation.

V. Statement of Accreditation

Spelman College is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award Bachelor of Arts and Bachelor of Science degrees. In addition, the following programs are accredited by discipline-specific agencies:

- National Association for College Admissions Counseling
- National Association of Schools of Music
- Georgia Professional Standards Commission (Teacher Education)
- American Chemical Society

SECTION TWO - FACULTY BYLAWS

Statement of Academic Freedom: Rights and Responsibilities

Spelman College adheres to the principles of academic freedom as articulated by the American Association of University Professors. For faculty members, the principal elements of academic freedom include:

- the right, as teachers, to discuss in the classroom any material that has a significant relationship to the subject matter as defined in the course syllabus;
- the right to determine course content, grading, and classroom procedures in the courses they teach;
- the right to conduct research and engage in creative endeavors;
- the right to publish or present research findings and creative works;
- the right to engage in public service activities;
- the right to seek changes in institutional policy through established College procedures and by lawful and peaceful means.

Academic freedom carries the responsibility of establishing and maintaining reasonable norms for ethical conduct in teaching, scholarship, creative activity, and service.

Article One -- Composition

The Faculty of the College shall consist of persons holding academic appointments as professor, associate professor, assistant professor, senior lecturer, lecturer, senior instructor, and instructor.

Article Two – Functions

2.1 The role of the faculty in the governance process is to ensure and maintain academic integrity of the College, enhance the intellectual life of the institution, and promote the interests of the Faculty as related to College operations. Under the authority of the Board of Trustees, the President, and the Provost, the Faculty shall determine the academic policies of the various departments and programs, and administer the curriculum. The Faculty shall have general charge of all aspects of the College related to instruction and learning. The Faculty shall make rules for its organization, for its conduct of business, and for organization of committees and the proper discharge of its duties.

2.2 The Faculty is concerned with the overall welfare of the College and makes policies and/or advises in such matters as appointment, reappointment, promotion and tenure of faculty members; addresses faculty welfare issues, including policies regarding workload,

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compensation, leaves, and retirement; assists in planning for the future of the College; makes recommendations for budgeting of funds for purposes of instruction and research; makes recommendations for the function and design of College buildings; participates in the appointment of faculty members to Faculty Standing Committees and College Committees as appropriate; and participates in the selection of Department/Program Chairs and major College officers.

Article Three – Committees

- 3.1 **The committee structure** is the foundation of shared governance. Spelman College Faculty and Staff must respect this structure by directing issues, problems, and questions concerning areas of Faculty responsibility to the Faculty Council or the appropriate Faculty Standing Committee.
- 3.2 **The committee structure** provides the mechanisms through which the Faculty participates in the governance of the College. The Provost and Vice President for Academic Affairs works directly with the Faculty and serves as liaison between the Faculty and the President in facilitating faculty efforts in making and implementing policies and ensuring the effective functioning of the College.
- 3.3 **Faculty Standing Committees** shall be the primary vehicles through which faculty governance is effected. Faculty Standing Committees are responsible to the Faculty and provide regular reports to Faculty Council. All Faculty Standing Committees shall be chaired by faculty members. Committees shall take up issues, problems, and questions in the area of faculty responsibility when such matters are presented by individual faculty, the Provost, staff, or other working committee representative to the appropriate Faculty Standing Committee or to Faculty Council, which may then send the matter to the proper committee, the Provost, or call for an ad hoc committee, if appropriate.
- 3.4 **Ad hoc committees** are established as needed by Faculty Council, the Provost, or the President. When these Committees are formed by the Provost or President, Faculty Council shall be notified. Faculty Council shall be consulted in order to ensure proper representation of Divisions; to ascertain that the proposed ad hoc committee is not duplicating or conflicting with the work or mission of a Standing Committee; to assist Faculty Council in the coordination of committee work and reporting. When the Faculty Council establishes an ad hoc committee, the Provost and the President shall be notified. Formation of ad hoc committees, once reviewed, shall be announced at Faculty Meetings, along with reporting responsibilities, when appropriate. Each ad hoc committee may exist for no longer than three academic years and shall be reviewed for incorporation as a Faculty Standing Committee if its charge has not been completed in three years.

3.5 Membership on Faculty Standing Committees shall be by election, with the additional inclusion of specific administrators, Department Chairs, or Program Directors on specified committees.

3.6 General Principles and Regulations for Committees

1. Certain committees are recognized as being especially demanding of the time of committee members and require tenured status and at least two years of service. These committees, referred to as “starred committees,” are designated with an asterisk. If serving on two such committees, faculty should minimize other service obligations.
2. A faculty member is encouraged to serve on no more than three non-starred committees.
3. With the exception of the Faculty Council, the Tenure and Promotion Committee, and the Curriculum Committee, Faculty Standing Committees shall elect their own chairs or co-chairs by simple majority. The Faculty elects the Faculty Council President. The Faculty Council, in consultation with the Provost and Vice President for Academic Affairs, appoints the chair of the Tenure and Promotion Committee. The Dean of Undergraduate studies shall serve as convener and co-chair of the Curriculum Committee; the second co-chair shall be selected from among the elected faculty members of the committee.
4. The Faculty Council appoints a Parliamentarian. The Parliamentarian ensures that Robert’s Rules of Order are maintained during Faculty meetings and presents changes to the By-Laws and Faculty Handbook for faculty vote. The Parliamentarian ensures votes and language are properly recorded by the Secretary prior to the distribution of the minutes to the full Faculty.
5. The Faculty shall identify a Secretary. The Faculty Secretary’s sole responsibility is to record faculty-meeting minutes and provide a draft of the minutes to the Faculty Council. The Faculty Council shall distribute the minutes to faculty prior to the next scheduled faculty meeting for faculty review, and request approval of the minutes at the next faculty meeting.
6. Each Faculty Standing Committee shall elect a chair or co-chairs from the members. The Chair shall inform the Faculty Council of the committee officers and contact information. The information shall be provided at the beginning of each academic year in a written report, posted for future reference. If a Chairperson resigns their office for any reason before the regular term of service has been completed, a new Chairperson must be identified and the Faculty Council informed of the change and provided new contact information.

The responsibilities of a Faculty Standing Committee Chairperson include the following:

- To ensure that the Committee fulfills the responsibilities assigned to it in the Bylaws;
- To establish and follow policies and procedures governing Committee operations, including a monthly report to the Faculty.
- To provide committee members with a written agenda, preferably in advance of each meeting;

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- To identify a recorder of minutes at each meeting and once approved, post the minutes for the review of the Faculty on the secure faculty website. The Tenure and Promotion Committee is exempted from the latter requirement.
 - To assign other responsibilities among the Committee members to facilitate the work of the Committee.
 - To ensure that the Committee makes and keeps a regular meeting schedule and the meetings begin and end on time.
 - To record attendance as part of the minutes and address persistent lack of participation among members.
 - To document the work of the Committee and its relevance.
 - To provide a written annual report of the Committee to the Faculty Council prior to the Faculty Retreat.
 - To provide a written annual report that shall list the Committee members and the nature of their participation, and shall include the Committee's accomplishments and minutes for the year.
 - To conduct meetings in accordance with Robert's Rules of Order.
7. Initial terms of Committee membership are three years. The expiration of terms shall be staggered. With the exception of the Tenure and Promotion Committee and the Grievance Committee, members may be reappointed for two terms - serving up to a total of nine consecutive years.
8. In the event that an elected faculty member cannot serve at any point their term on a given committee for the entire year, the person with the next highest vote in that divisional category shall be appointed for a year term. If there is no replacement in that division, the person with the next highest vote in the at-large category shall be appointed. Once the faculty member returns that person shall resume their duties for the remainder of the term. Standing Committee Chairpersons who go on leave should facilitate the election by the committee or the appointment by Faculty Council of a replacement Chair. (This replacement should finish the departing Chair's term). If the departing Chairperson is interested in fulfilling their term, they may request in writing to Faculty Council that they be allowed to return as Chair and finish the term once their leave is over. If possible, this request should be submitted in conjunction with the notification of leave so that the replacement Chair will know whether they are indeed a replacement or serving in an interim capacity. However, these requests must be evaluated on a case-by-case basis as some Standing Committee work might be hampered by a change in chairs at crucial moments.

3.7 Faculty Council*

Faculty Council is an elected body of eleven tenured faculty. Faculty Council represents and advocates for the interest of the Faculty at large and works to coordinate the various tasks and initiatives of the Faculty. Faculty Council is an advocate for Faculty in service of the College mission. Faculty Council is a “starred” committee.

a. Membership

1. Four divisional representatives (Arts, Humanities, Natural Sciences and Mathematics, and Social Sciences and Education), and seven at-large representatives.
2. To be eligible for services on the Council, a faculty member must be tenured and have at least two years employment at the College.
3. Any member who has excessive absences (presumably because of time commitments or personal circumstances) from regular or special Council meetings shall be informed by the Council President that she or he is not carrying out her or his duties. The Council President shall consult with individual to determine appropriate action, which might include a leave of absence or voluntary resignation.
4. If a Council position should become vacant for any reason, the Faculty Council shall appoint a person, in accordance with the representational structure, to complete the term.
5. If the Faculty is dissatisfied with Faculty Council’s overall representation, faculty have the right to conduct a vote of no-confidence that shall result in a new election of Faculty Council members.

b. Officers, Eligibility, Duties

1. The President, elected at-large, serves one year as President-Elect and two years as President. Elections shall be staggered so that the last year of the President’s term corresponds to the first year of the President-elect’s new term.
2. To be eligible to run for the office of the President, a person must have served on Faculty Council for at least one year within the past ten years immediately prior to election as President-Elect. If the President-Elect is not a current member of Faculty Council, that person shall serve as President-Elect in a non-voting capacity for the academic year immediately prior to assuming the position of President.
3. The President of the Faculty Council may remain on the Council as an ex-officio member during the year immediately following the expiration of their term.
4. Each year the Faculty Council shall elect (with a simple majority vote) a Secretary and Treasurer, and may, with a simple majority vote, elect a Vice-President during years when there is no President-Elect.

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5. The President of Faculty Council shall serve as an ex-officio member of the Resource Allocation Committee.

c. Duties

1. Faculty Council shall serve as the Executive Committee of the Faculty.
2. Faculty Council shall coordinate the business of the Faculty, including scheduling, planning, and presiding over faculty meetings. In generating the agenda, Council shall accept agenda items from faculty, faculty committees, the President, and the Provost.
3. Faculty Council articulates to committees and administration the issues and concerns brought forward by Faculty.
4. Faculty Council shall monitor the functioning of all Faculty Committees. In this connection, Council shall establish and oversee a procedure by which faculty committees provide periodic reports to the full Faculty.
5. Faculty Council shall make appointments to committees and recommendations for committee membership where necessary or appropriate.
6. Faculty Council may establish ad hoc committees, specify their membership and duties, and designate a time by which their work is to be completed.
7. Faculty Council makes policy recommendations (such as faculty representation on search committees and pay increases) in consultation with the Faculty. In instances when immediate action is necessary, Council shall inform Faculty of recommendations at the next Faculty meeting.
8. Faculty Council shall serve as the Faculty liaison to the President, Provost and Vice President for Academic Affairs, and the Board of Trustees.
9. Faculty Council shall make recommendations to the Provost for updating the Faculty Handbook on a regular basis and shall present recommended changes to the faculty for approval by two-thirds majority vote then to administration as appropriate, in accordance with Section TWO Articles 7: 1-4, and 8: 1-6.
10. Faculty Council shall coordinate the agenda for the annual Faculty Retreat.

3.8 Curriculum Committee *

a. Membership

1. Four divisional representatives (one from each academic Division), three at-large representatives elected by Faculty, and three ex-officio members- the Dean of Undergraduate Studies, Registrar and Provost—for a total of ten members. To be eligible for services on the Curriculum Committee, a faculty member must be tenured and have at least two years of employment at the College. The Curriculum Committee is a “starred” committee.

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2. The Dean of Undergraduate Studies shall serve as Convener and Co-Chair of the Curriculum Committee, the other Co-Chair being selected from among the elected faculty members of the committee.

b. Duties

1. The Curriculum Committee establishes, reviews, and recommends academic policies and standards at the College. It oversees curriculum development and revision in programs and departments, approves majors, minors, and core requirements, and makes recommendations for changes it deems necessary to update and create coherence in the curriculum.
2. The Committee shall report on policies and activities once each academic year at a faculty meeting.

3.9 Educational Technology Committee

a. Membership

1. Four divisional representatives (one from each academic Division), three at-large representatives, a student representative, Chair of the Department of Computer and Information Science, and the Chief Information Officer as an ex-officio member. Additional appointments may be made by the Committee Chair(s).

b. Duties

1. Determine policies and procedures, in collaboration with the Technology Governance Committee, regarding the use of technology on campus as it applies to Faculty or educational use.
2. Evaluate the effectiveness and use of educational technology on campus.
3. Advocate for adequate, equitable and appropriate budgeting for educational technology and educational media.
4. Represent and advocate a faculty perspective related to strategic planning for technology.

3.10 Faculty Development Committee

a. Membership

1. Four divisional representatives (one from each academic Division), and three at-large representatives.

b. Duties

1. Serve as advocate for faculty development.
2. Notify faculty of faculty development opportunities, in consultation with the Office of the Provost, Vice Provost, Office of Sponsored Programs, Office of Associate Provost and Director of the Gordon-Zeto Center for Global Education, and Office of Associate Provost for Research.
3. Review faculty applications and recommend faculty for selected professional development opportunities such as internal small grants, and global education opportunities.
4. Recommend disbursement of College-wide funds for faculty research and educational training.
5. Review applications for sabbatical and junior faculty research leaves and make recommendations to the Provost.
6. Review sabbatical and junior research leave policies.
7. Oversee membership: A Committee member may not be present during deliberations for grants and awards for which they have applied.

3.11 Faculty Welfare Committee

a. Membership

1. Four divisional representatives (one from each academic division), and three at-large representatives
2. Membership shall include at least two non-tenured faculty.
3. Committee shall identify one member to serve on the Resource Allocation Committee.

b. Duties

1. The Committee shall develop and recommend action to be taken with regard to overall faculty well-being in matters such as workload, fringe benefits, retirement, all leaves except sabbaticals, merit pay, travel policies, work environment, safety, and condition of facilities.

3.12 Library Committee

a. Membership

1. Four divisional representatives (one from each academic Division), three at-large representatives, and the Spelman College Library Liaison as an ex-officio member.

b. Duties

1. The Library Committee promotes use of the library and its electronic resources, evaluates the library's effectiveness in fulfilling the needs of the Spelman Community, and communicates concerns and makes recommendations regarding functionality of the library to Spelman administration and to the other AUC institutions through participation in the Atlanta University Center Library Council.

3.13 Junior Faculty Committee

a. Membership

1. Four divisional representatives (one from each academic Division), and three at-large representatives.

b. Duties

1. The Junior Faculty Committee promotes the interests, advocates for the concerns and welfare of tenure-track and non-tenure track faculty, and integrates them into the life of the college.
2. Makes recommendations, gives advice, and provides information to other standing committees and to Faculty Council regarding the interests, concerns, and welfare of tenure-track and non-tenure track faculty.

3.14 Tenure and Promotion Committee*

a. Membership

1. The Tenure and Promotion Committee (TPC) is composed of seven tenured faculty members with at least Associate Professor rank and two years of service (the appointed Chair, one Faculty Council appointee, and five elected members – three from the Arts, Humanities, Social Sciences and Education, and two from Natural Sciences and Mathematics). The Chair must be a full Professor. Of the five elected members of the Tenure and Promotion Committee, elected by the full faculty, one from the Arts, Humanities, Social Sciences, and Education must be a full Professor, and one from Natural Sciences and Mathematics must be a full Professor. The Faculty Council appoints annually a sixth position. The seventh position (Chair) is jointly appointed by the Provost and the Faculty Council. The Provost is an ex-officio non-voting member of the Committee. The Tenure and Promotion Committee is a “starred” committee.

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2. Members shall be elected during the spring semester to join the Committee during the subsequent academic year. Elected representatives shall serve three-year terms. Those elected to membership may serve a maximum of two consecutive terms (six years) in an elected position.
3. The Council appointee shall serve a one-year term with one-year reappointments possible for a maximum of three years.
4. If a Committee member is on leave at any point during their term, the Provost, in consultation with the Faculty Council and the Chair of the Tenure and Promotion Committee shall appoint a replacement during their leave. Upon return, the faculty member shall carry out their duties for the remainder of the term.
5. The position of Committee Chair is a joint appointment of the Provost and the Faculty Council. For appointment to the position of the Chair, a faculty member must have served at least two years on the Tenure and Promotion Committee during the ten years immediately prior to appointment. The Chair shall serve a three-year term with possible reappointment for one additional term (for a total of six consecutive years). The Chair shall be appointed (or reappointed) at the end of the second year of the three-year term of the sitting Chair. If a new Chair is appointed who will not be a member of the Tenure and Promotion Committee during the subsequent academic year, the Chair-elect shall serve as a non-voting member of the Tenure and Promotion Committee for one year prior to assuming the position of Chair.
6. Full professors will review full professor applications. When the Tenure and Promotion Committee includes fewer than five full professors, the Provost will send a list of recommendation to the Faculty Council which shall make ad hoc appointments of full professors to review full professor applications.

b. Duties

1. The primary purpose of the Tenure and Promotion Committee is to evaluate candidates for tenure and/or promotion and make recommendations to the Provost. It also recommends policies and develops procedures related to the tenure, promotion, and pre-tenure processes. In addition, the Committee serves as an advisory body to individual faculty, the Faculty Council, and the administration.
2. The principal activities of the Tenure and Promotion Committee involve reviewing files of candidates for promotion and tenure and making recommendations to the Provost. The Committee also establishes procedures for conducting the Preliminary Tenure Review of junior faculty, and organizes and conducts these reviews. In addition, the Committee keeps the Faculty informed of the policies and procedures that have been adopted by the College and makes recommendations for revising those policies.

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3. The Tenure and Promotion Committee holds regular meetings throughout the academic year. All participating members must be present for discussions of candidate files that the members have reviewed. In those meetings, the Committee makes recommendations for promotions and/or tenure. Associate professors who are members of the Tenure and Promotion Committee may not participate in deliberations on or evaluation of full professor applications. In cases involving a conflict of interest, a Committee member must recuse themselves from deliberation. In the instance of significant conflict of interest (such as family ties or collaboration on a major grant), an individual shall recuse themselves from membership for the academic year. Other meetings are held as necessary to conduct general Committee business. The Tenure and Promotion committees also organizes Preliminary Tenure and Review Committee for tenure-track faculty, generally in their third year of employment. Finally, the Tenure and Promotion Committee conducts annual tenure, promotion, and pre-tenure workshops to share information and answer questions about the tenure and promotion review process.

3.15 Grievance Committee *

a. Membership

1. The Grievance Committee is a Faculty Standing Committee whose members shall constitute a Grievance Review Committee when called upon to hear faculty grievances. Selections to a Grievance Review Committee from the Grievance Committee are made so as to avoid conflicts of interest according to the nature of each grievance. The Grievance Committee is a starred committee. Members shall be tenured faculty members with at least two years of service to the college. Senior faculty administrators (President, Vice Presidents, Provost, Vice Provosts, Associate Provosts, and Deans) are not eligible to serve on the Grievance Committee. Division Chairs are eligible to serve on the Grievance Committee.
2. To promote a broad **representation** of faculty across disciplines, each Department and Program shall recommend one eligible faculty member to the Faculty Council to serve on the Grievance Committee. Programs may only nominate a faculty person for Committee membership who does not hold another position in a Department or Program. The nominee list shall be submitted to the faculty for its approval as shown by a simple majority vote.
3. Those faculty members recommended and approved to serve on the Grievance Committee shall serve for a period of three years. Grievance Committee members shall be eligible for a second three-year term to a maximum of six years or two consecutive terms. Grievance Committee members shall act as hearing officers on a Grievance Review Committee when selected as the need arises. If the faculty grievance is against the Provost, the Provost's Office, or any other senior faculty administrators, the President shall serve as the administrative responder.

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4. When a grievance is received, Faculty Council shall convene a Grievance Review Committee of five members of the Grievance Committee selected as follows:
Three members selected by the Faculty Council
One member selected by the respondent; and
One member selected by the person filing the grievance.
5. Each time a Grievance Review Committee is formally convened, Faculty Council shall charge one of its three selected members to serve as Chair over the deliberations in connection with that particular grievance.

b. Duties

1. The Committee serves as impartial body for faculty members who believe that their rights have been violated or have been otherwise unjustly treated by administrators or other faculty members. Administrators and staff who teach may also use the grievance procedures for issues arising from their teaching-related responsibilities. This appeals body does not hear grievances associated with tenure and promotions, for which a special ad hoc grievance or appeals committee for the express purpose of hearing grievances or appeals associated with tenure and promotion shall be constituted on a case-by-case basis. The Grievance Review Committee shall administer the grievance procedures as specified in SECTION THREE Article V.

3.16 College Standing Committees

The scope of the following Standing Committees is College-wide and membership may include faculty, administration, and students. They are, consequently, not Faculty Standing Committees. These Committees include important faculty representation in membership, however, and are listed here for purposes of general information.

- Academic Honors and Standards Committee
- Admissions and Retention Committee
- Assessment of Student Learning and Development
- College-Wide Honor Societies
- Community Standards Review
- Domestic Exchange Committee
- Honorary Degrees Committee
- Institutional Effectiveness Committee
- Institutional Review Board
- Presidential and College-wide Awards Committee/s
- Resource Allocation Committee
- Scholarships, Prizes and Awards

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- Student Affairs Council
- Study Abroad Committee
- Technology Governance Committee

3.17 Faculty Steering Committees

The scope of the following Faculty Steering Committees is limited to a particular constituency or program, and thus, they are not Faculty Standing Committees. These committees include important faculty representation in membership, however, and are listed here for purposes of general information.

- African Diaspora and The World Steering Committee
- Asian Studies Advisory Committee
- Center for Academic Planning and Success (CAPS) Advisory Committee
- Census Information Center
- Comparative Women's Studies Steering Committee
- Environmental and Health Sciences Advisory Committee
- Food Studies Advisory Committee
- FYC (First Year Colloquia) Committee
- FYE (First Year Experience) Steering Committee
- Gordon-Zeto Center for Global Education Advisory Committee
- Health Careers Council
- Honors Program Advisory Committee
- International Studies Advisory Committee
- Research Day Committee
- Social Justice Program Committee
- Teaching Research and Resource Center Steering Committee
- Writing Intensive Courses Committee
- Writing Program Advisory Committee

3.18 AUC-Wide Committees

The Atlanta University Center-wide committees are listed here for information purposes only.

- Council of Presidents

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- Council of Chief Academic Officers
- Council of Chaplains
- Council of Chief Financial Officers
- Council of Community Relations Officers
- Council of Human Resources
- Council of Information Technology
- Council of Police Chiefs and Security Directors
- Council of Public Relations Officers
- Council of Sponsored Programs
- Council of Student Affairs Officers
- Council of Faculty Councils

Additional Committees in the AUC

- Library Council (under the direction of the Robert Wilson Woodruff Library, which is governed by its own Board)
- Institutional Animal Care and Use Committee (coordinated by the Morehouse School of Medicine)
- Radiation Safety Committee (coordinated by Morehouse School of Medicine)

Article Four – Meetings

- 4.1 Regular meetings of Faculty shall be held the third Tuesday of each month during the academic year. One meeting per semester may be held in the evening.
- 4.2 The Faculty Council shall prepare the agenda for each faculty meeting and circulate it to the Faculty before the meeting.
- 4.3 The Faculty Council has the discretion to call unscheduled meetings of the Faculty.
- 4.4 Meetings of the Faculty Council shall be held monthly during the academic year and are open to interested faculty. Faculty Council shall reserve the right to conduct closed sessions and special closed meetings for reasons of confidentiality when discussing matters of a sensitive nature. There may also be called special called faculty meetings. At the April meeting, a faculty secretary who will take minutes shall be elected or reappointed by the Faculty for the next academic year.
- 4.5 Faculty Council shall meet with the Provost and Vice President for Academic Affairs twice per semester, and the President at least one time a semester.
- 4.6 A quorum for faculty meetings shall consist of a simple majority of the voting membership. A quorum is 50% plus one of the voting faculty. Attendance at the faculty meetings shall be taken to determine if the quorum has been met.
- 4.7 Robert's New Rules of Order shall govern the procedure in Faculty Meetings.

Article Five – Voting

- 5.1 Members of the academic community holding faculty-voting status shall have voting privileges in regular and called Faculty Meetings. Eligible voting faculty include faculty on tenured and tenure-track appointments, and faculty with three-year and five-year appointments.
- 5.2 There shall be no proxy or absentee voting at any meeting of the Faculty.

Article Six – Elections

- 6.1 Faculty elections may be held during designated Faculty meetings or by use of the College's electronic balloting process. Voting faculty shall be provided an electronic link.
- 6.2 The Faculty Council shall announce to the Faculty any Standing Committee vacancies during the February Faculty meeting.
- 6.3 The Faculty Council shall appoint a three faculty-member Nominations Committee, which will solicit nominations, verify faculty members' interest in and eligibility for specific committees, and prepare the slate of nominees.
- 6.4 The Faculty Council shall see that the slate of nominees is distributed to the Faculty no later than the April meeting.
- 6.5 Elections shall be by secret electronic ballot and shall be reported to the Faculty by the presiding officer. Faculty shall be provided with an electronic link by the presiding officer via electronic mail.
- 6.6 Faculty members shall have ten business days in the spring to vote by electronic ballot on items brought forth to the body.
- 6.7 When the slate is distributed to the Faculty, additional nominations from the floor shall be accepted, in accordance with Robert's Rules of Order. In addition, write-in candidates are acceptable during the election.
- 6.8 The plurality electoral system shall be used for selecting candidates to fill a position. The successful candidate(s) shall be the person(s) receiving the most votes.
- 6.9 If a tie vote precludes the election of a nominee, a runoff election shall be held immediately among those nominees involved in the tie vote. If the runoff results in a tie, the vote shall be determined by a lot process.
- 6.10 If Article 6.8 prevents the filling of an office or of Committee positions, a runoff election shall be held immediately among a number of nominees equal to or more than the number of positions to be filled.
- 6.11 Normally, terms of office or Committee membership shall begin at the beginning of an academic year.
- 6.12 In the event that an elected person is unable to complete her/his term, a replacement

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shall be appointed by the Faculty Council, or by the Faculty Council in consultation with the Provost and Vice President for Academic Affairs where indicated.

Article Seven – Amendment of the Bylaws

- 7.1 An amendment of the Bylaws may be proposed by any voting member of the Faculty, by Faculty Standing Committee, or by the Faculty Council.
- 7.2 Any recommended amendment must be submitted in writing to Faculty Council prior to the faculty meeting in which faculty will discuss the amendment.
- 7.3 Voting Faculty must receive the amendment in writing prior to the scheduled faculty meeting in which faculty are to vote on the amendment.
- 7.4 During the scheduled Faculty Meeting in which the vote is to be held, the Parliamentarian shall present the amendment, which shall be read and discussed. An affirmative vote of two-thirds of the voting faculty present shall be required for the adoption of the amendment.

Article Eight – Procedures for Updating the Faculty Handbook

- 8.1. The Faculty Handbook is a dynamic “living” document. As such, it must be reviewed and updated regularly. Although the process for updating or making changes to the Faculty Handbook may take place at any time during the academic year, time may be allocated for consideration of the Faculty Handbook at each Faculty Retreat in May. All changes must be submitted to the Provost for final approval of the administration and the Board of Trustees.
- 8.2. Any voting member of the faculty, a Faculty Standing Committee, the Provost or the Faculty Council may suggest changes or additions to the Faculty Handbook.
- 8.3. Any recommended changes must be submitted in writing to Faculty Council prior to the Faculty Meeting in which faculty will discuss the changes.
- 8.4. The full Faculty must receive the proposed changes in writing prior to the scheduled Faculty Meeting in which faculty are to vote on them.
- 8.5. During the scheduled faculty meeting, the Parliamentarian shall present the changes, which shall be read and discussed. A quorum is required – that is, 50% plus one of the voting faculty.
- 8.6. Errors in spelling, capitalization, punctuation, grammar, or formatting; changes in names, designations, or titles; the addition of names of new divisions, departments, programs or committees, or deletion of those that are now obsolete shall be considered cosmetic changes and will not require faculty vote, but approval by unanimous consent. SECTION TWO Article 8.2 shall govern who can recommend such cosmetic changes. All other changes shall be made in accordance with standard procedure as described in SECTION TWO Article 7 Parts 7.1-7.4, and Article 8 Parts 8.1- 8.5.

SECTION THREE -FACULTY STRUCTURE

I. Academic Units: Departments and Programs

An academic department or academic program is a unit, which offers a major or minor course of study in one or more disciplines. Academic Departments and Programs are expected to engage in hiring, strategic planning, curriculum development and review, and budget development. Only faculty holding tenured, tenure-track, three-year and five-year appointments shall vote on departmental matters. Approval of Departmental decisions is decided by simple majority vote. Spelman College currently has eighteen (18) academic departments.

- Art and Visual Culture
- Biology
- Chemistry and Biochemistry
- Computer and Information Sciences
- Dance Performance and Choreography
- Economics
- Education
- English
- History
- Mathematics
- Music
- Philosophy and Religious Studies
- Physics
- Political Science
- Psychology
- Sociology and Anthropology
- Theater and Performance
- World Languages and Literature

A Program is an autonomous academic unit or is attached to an academic Division or Department. It offers an interdisciplinary major or minor or a discipline-based concentration. A Program may have a director or a coordinator who is a faculty member whose tenure line resides in the Program or another Department, or is a joint appointment with a Department and the Program.

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Programs may be comprised of core, joint, and affiliated faculty. Core faculty are appointed within a Program and are responsible for the day-to-day functioning of the Program. Core faculty have specific contractual obligations to the Program. Joint faculty have dual appointments in two departments or programs and have contractual obligations to both. Faculty on joint appointments shall be evaluated annually and for tenure and promotion in both home Departments and/or Programs. Most interdisciplinary Programs also have affiliate faculty who teach cross-listed courses in their respective Departments and/or do research in the program field, but whose primary appointments are in another academic unit (Department or another Program). Affiliate faculty may teach courses in the program and cross-listed courses in his/her home Department and serve on the Program's steering or advisory committee.

It shall be permissible for faculty, initially hired in core appointments, to petition the Provost and Vice President for Academic Affairs for a change to a joint or affiliate appointment or vice versa.

Spelman College currently has eight (8) programs.

- African Diaspora and the World Program
- African Diaspora Studies Program
- Asian Studies Program
- Comparative Women's Studies Program
- Dual Degree Engineering Program
- Environmental and Health Sciences Program
- Food Studies Program
- International Studies Program

The College has a divisional structure with four Divisions, each having a Division Chair appointed by the Provost. Division Chairs are nominated or self-nominated from tenured faculty at large.

Faculty with appointments in interdisciplinary programs shall be assigned a divisional home for purposes of committee assignments.

A. Division of Arts

- Department of Art and Visual Culture
- Department of Dance Performance and Choreography
- Department of Music
- Department of Theater and Performance
- Innovation Lab

B. Division of Humanities

- African Diaspora and the World Program
- Comparative Women's Studies Program
- Department of English
- Department of History
- Department of Philosophy and Religious Studies
- Department of World Languages and Literature

C. Division of Social Sciences and Education

- African Diaspora Studies Program
- Asian Studies Program
- Department of Economics
- Department of Education
- Department of Political Science
- Department of Psychology
- Department of Sociology and Anthropology
- International Studies Program

D. Division of Natural Sciences and Mathematics

- Department of Biology
- Department of Chemistry and Biochemistry
- Department of Computer and Information Sciences
- Department of Mathematics
- Department of Physics
- Dual Degree in Engineering Program
- Environmental and Health Sciences Program

II. Policies on Academic Rank, Tenure, and Termination of Appointments

A. General Principles

The following policies reflect the need to balance the welfare of the institution with that of the individual faculty member. Spelman College seeks to support a faculty culture that fosters excellence in teaching, research, and scholarship as well as a commitment to service. To that end, the College values and rewards the teacher-scholars who strive to:

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- impose upon themselves high scholarly standards;
- be intellectually honest in the transmission of information;
- create and sustain an atmosphere conducive to learning;
- respect students and colleagues as persons who have inherent human rights;
- refrain from exploitation of students for personal advantage.

As a small, residential liberal arts college, Spelman is committed to maintaining a highly qualified, diverse full-time faculty. Effective teaching is the quality most valued in faculty. Scholarly and other creative activities are essential as well to teaching effectiveness and quality academic programs. Every faculty member is expected to assume a reasonable share of general service to the College community by advising students, assisting in the work of their Department/Program, and serving on committees.

The initial appointment of a probationary tenure track faculty member should be approached with the greatest care. The Department/Program should appoint the candidate who is the most likely to perform effectively in accordance with the mission of the College and meet the standards established by the College for reappointment, promotion, and tenure. The College will also help to create an atmosphere that is conducive to teaching excellence and continued scholarly and professional development.

Spelman College faculty form a community of teacher-scholars whose collective purpose is to serve the larger society by fostering the intellectual and personal development of our students and encouraging our continued development as teachers, scholars, and artists. To fulfill this purpose, we require freedom of inquiry, otherwise known as academic freedom. Academic freedom carries the responsibility of establishing and maintaining reasonable norms for ethical conduct in teaching, scholarship, creative expression and production, and service.

Every member of the faculty shall be affiliated with an academic unit. In the case of joint appointments, such procedures shall be determined prior to the authorization of a search by the Provost in consultation with the involved Departments and/or Programs. *See Appendix C for Faculty Search and Appointment Procedures.*

B. Faculty Categories

The College shall employ full-time and part-time faculty in a variety of categories and ranks. Faculty are also delineated by voting status.

1. Voting Faculty

Faculty with voting rights and privileges are those faculty who have one of the following full-time faculty appointments at the College: tenured, tenure-track, three-year, or five-year terms:

- a. **Tenured Appointments:** Tenured faculty appointments have gone through a review, typically during the third year of the appointment, have undergone a tenure and promotion review, typically in the sixth year, have been recommended at the Department, College, Provost and President levels, and have been approved by the Board of Trustees. Tenured faculty are typically at the rank of Associate Professor or Professor.
- b. **Tenure-Track Appointments:** Spelman College is committed to maintaining a high quality faculty. Toward that end, the College aspires to recruit and retain faculty members with terminal degrees in their disciplines. A terminal degree is defined as the generally accepted highest degree in a field of study. As a general rule, possession of an earned doctorate or other recognized terminal degree from an accredited institution in an area appropriate to the individual's discipline will be required for appointment to a tenure-track or tenured faculty position. The following circumstances may justify approval of an exception to the customary requirement of an earned doctorate or other recognized terminal degree in a discipline-related field: (a) well-documented preparation and experience appropriate to the discipline that meets accreditation standards; or (b) exceptional preparation and experience for instruction in a discipline when the faculty member has a doctorate or other recognized terminal degree in another area.

The typical category shall be the full-time tenure track position. The tenure track appointment is probationary, may be for one to three years, and is renewable upon a positive third-year review. Tenure-track appointments require an earned doctorate degree or other earned terminal degree in the area of assignment except under special conditions as specified in the previous paragraph. An appointment may be made for a doctoral candidate at the dissertation-writing level (ABD) with a projected date of completion. Each person with a tenure track appointment will possess the terminal degree in the discipline and will function as a teacher-scholar.

Faculty in the tenure-track category will be expected to teach, engage in scholarly/creative activity, and provide college and professional service. Individuals who have completed their doctoral coursework, but not their dissertation, shall be appointed for a one-year term; under ordinary circumstances the appointment will not be renewed if the faculty member fails to complete their work for the terminal degree at the end of two years at the College unless the initial appointment states otherwise. Conditions for continued appointment at the College, such as date for completion of the requirements for the terminal degree and the start of the tenure clock shall be

specified in the initial appointment letter. Tenure-track faculty are typically at the rank of Assistant Professor.

- c. **Instructor/Lecturer Three-Year Term Appointments (three-year, full-time, non-tenure track):** Academic Departments and Programs may choose to request to make a three-year term appointment in cases where a specific and short-term need has been identified. A **three-year term appointment** may be renewed once in accordance with College policies governing term appointments. Faculty on three-year term appointments shall have the same rights and privileges as full-time tenure-track faculty, unless otherwise specified. When a Department or Program requests a three-year term faculty line, it will define, in advance with the Provost, the performance expectations with respect to the faculty member's teaching, service, and professional activities. Since academic Departments or Programs will make the request for three-year term faculty lines and their renewal, and will define the faculty member's responsibilities and performance expectations at the outset, it is appropriate that tenured faculty be involved in requests for renewal of three-year term faculty. Recommendations for renewal must be forwarded to the Provost who will make the final decision. Typically, these faculty members will hold the rank of the Instructor (Masters or equivalent) or Lecturer (Ph.D. or equivalent) and will not be eligible for tenure under the terms of the three-year contract. The three-year term faculty will teach three (3) four-credit courses per semester or the equivalent, advise students, provide service to the Department or Program, and be active in the profession in appropriate ways. A three-year term appointment for non-tenure track faculty, if requested and approved, can be renewed once for an additional three years (subject to approval by the Department or Program, and Provost) provided the faculty member's performance is deemed satisfactory and is in keeping with Departmental and College needs. Three-year term appointments, except in extraordinary circumstances, will be capped at six years. A three-year term faculty member who meets the appropriate degree requirements is eligible to apply for a tenure-track position at any point during their appointment.

- d. **Senior Instructor/Senior Lecturer Appointments (five year, full-time, non-tenure track):** Academic Departments and Programs may choose to request to make a five-year appointment at the rank of Senior Instructor (Masters or equivalent) or Senior Lecturer (Ph.D. or equivalent) in cases where a faculty member in an existing, non-tenure track line provides extraordinary contributions to the College in teaching and service while maintaining a research or creative agenda that informs their teaching. Faculty on five-year Senior Instructor or Senior Lecturer appointments shall have the same rights and privileges as full-time, tenure-track faculty, unless otherwise specified. When a Department or Program requests a five-year faculty appointment, it will define, in advance with the Provost, the performance expectations with respect to the faculty member's teaching, service, and professional activities. Since academic

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Departments or Programs will make the request for Senior Instructors or Senior Lecturers, it is appropriate that tenured faculty be involved in requests for renewal of these appointments. Recommendations for renewal must be forwarded to the Provost, who will make the final decision. Senior Instructors and Senior Lecturers will not be eligible for tenure under the terms of the five-year contract. The Senior Instructor and Senior Lecturer will teach three (3) four credit courses per semester or the equivalent, advise students, provide service to the Department or Program, and be active in the profession in appropriate ways.

A Senior Instructor or Senior Lecturer appointment is renewable, if requested by the Department or Program and approved by the Provost, provided there is a positive review in the fourth year in accordance with College policies governing five-year Senior Instructor/Senior Lecturer appointments and the appointment is keeping with Departments and College needs.

Voting Faculty who are on full-time three-year or five-year non-tenure track appointments have specified voting privileges within the Department and at faculty meetings but do not vote on appointment or reappointment decisions, nor on tenure and promotion evaluations or other personnel decisions.

2. Non-Voting Faculty

While the following categories of faculty do not have voting rights, they are encouraged to participate in faculty meetings, and in Department decision-making through engagement in conversations about matters of importance to the Department. Departmental decisions can be made through consensus. In instances when consensus cannot be reached, the voting faculty in the Department or Program will need to determine the decision by a vote.

Non-voting faculty are those faculty members who have one of the following full-time or part-time appointments at the College.

a. **One-Year Term Appointments (full-time, non-tenure track):** The workload expectations for one-year appointments are different from those of tenure-track faculty. Their teaching, scholarship, creative activity and service expectations, as well as their rights and privileges must be specified in their initial one-year appointment letter. One-year term appointments may be renewed for up to five additional one-year extensions, for a total of six years.

When a Department or Program requests a one-year term faculty line, it shall define, in advance with the Provost, the performance expectations with respect to the faculty member's teaching and service. Since academic Departments or Programs will make the request for one-year term faculty lines and their renewal,

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they shall define the faculty member's responsibilities and performance expectations at the outset. Department Chairs or Program Directors are encouraged to involve voting faculty in requests for appointment and renewal of one-year term faculty.

Recommendations for renewal must be forwarded to the Provost who will make the final decision. Typically, these faculty members will hold the rank of Instructor or Lecturer according to academic degree, but shall not be eligible for tenure under the terms of the one-year term appointment. The one-year term faculty shall teach four (4) four-credit courses per semester or the equivalent and provide service to the Department or Program. A one-year term faculty member who meets the appropriate degree requirements shall be eligible to apply for a tenure-track position at any point during her/his appointment.

b. Part-Time Appointments (Non-Tenure-Track): Faculty hired on a per-course, per-semester basis. Department/Program chairs may make recommendations to the Provost without departmental deliberations.

c. Special Appointments: Faculty (excluding Emeritus/Emerita) with special appointments shall be attached to a particular Department or Program and be expected to assume responsibilities expected of other faculty with respect to teaching, other professional activities, and service. While the teaching load may be different, specially appointed faculty are expected to teach, assume administrative duties (where relevant), and render reasonable service to the College, including special assignments.

The following special faculty titles also describe certain faculty members as follows:

- i.* **Adjunct:** Temporary faculty, usually part-time (distinct from part-time faculty), at Spelman College holding full-time academic rank in another accredited college or university, full-time administrative positions at Spelman, or primary employment in government or the private sector, will be appointed as adjuncts for a specified period of time taking into consideration the needs of the Department/Program, and with approval of the relevant academic unit and Provost. If the adjunct faculty member is a full-time academic, their adjunct title will reflect the rank held at their primary institution.
- ii.* **Visiting, Distinguished, Endowed Chair (permanent or visiting):** These titles are awarded at the discretion of the College and occur in consultation with Departments or Programs. Typically, endowed professorships are funded externally.
- iii.* **Professor Emeritus/Emerita:** This title, an honorary rank for life, may be given to a faculty member holding the rank of tenured Professor and is not

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automatic. The appointment, which becomes effective upon retirement from Spelman College, is made in recognition of distinguished accomplishments in the profession. Upon retirement, a faculty member may request consideration for Emeritus/a status, be recommended by their Department/Program or by administration. The Provost may convene an ad-hoc Emeritus Committee to make recommendations to the President and Board of Trustees for the conferring of this honorary rank to appropriate faculty members.

C. Faculty Ranks

1. Lecturer (non-tenure track): Full- or part-time faculty employed on a temporary basis who do not hold academic rank at another institution. The minimum degree requirement for faculty members holding this rank is Ph.D. It is typically used for individuals whose expertise may be needed by the College for special circumstances and/or for an indefinite period. Terms of appointment shall be stated in writing at the time of initial appointment to this rank and governed as one-year term, and three-year term appointments.

2. Instructor (non-tenure track): The minimum requirement for this rank is the master's degree or equivalent. Faculty in this category shall be employed on one-year term, three-year term or multi-year appointments.

3. Senior Lecturer (non-tenure track): This is a full-time appointment with a minimum degree requirement of Ph.D. or the equivalent. This appointment is offered as a non-tenure track appointment. Full-time non-tenure track faculty who have been on a one-year, three-year, or five-year appointment and have been determined by the Provost Human Resources Office to have reached their term of six consecutive or non-consecutive years, may be considered for this appointment. The Department Chair and the tenured and tenure-track faculty in the Department can request in writing upon a favorable vote to the Provost that this rank be granted. Senior Lecturer appointments enjoy all rights, excluding tenure and promotion, but are not eligible to vote in tenure and promotion evaluations or in any personnel decisions. Senior Lecturer appointments are eligible to apply for externally funded prestigious fellowships.

4. Senior Instructor (non-tenure track): This is a full-time appointment with a minimum degree requirement of Masters or the equivalent and determined as having special skills needed in a Department. This appointment is offered as a non-tenure track appointment. Full-time non-tenure track faculty, who have been on a one-year, three-year, or multi-year appointment and have been determined by the Provost's Faculty Support Office to have reached their term of six consecutive or non-consecutive years, may be considered for this appointment. The Department Chair or Program Director and the tenured and tenure-track faculty in the Department or Program may request in writing upon a favorable vote, to the

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Provost, that this rank be granted. Senior Instructor appointments enjoy all rights, excluding tenure and promotion. They are not eligible to vote in tenure and promotion evaluations or vote in any personnel decisions.

5. Assistant Professor: The minimum requirement for this rank is the doctoral degree or other terminal degree. Initial appointment in this rank shall be tenure-track. Terms of appointment shall be stated in writing at the time of initial appointment to this rank. Exceptions to the requirement of a terminal degree, as defined above, may be made by the Provost and Vice President for Academic Affairs, but only upon the recommendation by the Department Chair or Program Chair of the relevant department or program pursuant to the requirements of Section Three: Faculty Structure. II. Policies on Academic Rank, Tenure, and Termination of Appointments. B. Faculty Categories. 1.b. Tenure-Track Appointments.

6. Associate Professor: The minimum requirement for this rank is the same as that for Assistant Professor in addition to a background that demonstrates excellence in teaching and scholarly or creative work, and service. Appointments at this rank are typically made only with Tenure (See Section III, Part III, B3b-Appointment with Tenure) Terms of appointment shall be stated in writing at the initial appointment to this rank.

7. Professor: The minimum requirement for this rank is the same as that for Associate Professor, in addition to a background that demonstrates a sustained and distinguished record of scholarship, excellent teaching, and excellence in service. Individuals appointed to this rank are expected to assume major leadership responsibilities. Appointments to this rank are usually by promotion (See Section III, Part III B.3.b-Appointment with Tenure). Terms of appointment shall be stated in writing at the time of the initial appointment to this rank. (See Part II, A. 3. Promotions and Tenure)

8. Professor Emeritus/Emerita: This title, an honorary rank for life, may be awarded to a faculty member holding the rank of tenured Professor. An appointment of Professor Emeritus/Emerita becomes effective upon retirement from Spelman College and is made in recognition of distinguished contributions by the faculty member. A professor Emeritus/Emerita returning to a full-time status keeps their title of Emeritus/Emerita, and enjoys the same rights and privileges of a full-time tenured professor.

D. Initial Appointment

A new candidate for appointment to a given rank shall fulfill all of the qualifications for the rank and, after consultation between the Department Chair and the Provost, shall be reviewed for appointment by the Provost or President. Every new appointment shall be in writing and signed by the Provost or President and shall state the terms and conditions thereof. Initial appointment letters are not contracts of employment until signed and

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returned to the Office of the Provost. No appointment shall be effective until the letter of appointment is signed by the faculty member and returned to the Provost Faculty Support Office. A letter of appointment that is not returned by the stated due date, usually within seven days of receipt unless otherwise indicated, shall be considered a non-acceptance of the offer, unless previous arrangements have been made.

E. Reappointment.

Non-tenure track one-year, three-year, and five-year term appointments shall automatically expire at the end of the applicable term (self-terminating), in accordance with the provisions of the College's initial appointment letter, unless terminated earlier by the College pursuant to the provisions of this Handbook or if the Department requests a renewal in writing before the end of the final semester of the term. The decision to reappoint non-tenure track faculty after the expiration of the initial term of employment or any subsequent term of reappointment shall be made by the Provost or President after consultation with the appropriate Department or Program. Student course evaluation, Department performance evaluations and class visitations should occur, followed by a discussion regarding strengths and weaknesses, before the end of February of the academic year. Information concerning the performance of faculty should be submitted by the Department Chair or Program Director to the Provost by March 1 of the academic year.

Letters of Reappointment shall specify the terms of reappointment including salary adjustments and other changes in work assignments or duties, if any. Such letters of reappointment shall be transmitted to faculty who have reached the end of their term appointments, provided good performance and sufficient funds, approximately one week after the spring Board of Trustees meeting, pending budget approval, and must be signed and returned to the College by June 15 of that calendar year. Reappointment letters are not contracts of employment until signed and returned to the Office of the Provost. Failure to deliver a signed letter of reappointment by that date, unless otherwise stated, shall be considered a non-acceptance of the offer, unless previous arrangements have been made.

Tenure track appointments are probationary until tenure review. Tenure-track faculty shall undergo a pre-tenure review, typically in the third year of appointment, unless otherwise specified in writing by the Provost. Such reviews shall be conducted in accordance with the Tenure and Promotion process specified in SECTION THREE. III, Promotions and Tenure; SECTION THREE. IV. Faculty Duties and Responsibilities; and APPENDICES G. Preliminary Tenure Review Process, and H. Promotion, Tenure and Pre-Tenure Timetables.

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Non-tenured and non-tenure track appointments may be terminated before the end of the probationary period or before the end of a term appointment at any time for cause. Sections THREE II. H. and I set forth the procedures for termination of a tenure-track or non-tenure track appointment prior to the end of a probationary period, or before the end of a term appointment.

Section THREE. II. H. J. and K. set forth the procedures for termination of a tenured faculty member for cause.

F. Joint Appointments

Tenure-track faculty members may hold academic rank in two academic units. Such faculty members would be expected to have their appointment reflect an equitable commitment to each unit. Job descriptions must have the approval of the corresponding Department Chair(s) and/or Program Director, and Provost.

There are three models for jointly appointed faculty.

1. Faculty appointed with contractual obligations in two Departments, Programs, or a Department and Program, but with a primary Departmental attachment for the purposes of annual evaluations, and promotion and tenure decisions.
2. Jointly appointed faculty with an appointment that reflects 50% contractual commitment to the two academic units, with tenure home in both units. Annual evaluations and promotion and tenure decisions shall involve the two academic units to which the faculty member is attached.
3. Tenured faculty members already at the College who acquire joint appointments for specified periods of time or permanently. Such new joint appointments require permission from the relevant academic units and approval by the Provost. Normally these joint appointments are for three-year periods, but may be renewed or become permanent.

G. Annual Salary Letters

The Provost's Faculty Support Office issues salary letters to all tenured, tenure-track, and non-tenure track faculty on continuing three-year and five-year appointments who have not reached the end of their current term of appointment in May of each academic year for the next academic year.

Salary letters will be transmitted to tenured, tenure-track, and non-tenure track faculty on continuing three-year, and five-year appointments approximately one week after the spring Board of Trustees meeting, pending budget approval, and shall specify annual salary adjustments and other changes in work assignments or duties, if any.

H. Notice of Non-Reappointment or Termination

1. Non tenured and non-tenure track faculty

Typically, decisions regarding non-reappointment or termination of tenure-track, one-year, three-year, or five-year term faculty are initiated by the Department Chair or Program Director in writing to the Provost. Notice of non-reappointment or termination of a full-time faculty member without tenure (tenure-track, one-year, three-year, or five-year term) shall be given in writing.

Legitimate reasons to not reappoint non-tenure track faculty member before the end of the period of appointment or to dismiss/terminate a non-tenured tenure-track faculty member during their probationary period include:

- misrepresentation of one's credentials;
- incompetence;
- acts of moral turpitude, unlawful or illegal action or inaction which can or does subject the College to potential liability;
- theft or misuse of College property;
- felony conviction;
- failure to carry out obligations to the College with respect to teaching responsibilities and refusal to perform reasonably assigned duties; and
- any action or inaction in violation of the Bylaws, handbook or standard of SACSCOC as applied to the College.

2. Tenured faculty

The College also reserves the right to dismiss tenured faculty because of financial exigencies, or discontinuance of or reduction in the size of the Program or Department.

Notification in writing of a recommendation for dismissal or for termination of appointment shall be given by the President to the faculty member concerned, which should include reasons for terminating the appointment. Such notification can only be issued following the President's discussion of the reasons for dismissal with the faculty member. A copy of the notification letter shall be provided to the Department Chairperson or Program Director. The faculty member shall have the right to appeal their separation to the Grievance Committee.

I. Policy and Procedure for Rescission

The College may rescind a faculty member's appointment for any misrepresentation of credentials made in the course of securing the appointment. In such cases, the faculty

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member shall be advised, in writing, of the grounds for rescission and shall be provided an opportunity to confer with the Provost in advance of any rescission action. If the Provost decides to recommend rescission of the faculty member's appointment, the faculty member shall be so notified in writing. The faculty member may appeal the decision by filing a grievance with the College within thirty calendar days of receipt of the Provost's written notification.

J. Dismissal of Tenured Faculty for Cause

The College is a community of teacher-scholars dedicated to the advancement of knowledge. If the academic community is to be sustained, it may be necessary under extraordinary circumstances for the College to take action when commonly held standards of conduct are violated. Thus, disciplinary action up to and including dismissal may be undertaken for cause, with dismissal being reserved for the most serious cases. Dismissal or the threat of dismissal may not be used to thwart faculty members in their legitimate exercise of academic freedom.

A tenured faculty member may be dismissed for cause for:

- misrepresentation of credentials;
- acts of moral turpitude, unlawful or illegal action or inaction which can or does subject the College to potential liability;
- theft or misuse of College property;
- incompetence or any action or inaction which violate the standards of SACSCOC as applied to the College;
- refusal to perform contractual obligations related to teaching and/or service;
- violation of College policy related to performance of faculty responsibilities; or a
- felony conviction.

The College also reserves the right to dismiss tenured faculty because of financial exigencies or discontinuance of or reduction in the size of the program or department. If dismissal proceedings are initiated against a tenured faculty member and they result in a finding of cause, disciplinary action less than dismissal may be recommended. Disciplinary action less than dismissal may include but is not limited to: reprimand, suspension with or without pay, reassignment of duties, denial of salary increase, and/or mandatory counseling.

A Review Committee according to the procedures set forth herein, shall determine cause. The Review Committee shall review the reasons for considering the dismissal and the evidence in support of such dismissal with the Provost and shall discuss the matter with the affected faculty member and the relevant chairperson or director or other immediate supervisor, prior to providing a final recommendation to the Provost. The Review Committee, in considering whether dismissal for cause should be brought, should review what steps have been taken to achieve informal resolution, whether in cases involving a

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pattern of conduct, the faculty member had any warning that the conduct might lead to dismissal, and whether any measures were taken to resolve the matter short of instituting dismissal for cause proceedings. The recommendation of the Review Committee shall be forwarded to the Provost within thirty days, unless an extension of time is approved by the Provost.

The recommendation of the Review Committee is advisory to the Provost. The Provost shall review the report and recommendation of the Review Committee. If the Provost determines that the matter is of sufficient seriousness to warrant the initiation of dismissal for cause proceedings, the Provost shall arrange a personal conference with the affected faculty member. The difficulty may be resolved by mutual consent at this point, including by resignation. Additional informal resolution efforts may be also pursued. Dismissal procedures shall not be initiated until after the faculty member has been informed in writing by the Provost. The review process is intended to be a collegial process which may lead to informal resolution. Accordingly, the process shall proceed without counsel for either of the parties being present.

K. Initiation of Formal Proceedings for Dismissal for Cause

Following conclusion of the informal resolution/preliminary stage and only after a determination by the Provost that the matter is serious enough to be addressed under the dismissal procedure shall the College initiate a formal dismissal process. The Provost shall notify the President before proceedings are initiated that charges against the faculty member will be filed. The faculty member may be relieved from any or all academic duties during the proceedings at the discretion of the President if recommended by the Provost. Such relief of duties shall be without loss of compensation. Formal proceedings shall begin after the President receives a written statement from the Provost of explicit grievances against the affected faculty member. The statement shall contain: the nature of the grievances, the names of the witnesses, insofar as they are known, who can support the specific allegations. The President shall determine, in consultation with counsel, whether the faculty member will be dismissed for cause.

L. Return of Property

Prior to an employee's departure, an exit interview shall be scheduled with the Provost Faculty Support Office to discuss the reasons for departure; to contact the Human Resources Office regarding the faculty member's benefits status; and to schedule the return of the items listed below. Employees are responsible for items issued to them by Spelman or in their possession or control, such as the following:

- Computer equipment
- Student files
- Parking passes

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- Credit cards
- Equipment
- Identification Cards
- Keys
- Manuals
- Pagers
- Security passes
- Written materials

Employees must return all Spelman property immediately upon request or upon termination of employment. Where permitted by applicable laws, Spelman may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Spelman may also take all action deemed appropriate to recover or protect its property.

M. Notice of Resignation

Faculty members, regardless of rank or term appointment or tenure, who wish to terminate their employment at Spelman College, shall give written notice of their intention at the earliest possible opportunity, preferably on or before March 1st.

III. Promotions and Tenure

A. Promotions:

Promotions in rank are not automatic and are granted only in accordance with the procedures described in this Handbook. To be eligible for promotion to a higher rank, the individual shall fulfill the qualifications of that rank. (See also section on Faculty Ranks, Section THREE, Part II-C).

1. **Promotion to Assistant Professor:** Initial appointment of tenure-track faculty is normally at the rank of Assistant Professor. Promotion to this rank shall be considered upon completion of the appropriate terminal degree or equivalents, provided the individual is retained on the faculty.

2. **Promotion to Associate Professor:** A full-time member of the faculty normally shall be considered for promotion to Associate Professor and tenure during their sixth or seventh year of service in the rank of Assistant Professor, except under special circumstances such as previous appointment elsewhere in the tenure rank of Assistant Professor or

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Associate Professor. Promotion to Associate Professor shall be reserved faculty who fulfill all the following criteria:

- evidence of excellent teaching;
- evidence of substantial professional involvement in one's field;
- evidence of excellent scholarship and/or creative productivity
- evidence of excellent service to the college.

3. **Promotion to Professor:** This rank is intended to be reserved for the College's most outstanding teacher-scholars. A full-time member of the faculty normally shall be considered for promotion to Professor after the fifth year of service at Spelman in the rank of Associate Professor. The application process may be accelerated by petition of the faculty member to the Provost. Promotion to Professor shall be reserved for faculty who fulfill all the following criteria:

- highly engaged intellectually within the Spelman community and beyond;
- evidence of recognition among his/her professional peers;
- evidence of excellent teaching and commitment to students' professional development;
- evidence of a sustained and distinguished record of scholarship and/or creative productivity; and
- evidence of excellent service to the College.

B. Tenure:

An academic appointment with tenure is a continuous appointment without specific length of term and can be terminated only for adequate cause, financial exigency, or a discontinuance or reduction in the size of a Program or Department of instruction.

1. **Significance of Tenure:** The competence and dedication of the Spelman faculty are of primary importance in achieving the academic goals of the institution. Since a tenure decision has far-reaching consequences for the future of the institution, tenure appointments shall be granted only to those eligible full-time faculty who have demonstrated excellence in teaching, outstanding academic accomplishment, intellectual distinction and continued promise, as well as substantive service to the College.

2. **Acquisition:** Acquisition of tenure is not automatic. Tenure may be acquired only by approval of the Board of Trustees in response to a recommendation from the President. Tenure is granted only to full-time faculty members who have attained the rank of

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Associate Professor or Professor and shall be set forth in writing from the President of the College acting with the Board's approval.

3. **Eligibility for Tenure:** Eligibility for tenure shall be determined by the following:

4. **Tenure-Track Appointments:** All years of employment as full-time tenure-track Assistant Professor, Associate Professor or Professor at Spelman count toward tenure.

5. **Appointment with Tenure:** Initial appointment to the Spelman faculty at the rank of professor or associate professor with tenure shall be made by the President only after consultation with the Department/Program and the Tenure and Promotion Committee (TPC), and with the approval of the Board of Trustees. The TPC shall apply the same criteria in these appointments when advising the President as in those from within the College. Such appointments shall be rare and made only for appointees of exceptional qualifications. This includes having been awarded tenure at another college at the rank of Associate Professor or Professor. All faculty appointed with tenure shall be attached to a department or program.

6. **Courtesy Faculty Appointment:** Such an appointment may be granted to full-time administrators; however, courtesy appointments, which acknowledge the person's teaching credentials and permits an administrator to teach courses, does not constitute a faculty line, does not grant voting status, and exists co-terminus with the administrative appointment.

7. **Maximum Probationary Period:** For full-time tenure-track faculty, the maximum probationary period for the acquisition of tenure is seven years of full-time service at Spelman in the rank of Assistant, Associate or full Professor. This period may be reduced by up to three years for prior teaching service in these ranks at other institutions. The initial letter of appointment shall state whether any prior experience completed elsewhere is being credited toward the requirements of tenure at Spelman, and if so, the number of years so credited. Unless the College has granted a special *deferred* tenure review ("*stop the clock*" period), the maximum probationary period shall not be extended beyond seven years, even if a faculty member has requested deferment of the tenure decision until the seventh year of full-time service.

8. **Stopping the Tenure Clock:** A tenure track faculty member may, under certain circumstances, apply for a *delay* of the tenure review. The request must be submitted prior to the initiation of the Tenure and Promotion Committee's deliberations and shall not exceed two years. The circumstances for such an appeal may include, among other things, prior approved leaves of absences; or a pattern of burdensome faculty duties, such as chairing a department, directing self-study, or other administrative assignments. To obtain an extension of the probationary period, the faculty member must make a written request to the Provost (copy Department/Program Chair) showing that their ability to demonstrate their readiness for the tenure review process has been substantially impaired. The Provost, in consultation with the President, shall grant or deny the petition. Requests for delays by faculty will not be granted once the tenure review is in process by the Tenure and Promotion Committee or at the conclusion of the Committee's review, except under extraordinary circumstances.

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9. Tenure Review: The College is responsible for initiating tenure review and reaching a tenure decision for full-time faculty members before awarding letters of offer in excess of the maximum probationary period. At the end of the third year of service, tenure-track faculty will normally receive a preliminary review by a committee composed of members of the Tenure and Promotion Committee (TPC) and the faculty member's Department. (Procedures for this review may be found in the Appendices). A summary of the review conference will be sent to the Provost.

10. Tenure Review will normally be initiated in the sixth year or deferred to the seventh year of the probationary period for full-time tenure-track faculty. A faculty member who receives an unfavorable tenure-track decision in the sixth year may not reapply for tenure, but may remain at the College on a one-year terminal contract. No term contract of any kind shall be awarded to a faculty member who receives an unfavorable tenure decision in the seventh year of the probationary period. Under no circumstances shall a term appointment in excess of the maximum probationary period be considered as or constitute a grant of tenure.

C. Summary of Promotion and Tenure Procedure:

Procedures governing promotion and tenure shall be as follows. Please refer to the Tenure and Promotion Procedural Guidelines in the Appendices for more detailed information,

1. **Initiation of Consideration:** Either the administration or the faculty member may initiate consideration of a faculty member for promotion and/or tenure.
2. **Submission of Materials by Faculty Member:** The faculty member shall be advised that the TPC is considering the matter of their promotion or tenure or both, and shall be given the opportunity to submit materials which they believe will be helpful to an adequate consideration of their circumstances. The faculty member should inform the Department/Program chair and, where appropriate, discuss matters pertaining to the submission of materials.
3. **TPC Review of Materials:** The TPC shall examine materials submitted by the faculty member, by the faculty member's Department and Chairperson, by external reviewers, and any other information which the TPC deems appropriate. The review shall also include materials from the Faculty Evaluation System over a period of several years.
4. **TPC Recommendations:** The TPC shall evaluate the candidate's teaching, scholarly activity, service to the institution, and professional involvement, in light of the policies and standards governing promotion and tenure. The TPC shall then formulate its recommendation concerning the promotion of or grant of tenure to the faculty member and shall transmit its recommendation to the Provost.
5. **Provost's Recommendation:** After appropriate deliberation and consultation, the Provost shall make a recommendation to the President and inform the faculty member in writing of that recommendation.
6. **Action by the President in Absence of Appeal; Board Action:** Unless an appeal has been initiated in accordance with the Appeals Procedure set forth in Part D (below), the

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President, in consultation with the Provost, shall review the recommendation of the TPC, make the final decision on promotion and/or tenure, and submit that recommendation to the Board of Trustees. The Board shall make the final decision concerning tenure and communicate it to the President, who shall then inform the faculty member of the decision in writing. Promotions only do not require Board action unless they involve tenure.

D. Appeals Procedure:

The guidelines for promotion and tenure are formulated to ensure that every candidate for promotion or tenure shall receive a fair review, and the expectation is that appeals should be made in exceptional circumstances. An appeal may be brought on three grounds: 1) improper procedure, 2) discrimination, or 3) violation of academic freedom. No new materials can be brought forth to add to the Candidate's file. Information gathered needs to address the ground(s) of appeal. This appeal procedure is designed to provide an opportunity for faculty who have not been recommended for tenure or promotion to have their case reviewed.

- The Provost, following the final deliberations of the Tenure and Promotions Committee, shall inform the faculty member that they have not been recommended for promotion and/or tenure and the procedure as well as the criteria for appeal should be provided in writing.
- A candidate can appeal the decision in writing to the Provost no later than four weeks from receipt of notice from the Provost. The Provost, in consultation with the appropriate department or program chair, shall convene an Appeals Committee who will review the candidate's appeal. This committee is empowered to gather additional information regarding the appeal from the department/program, the candidate, and/or from appropriate scholars. Following a thorough review (not to exceed 30 days), the Appeals Committee may in writing: 1) recommend to the Provost, based on having found insufficient evidence to support the appeal, that the TPC recommendation be upheld; or 2) make a recommendation to the Provost, based on their judgment of the merits of the candidate's appeal, that the decision of the College be reversed.
- Based on the recommendations of the Appeals Committee, the Provost shall inform the candidate and the Department/Program of the decision concerning the appeal, and make a recommendation to the President who will then make a recommendation to the Board of Trustees.

IV. Faculty Duties and Responsibilities

A. Workload Statement and Guidelines

The following statements are intended as guidelines for reasonable and equitable work distribution of faculty whose responsibilities may include: academic advising, teaching, administrative responsibilities, holding office hours, committee assignments, advising student organizations, grant writing and management, and other service to the College.

- The College shall strive to maintain proper faculty-to-student ratios in all disciplines
- Faculty members shall not be required to engage in excessive, burdensome, service activity for the College
- The College implements two types of full-time teaching assignments:
 - The typical teaching load for full-time scholar/teachers without administrative responsibilities or special appointments is three (3) four-credit courses per semester or their equivalent.
 - The second type of teaching load is the four courses per semester load which may be in use for one-year term, three-year term or five-year appointments or Senior Lecturer, Senior Instructor appointments. Departments/Programs make recommendations to the Provost for differential teaching loads.
- All voting faculty are *required* to attend all faculty and departmental meetings. Regular faculty meetings are held on the third Tuesday of each month at 11:00 a.m. unless otherwise scheduled. All faculty are *required* to attend their monthly departmental meetings. These meetings are held on the first Tuesday of each month at 11:00 a.m. unless otherwise scheduled.
- All members of the faculty shall be *required* to participate in the academic processions associated with Founders' Day and the Commencement Exercises, dressed in proper academic regalia.
- Full-time faculty members shall post extended scheduled office hours during periods of pre-registration and registration until the end of the add/drop period.
- Full-time faculty shall hold four to six (4 to 6) office hours per week throughout the semester.
- Student enrollments and work load:
 - Courses that are insufficiently enrolled (generally fewer than five students, unless needed for graduation requirements) may be canceled.
 - Team teaching and work load: Team taught courses, which are offered in consultation with Department/Program Chairs and the Provost, shall count toward

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each professor's teaching load. Work Load for Faculty with Administrative Assignments:

- Teaching loads for Department Chairs, Program Directors, and Division Chairs are established in consultation with the Provost. This discussion should consider the specific responsibilities associated with the Chair's or Program Director's position based on the size and/or complexity of the Department or Program. (See Duties and Responsibilities of the Chair) Department/Program Chairs receive additional financial compensation.

B. Evaluation and Teaching Guidelines

Spelman College requires that faculty annually review themselves and offer self-assessment in three areas: teaching, scholarship/creative activity, and service. The purpose of regular evaluation is to encourage rigor among faculty through self-assessment and constructive peer review. Annual faculty evaluations are used to assist in determining renewal for non-tenured faculty, improvement of instruction, and in tenure and promotion review. All part-time and full-time faculty, including tenured faculty, are evaluated annually by department chairs and program directors. The Provost or Vice Provost shall annually evaluate the Department Chairs and Program Directors.

Several evaluation instruments are used to assess faculty performance:

- Faculty Evaluation Schedule; Annual Report, and Classroom Visitation Form (see appendices);
- Student course evaluation results are conducted each semester and analyzed by the Office of Institutional Research, Assessment and Planning, and forwarded to chairs, individual faculty, and the Provost;
- Department/Program Chairs provide annual evaluations of individual faculty, which are discussed with faculty and forwarded to the Provost;
- Department Chair Evaluations.
- Division Chairs Evaluations

Assessment criteria address the three areas of evaluation: Teaching Effectiveness, Scholarly/Creative Activity, and College and Professional Service. The criteria are based on commonly held notions concerning professional conduct. The evaluation criteria of faculty performance in the three areas of teaching, scholarship/creative activity, and service are to be clearly established within departments/programs and discussed among faculty and chairs.

1. Teaching effectiveness:

Good teaching takes many forms. The following statements may serve as general guidelines for the evaluation of teaching effectiveness (based on the "Association of Departments of English Statement of Good Practice: Teaching, Evaluation, and Scholarship").

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- Good teaching begins with imaginative, conscientious course design and ongoing efforts by the teaching faculty to maintain and develop subject-area expertise.
- A good teacher recognizes that students learn by interpreting, synthesizing, and evaluating what they hear and read; consequently, a good teacher endeavors to respond to students' ideas frequently and constructively.
- A good teacher respects students, and establishes a classroom environment in which students know they are valued. A good teacher meets professional obligations conscientiously by holding regular office hours and returning student papers promptly.
- A good teacher recognizes that valuable learning occurs both inside and outside the classroom. Good teachers often encourage student conferences, small-group meetings, and informal conversation among students.
- A good teacher recognizes effective academic advising as a natural and necessary aspect of teaching and is conscientious in reviewing College Core requirements and department graduation requirements and keeps current with post-graduation opportunities for students.
- Good teachers recognize student writing should be relevant to every discipline, and that notes, drafts, and journals, as well as reports, polished essays, and research papers contribute to student learning.
- A good teacher integrates scholarship with teaching.

Based on the above guidelines, all teaching and faculty are required to adhere to the following:

- Hold classes as scheduled. Commence classes on time, which shall be conducted for the full period, and shall be dismissed on time. Should a faculty member find it necessary to miss a class, the absence shall be reported to the Department Chairperson or the Administrative Assistant before the class is to begin, and appropriate arrangements made for that class.
- All faculty are required to have four to six regularly scheduled and posted office hours.
- All arrangements for student field trips requiring transportation and/or overnight accommodations must be communicated in writing in advance of the trip to the Department Chairperson and the Office of Student Activities.
- Each faculty member shall distribute or post a comprehensive, updated syllabus to each student registered no later than the second class meeting of the course. The faculty member shall send an electronic copy of each syllabus to the Department Administrative Assistant who shall forward a copy to the Dean of Undergraduate Studies and keep a copy on file in the department. (See Appendix A for contents of a comprehensive syllabus.)
- Spelman is sensitive to the special needs of students with disabilities. Any student who is in need of an accommodation based on the impact of a disability should contact the Office of Disability Services privately to discuss the specific needs. Please contact the Office of Disability Services in MacVicar Hall to coordinate reasonable accommodations.

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- Generally speaking, in a given semester, all sections of a course, even those taught by different faculty members, shall employ comparable content, and have similar objectives and assessment measures.
- Faculty members are encouraged to order books through the Spelman Bookstore. Order for books placed with the Spelman Bookstore shall be in adherence to the Bookstore's timeline to ensure that books are available at the start of the semester. Instructions for ordering books will be sent by the Bookstore.

2. Scholarly and Creative Activity:

Scholarship is intrinsic to academic life and the College strives to support the intellectual growth of its community of active scholars. In general, departments value the following:

- i. Publishing scholarly works in refereed journals or with reputable publishing houses; presenting papers, proposing and/or chairing panels or workshops at professional conferences; composing, performing, choreographing, producing, or exhibiting creative works.
- ii. Writing grant proposals and administering grants.
- iii. Contributing to the intellectual and cultural environment of the College through the planning and implementation of programs and activities.
- iv. Having one's scholarly or creative work recognized or honored by one's professional peers.
- v. Reviewing for refereed scholarly journals or professional publications; delivering public lectures, invited papers, presentations or performances.
- vi. Pursuing research in a new area of scholarship; developing new courses or transforming existing courses based on new research.

3. College and Professional Service:

Service activities by faculty enhance the College community. These include:

- i. Active participation in the work of campus committees: standing, ad hoc, and College-wide committees.
- ii. Serving on special projects such as the College's periodic Self-Study and Departmental Review activities.
- iii. Organizing lecture series, seminars, and other cultural or professional activities at the College.
- iv. Active participation in the work of departmental committees, programs, hiring processes and initiatives.
- v. Serving on special projects.
- vi. Sponsoring and advising student organizations.
- vii. Serving in leadership roles in professional or technical societies or organizations; holding office; serving on boards or task forces; and professional consulting.
- viii. College-wide and/or departmental academic advising.

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- ix. Serving as a representative of the College locally, nationally, or internationally.
- x. Fund-raising in conjunction with the Office of Institutional Advancement.

V. Grievance and Dispute Resolution Policy for Faculty

The grievance procedure described below is for any faculty member who feels that their rights have been violated or that they have been treated unfairly. This process shall apply to actions that appear to be unfair, improper or in violation of a particular College policy. The faculty member must initiate the formal grievance promptly (no later than 30 days after the event giving rise to the grievance). This process is not intended to address issues that faculty members may pursue through other official channels. For example, disputes involving appointment, tenure or promotion are governed by a separate appeal procedure.

The faculty member or members concerned shall first discuss the alleged grievance with appropriate representatives of the academic department, in consultation with appropriate administrators of the College. If this process does not resolve the grievance to the satisfaction of the faculty member(s), a formal grievance shall be filed.

The following tiers will be used to classify grievances:

Type I: Name calling, foul language, and bullying, improper conduct at meetings.

Type II: Conduct in violation of Faculty Handbook guidelines (without prior approval of extenuating circumstances from Faculty Council); improper use of faculty space, facilities and equipment, failure to follow campus safety guidelines, inappropriate use of funds.

Type III: Violations of College policy regarding conduct of research, treatment of intellectual property rights, plagiarism, sexual harassment, continued failure to comply with safety guidelines after warnings.

Type I violation may result in penalties ranging from: A letter of apology to personnel treated inappropriately, placement of faculty member on probation for their behavior such that continued violations may escalate to a Type II grievance and related penalties.

Type II violations require consultation with the Provost Faculty Support Office and may result in penalties ranging from: suspension from interactions with other party or parties and/or attendance at meetings, suspension from relevant college duties, and referral to counseling.

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Type III violations require consultation with the Provost Faculty Support Office and may result in penalties ranging from dismissal from the College.

Guidelines for choosing Grievance Committee members and for conductance of grievance procedures.

Grievance Process

A. Following an event of potential grievance (concern) aggrieved, the faculty member may first speak informally to the party with whom they are in conflict.

B. Within 30 days of the event, the faculty member must file with their Department Chairperson a Statement of Concern, documenting the dispute. If the dispute involves the Department Chairperson, the faculty member should instead file the Statement of Concern document with the Provost.

C. The Chairperson will respond in writing to the person filing the concern within 10 business days of receiving the Statement of Concern. The Department Chairperson forwards a copy of the Statement to the Division Coordinator.

If the dispute involves the Department Chairperson, the Provost will respond in writing within 10 business days of receiving the Statement of Concern by the faculty member.

D. If the person with the concern is not satisfied with the written response, they s must send the Statement of Concern to the Provost.

E. The Provost will respond to the person with the grievance within 10 business days of receipt of the Statement of Concern. Provost reserves the option of referring the matter directly to Faculty Council. The matter shall be reported by the Provost to Faculty Council as a grievance. If so, Faculty Council by way of simple majority vote can refer the matter to an appointed Grievance Board.

If the person with the complaint is still not satisfied with the response, they must bring their Statement of Concern (and supporting documents) to the Chairperson of the Faculty Council no later than 10 business days after receipt of the response from the Provost. Faculty Council then determines (by simple majority of quorum—4, if there are 6 Council members present) if the grievance has validity and there is a grievance to be pursued. If so, Council will appoint an ad hoc Grievance Review Committee composed of members of the Grievance Committee in accordance with SECTION TWO Article III 3.15.a. and designate a convener. Should a Faculty Council member be directly involved in a grievance, that member must recuse themselves from performing the duties of Faculty Council outlined in the grievance procedure, and all other Faculty Council members will fulfill the roles of Faculty Council in the grievance procedure as described in Section 3, part V of the Faculty Handbook.

F. The Grievance Review Committee of the Faculty Council will hold a hearing within 10 business days of their receipt of the Statement of Concern (and supporting documents).

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G. The Grievance Review Committee makes a recommendation to resolve the matter by a simple majority vote. The Grievance Review Committee notifies Faculty Council of their recommendation in writing within 5 business days of the hearing.

H. Faculty Council will accept the Grievance Review Committee recommendation. Faculty Council may also express an opinion for the record. Faculty Council will inform the Provost and the party with the grievance in writing of the final report and recommendation. Copies of the response to the grievance will be sent to the Provost and the Department Chairperson.

I. Faculty Council anticipates times when the Grievance Review Committee-(convened by the Faculty Council) will require access to legal counsel. In such cases, the Provost will discuss with legal counsel on how to proceed.

When the issue is time-sensitive, the party should notify Faculty Council, who will monitor the time frame and ensure that the process proceeds expeditiously.

J. The Provost will then make a final decision on the findings and the recommendation.

SECTION FOUR -POLICIES¹

I. Leave of Absence

Classroom Coverage Attendance and Punctuality

To maintain a safe and productive work environment, Spelman expects employees to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on Spelman. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

Any faculty member who fails to report to work for two consecutive days without notice to the Department Chair nor having received approval of the Provost, will be assumed to have resigned and abandoned her/his appointment. The Department Chair notifies the Provost Faculty Support Office by the end of the second day.

A. Family Medical Leave

The College provides medical leave to eligible faculty members pursuant to the Family and Medical Leave Act. For general information, please see the College's Family and Medical Leave Policy (No. 602), Military Caregiver Leave Policy (No. 602A), and Military Exigency Leave Policy (No. 602B). Specific implementation of this policy may vary by a faculty member's term and nature of appointment. For additional information, please contact the Manager of Faculty Support or the Office of Human Resources.

¹ Policies that apply to all employees and that directly impact faculty shall be referenced here by a link to the electronic Employee Handbook where the most updated version of the policy shall be detailed. No changes to such policies shall be made without prior consultation with Faculty Council and the relevant Faculty Standing Committees.

B. Faculty Parental Leave for Childbirth or Adoption

Spelman College is committed to supporting faculty by providing them with the opportunity to balance professional and parental responsibilities. Faculty parental leave provides time away from work for a mother, father, domestic partner, or adoptive parent to care for and bond with a newborn or newly adopted child. Paid parental leave will run concurrently with Family and Medical Leave Act (FMLA) leave.

Eligibility

Effective December 1, 2015, all full-time faculty who have been employed by the College for the previous 12 consecutive months and who qualify for Family and Medical Leave will be eligible for parental leave for childbirth or adoption. This policy provides paid leave to the following persons:

- 1) Birth Mother
- 2) Primary Caregiver – A primary caregiver is a parent who has primary responsibility for the care of her/his newborn or newly adopted child (less than six years of age) who is under the custody, care, and control of the parent for the first time. To qualify as the primary caregiver, a parent must have primary responsibility for the care of the child for at least 20 hours per week during her/his regularly scheduled work hours (i.e., Monday through Friday, between the hours of 9:00 am and 5:00 pm).
- 3) Non-Primary Caregiver – Faculty member not assuming primary caregiver responsibilities for a newborn or newly adopted child in the home.

For purposes of this policy:

A birth mother who is not working (on medical leave from her employer or unemployed) is presumed to be the primary caregiver unless medical documentation provides evidence that she is unable to serve as the primary caregiver.

In cases where two parents seeking leave under this policy are both Spelman College employees, only one parent may be designated as the primary caregiver.

The number of children involved in the birth/adoption does not increase the length of paid parental leave granted for that event.

Individuals adopting a spouse's or partner's child (ren) are not eligible for leave under this policy.

Births and/or adoptions that occurred prior to the effective date of this policy are not eligible.

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While on paid parental leave, a faculty member may not work a supplemental or secondary assignment with the College or engage in any other outside employment during the period of leave.

Paid Parental Leave Benefit

Birth Mother or Primary Caregiver

Paid parental leave will be provided for up to 6 consecutive weeks beginning on the first business day immediately following the birth or adoption of a child. In cases of adoption, the paid leave benefit begins immediately upon receiving the child into the home. Paid leave will run concurrently with FMLA leave, and all weeks of paid parental leave must be used consecutively.

Non-Primary Caregiver

Paid parental leave will be provided for up to 2 consecutive weeks beginning on the first business day immediately following the birth or adoption of a child. In cases of adoption, the paid leave benefit begins immediately upon receiving the child into the home. Paid leave will run concurrently with FMLA leave, and all weeks of paid parental leave must be used consecutively.

Benefits Coverage during Leave

During the period of paid parental leave, the faculty member's benefits shall remain in effect and the faculty member will remain responsible for her/his portion of the applicable premium benefit costs. Short-term disability benefits, if available, will be coordinated with the provider and payments will be based on the plan guidelines.

In accordance with the FMLA, eligible faculty may take up to 12 workweeks of unpaid leave in a rolling 12 month period. Nothing in this policy prevents the faculty member from taking any remaining FMLA leave following the expiration of the paid parental leave. (*See Policy 602*).

This policy is not intended to extend or provide paid leave benefits during a period when an eligible faculty member would not otherwise be working (i.e., during the months of June and July). In cases where a faculty member gives birth or adopts a child within 6 weeks prior to the end of her/his regularly scheduled work period, paid parental leave will only be available from the first business day immediately following the birth or adoption of a child through the end of the regularly scheduled work period. In cases where a faculty member gives birth or adopts a child within 6 weeks of the start of her/his regularly scheduled work period, paid parental leave will only be available from the start of the regularly scheduled work period through 6 weeks from the first business day immediately following the birth or adoption of a child, if applicable.

For example:

- A birth mother delivers her baby on May 1st – faculty member would be eligible to receive paid parental leave only from May 2nd through May 27th (the portion

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of paid parental leave available in the 6 weeks prior to the expiration of the regularly scheduled work period).

- A new mother adopts a child and the child is placed in the home on July 1st – this faculty member would be eligible to receive paid parental leave only for the first 2 weeks in August (the portion of paid parental leave remaining in the 6 weeks following the commencement of the regularly scheduled work period).

Stop-the-Clock for Tenure

A tenure-track faculty member may request to stop her or his countdown to tenure review (“stop-the-clock”) for one year when on parental leave. In accordance with the Spelman College Faculty Handbook, a maximum of two stop-the-clock requests may be granted.

Application for Paid Parental Leave

Eligible faculty members must notify their supervisor of the intent to take leave under this policy at least 60 days in advance of the requested leave start date (or as early as possible in the planning phase of the adoption process). All leaves must be approved by the employee’s supervisor and the Office of Human Resources.

For purposes of parental leave for the birth mother, appropriate medical certification is required in accordance with the College’s FMLA policy. A non-primary caregiver also is required to provide appropriate birth or adoption documentation.

Effective December 1, 2015

C. Personal Leave

Spelman provides leaves of absence without pay to tenured, tenure track, and non-tenure track (one-year, three-year, or five-year term) faculty who wish to take time off from work duties to fulfill personal obligations.

The above-mentioned faculty are eligible to request personal leave as described in this policy.

Eligible faculty may request a personal leave only after having completed one year of full-time service. As soon as faculty become aware of the need for a personal leave of absence, they should speak with the Provost. Faculty are encouraged to speak with the Departmental Chairperson or Program Director as well.

Tenure-track faculty may want to request that the tenure clock be stopped during their personal leave.

Leave Requests

Requests for personal leave will be evaluated based on a number of factors, including anticipated teaching workload, possible administrative workload, and impact on the Department during the proposed period of absence. All personal leaves for faculty must be approved by the Provost or President.

Benefits

Faculty will be responsible for the full costs of their benefits if they wish coverage to continue during personal leave. When the employee returns from personal leave, benefits will again be provided by Spelman according to the applicable plans.

Expiration of Leave

Faculty returning from a leave of absence should notify the Provost Faculty Support Office of their intention to return by December 1, if returning for the spring semester, and April 15, if returning for the fall semester.

D. Academic Leave

A faculty member may request a leave of absence without pay in order to pursue activities that will enhance the ability of the faculty member to perform more effectively. Full-time faculty members who have been teaching for at least three consecutive years are eligible. Such a leave of absence will not count towards the six-year probationary period for a non-tenured faculty member. The request for leave may be granted by the President after consultation with the Provost, who will have consulted with the Department Chair or Program Director. The leave may not exceed one academic year, except in exceptional circumstances. At the end of the leave period the faculty member must supply documented evidence of having engaged in educational pursuits to the Provost and the Department Chair or Program Director. A leave request must be submitted at least one semester prior to the anticipated leave date.

Academic leaves will be granted only after the College is confident that the absence will not have an adverse effect upon the Department, Program, or College. A faculty member who does not return to the College after an academic leave may be terminated. The act of termination will be at the discretion of the President.

E. Faculty Sabbatical Leave

1. In or after her/his seventh year each tenured faculty member is eligible to apply for an initial sabbatical leave for one semester at full salary or for one year at one-half salary. Following a sabbatical, an applicant must give at least six years of continuous service to the College before being eligible to apply for a subsequent sabbatical leave to be taken during the seventh year

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of continual service since the previous sabbatical. Time spent on other leaves (including faculty fellowships, research, family or personal leaves) is not considered in computing sabbatical entitlement.

2. Exceptions to the sabbatical policy described above include faculty who have taken the junior faculty research leave and faculty hired with tenure. Any person who has taken a junior research leave and is subsequently tenured is eligible to apply for a sabbatical leave during the fourth year of tenure to be taken during the fifth year. Likewise, faculty hired with tenure will be eligible to take a sabbatical leave during the fifth year of continuous service to the College. Subsequent applications follow the regular timetable (above) of the tenured faculty sabbatical leave. Faculty on sabbatical leave or junior faculty research leave are not eligible to participate in the (FYE) First Year Experience or serve on Tenure and Promotion committees or standing committees.
3. Non-tenure track (one-year, three-year, five-year term) faculty members are not eligible for sabbaticals.

Considerations. Sabbatical leaves can be for one full academic year at half salary or one semester at full salary. Faculty on leave for a full academic year at half salary may accept limited employment (e.g., part-time employment that may be directly related to the applicant's primary purpose), subject to the approval of the President and upon recommendation of the Faculty Development Committee. Full-time employment is not allowable under any circumstances. Faculty on leave for a half-year at full salary may not accept employment under any conditions. Funding from other sources (e.g., stipends or grants) in conjunction with the sabbatical is permissible.

Procedures. Applicants must prepare a written plan for study, research, or other appropriate scholarly activity to be undertaken during the leave. This document will be the major criterion used by the Faculty Development Committee in deciding whether to recommend granting the leave. The plan must demonstrate how its completion will enhance the value of the faculty member to the College. The application and the plan must carry a recommendation from the applicant's department chairperson before being submitted to the Faculty Development Committee. The Faculty Development Committee will review the applicant's plan and make recommendations to the Provost regarding the application.

Grants for sabbatical leave may not be extended. Any request for extension of a fixed period of sabbatical leave shall be considered to be a request for leave without pay.

Time spent on sabbatical leave is considered as continued employment for the following purposes: credit toward retirement, accumulation of years of service, eligibility for all applicable insurance programs, contributions by the College and the faculty member to TIAA/CREF and other applicable investment programs, and hospitalization.

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Faculty members granted sabbatical leave shall agree in writing to return to full-time faculty service at the College directly upon expiration of the leave, for a period of time at least equal to the period of the leave. Failure to keep this agreement in full shall make the faculty member ineligible for reappointment to the College thereafter and shall obligate them to reimburse the College the salary paid during that portion of the sabbatical not made up through fulltime faculty service after expiration of the leave.

Recipients of sabbatical leaves are expected to prepare an evaluative report of their experiences while on leave. This report should be submitted to the Provost by the end of the first semester of the faculty member's return.

Eligible faculty who are interested in applying for a sabbatical leave should complete the application form and submit it along with all supporting documents at the online site provided. Copies of the application and endorsement forms appear in the Appendix and will be distributed and posted by the Faculty Development Committee.

II. Selected Workplace Policies

A. Employee Conduct, Ethics, and Work Rules

Spelman maintains several policies regarding employee conduct, ethics, and work rules that faculty should be familiar with, including, but not limited to, the College's:

- Equal Employment Opportunity Policy (No. 103)
- Business Ethics and Conduct Policy (No. 104)
- Immigration Law Compliance (No. 107)
- Americans with Disabilities Act/Amendments Act Policy (No. 114)
- Code of Conduct Policy (No. 117)
- Whistleblower Procedures (No. 118)
- Pandemic Influenza Related Illness Policy (No. 307A)
- Workplace Violence Prevention Policy (No. 522)
- Employee Conduct and Work Rules Policy (No. 701)
- Drug and Alcohol Use Policy (No. 702)
- Unlawful Harassment Policy (No. 703)
- Consensual Relationships Policy (No. 709)

For general guidance with respect to these matters, please consults the relevant policies referenced herein. To the extent the referenced policies suggest or require reporting various information, comments, or concerns to the Director of Human Resources, faculty members may also convey such information to the Provost and/or the Manager of Faculty Support Services.

B. Faculty Benefits

For information on faculty benefits, please contact the Manager of Faculty Support Services or the Office of Human Resources.

C. Emergency Response Procedures

Spelman maintains a number of emergency response procedures. The College highly emphasizes proactive prevention and the education of faculty, staff, and students as a means to minimize hazards and behaviors that can lead to injuries or hamper the effectiveness of response efforts associated with manmade emergencies or natural disasters. *For information concerning emergency response procedures, please see the information available on the Public Safety Department's website: <http://www.spelman.edu/student-life/public-safety/emergency-response-procedures>.*

D. Laboratory Safety on Campus

In accordance with applicable law, Spelman has developed and maintained a Chemical Hygiene Plan and other laboratory safety protocols. These measures ensure that the College protects faculty, staff, and students from health hazards associated with the laboratory environment. In this handbook are some basic requirements for laboratory safety. For more information regarding laboratory safety on campus, *please see the [Chemical Hygiene Plan/Policy](#)*

II. Standards of Professional Conduct

A. Family Educational Rights and Privacy Act (FERPA)

FERPA information is distributed to all faculty members at the beginning of each academic year. *For more information, please see Family Educational Rights and Privacy Act (No. 880) or visit <http://www.spelman.edu/admissions/registrar/ferpa>.*

B. Acceptable Use of Electronic Resources

Spelman College implements and maintains information technology resources (computers, tablets, networks, software, servers, databases, web servers, Internet, etc.) for the use of its community members. These resources are intended for college related activities that further the mission of the College, support academic instruction, facilitate college administrative functions and enhance campus life.

The access to these resources is a privilege that is granted to Spelman's faculty, staff and students who bear the responsibility to use them within the normal constraints of legal and ethical behavior as defined by federal, state, local and college policies, procedures, guidelines and laws. Often technologies enable actions which are technically possible and yet not legally permissible. Spelman's expectations with regard to the use of its information technology resources is that the user of these resources is responsible for knowing what is permitted and acts within the laws and college policy that govern these resources. For more information regarding acceptable use of electronic resources,

please see policy 6001: Acceptable Use of Information Technology Resources.
http://mit.spelman.edu/policies/6001.00_AcceptableUseofInformationTechnologyResourcesPolicy.pdf

Academic Freedom

The College is committed to academic freedom as stated in the Bylaws of the Faculty of Spelman College, Section TWO: Academic Freedom. The assessments of complaints about unauthorized use or misuse of electronic resources will be evaluated consistent with this and other College policies as listed below.

Reporting and Response to Violations

Members of the Spelman College community should report violations of Spelman College's Policy on Acceptable Use of Electronic Resources to the Vice President for Spelman Technology Services.

Reports of suspected unauthorized use or misuse of Spelman electronic resources will be investigated pursuant to standard College procedures. Violation of this Policy will result in action by the appropriate College office or agency. Such action may include, but is not limited to: permanent or temporary suspension of user privileges, deletion of files, disconnection from the Spelman network, and referral to applicable student/faculty/staff disciplinary processes. All potentially illegal activities may be reported to local, state or federal authorities, as appropriate, for investigation and prosecution.

Questions Relating to This Policy

This policy supersedes all previous policies regarding acceptable use of computer resources, facsimile machines, voicemail, email and other telecommunications facilities.

The examples of unauthorized use of Spelman electronic resources listed above are not meant to be exhaustive. Questions regarding this Policy or the application of this Policy to a specific situation should be referred to the Vice President for Spelman Technology Services. Whenever you are in doubt regarding an issue of questionable use, it is in your best interest to resolve the issue before pursuing any questionable use of electronic resources.

C. Computer Security and Password Policy

Information resources are vital assets that require protection. Data, whether stored in central computers accessible through the network or processed locally on personal computers, are vulnerable to a variety of threats and must be afforded adequate safeguards.

Spelman College faculty, staff, and students need to be aware of the value of these resources and the means of protecting them. User awareness through education is the first line of defense in maintaining confidentiality, reliability, availability, and integrity of Spelman College information resources. *For additional information and guidance, please refer to the Spelman Information Services policies.*

1. Spelman Technology Services Division Responsibilities. STS shall:

- a) Install and maintain appropriate antivirus software on all computers.
- b) Dispatch the Computer Emergency Response Team (CERT) to respond to all virus attacks, remove any virus detected, and document each incident.
- c) Regularly publicize virus warnings or incidents, and immediately alert all users to significant virus threats.

User Responsibilities. (All faculty, administrative personnel, staff and students). Users shall:

- a) Immediately call the STS Help Desk and power off the workstation when a virus attack is suspected.
- b) Never knowingly introduce a computer virus into College computers.
- c) Only load media of known origin
- d) Scan media for viruses before use.
- e) Never disable or remove virus protection software on any college computer

without first consulting with STS.

2. Access codes and passwords

The confidentiality and integrity of data stored on College computer systems must be protected by access controls to ensure that only authorized employees/students have access. This access shall be restricted to only those appropriate to each user's job duties. Faculty and students leaving the College under normal circumstances will be afforded courtesy access to email and other necessary electronic databases for thirty days following their departure. Alumnae of Spelman College are granted life time access to their email account.

STS responsibilities. The Chief Information Officer shall be responsible for the administration of access controls to all Spelman College computer systems. He or she will maintain a list of administrative access codes and passwords and keep this list in a secure area.

User responsibilities. Each user shall:

- a) Be responsible for all computer transactions that are made with their User ID and password.
- b) Not disclose passwords to others. Passwords must be changed immediately if it is suspected that they may have become known to others. Passwords should not be recorded where they may be easily obtained.
- c) Use passwords that will not be easily guessed by others. STS recommends eight character passwords with five (5) alphanumeric characters, two (2) numeric characters and one (1) special character.
- d) IV. Log out when leaving a workstation for an extended period.

Human Resources responsibility. Human Resources will notify the Vice President for Spelman Technology Services promptly whenever an employee leaves the College or transfers to another position within the college so that their access can be revoked or modified. Involuntary terminations must be reported concurrent with the termination.

3. Physical Security

It is College policy to protect computer hardware, software, data, and documentation from misuse, theft, unauthorized access, and environmental hazards.

User responsibilities. Users shall:

- a) Safely store removable media (diskettes, zip disks, etc.) that contain highly

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sensitive or confidential data.

- b) Keep removable media away from environmental hazards such as heat, direct sunlight, and magnetic fields.
- c) Protect critical computer equipment (e.g. file servers) with an uninterruptible power supply (UPS). Other computer equipment must be protected by a surge suppressor.
- d) Avoid environmental hazards to hardware such as food, smoke, liquids, high or low humidity, and extreme heat or cold.
- e) Notify their appropriate supervisor before removing shared portable equipment such as laptop computers from campus.
- f) Safeguard the valuable electronic equipment assigned to them. Those who neglect this duty may be accountable for any resulting loss or damage.

4. Copyrights and license agreements

It is Spelman policy to comply with all laws regarding intellectual property in an academic environment. Spelman employees and students are legally bound to comply with the Federal Copyright Act (Title 17 of the U. S. Code) and all proprietary software license agreements. See Spelman's Acceptable Use Policy for further information. Noncompliance can expose Spelman and the responsible employee(s) to civil and/or criminal penalties. This directive applies to all software that is owned by Spelman, licensed to Spelman, or developed using Spelman resources.

STS responsibilities. The Chief Information Officer shall:

- a) Maintain a public database of software licenses owned by Spelman.
- b) Scan college computers periodically (at least annually) to verify that only authorized software is installed.
- c) Consult with the responsible party before removing any unauthorized software.

User responsibilities. Users shall:

- a) Install only authorized software on Spelman College computers.
- b) Make only copies of software which comply with license agreements.

D. Consulting Positions and Other External Resources

Any member of the Spelman College Faculty who is appointed to a full-time position will be expected to advise and seek the consent of the Provost each year concerning employment other than and in addition to the position held at Spelman. *For additional information, please review the College's Outside Employment Policy (No. 110).*

E. Scientific Misconduct Policy

Spelman College aims to foster an environment that encourages integrity in all research activities. Scientific integrity is required of all employees, students, and persons within the College's control who engage in scientific activities. *For additional information, please see the College's Scientific Misconduct Policy (No. 707).*

F. Institutional Review Board (IRB) and Human Subjects Research

The purpose of the IRB is to ensure the ethical treatment of human subjects in both research and teaching. Proposals involving human subjects, including behavioral studies and the use of patient tissues, bodily fluids and cells, must be submitted to the IRB and approved by the IRB prior to the performance of the studies. *For additional information on the Spelman College IRB process and to ensure compliance with any additional requirements, please review the IRB policy manual and visit the Spelman College IRB website.* Links to IRB page and IRB Policy Manual.

<https://www.spelman.edu/academics/office-of-the-provost/institutional-review-board/irb-members>

https://www.spelman.edu/docs/irb/irb-policies-and-procedures.pdf?sfvrsn=a5dbb50_8

G. Intellectual Property, Spelman College Logo Use, Website/Social Media

The College maintains strict policies and procedures governing intellectual property, the use of its logo, and postings and information contained on its various websites and social media pages. *For more information, please see the College's Intellectual Property: Copyrights and Patents Policy (No. 090), Spelman College Logo Use Policy (No. 091), and Interactive/Web Policy (No. 092).*

H. Conflicts of Interest

Spelman College and its faculty are committed to the principle of free, open, and objective inquiry in the conduct of its teaching, research, and service missions. Accordingly, it is crucial that Spelman College activities be conducted in an atmosphere that is free of conflicts of interest compromising this principle. For the purpose of protecting both the integrity and objectivity of its faculty in the performance of their Spelman College obligations, it is the policy of the College that conflicts of interest should be avoided where possible, or otherwise disclosed and managed.

Spelman College faculty have many opportunities to engage in a wide variety of activities that benefit Spelman College, enhance its reputation, and advance the faculty's professional

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skills. Faculty, however, must be alert to potential conflicts of interest, including conflicts of commitment, arising from their activities that may affect the objectivity of their performance of their professional responsibilities at the College or unduly interfere with the time they devote to their Spelman College obligations.

For details of the Spelman College Conflict of Interest Policy, please see Spelman College Conflict of Interest Policy

http://mit.spelman.edu/policies/2011.01_ConflictofInterestPolicy.pdf

APPENDICES

APPENDIX A

THE COMPREHENSIVE SYLLABUS

All faculty must develop a syllabus for their courses. The syllabus must be consistent with the Comprehensive Syllabus Guidelines. Students should receive a syllabus no later than the second class meeting. A copy of each syllabus should be on file with the Chairperson of each department and with the Dean of Undergraduate Studies by the end of the second week of classes.

BASIC INFORMATION

- Title of Course, Department, and Course Number
- Course Instructor Information
 - Instructor's name, office location and office hours, telephone number, Spelman email address, and web page, if available
- Date (term and year)
- Course meeting days and times, room and building

COURSE INFORMATION

- Course Description
- Course Learning Objectives and Rationale
 - If course fulfill a major, core requirements or both, please note which learning objective(s) the course fulfills.
- Course Pre-Requisites
- Course Credit
 - Fourth Hour Justification
 - **Sample Statement:** The course meets for three hours each week, yet students receive four hours of credit. To earn the fourth credit, you have to engage in outside activity that fulfills the goals of the class, generally 15 additional hours of parallel or out of class assignments. These assignments might include keeping a journal, responding to prompts in Moodle, attending film screenings, etc. These are assignments over and above regular class assignments.
- Required Course Text(s) and Other Course Materials (i.e., Supplemental text(s) and reading)
 - Full text citations of all required materials
- Method of instructions and form of learning activities—lecture, discussion, laboratory, small group participation, collaborative learning, independent study, etc.

COURSE GRADING INFORMATION

- Methods of evaluation, grading standards, and criteria
 - Basis for final grade (provide a list of assessments and their weighing in the semester total)
 - Grading scale

COURSE SCHEDULE AND IMPORTANT DATES

- Add a statement (example below) noting that all dates and assignments are tentative, and can be changed at the discretion of the instructor.

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- Course content may vary from this syllabus to meet the needs of this particular class. Students will be notified in class by the instructor when adjustments to this syllabus are required.
- List schedule of reading and topics to be discussed, main learning objective for the week or period covered, test and exams, assignment due dates, etc. You may also want to include on the schedule the last day to add/drop classes, withdrawal deadline, fall break, etc.

COURSE POLICIES

- Attendance and Tardiness Policy (note the College's excused absence policy)
 - Note about granting extensions: While a request may come from the Office of Undergraduate Studies based on information from Health and Counseling Services and/or a verified excused absence, it is the faculty member who determines the length of the extension. It is expected that the faculty member will make reasonable accommodation for the student, who, for circumstances beyond her control, must miss a test or cannot meet the deadline for an assignment.
- Technology Usage Policy (laptop and phone usage, classroom devices such as clickers, etc.)
 - Note: Please remember that an increasing number of students are using electronic textbooks so using computers and phones may be a necessity.
- Acceptable Behavior/Etiquette Policy
- Late Assignment and Missed Exam Policy
- Academic Integrity Policy
 - At the heart of Spelman College's mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the current Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. Violators will be subject to the sanctions outlined in the Spelman College Bulletin.
- Student Access Statement
 - Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College's programs or services, you should contact Student Access Center (SAC) as soon as possible. To receive any academic accommodation, you must be appropriately registered with SAC. The SAC works with students confidentially and does not disclose any disability-related information without their permission. SAC serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the SAC at 404-270-5289 (voice), located in MacVicar Hall, Room 106.

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- **Pregnancy Statement**

- This statement is to be incorporated in all Art, Biology, Chemistry and Physical Education syllabi. Additionally, Clinical Psychology and some areas of Physics should incorporate it as well.
 - The College recommends that any student who is pregnant and enrolled in any laboratory and/or physical activity get written permission from her attending physician before participating in any laboratory and/or physical activity for the course. Please refer to the Student Handbook for the College's policy statement on Students with Serious Medical Conditions.

In addition to the above, the following statement should be added to laboratory safety sheets requiring the students' signatures:

- Instructors will provide all students with a syllabus outlining the experiments performed during a semester and Material Safety Data Sheets will be made available for any hazardous materials used during the course.

-

COLLEGE POLICIES (OPTIONAL)

- **Copyright and Fair Use Statement**

- Copyright laws and fair use policies protect the rights of authors. Copyrighted materials may be used in this class, including articles, music, art work, etc. These materials are provided for private study, scholarship, or research and adhere to the copyright law of the U.S. (Title 17, U.S. Code). You may copy or download from the course website one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond this use, no material from the course or website may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor nor the College assumes any responsibility for individuals who improperly use copyrighted material.

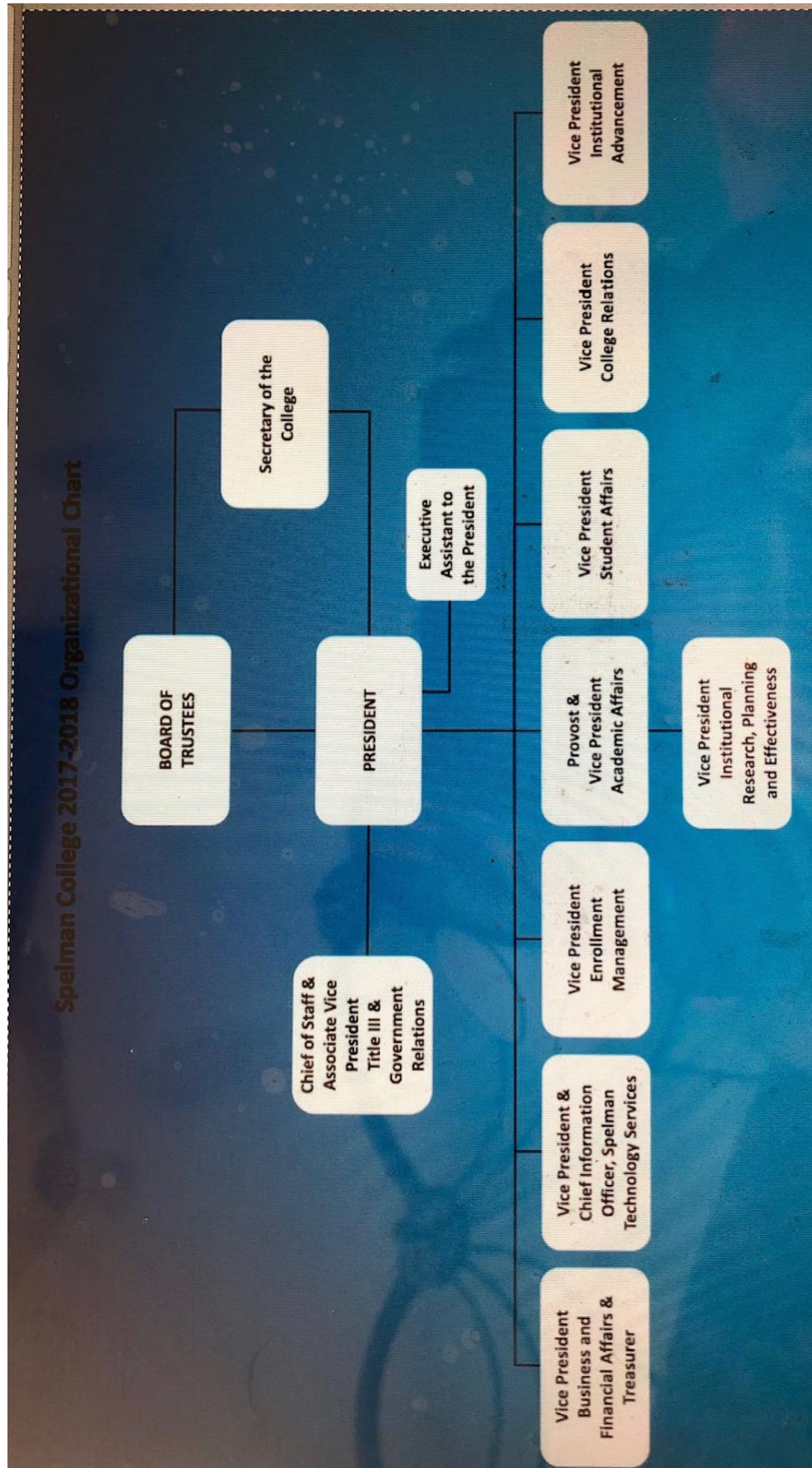
- **Incomplete Policy**

- An Incomplete (IP) is assigned to a student when extenuating circumstances (e.g., illness, death of an immediate family member, or family emergency) prevent a student who is passing a course from completing the final examination or final assignment(s) by the end of the semester. In consultation with a Dean, the faculty member determines if an Incomplete is appropriate and completes the necessary paperwork. The faculty member determines the date for completion of all work. An Incompletion must be changed by the deadline specified on the College academic calendar. A student who cannot complete the Incomplete by the specified deadline must request an extension from the professor, who will notify the Office of the Dean of the extension. If the required work is not completed by the established deadline or the student is not given an extension, the IP will automatically be changed to an F.

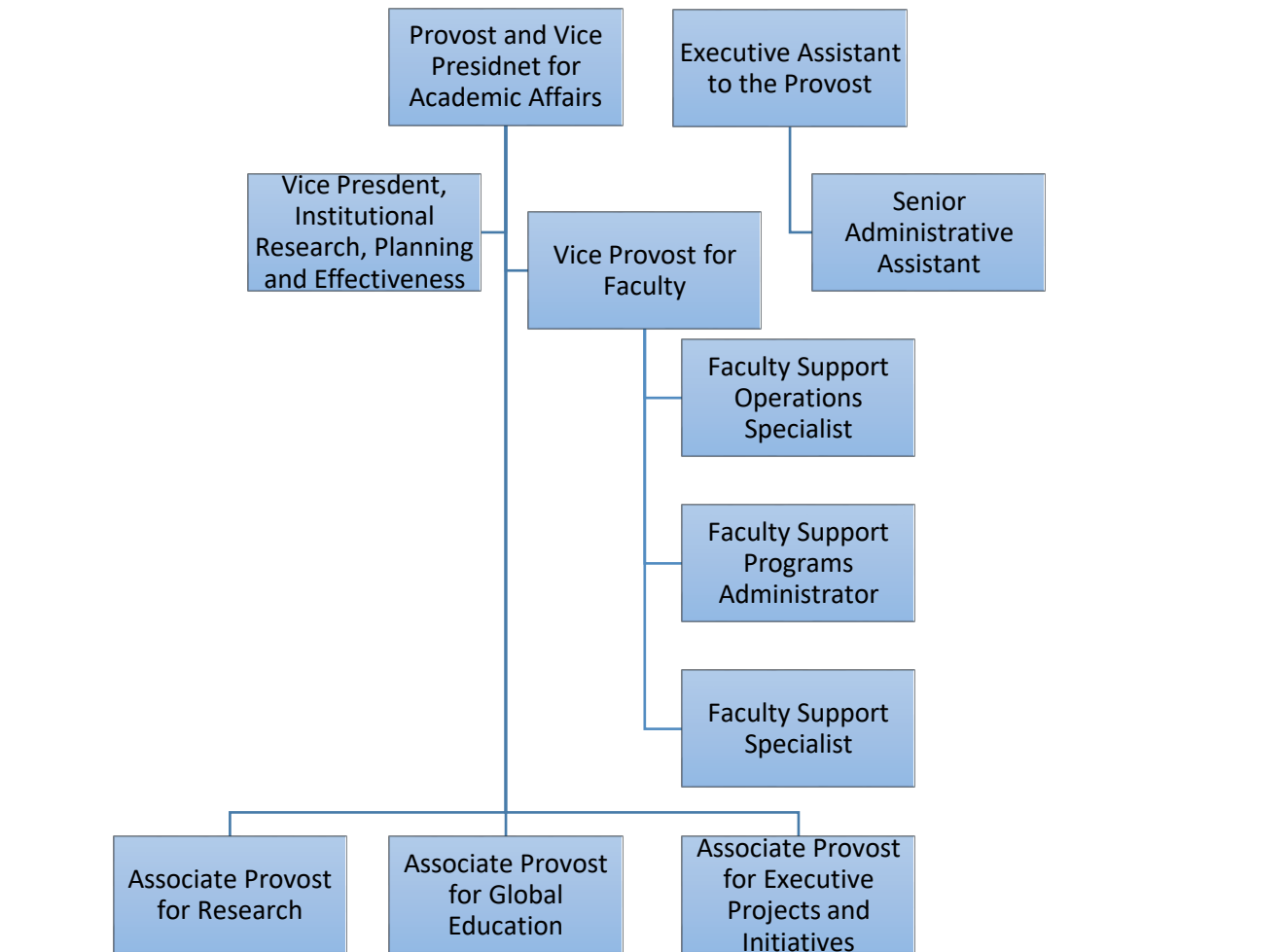
Revised August, 2018.

APPENDIX B

SPELMAN COLLEGE ORGANIZATIONAL CHART



OFFICE OF THE PROVOST DIVISION ORGANIZATION CHART



APPENDIX C

DEPARTMENT CHAIRPERSONS GUIDELINES

Duties of the Chair

Department Chairpersons may be viewed as "first among peers." They are faculty members who have taken responsibility for providing leadership and direction for their departments and for coordinating the work of departmental faculty in support of the College mission and the goals of the department. The chair is an advocate for the faculty, especially in garnering support of faculty needs, and an advocate for majors and students enrolled in courses offered through the Department. The duties of the chair include, but are not limited to, the following:

- Assures the high quality of instruction within the department by reviewing teaching and grading practices of faculty and conducting peer review of faculty's scholarship/creative activity and service activities. The Chair conducts and oversees the Departmental Review Process (see Departmental Review below.) .
- Oversees and provides leadership for the department's academic program(s), including enhancing the department's course offerings.
- Manages the departmental budget, in consultation with departmental faculty.
- Assesses the quality and effectiveness of the academic program through curriculum review with departmental faculty.
- Ensures that there is equitable distribution of faculty work in the department.
- Initiates and assists in grant writing efforts for the department and/or for the College.
- Assumes major responsibility for departmental search procedures related to hiring new faculty, including recruitment.
- Mentors tenure-track faculty and tenured faculty seeking promotion.
- Oversees hiring and review of part-time faculty.
- Conducts annual evaluation of departmental faculty.
- Advises departmental majors and minors and monitors approves graduation requirements for seniors.
- Prepares annual departmental reports.
- Oversees departmental reviews.
- Convenes regular departmental meetings of the department and makes sure that appropriate minutes are kept.
- Supervises administrative assistants.

Appointment of New Chairs

New Department Chairpersons are normally appointed from within the department (internal process) or as the result of a faculty search (external process).

1. **Role of the Chair:** A description of Department Chair duties and responsibilities should be distributed to all full-time faculty in the department (see below). In general, to perform electively as chair, one must have effective leadership skills, a vision for the department, a spirit of cooperation with other faculty and administrators, and a commitment to the mission of the College and to the development of faculty and students. During the final year of the chair's term, the Provost will initiate a process to appoint a new chair.
2. **Payment of Chair:** Department Chairs receive a stipend for an increase in their workload. The teaching work load is reduced to 2/1 (2 courses in the fall and one course in the spring semesters or vice versa) The stipend is divided by nine (9) months payable over 12 months beginning September of each academic year.
3. **Slate of Candidates: Internal Process** A list of all faculty eligible to chair the department is circulated to full-time faculty members. Eligible faculty who are interested in chairing the department should indicate their desire to serve the department during the final chair of the sitting chair. The existing Chair develops a ballot, listing names of interested faculty. The ballot is distributed to all full-time faculty in the department for a vote.
4. **Slate of Candidates: External Process** When the Department Chair is appointed through an external process, the guidelines for Faculty Appointment and Search Procedures should govern the process through the campus visit. Following the campus visits of all short-listed candidates, the existing Chair should designate a time and place for all full-time faculty in the department to discuss the candidates. Attention should be given to how well each candidate might fit the qualifications and desired criteria raised in the initial discussion on function and role of the Chair. The existing Chair develops a ballot, listing names of the short list of candidates. The ballot is distributed to all full-time faculty in the department for a vote.

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5. Voting: All full-time faculty in the department are eligible to vote for the Department Chair. The sitting chair convenes the department for purposes of discussion and a secret ballot vote. Two members of the department will count the votes. The voting results are shared with the department and then forwarded to the Provost by the chair.
6. Appointment of Chair: The Provost makes the final decision about appointment of chairs and informs the department within a timely manner.
7. Evaluation of the Chair: Evaluation accomplishes several goals. It provides information to the Chair about how the work of the department is being carried out; it serves as an opportunity for growth and development of the Chair; it provides information to the administration about how satisfied the faculty members are with leadership in their department; and it provides an occasion for broader review of Department Chair roles and functions. The Chair will undergo regular evaluations by departmental faculty and the Provost. The first evaluation occurs at the end of the first year of service and at the end of each term assuming the chair wants to continue as chair.
 - A. The first evaluation is intended to give the Chair advice on ways to improve leadership and administrative skills. For this evaluation, faculty members in the department complete a confidential evaluation form and return it to the Provost. The Provost meets with the Chair to discuss the evaluation and recommendations for improvement.
 - B. The second evaluation occurs at the end of the initial three-year appointment.
Based on the evaluations by the department and Provost, a decision is made to reappoint for another three-year term or select a new chair. The same process is followed for subsequent terms.
8. Length of Service of Chairpersons: Department Chairs serve for a period of three years and may renew their service for a total of nine years. A department's request to renew a chair beyond nine years should be reviewed by the Provost.

Departmental Review

Overview

The College reviews each administrative unit (department, program) every five to seven years, in accordance with the guidelines that the College has established in collaboration with the Faculty Council. These guidelines have been designed with departments in mind and may be modified for reviews of programs and centers. The Departmental Review affords each department a unique opportunity to reflect upon where it is and where it is going and to present itself to a broader community of the College. The central question should be whether the department is fulfilling its goals (as it continues to evolve), with respect to its mission and the mission of the College. As important, the department review process provides the department with the opportunity to address any areas needing improvement and support from the College. It is important to remember that the ability to be self-critical will enable departments to produce a better report. It is also important to keep in mind that the main purpose of this process is to arrive at strategies for improving the overall operations of departments.

The Departmental Review is a three phase process that involves 1) a Departmental Self Study; 2) an External Review conducted by faculty external to the College; and 3) responses to the review from the department, the Curriculum Committee, and the Provost. The review will provide objective information and provide faculty with opportunity for introspective reflection on the department's mission, goals, strengths and weaknesses.

The department review begins in January, and by May 1 of the same semester, the department submits its Self Study to the Provost. Along with the Self Study, the department submits names of six potential external reviewers, ranked in order of preference. The Office of the Provost will contact external reviewers and make arrangements for a team of three to come to campus for an onsite visit. The External Review Committee will arrive on campus in October and submit a confidential report to the Provost two weeks after the end of the site visit. The Provost will forward the external review report to the department. After receiving the external review report, the department will have one month to prepare a written response. The written response will be delivered to the Provost and the Dean of Undergraduate Studies. Following a review of the departmental response, the Provost will meet with the Department Chair and the Dean of Undergraduate Studies to discuss recommendations and future plans for the department.

I. Phase I: Self Study

Phase I of the departmental review consists of two parts: self study and data collection. The heart of the project, focuses on the process by which the department is able to make an assessment of the strengths and weaknesses of all aspects of the department's operation. The major focus here is on 1) strengths and weaknesses in the areas of teaching and research and/or creative production; 2) an assessment of the direction in which the department is headed (with some discussion of its history); and 3) recommendations for improvements.

A. Departmental Vision, Mission, History and Goals

- What are the department's vision and mission?
- Briefly state the department's history.
- What are short-term and long-range goals? Comment on the extent to which the department is achieving these goals.

B. Faculty for the past five years

- Comment on the overall quality of the faculty, their productivity, standing in the field.
- What is the balance in terms of senior and junior appointments?
- To what extent are faculty able to meet current needs of program; what new appointments are needed?
- Comment on the quality of research and/or creative production by departmental faculty. Does the department's scholarship reflect the best of current practice in the discipline?
- Assess the general quality of the department's intellectual life (e.g., lectures, visiting scholars/performers, seminars, colloquia, performances/presentations).
- Comment on the faculty's pursuit of external funding to support the research, teaching, and creative production enterprises.
- Describe faculty engagement in interdisciplinary teaching, and/or scholarship. How does such activity benefit the department?
- List the faculty development opportunities engaged by departmental faculty.
- List local, regional, national, and international discipline-based service activities. Comment on the impact of service locally, nationally, and internationally.

C. Organization of Department

- Duties of chair (co-chair where relevant).
- Departmental service efforts, individual and departmental committees.
- Is work distributed to faculty and staff in a manner that enables the department to function efficiently?
- What are the teaching loads for faculty? Are faculty satisfied with their workloads? What are the indicators of faculty satisfaction or dissatisfaction with their workloads?
- Is the support staff adequate?

D. Undergraduate Program

- Does the curriculum reflect new developments in the discipline? How is this assessment determined? What are the comparison standards or indicators?
- Describe the program. What are its strengths, distinguishing characteristics, and gaps? Is there a capstone seminar? If so, in what ways does it uniquely contribute to the curriculum and student development
- Describe the honors component, if relevant. Are there departmental awards?

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- Describe the strengths and weaknesses of advising for majors and non-majors. Describe the nature and effectiveness of faculty involvement in advising')
- How does the department assess the quality of teaching and learning in the department? What conclusions can be drawn regarding these assessments?
- What effective teaching pedagogies are being used in the classrooms?
- What do the majors do after graduation?
- Describe internship, mentoring and other programs.
- How appropriate are the instruments employed for evaluating departmental planning (e.g. operational plans)?
- How appropriate are the instruments employed for evaluating departmental effectiveness (e.g., student evaluations)?

E. Budget

- Copy of departmental budget.
- Is the departmental budget adequate?
- What are the most urgent budgetary needs?
- How is the departmental budget decided? Do faculty have input into the budget?

F. Facilities

- Assess quantity and quality of space available to department. Does it meet the needs within the department?
- How adequate are computers, computer support, computer networking, laboratories, and special equipment? How adequate is maintenance and upkeep?
- Is the space functional?
- What special needs does the department have for space (e.g. studios, laboratories, etc.)?
- Does the department share space(s) with another?

Data Collection

Part II presents the results of the data collection process. The Office of Institutional Research Assessment and Planning will provide data relative to general college information. In cases where a Department has several components (such as the Department of World Languages and Literature), it is important that the data be presented in such a way that each component is described separately and where relationships among the components (if relevant) are also delineated.

A. Faculty. For the past five years

- List of faculty by rank (demographics-gender, ethnicity, nationality, etc.).
- Complete set of faculty CVs.
- List of fellowships, grants, and awards.
- New appointments (including their teaching and research and/or creative production specialties).
- List of publications, performances, exhibits, presentations (including conferences), etc.

B. Students. For the past five years

- Number of majors and minors.
- Enrollments in service courses. Enrollments in courses for majors.
- Number of students cross-registering from other AUC schools.

C. Undergraduate Program

- Description of catalog copy for departmental programs.
- Description of the major(s) that department distributes.
- Schedule of classes for the past three years, including the courses the department is currently offering (both semesters).
- Description of the department's advising system, including number of advisors.
- Description of additional programs and services (e.g., honors program) which the department houses.
- Description of procedures for evaluating teaching effectiveness in the department

D. Summary Narrative

- What conclusions can the department draw regarding the effectiveness of the department and the curriculum?
- What are the indicators that support these conclusions?
- Comment on how the department contributes to the standing of the College locally,

- nationally, and internationally.
- Does this review point to revisions needed in the departmental 5-year strategic plan?

II. Phase II: External Review

The review team typically includes three outside faculty. The department under review provides five to six names-in order of preference-to the Provost, who selects three individuals to comprise a final review team. The review team will be invited to the campus for a two-day visit. Prior to their campus visit, the Provost will send them the Departmental Self Study and other relevant college documents, such as the catalog. The visit will include meetings with appropriate administrators. The Department Chair, departmental faculty, departmental staff, students, and with other individuals or groups on campus who have had important relationships and liaisons with the department. The external review team will meet with selected administrators prior to their formal meetings. At the end of the review, the external review team will meet with the department faculty, and jointly with the Department Chair and Provost for an exit interview. Two weeks later, the external review team is expected to forward their report (10 to 15 pages) to the Provost, who then forwards the report to the Department Chair for distribution to departmental faculty.

III. Phase III: Responses/Follow-up

The Department Chair, in consultation with the department and the Dean of Undergraduate Studies, will prepare a response to the external review team's report, including plans for the implementation of recommendations, and forward it to the Provost within a month after receipt of the external reviewers' report.

The Provost prepares a report (focusing on strengths, weaknesses, and recommendations for enhancing the operations of the Department), which is a response to the external review and the Departmental response. The Provost's report will be forwarded to the Dean of Undergraduate Studies and the Department.

The final component of the process is a meeting convened by the Provost in which she shares with the Department her/his responses to all the reports related to the departmental review.

Review Schedule

January

- Department begins self study process.

May 1

- Department Self Study due in Dean of Undergraduate Education's office.
- Dean forwards copy to Provost.
- Department also submits prioritized list of potential review members to Provost.

September

- External Review team comes to campus.

October

- External Review team report due in Office of the Provost.
- Provost forwards report to Department and Dean of Undergraduate Education.

November

- Departmental response due in Office of the Provost.

December

- Provost forwards her report to Department Dean of Undergraduate Education.
- Provost and Dean meet with Department Chair and Departmental faculty about recommendations.

Faculty Search and Appointment Procedures

Spelman College seeks to attract and retain faculty who are academically excellent, effective teachers and productive scholars committed to the mission of the institution. To achieve this goal, the Provost Faculty Human Resources Office and the chairs and directors of academic departments

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and programs work cooperatively to recruit and hire the best qualified faculty, both full-time and part-time.

I. Full-time Appointments (Tenured. Tenure-track)

All full-time appointments to the regular faculty ranks as tenured or tenure-track faculty must be made following the procedures outlined below:

A. Approval of Positions

1. Existing Faculty Lines: Upon learning of an upcoming resignation, retirement or vacancy the Department Chair should notify the Provost Faculty Human Resources Office of the desire to search for a replacement. Ordinarily, if a vacancy is anticipated in a tenure-track position, the department should expect a search time of one to two year duration. Thus a request should be submitted as soon as the department wishes to advertise the position, using the Faculty Search Request Form. A search may begin once the Department Chair receives written approval from the Provost.
2. Requesting a New Faculty Line: The Department Chair will make a written request to the Provost. This request will justify or explain the reasons why a new faculty line is needed. The justification or explanation must:
 - a. Indicate whether the position is tenure-track, five-year, three-year, multi-year or one-year appointment.
 - b. Indicate what courses the new faculty member will teach. If these courses are currently being offered, indicate who is teaching the courses and whether a full-time or part-time faculty member is needed.
 - c. Provide the justification for the request:
 - i. Course enrollments for the past three years.
 - ii. Data on the department's use of part-time faculty for the past two or three years.
 - iii. Data on the need for faculty in the department to teach overloads for the past two or three years.
 - iv. Any additional information that will support the request.

The Provost will consult with the Department Chair before recommending that a department be granted a new faculty line. The recommendation of the Provost is only one factor that will be considered; the budget of the College is another consideration. Department Chairs should submit their requests by the end of the fall semester. The decisions about requests for new faculty lines will be communicated to Department Chairs once the budget for the next fiscal year is approved. The Provost will send written notification to Chairs who have requested new faculty lines.

- a. **Advertising:** The Provost Faculty Human Resources Office, when necessary, will assist departments/programs, once the search is approved, with the appropriate language for an advertisement. All ads must specify that Spelman is an equal opportunity/affirmative action employer and will be screened to determine whether the language meets affirmative action standards. At least one ad must be placed when searching to fill a tenure-track position.
- b. **Applications:** The Provost Faculty Human Resources Office is responsible for receiving and responding to inquiries throughout the recruitment process. Applicants receive a letter of receipt from the Provost Faculty Human Resources Office before their materials are sent to the Chair. It is essential that each chair establish a procedure within the department for the receipt and reviewing of all applications her/his tenured and tenure-track faculty read to agree on a small number of candidates to be considered qualified applicants. An Applicant Summary Sheet should be kept on all applicants, including their addresses and telephone numbers and basic qualifications. There should also be a note concerning the basis on which they were eliminated from consideration. Detailed information regarding the selection of candidates can be obtained from the Provost Faculty Human Resources Office. No candidate may be eliminated solely because of age, sex or sexual preference, race or national origin. A summary of information about race and gender must be kept for all applicants and reported on the Summary of Faculty Search Applicants by Race and Gender form.
- c. **The Short List:** Upon securing agreement regarding the strongest candidates, the Chair should consult with the departmental faculty regarding the individuals to be interviewed. It is customary to invite three (3) individuals for interviews. Those candidates should be contacted by the Manager of Faculty Human Resources to determine availability and to make travel arrangements. Candidates' on campus visit is based upon the Provost and interviewing department's schedule. All candidates must meet with the Provost or her/his designee. The department is responsible for setting the candidate's campus itinerary.

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- d. **The Campus Visit:** In general, the campus visit must include a group of meetings including one with all full-time tenured and tenure-track faculty in the department. Other faculty who are able to attend meetings with candidates may also be included. Faculty (internal candidates) who are interviewing for the position should not be involved in the interview or selection process.

There should be a formal presentation by the candidate to which all faculty from the department, students, and others in the community are invited. Everyone who is to interview the candidate should receive a copy of her/his curriculum vitae and also a copy of the advertisement listing the position. Following the campus visits, the chair should arrange for telephone interviews with the candidate's referees and other appropriate colleagues.

- a. **Recommendation of Appointments:** Once all the interviews have been completed, the chair shall convene a meeting at which faculty are consulted about the candidates. After appropriate discussion, the Chair should ask for a vote of eligible faculty (full-time tenured or tenure-track faculty). The recommendation of the simple majority will be sent by the Chair to the Provost. In addition, the Chair must include a list of the names of those who were not considered and why. The Provost makes the final decisions about all faculty appointments.
- b. **Offer of Appointment:** Upon Provost approval, an offer is made to the selected candidate by the Provost Faculty Human Resources. The Department Chair is notified of the status of the offer. If the offer involves a senior appointment with tenure, the Provost will ask the Tenure and Promotion Committee to review the appointment prior to making the offer. In such instances, the department is responsible for submitting the recommendation for tenure in sufficient time for consideration by the TPC.
- c. **Notification of Other Applicants:** Once the candidate has been approved, and the offer made and accepted, The Provost Faculty Human Resources Office should send a letter of rejection to the other applicants.
- d. **Employment Files:** Search files should be kept for a minimum of two and one half years by The Provost Faculty Human Resources Office. A copy of the Applicant Summary Sheet should be on file in the Provost Faculty Human Resources Office for the same period. If legal action is sought by an applicant in connection with the search, the files and the summary comments should be readily available. In addition the equal employment opportunity commission periodically seeks to ascertain compliance with federal guidelines for fair employment practices; departments should always be prepared for an audit of their records. Any questions about these procedures can be directed to the Provost Faculty Human Resources Office.

II. Additional Appointments

- A. **Part-Time Appointments (Non-Tenure-Track):** Faculty hired on a per-course, per-term basis. Department/program chairs may make recommendations to the Provost Faculty Human Resources Office without departmental deliberations.
- B. **One-Year Term Appointments (Full-Time, non-tenure track):** The workload expectations for one-year appointments are different from those of tenure-track faculty. Their teaching, scholarship, creative activity and service expectations, as well as their rights and privileges must be specified in their initial one-year appointment letter. One-year term appointments may be renewed for up to five additional one-year extensions, for a total of six years.

When a department or program requests a one-year term faculty line with the Provost, it will define, in advance, the performance expectations with respect to the faculty member's teaching and service. Since academic departments or programs will make the request for one-year term faculty lines and their renewal, they will define the faculty member's responsibilities and performance expectations at the outset. Department Chairs or program directors are encouraged to involve tenure-track and tenured faculty in requests for appointment and renewal of one-year term faculty. Recommendations for renewal must be forwarded to the Provost who will make the final decision. Typically these faculty members will hold the rank of Lecturer or Instructor and will not be eligible for tenure under the terms of the one-year term appointment. The one-year term faculty will have a three to four (3-4) credit courses per semester or the equivalent and provide service to the department or program.

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- C. **Three-year Term Appointments (full-time, non-tenure track):** Academic departments and programs may choose to make a three-year term appointment in cases where a specific and short-term need has been identified. A three-year term appointment may be renewed once in accordance with College policies governing term appointments. Faculty on three year term appointments will have the same rights and privileges as full-time tenure-track faculty, unless otherwise specified. When a department or program requests a three-year term faculty line with the Provost, it will define, in advance, the performance expectations with respect to the faculty member's teaching, service and professional activities. Since academic departments or programs will make the request for three-year term faculty lines and their renewal, and will define the faculty member's responsibilities and performance expectations at the outset, it is appropriate that tenured faculty be involved in requests for renewal of three-year term faculty. Recommendations for renewal must be forwarded to the Provost who will make the final decision. Typically these faculty members will hold the rank of Instructor or Lecturer, but will not be eligible for tenure under the terms of the three-year term contract. The three-year term faculty will have a three to four (3-4) credit-course load per semester or the equivalent, provide service to the department or program, and be active in the profession in a variety of ways.

A three-year term appointment for non-tenure track faculty, if requested and approved, can be renewed once for an additional three years (subject to approval by the department or program, and Provost) provided the faculty member's performance is deemed satisfactory and is in keeping with departmental and College needs. Three-year term appointments, except in extraordinary circumstances, will be capped at six years. A three-year term faculty member is eligible to apply for a tenure-track appointment at any point during her/his appointment.

- D. **Multi-year Appointments (full-time, non-tenure track):** These appointments are limited to the departments of Physical Education and Athletics, Music and Computer Science. The multi-year appointment is probationary. Initial appointments in this category will be for one year, which may be renewed twice, for a total of three one-year appointments. After three one-year appointments, multi-year faculty may be reviewed for a three-year appointment. In exceptional cases, when a candidate has substantial previous experience, a new appointment may be for three years. Multiyear appointments may serve for a maximum of six years in a combination of one-year and/or three-year appointments. During the sixth year (a combination of one-year and three-year appointments) of a multi-year appointment, faculty will be eligible for consideration of advancement to a five-year appointment. The review procedure for an initial five-year multi-year appointment parallels that of the tenure review, including evaluation of teaching, coaching and/or administrative responsibilities, service, professional engagement and the solicitation of external reviews.

Accreditation Requirements

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) requires that faculty (full-time and part-time) teaching credit courses leading toward the baccalaureate degree, except physical education activities courses, have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. (1998 Criteria for Accreditation, p. 45). The Criteria also state that in exceptional cases, "outstanding professional experience and demonstrated contributions to the discipline may be presented in lieu of formal academic preparation." In such instances, written justification must be provided.

Comments:

APPENDIX D

FACULTY EVALUATION SCHEDULE

(Approved, March 15, 2011 by vote of the Faculty)

1. Tenure-Track Faculty

- Annual Report
- Annual Meeting with Chair
- Third Year Review
- Structured Classroom Visitations (at least one/year; two, if first indicates improvement needed.)

2. Tenured Faculty (Post-Tenure Review)

- Annual Report
- Annual Meeting with Chair
- Classroom Visitations every three years (one scheduled; two if first indicates improvement needed. Visits take place during entire class time/not part of a class. Two reviewers simultaneously per visit.)

3. Full-Time Faculty (appointment beyond one year; includes Senior Lecturer appointments)

- Annual Report
- Annual Meeting with Chair
- Classroom visitation in first year and third year, before reappointment. Visits take place during entire class time/not part of a class. Two reviewers simultaneously per visit.)

4. Part-time and One-Year Appointments

- Classroom visit for One-Year Appointments
- Classroom visit for part-time faculty (one during first appointment, then decided by Department Chair—especially if intention is to repeat part-time faculty appointment. Visits take place during entire class time/not part of a class. Two reviewers simultaneously per visit.)

Time-line:

Classroom Visitations occur as scheduled by Department Chair. Disagreements should be presented to the Department Chair or the Provost for discussion and resolution within a week of the meeting of the faculty reviewed with the reviewers.

Annual Reports: Due by May 15. Meetings with the Department Chair, May 15-31st and the month of September of the next academic year. Yearly Summary discussed at meetings with Chair. Any response to the Yearly Summary to the Provost (if faculty reviewed desires), by October 15.

APPENDIX E

FACULTY EVALUATION PROCESS

ANNUAL REPORT*

Academic Year, June 20?? through May ??

Name: _____ Department/Program: _____
Rank: _____ Years of Service: _____
Date: _____

Section I: Teaching/Advising

A clear definition of each category should accompany this form in order to establish a common understanding of what is expected in each section.

Courses Taught

(Course no. & title) Number of students in each section

Student Evaluations (to be reviewed with Chair for summative statement; not listed on form)

Independent Studies/Theses Directed

Number of students for Independent Study:

Number of students for Thesis Direction:

Related Departmental/Interdepartmental Teaching and/or Duties

Advising: number of major advisees____ ; number of First Year Advisees:_____;

Number of Program advisees (Honors; International Studies, etc.

Study Abroad/Study-Travel (program; number of students):

On Campus Summer programs (number of students):

Brief Commentary/Reflection (Optional. May be used for explanatory comments or activity not covered above.)

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Section II: Research, Publications, and Creative Productions

Area(s) of Expertise: (please list)

Scholarly/Creative Works/ Productions Published, Performed, etc. (Print and Electronic, indicate refereed, invited, or not)

Book(s):

Chapters in Books:

Articles:

Exhibitions/Performances/Other

Grants Submitted/Funded/Not Funded:

Amount received, if funded: _____

Editorships/Peer Reviews:

Reviews: (book reviews, reviews of performances, exhibitions, etc.)

Scholarly/Conference Presentations (list conference, panel, etc.):

Faculty presentations:

Student presentations:

Invited Lectures/Consultancies/Interviews/Workshops Conducted/Reviews:

Works in progress:

Brief Commentary/Reflection (Optional. May be used for explanatory comments or activity not covered above.)

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Section III: Service & Membership

College Service:

Department Service:

Professional Service:

National/International Memberships:

Brief Commentary /Reflection (Optional. May be used for explanatory comments or activity not covered above.)

S

Section IV: Professional & Faculty Development

(In Teaching, Research/Creative Production, Workshops, or service-related development, on and off campus)

Brief Commentary /Reflection (Optional. May be used for explanatory comments or activity not covered above.)

Section V: Awards & Special Recognitions

Please list:

Brief Commentary /Reflection (Optional. May be used for explanatory comments or activity not covered above.)

***The Office of the Provost will seek feedback from Department Chairs/Program Directors, Faculty Council, and Faculty for periodic review and modification of this form.**

TIPS ON PREPARING FOR CLASSROOM VISITATION

As you prepare for the evaluation, you may want to keep the following considerations in mind. These suggestions are not meant to replace the official form or to direct the critical judgment of the evaluator. They are intended to help faculty being evaluated prepare for the evaluation.

Pre-Preparation

Syllabus

All syllabi need to meet the Dean's syllabus guidelines; to check these, go to [www](http://www.spc.edu) (to be posted on line).

Before the Visit

You should meet with the evaluators before the visit. In addition to the syllabus, provide evaluators with an outline of your teaching plan for the visitation day. This plan should include, at least, your goals and specify the teaching mode—that is, lecture, discussion, or other mode used.

* * * * * * * * * * *

The following bullet points are meant to provide a sample of specific suggestions to help you implement the general items on the evaluation form. These are considered best practices for teaching in general, not just on evaluation day. Given that the items listed below are only samples, you should feel free to share other items that you consider important components of effective teaching.

Professor's Presentation

- Arrive on time.
- Announce what you plan to cover in the class at the beginning of the session.
- Summarize periodically and/or at the end of the class.
- Be audible to all students.
- Maintain eye contact.
- Vary your tone and pitch to keep students' attention.
- Don't rely excessively on notes, slides, or texts.
- Effectively use technology (if technology is used).
- Highlight new terms or concepts.
- Elaborate or repeat complex information.
- Use a variety of examples (meaningful) to explain content.
- Use transitional language to shift from one idea to another.

Learning Environment

- Attend respectfully to students' comprehension or puzzlement (even if they only look puzzled and don't ask questions).
- Encourage students' participation if appropriate to the class.
- Demonstrate respectful behavior toward students.
- Respond thoughtfully to students' questions.
- Appropriately pace the lecture or discussion for your goals.
- Communicate how concepts connect to each other.



CLASSROOM VISITATION FORM

Date: _____

Faculty Reviewed: _____

Class Reviewed: _____

Faculty Reviewers _____

Classroom visitation is part of the evaluation of all faculty (see Faculty Evaluation Schedule, approved at March 15, 2011 Faculty Meeting). Faculty to be reviewed select one classroom visitor/reviewer and the other is appointed by the Department Chair. This review forms part of the Yearly Evaluation Summary provided by the Chair. That summary also includes information from the Annual Report. Should there be significant disagreement between the faculty evaluated and the Chair in the Chair's Yearly Report, the faculty member may meet with the Provost and provide a written statement of dissent.

PRE-PREPARATION:

Instructions to faculty being reviewed:

Meet with the two reviewers (preferably simultaneously), review syllabus and confer with them on topics covered and other issues. Also, ascertain that the syllabus is consistent with the Dean's Guidelines for the Spelman College syllabus.

- Make certain that assignments, instructions, and classroom policies are stated clearly.
- State goals and objectives precisely and clearly

Instructions to the two reviewers: Meet with the faculty member to be reviewed, as stated above. Conduct the visitation together, simultaneously. Each is to write a brief narrative response to items 1, 2, 3 and 4 below. Your narrative for all of these items should be one to two pages in length. Provide examples and comments to support your observations. It is understood that each department will interpret each of these items according to the discipline or field of study, and that it may well be that some points listed in each section may not be addressed.

1. Professor's Presentation

- Organization
- Presentation style and methodology
- Presentation clarity
- Content knowledge and depth
- Content consistent with goals and objectives as stated in the syllabus
- Uses appropriate form(s) of instruction
- Encourages student engagement

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2. Learning Environment
 - Demonstrates productive instructor/student rapport
 - Attends respectfully to student comprehension or puzzlement
 - Invites student participation and comments
 - Incorporates student ideas into class
 - Uses positive reinforcement
3. What went especially well in this class?
4. What could be done differently; what needs improvement?

Overall Rating:

Satisfactory (Within the range of acceptable performance as described by the College):

Comments

Unsatisfactory (Performance is below that expected of a Spelman College professor in the classroom):

Signatures: _____, Reviewer

_____, Reviewer

- Should there be significant disagreement regarding the rating of the classroom visitation, the faculty reviewed may meet with the Chair or Provost, and may provide a written statement that will be attached to the reviewers' evaluation.

APPENDIX F

EVALUATION OF DEPARTMENT CHAIR

ADMINISTRATIVE CATEGORY

Department: _____

Chair: _____

Ratings of excellent, good, adequate (normal performance) or inadequate will be given in each of the areas below. Attached are characteristics that may be used to inform your selection of a specific performance rating. Please comment on the basis for the ratings as appropriate. Comments which provide a rationale for the ratings are encouraged. Please limit comments to one paragraph per item and attach extra pages as needed.

Note: This form is used both by faculty to evaluate chairs and by chairs to evaluate themselves.

1. Administrative/Management Skills

Effective management and administrative skills are important to the day-to-day operation of the department. The Department Chair must demonstrate job knowledge and skills for effective performance of responsibilities.

Rating _____ Comments:

2. Openness and Communication

Department Chairs are expected to demonstrate effective presentation and interpersonal skills in working with people at all levels.

Rating _____ Comments:

3. Decision Making/Problem Solving

An effective Department Chair must be able to solve problems and make decisions in a fair and equitable manner.

Rating _____ Comments:

4. Mentoring of faculty and Staff

A major role of the Department Chair is the development of faculty and staff in the department. Through mentoring, advising and counseling, the chair assists junior and senior faculty in the department to reach personal and departmental goals.

Rating. _____ Comments:

5. Advocacy Efforts on Behalf of the Department

The Department Chair should be an advocate for the academic unit, using this role to advance the goals of the department for the purpose of strengthening various aspects of the learning environment to advance the strategic and operational plans of the department.

Ratings _____ Comments:

6. Leadership

The Department Chair should provide vision and direction for the overall operation of the department, and should guide strategic planning as it pertains to curriculum development, course content, enhancement of academic standards and innovative pedagogical strategies in the classroom.

Rating: _____

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EVALUATION OF DIVISION CHAIR**

ADMINISTRATIVE CATEGORY

Division: _____

Chair: _____

Ratings of excellent, good, adequate (normal performance) or inadequate will be given in each of the areas below. Attached are characteristics that may be used to inform your selection of a specific performance rating. Please comment on the basis for the ratings as appropriate. Comments which provide a rationale for the ratings are encouraged. Please limit comments to one paragraph per item and attach extra pages as needed.

Note: This form is used both by faculty and department chairs to evaluate division chairs and by division chairs to evaluate themselves.

1. Administrative/Management Skills

Effective management and administrative skills are important to the day-to-day operation of the division. The Division Chair must demonstrate job knowledge and skills for effective performance of responsibilities.

Rating _____ Comments:

2. Openness and Communication

Division Chairs are expected to demonstrate effective presentation and interpersonal skills in working with people at all levels.

Rating _____ Comments:

3. Decision Making/Problem Solving

An effective Division Chair must be able to solve problems and make decisions in a fair and equitable manner.

Rating _____ Comments:

4. Mentoring of Department Chairs

A major role of the Division Chair is the development of faculty and staff in the division. Through mentoring, advising and counseling, the division chair assists department chairs to reach personal and departmental goals.

Rating. _____ Comments:

5. Advocacy Efforts on Behalf of the Division

The Division Chair should be an advocate for the academic unit, using this role to advance the goals of the division for the purpose of strengthening various aspects of the learning environment to advance the strategic and operational plans of the division.

Ratings _____ Comments:

6. Leadership

The Division Chair should provide vision and direction for the overall operation of the division, and should guide strategic planning as it pertains to curriculum development, course content, enhancement of academic standards and innovative pedagogical strategies in the classroom.

Rating: _____

APPENDIX G

PROCEDURAL GUIDELINES FOR THE TENURE AND PROMOTION REVIEW

The competence and dedication of the Spelman faculty are of primary importance in achieving the purpose of the institution. Since a tenure decision has far reaching consequences for the future of the institution, tenure appointments will be granted only to those eligible full-time faculty who have demonstrated outstanding academic accomplishments, intellectual distinction, and continued promise as well as service to the College. (Spelman College Faculty Handbook, SECTION THREE. II.)

The following outline of procedures for the tenure and promotion review represents agreement between the Faculty Support Team in the Provost's Office and the operating procedures of the Tenure and Promotion Committee (TPC), and is consistent with the policies otherwise specified in the Spelman College Faculty Handbook (SCFH).

1. **Eligibility:** Each newly appointed tenure-track member of the faculty shall be notified by the Provost Faculty Human Resources Office of the year for tenure and initial promotion review, which is normally the sixth year of tenure-track employment. In accord with existing policies, this process may be accelerated at the discretion of the faculty member, in consultation with the Department Chair/program director and with the approval of the Provost, by submitting a written request to the Provost. As tenure is granted only to full-time tenure-track faculty members who have attained the rank of associate professor or professor, those in a lower rank must be reviewed for promotion simultaneously. In each academic year, the names of those faculty members who are eligible for promotion and / or tenure review will be forwarded by the Provost Faculty Human Resources Office to the TPC. Faculty members who wish to defer the review process until the seventh year must notify the Provost in writing at the beginning of the sixth year (according to the timetable established by the Provost and the TPC).
2. **Initiation Process:** The Provost will notify the candidates and their Department Chairs / program directors of the need to submit the following materials in accordance with the time line established by the Provost and the TPC:
 - a. A list of five external reviewers that has been developed and agreed upon by both the candidate and the Department Chair / program director. See 4 c below for guidelines on generating a list of external reviewers. The final list should be submitted to the Provost.
 - b. The Faculty Support Team in the Provost's Office will create a SmartSheet for each candidate and provide the link to SmartSheet for the candidate to upload their journal information consisting of the annotated vita, scholarly review materials, and sections on teaching, scholarship, and service. This journal should also include additional information and materials needed to conduct a thorough evaluation of the faculty member's teaching, as appropriate for the discipline. When the applicant for tenure is the Department Chair or Program Chair, she/he should submit the journal to the designated chair of the committee. This sheet will also made available to external reviewers.
 - c. Once the external reviewers have been identified by the Provost, the Faculty Support Team in the Provost's Office notifies them via email that they have been selected to participate as an external reviewer in the tenure and promotion process at Spelman College. Faculty Support will send the reviewer the link to the candidate's SmartSheet consisting of the annotated vitae, and scholarly review materials, requesting that the reviewer focuses on the candidate's scholarly rigor in the discipline. The external reviewer will submit their letter of support to the Faculty Support Team in the Provost's Office which will be uploaded to the candidate's SmartSheet.

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- d. The Faculty Support Team in the Provost's Office will create a Confidential SmartSheet for TPC review consisting of copies of the annotated vita, scholarly review materials, and sections on teaching, scholarship, and service. The Faculty Support Team in the Provost's Office will store items, such as a book, that cannot be uploaded.
 - e. A two page vita
 - f. If the candidate has had major teaching or academic program assignments outside of the primary department /program (e.g. teaching courses in ADW, Women's Studies, Japan Studies), she/he should also submit to the Provost the names of the department /program and the corresponding program director, supervisor or Department Chair, who will write an additional review letter.
3. **Promotion to Professor:** In cases of application for promotion to the rank of full Professor, items 1 and 2 above are modified by the following:

It is incumbent upon the faculty member to decide which year she or he wants to be considered for promotion. In accordance with the timetable established by the Provost and TPC, the faculty member shall send a brief letter to the Provost and Department Chair / Program Director indicating her or his intention to apply for promotion, and in consultation with the Chair, shall submit a list of potential external reviewers to the Provost. The potential external reviewers shall be full Professors of (at least) 4-year institutions. The candidate should also prepare and submit to the chair the other review materials specified in section 2 above. The chair will send those materials to the Faculty Support Team in the Provost's Office to create a Smartsheet for the candidate.

4. **Summary of Independent Reviews:** The candidate's application will receive several independent reviews each resulting in a recommendation to support or deny tenure and/or promotion, supported by a rationale. The reviews that are submitted to the TPC originate as follows:

- a. **Departmental Review for Promotion to Associate Professor:** In the case of promotion to the rank of Associate Professor, the Department Chair/ program director will expedite the departmental review. She / he will circulate the review materials and convene the tenured members of the department/program to review the candidate according to the following criteria:
 - evidence of excellent teaching
 - evidence of substantial professional involvement in one's field
 - evidence of excellent scholarship and/or creative productivity
 - evidence of excellent service to the College

When fewer than three tenured faculty exist within a department/program, faculty from cognate areas will be asked to serve on this review committee. The Provost will appoint these additional faculty on a case-by-case basis. The Department Chair/ Program Chair will sit in on this discussion; however, the chair/director should not be involved in writing the department letter and should not review or sign it. One tenured faculty member, other than the department/program chair, should be elected to prepare a written recommendation to the TPC. This written recommendation must reflect the range of views expressed by all members of the review committee (except the Chair / Director), must clearly state the committee's final vote recommending for or against promotion and/or tenure, including that of the chair/ director, and must be signed by all tenured faculty members participating in the review except the chair/director.

The letter or recommendation from the department faculty should address the candidate's contributions /achievements and strengths and weaknesses according to the four criteria listed above. Each area should be given a summary assessment of inadequate, adequate, good, or excellent with substantiated evidence. In addition, the tenured faculty's letter should comment on the value of the faculty member's contributions to the department/college. Special attention should be devoted to student input and evaluations, course development, teaching materials and strategies, student engagement and development, and overall teaching effectiveness. This letter should be sent to the Faculty Support Team in the Provost's Office to be uploaded to Smartsheet.

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The Department Chair / Program Director will be responsible for her / his own letter, written and delivered separately from the department letter. This separate letter of commentary and recommendation should describe the value of the faculty member's contributions to the department and/or college in the areas of teaching, service, and research and relative to the department/college's overall needs and goals. The letter should clearly state whether the chair/director is for or against tenure and/or promotion. This letter should be sent to the Faculty Support Team in the Provost's Office to be uploaded to Smartsheet.

Please note: Access to the candidate's journal and confidential Smartsheets will be removed by the Faculty Support Team in the Provost's Office after the deadline for review of the materials.

b. Department Review for Promotion to Full Professor:

In the case of promotion to the rank of Professor, the review committee shall consist of only tenured full Professors. The committee must consist of at least four faculty at this rank. When the size of a department, leaves of absences, or other factors make it impossible for there to be four senior faculty members from the candidate's department, a special committee shall be created consisting of all available full Professors from the department, augmented by others. Members of the Tenure and Promotion Committee may not serve on the special committee unless they are full Professors from the Department. The committee shall include at least two members of the Spelman faculty and if possible, shall be chaired by a full Professor from the candidate's department/program. At least one member of the committee shall be in the candidate's academic field. The candidate and/or Department Chair may make suggestions as to the committee appointments, but it is finally the prerogative of the Provost to select the non-department membership best able to appraise the research, teaching, and service of the candidate. The Department Chair, regardless of rank, will write a letter on the candidate's teaching and departmental service. In addition, the committee shall consult with the Department Chair on the candidate's teaching and departmental service. One committee member other than the Department/Program Chair (when she or he is a member of the committee) should be elected to prepare a written recommendation to the TPC. This written recommendation from the Committee of full professors should be guided by the following criteria:

- evidence of excellent teaching and commitment to student's professional development
- evidence of sustained and distinguished record of scholarship and/or creative productivity
- evidence of recognition among his/her professional peers
- highly engaged intellectually within the Spelman community and beyond
- evidence of excellent service to the College.

Also, the written recommendation must reflect the range of views expressed by all members of the review committee, must clearly state the committee's final vote recommending for or against promotion, and must be signed by all members of the committee.

c. External Review for Promotion and Tenure:

At least three of external peers from the list of five potential external reviewers will provide independent reviews upon request by the Provost. The external peers will be asked to review the submitted publications and annotated vitae and comment on scholarly and/or creative achievements in preparing a recommendation regarding tenure and/or promotion. Normally the faculty member will initiate the process by submitting a list of potential reviewers to the departmental chair. However, generating the list of five potential external reviewers should be a collaborative effort between the faculty member and the Department Chair in consultation with the tenured faculty of the department. The process begins with a discussion between the faculty member and the Department Chair where each may suggest potential reviewers. The official list of potential reviewers should be transmitted to the Provost by the Department Chair.

The list of potential external reviewers should be developed based upon the candidate's area of scholarship and should not include individuals who may be perceived to have a conflict of interest. For example, dissertation advisors, personal friends (as opposed to professional colleagues), relatives, collaborators, and AUC faculty should not be included except when there is a special justification. The Provost reserves the right to reject any individual and require that additional names be provided. If the faculty member and the department/program cannot agree on a common list, then each will submit names to the Provost who will determine the final list. The list should

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include individuals who are tenured members of the faculty of (at least) four-year academic institutions. If the faculty member is applying for Full Professor, the list should be limited to tenured Full Professors.

d. **Other Reviews:** For cases in which a candidate has a joint appointment or active teaching or program assignment outside of the department, additional commentary and recommendation should be submitted by the appropriate supervisor, director, divisional coordinator, or Department Chair. This letter will be requested by the Provost Faculty Human Resources Office and reviewed by the TPC after the candidate has identified the appropriate person.

5. Tenure and Promotion Committee Review Materials: The TPC conducts a comprehensive review and assessment of the candidate's complete tenure and/or promotion dossier. Regarding applications for tenure and promotion to associate professor, the goal is to assess the candidate's overall achievements and contributions (with respect to the criteria listed in section 4a above) and her/his potential overall long-term value to the department/college. Regarding applications for promotion to full professorship, the goal is to assess the candidate's distinguished accomplishments and recognized intellectual leadership as an outstanding teacher-scholar in her or his field (with respect to the criteria listed in section 4b above).

The primary input of the candidate to this review process is the preparation of journals which will be uploaded to Smartsheet; one for the TPC, one for the department and the external reviewers. The materials include annotated vita, the two page vita, scholarly materials, teaching materials, and sections that describe and summarize accomplishments in scholarship, teaching, and service. (See detailed instructions for preparation of the tenure journals and the annotated vita in sections 10 and 11.)

The dossier reviewed by the TPC includes the following:

- a. The candidate's journal (see section 2d above);
- b. The letter of recommendation from the committee of tenured faculty (or full professors if the application is for full Professorship) that include a rationale on which the recommendation is founded;
- c. The letter of commentary and recommendation from the Department Chair/ program director;
- d. At least three review letters from external peers (selected from the list of five);
- e. Materials from the annual Course Evaluation System over a period of several years; and
- f. The pre-tenure review report and accompanying documents (except in cases of promotion to full Professor).

6. Special Procedures in the Case of TPC Review for a New Appointment with Tenure:

The candidate must assemble a journal of previous scholarship, teaching, and service, which includes samples of the candidate's scholarly work. The TPC should review the journal, recommendations from the proposed department or program, and any other materials, which will assist in the review of the candidate in the areas of scholarship, teaching, and service, and the overall value of the candidate's expertise to the Institution. The Faculty Support Team in the Provost's Office will create a Smartsheet to upload the materials.

7. TPC Recommendation: The TPC will provide a written recommendation to the Provost that includes the Committee's vote and a brief rationale for the final recommendation. The TPC will notify the faculty member of its recommendation in writing.

8. Provost's Review and Recommendation: The Provost will review all of the materials received by the TPC and develop an independent recommendation to the President. The Provost will forward all materials to the President. The Provost will, at the same time, forward to the candidate a summary of recommendations made at all levels of the process.

9. President's Review and Recommendation, Board's Decision: The President, in consultation with the Provost, shall review all materials and recommendations, shall make the final decision on promotion, and shall submit her/his recommendation on tenure to the Board of Trustees. The Board makes the final determination concerning tenure and informs the President, who shall then inform the faculty member of the decision in writing. In cases regarding promotion to Full Professor only, the President shall make the final decision. Unsuccessful candidates for promotion to Full Professor may reapply whenever they feel that their cases are stronger.

10. The Tenure Review Journal

The journal materials should be uploaded via Smartsheet by the designated date. The Smartsheet link will be provided by the Faculty Support Team in the Provost's Office. The following materials should be included in the order outlined:

A. Annotated Vita –

A detailed current annotated vita that includes education, employment history, list of courses taught, publications, presentations and service to the College and other relevant information. See # 11 below for detailed suggestions on vita preparation.

B. Section on Teaching Effectiveness

This section should contain:

- a. A summary statement of self-assessment on strengths and weaknesses, goals set and achieved, and anticipated future contributions to the department and college.
- b. Brief discussion of course innovations, new developments, role as mentor, etc.
- c. Two syllabi that have been developed by the faculty member.
- d. Any other particularly significant materials related to teaching (should be kept to a minimum).

C. Section on Scholarly / Creative Productivity

This section should contain:

- a. A summary statement of self-assessment of professional and scholarly development (discuss on-going and completed projects).
- b. Copies of all of the most significant pieces of peer-reviewed scholarly or creative work the faculty member wishes evaluated.
- c. Any other particularly significant material related to scholarly or creative productivity (should be kept to a minimum).

D. Section on College Service

This section should contain:

- a. A summary statement of self-assessment of contributions to the College and general activities in the professional arena and the community.
- b. An explanation of the significance of service activities if it is not apparent.

A. Other

Thank you letters, notes of congratulations, notes, letters and cards from students, letters of appointments, etc., are all inappropriate attachments and therefore should not be included. The Committee reserves the right to request revisions to the journal.

11. Annotated Vita

The annotated vita should be organized to include:

1. Name and Department

2. Education: degrees, dates, institutions, department/program titles of Master's thesis and Doctoral dissertation.

3. Employment History: title, Institution, date, major responsibilities.

4. Teaching: List in table format the courses taught by semester, credit hours, contact hours, and average course evaluation rating. Also provide information on advanced in pedagogy, innovations, special considerations, and new developments as appropriate.

5. Scholarly /Creative Activity

This section should include the following items with annotations directed towards a general faculty reader:

- a. Refereed publications (artistic performances as appropriate) with full citations. If possible, provide information related to the potential or recognized impact of the publication (citations and uses of the publications by others, published reviews, etc.)
- b. Non-refereed publications-give publication information and significance.
- c. Invited presentations - date, title, audience.

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- d. Other presentations in professional settings - date, title, audience.
- e. Consultations (those not listed as service) - they must be clearly identifiable as invitation to consult based on an individual's professional reputation.
- f. Grants received - title, funding agency, amount, and date.
- g. Grants submitted - title funding agency, amount requested
- h. Awards, recognitions - indicate the nature of award, purpose, criteria and date.
- i. Reviews of scholarly and creative works.
- j. Professional service such as chairing panels, serving on editorial boards, etc.
- k. Other appropriate information beyond the categories outlined.

Annotations should explain the significance of any activity or document if it may not be apparent to a person outside of the discipline.

12. Service

a. College service

This section should contain:

- i. Committee service, role of the committee, frequency of meeting, special contributions.
- ii. Service that is not committee-based such as representation of the College to an external agency, advisor to student groups, etc.
- iii. Advising: typical advising load, special assignments, innovation.

b. Non-scholarly professional service

This section should highlight involvement in general professional association activity, boards, committees, panels, consulting, etc. This should be distinguished from 5j in that these activities (e.g., serving as the treasurer of a professional organization) are probably not dependent upon one's research specialty.

c. Community service

This section should include activities that have enhanced the reputation of the College as an important agency in the community. It should focus on service to the public related to one's role as an academician. This includes involvement in activities such as United Way Board, Mayor's Commission, etc. It does not include community involvement of a 'good citizen' nature.

13. The Journal for Promotion to Full Professor

The journal for candidates applying for promotion to full Professor should include all of the items specified in sections 10 and 11 above, with the following additions and changes:

- a. A statement indicating the month and year when tenure and promotion to associate professor was obtained;
- b. Copies of scholarly /creative materials should be limited to those produced after promotion to associate professor;
- c. The narrative sections on teaching effectiveness, scholarly/creative productivity, and college service should highlight accomplishments and achievements made after promotion to associate professor.

APPENDIX H

PRELIMINARY TENURE REVIEW PROCEDURES

The Preliminary Tenure Review is an important step in the progression toward tenure. The purpose of the review is to assess the development of the faculty member and to assist her/him in making plans for future development in the years remaining prior to the tenure decision.

Outline of the Third Year Preliminary Tenure Review Process

1. Faculty member assembles and submits Preliminary Tenure Review Journal and the annotated vita (using the format of the Tenure / Promotion Review Journal) to Department Chair by the designated date in the fall semester. The Department Chair should send the materials to the Faculty Support Team in the Provost's Office.

The Faculty Support Team in the Provost's Office creates a Smartsheet containing the candidate's materials and provides a link to the tenured faculty members in the department. All tenured members, excluding the chair, will provide both cumulative and formative feedback in a single letter to the chair. That letter will be forwarded to the Faculty Support Team in the Provost's Office for the Pre-Tenure Review Committee (comprised of the Department Chair and two members of the TPC) to review via Smartsheet.

2. Pre-Tenure Review Committee reviews materials and makes an assessment.
3. Committee discusses assessment with faculty member.

4. Committee submits report to Provost, Tenure and Promotion Committee, and the junior faculty member. As standard procedure, the Pre-Tenure Review Committee Report (including the letter from the tenured members of the department) and the junior faculty member's response to the Report should go on file in the Provost's Office and be provided to the Tenure and Promotion Committee at the time of the tenure review. Pre-tenure faculty may choose to provide their Pre-Tenure Review Committee Report to other faculty for mentoring purposes.

5. Faculty member submits three-year development plan to Department Chair and Provost, and the Chair of the Tenure and Promotion Committee by the designated date.
6. Plan is updated in annual meetings of faculty member and Department Chair.

I. The Review, Conference, Written Report, and Follow-up

The Review will be conducted by a committee composed of the Department Chair and two members of the Tenure and Promotion Committee and should be scheduled early in the spring semester. It will cover three areas: Scholarly / Creative Activity, Teaching Effectiveness, and College Service. Each member of the Committee will carefully review the journal prior to the meeting. The Committee will also review a letter from the tenured faculty and written feedback from any appropriate program director or supervisor (e.g., in the case that the faculty member has active teaching or program assignments outside of his/her department). The Committee will draw conclusions concerning the strengths and weaknesses of the faculty member in the three areas, rate the faculty member's performance as inadequate, adequate, good, or excellent in each area, and give substantiated evidence for the rating. The assessment will be based on both qualitative and quantitative criteria. The Committee should also comment on the value of the faculty member's contributions to the Department and College. The Committee will then outline specific ways in which the faculty member might improve his/her progress toward tenure with respect to the three areas and **the four criteria for promotion in rank as listed in this Handbook**. One of those criteria, "evidence of substantial professional involvement in one's field," should be articulated and emphasized in each section of the journal where it is relevant.

Directly following its review, the Committee will meet with the faculty member to present its findings, including information from the tenured department faculty, and make practical suggestions for improvement. The faculty member is expected to participate in the discussion and to ask questions.

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The Department Chair should draft the report and send it to committee members for review and revision. The report should give a careful evaluation of the faculty member's work and indicate clearly whether the Committee judged the faculty member's performance to be inadequate, adequate, good, or excellent in each of the three areas. It is important that ratings be substantiated to show how the committee came to the decision on the rating selected. A summary of the committee's recommendations in each of the three areas should be included. An indication should be given of any problems identified so that the faculty member can address them in his/her three-year plan. After all revisions have been made, the committee members should sign the final report. The Department Chair will send the final report to the junior faculty member with copies to the Provost and chair of the Tenure and Promotion Committee. A copy of the letter from the tenured faculty will be kept on file in the Office of the Provost. After reviewing the report, the faculty member may address any disagreement(s) with its contents to the Provost.

The faculty member in consultation with the Department Chair will prepare a three-year development plan based on the conference and will submit an approved plan to the Department Chair, the Provost and the Chair of the Tenure and Promotion Committee by the designated date of the following academic year. The faculty member and Department Chair will meet yearly to assess progress and to make necessary revisions of the plan until the tenure review. This meeting may coincide with the College's annual faculty evaluation review.

II. Overview of the Preliminary Tenure Review Journal

The journal should be submitted by the designated date. The following materials should be included in the order outlined. A detailed description of the journal may be found at the end of this document.

A. Annotated Vita

1. A detailed current annotated vita that includes education, employment history, list of courses taught, publications, presentations and service to the College and other relevant information.

B. Section on Teaching Effectiveness

1. A personal assessment of strengths, weaknesses, major contributions, short- and long-term goals and how the person's strengths complement the goals of the department and/or College as they relate to teaching.
2. Summary of activities relating to teaching for the past three years. Include courses taught and special efforts, such as the design of a new interdisciplinary course or the development of resource materials for the department.
3. Materials such as selected course syllabi, examinations and hand-outs developed by the candidate, and other course materials developed by the candidate.

C. Section on Scholarly/Creative Activity

1. A personal assessment of strengths, weaknesses, major contributions, short and long-term goals, and how the person's strengths complement the goals of the department and/or College as they relate to scholarship.
2. Summary of activities and accomplishments for the past three years. The summary should cover two areas: (i) Research and/or Creative Activity, and (ii) Professional Involvement.
3. Materials in support of #2 above, such as articles published, and articles in press or submitted since employment at Spelman College. These may also include a list of off-campus workshops conducted, copies of scholarly or creative presentations given, cover pages from research grants submitted and/or funded, and confirmation of invitations to collaborate on scholarly/creative projects.

D. Section on Service

1. A personal assessment of strengths, weaknesses, major contributions, short- and long-term goals, and how the person's strengths complement the goals of the department and/or College and/or the profession as they relate to service.

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2. Summary of activities for the past three years. Include student advising, department and college committees, proposal writing etc., noting those items that are especially time-consuming. Note any leadership roles.
3. Evidence such as proposal cover pages, letters, awarding grants, and a list of students supervised in independent study may be included.
4. Summary of activities related to community service (optional) as indicated in the detailed journal description.

E. Other

Thank-you letters, notes of congratulations, notes, letters and cards from students, letters of appointment, etc., are usually inappropriate attachments, and therefore should not be included.

The Committee reserves the right to request revisions of the journal.

III. The Review Conference and Written Report

Before meeting with the Preliminary Tenure Review Committee, the Department Chair should

- request the annual student evaluation scores from the Office of Institutional Research prior to the scheduled review meeting.
- circulate the journal among tenured members of the department and relevant program directors or supervisors for written feedback and input prior to the scheduled review meeting.
- circulate the review journal to the other two committee members assigned from the Tenure and Promotion Committee.
- have available the completed class visitation and evaluation of teaching report of the junior faculty member.
- provide committee members copies of the annual faculty evaluation review, including any amendments and any programmatic participation assessments, letters from other relevant program directors or supervisors (e.g., as a result of teaching courses such as African Diaspora and the World 111& 112), and written feedback from the tenured faculty.
- schedule and call the meeting of the Preliminary Tenure Review Committee.

The review should take place in two parts. Part I consists of the review and discussion by the Review Committee based on the materials submitted to the Department Chair. During Part II the faculty member under review joins the committee to discuss its findings and recommendations.

Part I: Committee Deliberation

The Chair should present general information on the faculty member under review at the beginning of the session. Each member of the Committee may then be assigned to present a review of the candidate in one of the three areas based on their prior reading of the journal and other items. [Questions below may be used as a guide in these deliberations. The same person might lead the discussion on that area during the follow-up meeting with the faculty member being reviewed (in part II) of the review process].

The following questions may be used by the Committee to guide the discussion in each area. These are in no way exhaustive:

A. Teaching Effectiveness

1. Do the faculty member's classes reflect high academic quality?
2. Is the faculty member recognized as an effective teacher by departmental colleagues?

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3. Are the course syllabi well designed? Are course objectives, requirements, and grading standards clearly stated? Do the requirements match the level of the course?
4. What are the student evaluation ratings? Are they consistently of high quality? If not, have they shown improvement over time?
5. Are the written student comments favorable? Do they indicate that the courses are rigorous?
6. Does the faculty member mentor students?
7. Is the faculty member accessible beyond class time? Does he or she keep regular office hours and fulfill advising responsibilities?
8. Is the faculty member punctual and dependable about meeting classes? How does the faculty member handle his/her absences?
9. Has the faculty member designed new courses or participated in the revision of courses?
10. Has the faculty member been engaged in efforts to improve his/her teaching pedagogies?

B. Scholarly/Creative Activity

The items in this area fall into two categories: a) research and creative activity and b) professional involvement development.

1. Has the terminal degree been earned? Is there evidence of continuing scholarly growth?
2. Is there a high level of scholarly/creative activity as indicated by both the quality and quantity of the evidence documented? (e.g., publication of books and articles in referred journals or comparable edited compilations; book reviews in scholarly publications; scholarly presentations at regional, national, or international professional conferences; translations; performances; commissions; catalogue entries, exhibits; recitals; plays, etc.).
3. What is the nature of the faculty member's scholarly reputation (as evidenced by his/her demand as a journal reviewer, program reviewer, critic, consultant, ability to attract grant funds for research, etc.)?
4. What are the chair and departmental colleagues' assessments of the quality of scholarly work?
5. Is the area of scholarly work considered valuable by the department?
6. Is there evidence that the faculty member's expertise is valued by the larger community (e.g., board memberships, media interviews, etc.)?
7. Is there active involvement in professional organizations?

C. College Service

1. Does the faculty member give support to the ongoing programs in the department in addition to advising? Does he or she serve the department in some special capacity?
2. Is the overall departmental service sufficient?
3. Is there evidence of involvement, and in some instances leadership, in college-wide activities?
4. Does the faculty member show evidence of advising mentoring students and supporting their development beyond that which is related to the courses taught?
5. Does the faculty member assist in attracting and/or effectively administering grants and/or gifts to the college?
6. Does the faculty member represent the College well in local and national communities?

D. Overall Value to the Department/Program and the College

1. How does the faculty member's teaching expertise meet the needs of the department?
2. Can the faculty member teach all courses desired of him/her?
3. Are there foreseeable curricular changes into which this faculty member may not fit?

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4. Is the person dependable in sharing responsibilities?
5. Does the person interact effectively with departmental colleagues?
6. Do the faculty member's strengths enhance institutional priorities?

In closing part I of this review the Committee should summarize the strengths and weaknesses of the faculty member, determine the rating to be assigned in each of the three areas and provide clear reasons for the rating given. Finally, the committee should discuss strategies that might be recommended to the faculty member to use in the years remaining prior to the tenure review.

Part II: Committee Discussion with the Candidate

During this session, which directly follows the above deliberation, the faculty member should join the Review Committee for a discussion of its findings, including a discussion of strengths and weaknesses. In each area the Committee should report its assessment and its final ratings.

The Chair might report on general criteria, such as the match between the departmental needs and the expertise of the faculty member, and recommendations for the future. The faculty member should have input throughout this session, either by raising questions or providing clarification as necessary.

At the close of the session the Chair should remind the faculty member of the subsequent steps:

- 1) the department /program chair will give the faculty member a copy of the Pre-Tenure Committee's written report, and the faculty member is allowed to submit an optional response if he/she wishes to do so;
- 2) the Faculty Member should prepare a written plan for development in the remaining years prior to tenure review by the designated date, submit it to the Department Chair, and make revisions as necessary. The final copy of the Pre-Tenure Committee's written report and faculty member's written plan for development should be submitted to the Provost and the chair of the Tenure and Promotion Committee.

THE PRELIMINARY TENURE REVIEW JOURNAL

This document provides the format for the journal to be used for pre-tenure. The journal, consisting of an annotated vita and three short sections on teaching, scholarly/creative productivity, and service, should be submitted to the Faculty Support Team in the Provost's Office by the designated date. The materials will be uploaded to Smartsheet. The vita should be organized to include:

Annotated Vita

1. Name and Department

2. Education: degrees, dates, institutions, department/program, titles of master's thesis and doctoral Dissertation.

3. Employment History: title, institution, date, major responsibilities.

4. Teaching: List by semester the courses taught, credit hours, contact hours, and student evaluation scores. Also list advances in pedagogy, innovations, special considerations, and new developments as appropriate.

5. Scholarly/Creative Activity

This section should contain:

- a. Refereed publications (artistic performances as appropriate) with full citations.
- b. Non-refereed publications - give publication information and significance.
- c. Invited presentations - date, title, audience.
- d. Other presentations in professional settings - date, title, audience.

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- e. Consultations (those not listed as service) - they must be clearly identifiable as invitations to consult based upon an individual's professional reputation.
- f. Grants received - title, funding agency, amount, dates.
- g. Grants submitted - title, funding agency, amount requested, date submitted.
- h. Awards, recognitions - indicate the nature of award, purpose, criteria and date.
- i. Citations, reviews of scholarly and creative works.
- j. Professional service such as chairing panels, serving on editorial boards. etc.
- k. Other appropriate information beyond the categories outlined.

6. Service

a. College Service

This section should contain:

- i. Committee service, role of the committee, frequency of meetings, special contributions.
- ii. Service not committee-based such as representation of the College to an external agency, advisor student groups, etc.
- iii. Advising: normal advising load, special assignments, innovation.

b. Non-scholarly professional service

This section should highlight involvement in general professional association activity, boards, committees, panels, consulting, etc. This should be distinguished from 5j. in that these activities (e.g., serving as the treasurer of a professional organization) are probably not dependent upon one's research specialty.

c. Community service

This section should include activities that have enhanced the reputation of the College as an important agency in the community. It should focus on service to the public related to one's role as an academician. This includes involvement in activities such as United Way Board, Mayor's Commission, etc. It does not include community involvement of a "good citizen" nature.

Three Supporting Sections of the Journal

1. Teaching

This section should contain:

- a. A summary statement of self-assessment on strengths and weaknesses in teaching, goals set and achieved, and anticipated future contributions to the department and College.
- b. Brief discussion of course innovations, new developments, role as mentor etc.
- c. Two syllabi that have been developed by the faculty member.
- d. Any other particularly significant material related to teaching (should be kept to a minimum).

2. Scholarly/Creative Productivity

This section should contain:

- a. A summary statement of self-assessment on professional and scholarly development (discuss ongoing and completed projects).
- b. Copies of at least two of the most significant pieces of scholarly or creative work the faculty member wishes evaluated.

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c. Any other particularly significant material related to scholarly or creative productivity (should be kept to a minimum).

3. Service

This section should contain:

a. A summary statement of self-assessment of contributions to the College and general activities in the professional arena and the community.

b. An explanation of the significance of service activities if it is not apparent.

Thank-you letters, notes of congratulations, notes, letters and cards from students, letters of appointment, etc., are all inappropriate attachments, and therefore, should not be included. Properly developed, it is expected that this journal will fit into a one-and-a-half inch binder. Examinations, lab manuals and other teaching materials should be evaluated by Department Chairs on an annual basis and by the committee of tenured faculty. They therefore should not be included in this journal. Questions of suitability of materials for inclusion should be addressed to the TPC Chair. If the journal comes to the TPC in a state of disorganization that significantly inhibits the review process, the TPC reserves the right to return the journal to the candidate for re-organization.

APPENDIX I

SAMPLE PROMOTION, TENURE, AND PRE-TENURE TIMETABLES

Tenure and Promotion / Promotion to Full Professor Timetable

March 22	Workshop on Tenure and Promotion
April 19	Workshop on Promotion to Full Professor
April - May 10	Training on SmartSheet provided by the Office of the Provost
May 3	Pre-Tenure Workshop
May 25	Deadline for the candidate to inform the Department Chair and Provost of intent to apply for tenure or promotion, request to apply early, or request to postpone the application. The Office of the Provost will send the candidate instructions on how to upload application materials into SmartSheet.
June 15	Deadline for the final list of external reviewers to be uploaded into SmartSheet
July 13	Sections A and C of the Journal are due: Deadline for the candidate to upload into SmartSheet the following materials for external reviewers. <ul style="list-style-type: none"> • (Appendix G: 10.A) Annotated curriculum vita • (Appendix G: 10.C) Section on Scholarly/Creative Productivity
September 21	Sections B, D, and E of the Journal are due: Deadline for the candidate to upload into SmartSheet the remaining sections of the Journal <ul style="list-style-type: none"> • (Appendix G: 10.B) Section on Teaching Effectiveness • (Appendix G: 10.D): Section on Service • (Appendix G: 10.E): Other
September 28	The SmartSheet Journal will be accessible to the Department Chair and all tenured members of the department for review and deliberation
October 12	Deadline for letters from the Department Chair, and tenured faculty members
October 15 – April	Review and recommendations/decisions rendered by Tenure and Promotion Committee, Provost, President and Board of Trustees
May	Announcement of newly tenured and promoted faculty

Preliminary Tenure Review Timetable

September 14	Deadline for the candidate to inform Department Chair and Provost of any request for early or delayed pre-tenure review
September 21 – October 30	Candidate is provided information on how to upload the preliminary tenure journal into Smartsheet
November 2	Deadline for the candidate to upload the preliminary tenure journal into Smartsheet
November 29	Class visitation and peer review deadline
January 28 – February 11	Preliminary Tenure Committee meets with the candidate
March 8	Deadline for Preliminary Tenure Committee to submit its report to the Provost and the Tenure and Promotion Committee Chair

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September 6 Deadline for the candidate to submit Action Plan to Provost and the Tenure and Promotion Committee Chair

Timetables Provided at Pre-Tenure and Tenure and Promotion Workshops and in Faculty Support Office.

APPENDIX J

SABBATICAL LEAVE REQUEST FORM

Please forward the completed application and all supporting documents to:

Sabbatical Leave Review Committee
c/o Office of the Provost
Spelman College, Box 1209
Atlanta, GA. 30314
or email to fdc@spelman.edu

NAME: _____

RANK: _____

DEPARTMENT: _____

TOTAL YEARS FULL-TIME TEACHING AT SPELMAN COLLEGE: _____

Summary of Sabbatical Leave Project: (Provide a summary here, but attach a detailed plan for study, research, or other appropriate scholarly activity to be undertaken during the proposed leave. Indicate length of leave and proposed dates.

Explain in the space provided the ways in which this project will enhance your value to the College.

Summary of Professional Achievements. Attach a résumé and/or summary of professional achievements, including publications, papers, exhibitions, performances, fellowships, grants and awards.

Applicant Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

____ Recommended ____ Not Recommend

APPENDIX K

APPLICATION FOR SPELMAN COLLEGE FACULTY DEVELOPMENT GRANTS

Tenured and tenure-track faculty are eligible to apply for faculty development grants (maximum amount is \$2000). Grant funds can be used for **research/scholarship** resources (books, software, materials, or student assistants), **travel** for research/creative endeavors, or for **teaching and learning**. Ineligible items are hardware, computer equipment, summer salaries, release time and consultants. **Chairs submitting applications should seek signatures from Divisional Chairs.*

NAME: _____ E-MAIL _____ EXT _____

RANK: _____ DEPARTMENT: _____

TOTAL YEARS OF FULL-TIME /TENURE TRACK TEACHING AT SPELMAN COLLEGE:

Please check the category for your proposal:

Research/Scholarship Resources Travel (for research) Teaching and Learning

Please check timeframe for which you are applying:

January 20__ – June 20__ July 20__ – December 20__

Required Proposal Content and Materials:

1. **Description of Activity** (including rationale in context of ongoing scholarly work). If applicable, indicate ways that your project will enhance goals at Spelman College, which include “globalizing learning and scholarship,” and interdisciplinary.
2. **Summary of Accomplishments**, if awarded small grant(s) previously (include date(s) of previous awards)
3. **Budget** (*Note: all funds must be used in the timeframe selected above*)
4. **Supporting Materials** (e.g. invitation letter to give talk, airline fare quotes, etc.)
5. **Abbreviated Curriculum Vitae** (summary of relevant professional achievements, including, but not limited to publications, papers, exhibitions, performances, fellowships, grants, and awards; **not to exceed 3 pages**)

Applicant Signature: _____ Date: _____

Department*/Divisional Chair Signature: _____ Date: _____

Please complete this application form, attach all supporting documents, and upload to:

Faculty Development Committee Moodle Page, under General Courses

Grant applications are due (electronically) by 12noon

Early to mid-October (for January-June timeframe)

Late February to early March (for July-December timeframe)

Faculty Development Committee announces specific due dates each semester via email.

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Please use space allowed to enter your information

Description of Activity:

Relevance of proposed activity to Spelman College mission:

Describe proposed scholarly efforts (research/publications/symposia) to result from the proposed activity:

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Itemized budget (not to exceed \$2000.00 US)

Total:	

Budget Justification:

Detailed timeline of activities:

Please e-mail (1) this form,
(2) your abbreviated curriculum vitae (no more than 3 pages)
and (3) any supporting materials
For a complete application to:
fdc@spelman.edu

APPENDIX L

APPLICATION FOR JUNIOR FACULTY RESEARCH LEAVE (2018-2019)

Tenure-track faculty may apply in the third year or after for a one-semester research leave with full salary to be taken following the third-year review. This leave is intended to provide an opportunity for junior faculty to concentrate on their research prior to the tenure application. This leave may be applied for while the faculty member is undergoing the third-year review but must be taken after the review has been completed.

Please upload this cover-sheet, along with all supporting documents to the Faculty Development Moodle page.

Applications are due by:
12noon, Friday, October 27th, 2017.

Name/Email/Ext.:

Rank:

Department:

Total Years Full-time Teaching at Spelman:

Semester requested for leave:

Department Chair/Email/Ext.:

- A. Have you previously taken a leave for scholarly activity while a full-time faculty member at Spelman?
If yes, please provide a brief description and dates:

B. Required Materials:

1. **Summary of Research Leave Project.** Provide a summary (not to exceed **500 words**) of your plan of scholarly activities—for example, research, writing, publications, creative works—to be undertaken during your proposed leave that will support your candidacy for tenure. Indicate ways that your project will enhance the College's goals, for example, "globalizing learning and scholarship" or interdisciplinarity. Indicate length of requested leave and proposed dates.
2. **Prior Productivity.** Briefly describe what you have already done that will support the successful completion of your research project; do not exceed **250 words**.
3. **Abbreviated Curriculum Vitae.** Summarize relevant professional achievements, including, but not limited to, publications, papers, exhibitions, performances, fellowships, grants, and awards; do not exceed **3 pages**.

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Applicant Signature: _____ Date:

Department Chair Signature: _____ Date:

APPENDIX M

SCIENTIFIC MISCONDUCT REVIEW PROCESS

Spelman College aims to foster an environment that encourages integrity in all research activities. Scientific integrity is required of all employees, students, and persons within the College's control who engage in scientific activities.

Scientific Misconduct or Misconduct in Science means:

1. the fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research; or
2. retaliation of any kind against a person who has reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

Spelman College will conduct an inquiry, and if necessary, a subsequent investigation in every instance of alleged or apparent scientific misconduct of any person paid by, under the control of, or affiliated with the College, such as faculty, scientists, trainees, technicians and other staff members, students, fellows, or guest researchers. The policy and procedures will normally be followed when an allegation of possible misconduct in science is received by a College official. If particular circumstances dictate the need for variation from the normal procedure, the Provost of the College must approve the change in advance and ensure fair treatment of the subject of the inquiry or investigation.

In cases involving research, research-training or research-related grants, subcontracts or cooperative agreements from or with federal agencies, notification and reporting regulations of the particular agency will be followed. In particular, the Public Health Service Regulation of 42 CFR Part 50, Subpart A and the National Science Foundation Regulation in GPM (NSF 95-26), Part 930 will be upheld.

RIGHTS AND RESPONSIBILITIES

Research Integrity Officer

The Provost will serve as the Research Integrity Officer who will have primary responsibility for implementation of the procedures set forth in this document. The Research Integrity Officer will appoint the inquiry and investigation committees and ensure that necessary and appropriate expertise is secured to carry out a thorough and authoritative evaluation of the relevant evidence in inquiry or investigation. The Research Integrity Officer will attempt to ensure that confidentiality is maintained.

The Research Integrity Officer will assist inquiry and investigation committees and all institutional personnel in complying with these procedures and with applicable standards imposed by the College and government or external funding sources. The Research Integrity Officer is also responsible for maintaining files of all documents and evidence and for the confidentiality and the security of the files.

The Research Integrity Officer will report to ORI of DHHS, OIG of NSF, or other government offices as required by regulation and keep the offices apprised of any developments during the course of the inquiry or investigation that may affect current or potential DHHS, NSF, or other funding for the individual(s) under investigation or that PHS, NSF or other agencies need to know to ensure appropriate use of Federal funds and otherwise protect the public interest.

Complainant

The complainant will have an opportunity to testify before the inquiry and investigation committees, to review portions of the inquiry and investigation reports pertinent to her/his allegations or testimony, to be informed of the results of the inquiry and investigation, and to be protected from retaliation.

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Also, if the Research Integrity Officer has determined that the complainant may be able to provide pertinent information on any portions of the draft report, these portions will be given to the complainant for comment. The complainant is responsible for making allegations in good faith, maintaining confidentiality, and cooperating with an inquiry or investigation.

Respondent

The respondent will be informed of the allegations when an inquiry is opened and notified in writing of the final determinations and resulting actions. The respondent will also have the opportunity to be interviewed by the present evidence to the inquiry and investigation committees, to review the draft inquiry and investigation reports, and to have the advice of the counsel. The respondent is responsible for maintaining confidentiality and cooperating with the conduct of an inquiry or investigation. If the respondent is not found guilty of scientific misconduct, he or she has the right to receive institutional assistance in restoring his or her reputation.

Deciding Official

The President of the College will receive the inquiry and/or investigation report and any written comments made by the respondent or the complainant on the draft report. The President will consult with the Research Integrity Officer and will determine whether to conduct an investigation, whether misconduct occurred, whether to impose sanctions, or whether to take other appropriate administrative actions.

GENERAL POLICIES AND PRINCIPLES

Responsibility to Report Misconduct

All employees or individuals associated with Spelman College should report observed, suspected, or apparent misconduct in science to the Provost. If an individual is unsure whether a suspected incident falls within the definition of scientific misconduct, he or she may call the Provost to discuss the suspected misconduct informally. If the circumstances described by the individual do not meet the definition of scientific misconduct, the Provost will refer the individual or allegation to other offices or officials with responsibility for resolving the problem.

At any time, an employee may have confidential discussions and consultations about concerns of possible misconduct with the Provost and will be counseled about appropriate procedures for reporting allegations.

Protecting the Complainant

The Research Integrity Officer will monitor the treatment of individuals who bring allegations of misconduct or of inadequate institutional response thereto, and those who cooperate in inquiries and investigations. The Research Integrity Officer will ensure that these persons will not be retaliated against in the terms and conditions of their employment or other status at the institution and will review instances of alleged retaliation for appropriate action. Employees should immediately report any alleged or apparent retaliation to the Provost.

Also, the College will protect the privacy of those who report misconduct in good faith to the maximum extent possible. For example, if the complainant requests anonymity, the College will make an effort to honor the request during the allegations assessment or inquiry within applicable policies and regulations and state and local laws, if any. The complainant will be advised that if the matter is referred to an investigation committee and the complainant's testimony is required, anonymity may no longer be guaranteed. The College will undertake diligent efforts to protect the positions and reputations of those persons who, in good faith, make allegations.

Protecting the Respondent

Inquiries and investigations will be conducted in a manner that will ensure fair treatment to the respondent(s) in an inquiry or investigation and confidentiality to the extent possible without compromising public health and safety or thoroughly carrying out the inquiry or investigation.

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Spelman employees accused of scientific misconduct may consult with legal counselor non-lawyer personal adviser (who is not a principal witness in the case) to seek advice and may bring the counselor personal adviser to interviews or meetings on the case.

Cooperation

Spelman employees will cooperate with the Research Integrity Officer and other institutional officials in the review of allegations and the conduct of inquiries and investigations. Employees have an obligation to provide relevant evidence to the Research Integrity Officer or other institutional officials on misconduct allegations.

Preliminary Assessment of Allegations

Upon receiving an allegation of scientific misconduct, the Research Integrity Officer will immediately assess the allegation to determine whether there is sufficient evidence to warrant an inquiry, whether PHS, NSF or other government agency support or applications for funding are involved, and whether the allegation falls under the definition of scientific misconduct.

Policy No. 780 Effective Date: 9/1/2000

APPENDIX N

FACULTY AND STAFF ANNUAL DISCLOSURE

Spelman College

Conflict of Interest Statement

See College Conflict of Interest Policy at

<http://208.52.134.61/handbook/pol108.html>

(Sign and return to Secretary of the College)

TO: Secretary of the College, the Provost or the Director of Human Resources, Spelman College (the “College”)

The undersigned represents to the College as follows:

1. I understand that the College is a charitable organization described in section 501(c)(3) of the Internal Revenue Code as exempt from federal income taxes, and that in order to maintain such tax-exempt status the College must continuously engage primarily in activities that accomplish its tax-exempt purposes and do so in a way that does not have the potential to adversely affect any decisions relating to research or other College activities.
2. I have received a copy of the Conflict of Interest Policy for the College and have read the Policy and understand its terms and requirements.
3. I agree to comply with the Policy.
4. I understand that the Policy applies to all faculty and staff of the College.
5. I understand that if either I or a member of my immediate family or an entity of which I am a director, officer, employee or investor becomes, applies for, or begins a federally sponsored research project with the College I must comply with all applicable portions of the College’s Conflict of Interest Policy affecting faculty and staff.
6. I have the following relationships with entities doing or attempting to do business with the College in any way, including those attempting to participate with the College in any federally sponsored research. (Please list even if previously disclosed.) Attach additional sheets if necessary.

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7. I have the following interests, including part-time employment, in excess of five thousand dollars (\$5,000.00) in entities doing business with or attempting to do business with the College in any way, including those attempting to partner or contract with the College to participate in any federally sponsored research. (Please list even if previously disclosed.) Attach an additional sheet if necessary.

8. With the exception of any compensation or reimbursement of expenses that may be authorized by the Board of Trustees with respect to any services to the College, I hereby certify that neither I nor any family member of mine has any Financial Interest or any Conflicting Interest, as such terms are defined in the Conflict of Interest Policy, except as set forth in items 6 and 7 above.

Date: _____ Position: _____

Name (Printed): _____

Signature: _____

APPENDIX O

SPELMAN COLLEGE CONFIDENTIALITY POLICY

The College is firmly committed to protecting the privacy of all employees, students, donors and other constituents. We are committed to doing this in ways that are reasonable and consistent with good operational practices.

In conducting College business, we agree to abide by the following confidentiality principles.

1. Access only those records required to perform your duties.
2. Handle all information accessed with the highest degree of confidentiality, including but not limited to making this information available to other parties.
3. Restrict access to all confidential records to those who have proper authorization and legitimate business reason, unless otherwise required by law.
4. Dispose of information in a secure manner.
5. When leaving your desk, make sure you have signed O11 or secured your system.
6. Never give out your password.
7. Never access or update your own record or that of a friend or relative unless authorized by your supervisor.

VIOLATIONS

Violations of the College's confidentiality policy could include, but are not limited to the following:

1. Releasing, altering, duplicating, or discussing personnel data, to include salary, social security numbers, non-published addresses and phone numbers, medical, disciplinary, and other confidential records.
2. Releasing, altering duplicating or discussing non-public student information, including GPA, grades, birth, medical, disciplinary, and other confidential records.
3. Abusing global access to records, and thereby releasing, altering, duplicating or discussing those records (e.g. computer professionals, executives, or those obtaining illegal access to records).
4. Sharing computer security passwords that would allow unauthorized access to records.
5. Other violations that result in the unauthorized release of College records.

Violations of the confidentiality policy will result in strong disciplinary actions, up to and including termination of employment, expulsion from the College and legal actions.

Your signature on this form indicates you have read, understood and agreed to abide by this policy.

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Name (Please Print) _____

Signature _____ Date _____

6. **Justification for this request:** (e.g. – *Sabbatical coverage, Release, etc.*)

7. **Qualifications for this position:** _____

8. **Faculty Member being Replaced** (if applicable): _____

9. **Budget Account to Charge:** _____

Department Chair's Signature

Date

APPENDIX Q

TRAVEL REIMBURSEMENT PROCEDURES

Please refer to the *Spelman College Expense Reimbursement Policies* located on the Lotus Notes Dashboard under **Business & Financial Affairs** category, and **Travel & Expense** application for details regarding faculty travel and reimbursement.

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APPENDIX R TRAVEL EXPENSE REPORT SAMPLE

SPELMAN COLLEGE TRAVEL EXPENSE REPORT

Name _____ Send Check To: _____

Employee Number _____

Dept. Name and Number _____

Check all boxes that apply: ☐ Mail Internal Mail ☐ Controller's Office Pickup (Employees Only) ☐ Student ☐ Spelman Employee ☐

		Week Ending:							
Expense Categories		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Charges
M E A L S	Per Diem - Full Day								
	Per Diem - Partial Day								
	Breakfast								
	Lunch								
	Dinner								
Sub Total - Meals									\$0.00
T R A V E L	Airfare/Trainfare/Bustfare								
	Car Rental (include gas)								
	Ground Transportation								
	Mileage (enter miles)								
	Parking / Tolls								
	Lodging								
	Telephone								
	Conference Registration Fees, if paid by employee								
	Tips								
	Other								
Sub Total - Travel									\$0.00
A D D I T I O N A L	Use categories from "Travel" section above								
Sub Total - Additional									\$0.00
C H A R G E	Chart	Fund	Org.	Acct.	Description	Amount			
	6						A. Total Expenses		\$0.00
	6						B. Travel Advance		
	6						C. Pre-paid Expenses		
	6						Balance Due Employee (A-B-C)		
	6						Balance Due Spelman (B-A+C)		
Amount charged to the dept. travel budget (must equal balance due employee)							Total Trip Expenses		\$0.00
D E T A I L S	Date	City and State				Reason (Include Guest if Applicable)			
M I L E A G E	Date	Place and Purpose			Total Distance	Commute to Office	Reimbursable Mileage		
I declare this amount of travel expenses is accurate and conforms with all applicable Spelman College regulations. The expenses are actual, reasonable, and were personally incurred in performance of my official duties.					I certify that I have reviewed this travel and find it to be reasonable and in compliance with the established travel policy and the mission of Spelman College.				
Employee Signature _____ Date _____					Department Supervisor Signature _____ Date _____				
I certify that I have reviewed this travel and find it to be reasonable and in compliance with the established travel policy and the mission of Spelman College.					I certify that I have audited this document for compliance with provisions of the Spelman College travel regulations.				
Special Authorization Signature _____ Date _____					Controller Signature _____ Date _____				

*Attach Receipts

APPENDIX S

SUBMISSION OF PAY REQUEST FOR SAME MONTH PROCESSING

All payment requests (grants, stipends, honoraria) for faculty are processed in the Provost Faculty Human Resources Office. Payment request should be received in writing; email is acceptable. Each request should include the date(s) of activity and budget line to be charged. Requests that are received prior to the 5th business day of each month will be processed during the month of receipt. Request received after the 5th business day of the month will be processed and paid during the following month's pay cycle.

APPENDIX T

ADDITIONAL COMPENSATION LIMITATIONS

The policies governing consultation and additional compensation for faculty appointed on a regular academic year pay basis.

Additional compensation is defined as extra compensation for services rendered and paid from a Spelman College source (to include restricted or unrestricted) above the employee's base salary. Additional compensation is earned for performing work outside of the scope of the employee's normal full work load.

Total Allowable Compensation is defined as the total amount of compensation which can be earned by an employee from Spelman College sources between September 1 and May 30 of any fiscal year.

Policy

Occasionally, academic employees assume responsibility for additional duties unrelated to, or independent of: their normal departmental workload. In accordance with government guidelines (OMB circular 2 CFR Part 200) such activity must occur outside of the employee's home department. Intradepartmental consultation activity is unallowable.

A request for additional compensation by faculty must be approved by the Provost prior to the beginning of the additional compensation assignment.

Faculty may receive additional compensation for activities performed on grant-related projects, which do not provide release or replacement time for that faculty member. These activities must be performed in addition to the normal full workload and compensation must be funded by the grant project. In such cases, faculty members are responsible for tracking the time and effort associated with the additional activity. If payment will be issued from restricted funds, a time and effort report must be submitted to justify payment for the activity.

Additional compensation for faculty must meet the following conditions:

1. The work is carried out in addition to normal full load.
2. No other qualified person is available to carry out the work as part of her /his normal load.
3. The additional duties do not interfere with the performance of regular duties.

Additional Compensation Limitations

The total amount of additional compensation earnings from any Spelman sources cannot exceed the prescribed limitations. This limit was established to ensure compliance with the federal government salary cap policy.

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Faculty members shall be allowed to earn up to 20% additional compensation, which must correlate to an additional 20% of his/her time and effort on activities outside of the normal full workload.

Exclusions to the Compensation Limitations (*effective June 1, 2018*):

- Honoraria/or Speaker fees (from a College source, but outside of one's department; are less than \$1,000)
- Incidental Payments, which are ***one-time activities*** that are not included in the normal workload (e.g. stipend for participation in a workshop to improve pedagogy)