

Clinton College Faculty Handbook



1894

C L I N T O N
COLLEGE



Revised October 2022



The Faculty Handbook is the primary source of personnel policies and procedures for faculty members. The policies and procedures included in the Faculty Handbook are not all inclusive. Supplemental policies and procedures that may affect faculty members are included in the Employee Handbook, Policy Manual, Academic Catalog, and the Student Handbook. The policies and procedures included in the Faculty Handbook are not exhaustive. If there are any contradictions between other publications and the Faculty Handbook, the latter prevails. The Faculty Handbook does not establish or represent an employment contract between Clinton College and its employees. The handbook provides material concerning policies, procedures, benefits, and working conditions pertaining exclusively to employment as a Clinton College faculty member. This handbook does not supersede any terms and conditions of employment outlined in the annual employment contract. If there are any inconsistencies, or contradictions between the Faculty Handbook and the annual employment contract, the contract shall prevail.

Dr. Lester McCorn, President of Clinton College

Dr. Toneyce Randolph, Vice President of Academic Services

Table of Contents

Introduction	4
Organization	5
Accreditation	7
Non-Discrimination Policy	7
Grievance and Due Process Procedures	7
Historical Sketch on Clinton College	10
Faith Statement	11
Mission Statement	13
Vision Statement	13
Core Values	14
Academic Integrity	15
Academic Administration Organization of the College	17
Academic Committees and Organizations	18
Faculty Status	20
Faculty Availability	22
Academic Policies, Procedures, Practices and Responsibilities	23
Academic Advising	25
Faculty Check-In, Equipment, and Supplies	26
Academic Policies	27

Professional and Career Development	30
Benefits	32
Appendix A: Sample Syllabus	33
Appendix B: Sample Job Description (Division Chair)	36
Appendix C: Sample Job Description (Faculty)	39
Appendix D: Faculty Evaluation form	40

INTRODUCTION

This handbook sets forth policies, procedures, and guidelines that, by common consent, are those governing the Clinton College faculty. The Office of the Academic Services or the Faculty Council, may initiate revisions to this handbook. Following a proposal to revise the handbook, the Vice President of Academic Services/Academic Dean and the Faculty Council must agree on a designated council member to evaluate the proposal. Once the Vice President of Academic Services/Academic Dean and the Faculty Council agree on the council member, the proposal for revisions to the handbook are forwarded to all academic units of the college.

The governing bodies in each of the academic units will report to the Faculty Council the results of any deliberations on the proposed changes. After completion of these steps, the Faculty Council will vote on the proposed changes and provide the results and the accompanying report to the Vice President of Academic Services/Academic Dean. The Vice President of Academic Services/Academic Dean will evaluate the Faculty Council's report and any recommendations from the Faculty Council Chair and subsequently present to report the members of the Cabinet. If the Cabinet approves the recommended changes or revisions, a final copy of the new policy or procedure will be forwarded to the Board of Trustees.

The policy content of this handbook was approved by February 10, 2022.

ORGANIZATION

PRESIDENT

The President is the chief executive officer of the college and has overall responsibility for its supervision and management. The president is appointed by the Board of Trustees.

VICE PRESIDENT OF ACADEMIC SERVICES/ACADEMIC DEAN

The Vice President of Academic Services/Academic Dean is the Chief Academic Officer of the college and is responsible for the overall leadership, direction, and evaluation of all academic endeavors and faculty affairs. In the absence of the President, the Vice President of Academic Services/Academic Dean will serve in the role of the President.

ASSOCIATE VICE PRESIDENT OF ONLINE EDUCATION AND ADULT LEARNING

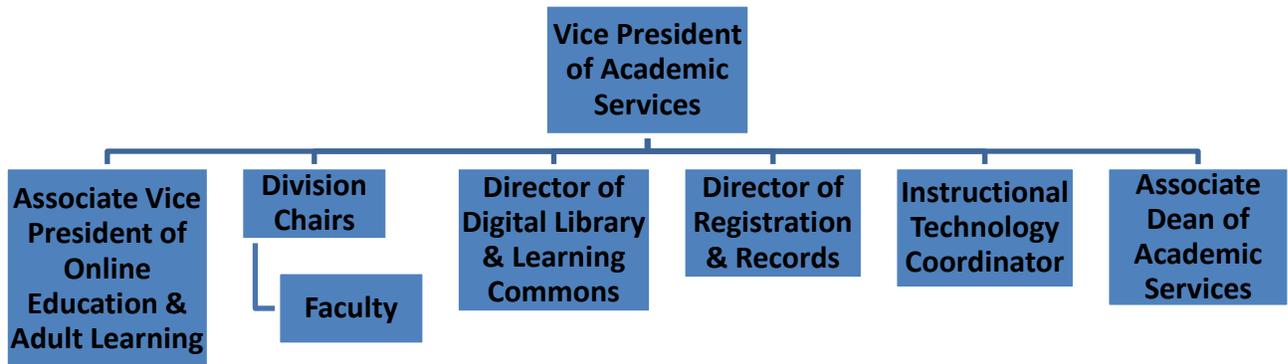
The Associate Vice President of Online Education and Adult Learning is responsible for the establishment of goals and the organization of distance and continuing education programs. The Associate Vice President of Online Education and Adult Learning serves under the direction of the Vice President of Academic Services/Academic Dean.

DIVISION CHAIRS

Clinton College has five academic divisions: (1) Religious and Ministry Studies, (2) Education, (3) Liberal Arts, (4) Business and Leadership, and (5) Science and Technology, where most of the academic work of the college is accomplished through Academic Services. Divisional leaders are appointed by the Vice President of Academic Services/Academic Dean. Chairs of Academic Programs are the administrative leaders of each academic department affiliated with degrees (i.e., associate's and bachelor's degrees and certificates). The Chairs assist the Vice President of Academic Services/Academic Dean with the hiring of new faculty. The Chairs submit the departmental budgets to the Vice President for Academic Services/Academic Dean. The chairs are involved in the strategic planning process for the department. The Chairs are members of various committees and academic organizations. Figure 1 depicts the organization of the division.

Figure 1.

Organizational Chart



ACCREDITATION

Clinton College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS) as a Category II institution authorized to offer certificates, associates degrees, bachelor's degrees, and distance education. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Questions about the accreditation of Clinton College may be made in writing to:

Transnational Association of Christian Colleges and Schools (TRACS)
P.O. Box 328
Forest, Virginia 24551
Phone (434) 525-9539
email: info@tracs.org

NON-DISCRIMINATION POLICY

Clinton College does not discriminate in admissions, educational programs, or employment based on race, color, religion, sex, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in college programs and the use of facilities without such discrimination. The College also complies with all applicable federal and the state of South Carolina statutes and regulations prohibiting discrimination. All members of the student body, faculty, and staff are expected to support and comply with this policy.

GRIEVANCE AND DUE PROCESS PROCEDURES

Faculty members must use the grievance procedure to address claims related to violations of college policies and procedures. Claims of sexual misconduct or discrimination should be reported to the Director for Human Resources within ten (10) working days of the incident. The statement and accompanying documentation will be examined, and a determination will be made as to whether the established grievance procedure or another procedure, such as the College's Title IX procedure, is appropriate. Employees who feel that the written conditions of employment or published regulations, policies, or procedures were inequitably applied in an impending disciplinary action, up to and including termination, must state their intent to grieve in writing to the Director of Human Resources within ten (10) working days of receipt of the written notice of disciplinary action or dismissal. The request will be examined, and a determination will be made as to whether the established grievance procedure is appropriate.

In the case of a serious violation of conditions of employment or a major infraction of regulations, policies, or procedures, such as gross misconduct or inadequate work performance, the action to terminate an employee's service is final. The employee can appeal on grounds that the gross misconduct did not occur but cannot contest the disciplinary action of termination. The grievance must be presented within the time frame shown in the first step of this procedure. If the time limits outlined in each step are not met, the reporting employee may seek next-level administrative assistance in obtaining the requested relief. The grievance procedure is as follows:

SUBMIT DOCUMENTATION

Faculty members should begin the grievance process by submitting a grievance form to the Director of Human Resources. Forms can be requested from the Human Resource Office. Employees must provide a specific statement of the grievance and indicate what solution they are requesting. Any documentation that relates to the substance of the grievance or facilitates its understanding should be attached to the grievance form.

GRIEVANCE REVIEW

The Director of Human Resources will review the documentation and schedule a meeting with the employee within five (5) working days of receipt of the grievance form. The Director of Human Resources will also notify the appropriate administrator that a grievance has been formally submitted. After a complete and thorough review, the Director of Human Resources will determine if the grievance warrants an investigation. An investigation may require interviews with witnesses. The Director of Human Resources will strive to complete investigations within thirty (30) working days. If the Director of Human Resources determines the grievance to be a Title IX complaint, they will send the documentation to the Title IX Coordinator. The Director of Human Resources will inform the employee and the appropriate administrator, in writing, of the investigation's outcome and any recommended resolution(s). If the employee is dissatisfied with the recommended administrative resolution, the employee has (5) working days to express their concerns with the Director of Human Resources.

FORMAL REVIEW

The Vice President for Business Services (Administrator) will review the grievance and documentation as well as the Director of Human Resources' recommended resolution.

FORMAL REVIEW BY THE PRESIDENT

A formal review by the President may only be initiated under the following circumstances: (a) the reporting faculty member can provide evidence that the decision of the Vice President is arbitrary or capricious; and/or (b) the employee can provide additional evidence that was not considered during the grievance or formal administrative reviews.

Within ten (10) working days of receipt of the Administrator's decision, the employee must submit evidence and a written statement to the Director of Human Resources requesting formal review by the President, explaining their objection to the Administrator's Review. Within five (5) working days of receiving the request, The Director of Human Resources will forward the grievance and all related documentation to the President. Upon receipt of the properly prepared request, the President will review, investigate, and, if necessary, conduct informal hearings. The President may involve legal counsel at their discretion. The President will mail a written decision to the employee within thirty (30) working days of receiving the request and supporting documentation. The President's decision will stand as final, and all proceedings, wherefore, will be terminated.

1. Conduct additional meetings with the involved parties (if needed) and consult with the

Director of Human Resources.

2. The Vice President for Business Services will inform the reporting employee in writing of the decision within twenty (20) working days of receipt of the employee's grievance from the Director of Human Resources. When the grievance falls across divisions, all appropriate administrators will be responsible for a joint written response to the reporting employee, which will stand as the final decision.
3. If a grievance is filed against an administrator, or the President states in writing that the gravity of the complaint warrants as such, they may involve legal counsel and the Board of Trustees.

HISTORICAL SKETCH ON CLINTON COLLEGE

Clinton College was one of several schools established by the African Methodist Episcopal Zion Church, to help eradicate illiteracy among freedmen during Reconstruction. The College has operated continuously for 120 years. In 1894, Presiding Elder Nero A. Crockett and Reverend W. M. Robinson founded Clinton Institute and named it for Bishop Caleb Isom Clinton, the Palmetto Conference presiding bishop at the time.

Incorporated as Clinton Normal and Industrial Institute on June 22, 1909, the school was authorized to grant state teacher certificates. By the late 1940s, the College enrolled 225 students per year and owned approximately 19 acres, along with several academic and administrative buildings and equipment valued at several million dollars. Under Dr. Sallie V. Moreland, who retired in 1994 after 47 years of stellar service, the school charter was amended to create Clinton Junior College. When Dr. Cynthia L. McCullough Russell assumed leadership of the school, the College prepared for Transnational Association for Christian Colleges and Schools (TRACS) accreditation which the college attained in May 2013 under the leadership of Dr. Elaine Johnson Copeland.

TRACS approved for the college to offer two 4-year programs: (1) the Bachelor of Arts in Religious Studies and (2) the Bachelor of Science in Business Administration. With approval from its accrediting body to offer 4-year degrees, the college changed its name from Clinton Junior College to Clinton College. Following its 120-year tradition, Clinton College offers an enriching academic climate that fosters intellectual growth, and imparts moral, ethical, and spiritual values. The school has a proud heritage as a Christian College, striving to prepare students to become lifelong learners, selfless citizens, and good stewards of society. To learn more about the history of Clinton College, we recommend the following book, Aheron, P. P. (2004). *Clinton Junior College*. Arcadia Publishing.

FAITH STATEMENT

The College affirms and upholds the beliefs and tenets of the Christian faith as practiced by the AME Zion Church. Specifically, as enumerated by the Articles of Religion, as found in the Book of Discipline of the African Methodist Episcopal Zion Church and the Apostles' Creed, we assent to the following:

The Bible: We believe that the Bible is the Word of God and contains "all things necessary to salvation." We believe that it is authoritative in all matters of faith and morality. (*Article V*) (2 *Tim. 3: 15-17*).

Original Sin: We believe that sin is the "corruption of the nature of every [person] that naturally is engendered of the offspring of Adam, whereby [humanity] is very far gone from original righteousness, and of [their] own nature(s) inclined to evil, and that continually." (*Article VII*) (*Ps. 51:5*)

The Trinity: We believe that "there is but one living and true God, ever-lasting, without body or parts, with infinite power, wisdom and goodness; the [Creator] and preserver of all things, visible and invisible, and in the unity of this Godhead there are three persons of one substance, power and eternity-the Father, the Son and the Holy Ghost." (*Article I*) Further, we believe that "the Son, who is the Word, the Father, the very and eternal God, of one substance with the Father, took [human] nature in the womb of the blessed Virgin; so that two whole and perfect natures, that is to say, the Godhead and humanity, were joined together in one person, never to be divided, whereof is one Christ, very God and very man, who truly suffered, was crucified, dead and buried, to reconcile His Father to us and to be a sacrifice, not only for original guilt, but also for the actual sins of humanity. (*Article II*). We further affirm that "the Holy Ghost, proceeding from the Father and the Son, is one substance, majesty and glory with the Father and the Son, very and eternal God." (*Article IV*)

Redemption: We believe that "Christ did truly rise again from the dead, and took again His body, with all things appertaining to the perfection of human nature, wherewith He ascended into heaven, and there sitteth until He shall return to judge all humanity at the last day." (*Article III*) Salvation. We believe that "we are accounted righteous before God only for the merit of our Lord and Savior Jesus Christ by faith, and not our own works or deserving. Wherefore, that we are justified by faith only is a most wholesome doctrine and very full of comfort." We further believe that the sacraments of the church are "certain signs of grace and God's good will toward us by which He doth work invisible in us, and doth not only quicken, but also strengthen and confirm our faith in Him." (*Article IX, Article XVI*) (*Rom. 4:5, Luke 22:19, 20*)

Salvation: We believe that "we are accounted righteous before God only for the merit of our Lord and Savior Jesus Christ by faith, and not our own works or deserving. Wherefore, that we are justified by faith only is a most wholesome doctrine and very full of comfort." We further believe that the sacraments of the church are "certain signs of grace and God's good will toward us by which He doth work invisible in us, and doth not only quicken, but also strengthen and confirm our faith in Him." (Article IX, Article XVI) (Rom. 4:5, Luke 22:19, 20)

Eschatology: We believe that Jesus Christ died and was buried and "rose on the third day from whence He shall come to judge the quick and the dead" at the last day. (Apostles' Creed) (2 Cor. 5:15, John 11:25, 26, Acts 10:42, John 12:48)

Ecclesiology and Ecumenism: We believe that the church is the visible expression of the body of Christ in the world and is a universal collection of believers serving and worshiping under the banners of different denominations.

MISSION STATEMENT

The mission of Clinton College is to create a holistic environment that cultivates an inclusive community of students, faculty, staff, and administrators who are prepared to excel in academic achievement; experience moral and spiritual growth; and demonstrate positive and effective leadership skills as lifetime citizens in a global society.

VISION STATEMENT

Clinton College will be nationally recognized as an affordable institution of higher education that develops career-ready professionals and informed citizens of a global community who continuously influence and impact the international society as transformative leaders and participants.

CORE VALUES

SCHOLARSHIP

Clinton College promotes intellectual freedom and curiosity, critical and creative thinking, and visionary inquiry, with integrity being the underlying foundation in all endeavors.

SERVANT LEADERSHIP

Clinton College serves the community and society by respecting, promoting, and supporting the well-being and worth of all people and the communities to which they belong pursuant to practices, policies, and innovations that foster sustainability in the effective management of our human, environmental, and financial resources.

SPIRITUALITY

Clinton College, founded as a Historically Black College, is grounded in the rich religious tradition of the African Methodist Episcopal Zion Church and is committed to the development of the human spirit in its many forms, and personal ethics through dialogue, inquiry, service, introspection and self-awareness experiences.

SOCIAL CHANGE

Clinton College respects the dignity of every individual and promotes responsible citizenship and civic engagement, serving as an advocate for equality.

ACADEMIC INTEGRITY

Clinton faculty members should be guided by a deep conviction for the worth and dignity of advancements in learning. They should recognize the extraordinary responsibilities placed upon them as faculty. The primary responsibility of a faculty member is to their discipline, to seek, and to express 'their' truth, as they understand it. To that end, one should devote their energy to developing and improving scholarly expertise. Faculty members accept the obligation to practice critical reflection, self-regulation, and judgment when applying, extending, and transmitting knowledge. Clinton faculty practice intellectual honesty, although they may follow secondary interests. Those interests should never interfere or compromise freedom of inquiry.

Faculty always encourage the limitless pursuit of knowledge for all students. They encourage the highest level of scholarly standards and expectations for their students and demonstrate respect for all students as individuals while also serving as a trusted intellectual guide and counselor. They make every reasonable effort to promote honest academic conduct and assure students that all evaluations of their efforts and work will be unbiased, based solely on the students' true merit. Each faculty member respects the confidential nature of the relationship between teacher and student and should avoid any exploitation of students.

Clinton faculty members always protect the academic freedom of all students. As faculty, one has an obligation that comes from their membership in the scholarly community. Clinton Faculty should: (a) respect and defend the fundamental tenets of free inquiry for all colleagues, (b) demonstrate respect for all colleague and their opinions, and (c) give only constructive criticism. They also accept a shared responsibility for the governance of the institution.

As a member of the institutional community, above all, faculty must seek to embody the pedagogical canons and instructional methods for effective teaching, learning, and scholarship. Although instructors should comply with institutional policies, they should also evaluate institutional policies to ensure that academic freedom is never impeded. If a faculty member identifies a policy that hinders academic freedom, they shall have the right to disapprove and suggest revisions. When a faculty member considers an interruption or termination of their service with the college, they should also evaluate the potential effects of their decision on the academic program. Hence, before making such decisions, faculty members should carefully consider their decision before giving notice of intent to end their contract with the college. The instructor, as a member of the community, has the same rights and obligations as any citizen, however, the priority and urgency of those obligations are measured in the light of the faculty member's responsibilities to their scholarly discipline, Clinton College students, and the institution. As a citizen interested in good public relations and engagement in a profession that depends upon freedom for its growth and integrity, the instructor should promote a climate of free inquiry and public understanding of academic freedom.

GOALS

The College strategic plan has six goals that guide the work of Academic Services:

Goal 1: To educate the whole student for life in a global society

Goal 2: To strengthen the financial model and demonstrate outstanding stewardship of resources

Goal 3: To build and support a diverse faculty and staff committed to the mission of the college

Goal 4: To develop innovative relationships that advance learning, scholarship, and service

Goal 5: To enrich the College's infrastructure, to support and promote a quality educational experience

Goal 6: To expand and strengthen technological resources to achieve excellence in academics and operations

ACADEMIC ADMINISTRATION ORGANIZATION OF THE COLLEGE

BOARD OF TRUSTEES

The Board of Trustees, by charter, is the body legally responsible for the overall governance and the endorsement of all policies for the administration of Clinton College. This governing board is the legal body responsible for the selection and evaluation of the president who implements all enacted policies. On the recommendation of the president, the Board approves all vision and mission statements, strategic plans, budgets, and substantial curricular changes. The Board recognizes a clear distinction between the policy-making functions of the Board and the responsibility of the administration and faculty to administer and implement policy.

PRESIDENT

The President is the Chief Executive Officer of the college, appointed by the Board of Trustees. They are responsible to the Board for administering the educational and business policies of the college and for securing and preserving the assets of the institution. They are the official channel for communication between the Board of Trustees and the faculty, staff, and students at the college. The President is responsible for the formulation of strategic plans, goals, and objectives for the college. With the assistance of the faculty, staff, and students, they ensure favorable conditions for the entire Clinton College community to honor and fulfill the college's mission. The President establishes and maintains productive relations with external constituents, churches, alumni, business, government, community, and others. The Office of the President provides support for all activities emanating from the Board of Trustees.

VICE PRESIDENT OF ACADEMIC SERVICES/ACADEMIC DEAN

The Vice President of Academic Services/Academic Dean is the Chief Academic Officer of the College. The chief responsibility of the person in this position is to lead, direct, and evaluate all academic activities and faculty affairs. In the absence of the President, the Vice President of Academic Services/Academic Dean serves as the Chief Executive Officer on behalf of the President. The Vice President of Academic Services/Academic Dean is specifically responsible for the following:

- Making recommendations for employment and promotion of academic personnel
- Providing direction on instructional, research, and service activities for faculty
- Proposing recommendations; and implementing budgets for all academic activities
- Leading efforts for academic program planning, development, and evaluation
- Directing the preparation, review, assessment, and revision of annual and five-year academic plans
- Presiding over the development and implementation of faculty and staff development plans and supervising academic services personnel
- Other duties assigned by the President.

ACADEMIC COMMITTEES AND ORGANIZATIONS

FACULTY COUNCIL

The purpose of the Faculty Council is to: (a) facilitate the dissemination of important information from the administration to the faculty, (b) provide a forum for discussion and input from faculty on important college matters, and (c) represent and serve as the voice of the faculty in communication with the Vice President of Academic Services/Academic Dean, and President of Clinton College. The Faculty Council of Clinton College includes all contracted faculty members. The Faculty Council elects officers in the spring semester of odd-numbered calendar years to serve two-year terms. After the nomination process, departing Faculty Council Officers choose the exact date for the next election. Faculty Council Officers consist of one Chairperson, a Vice-Chairperson, and Secretary. Vacant officer positions shall be staffed according to the following sequence. The Vice-Chair immediately succeeds the Chair. After eight weeks, elections are held to replace the Vice-Chair and Secretary positions. If an officer remains absent for eight consecutive weeks without performing their elected duties, the election to replace the office will transpire.

The Chairperson presides over meetings (a minimum of two meetings per semester) and reports meeting minutes to the faculty, and when necessary, call special meetings. In the absence of the Chair, the Vice-Chair assumes the duties of the Chair and other responsibilities delegated by the Chair. The Secretary is responsible for recording and disseminating minutes from each meeting to faculty and the Vice President of Academic Services/Academic Dean within five instructional days of the meeting. Proposals may originate from any faculty council member; however, proposals must be submitted at least one week before meeting the faculty member wants the proposal to appear on the agenda. Fifty-one percent of morning and afternoon faculty attendance constitutes a quorum for approval of a proposal. Standing committees under the purview of the Vice President of Academic Services/Academic Dean are comprised of all Faculty Council members.

COMMITTEE STRUCTURE

Clinton College has established several standing committees within the Academic Services unit. Membership on a committee may be by appointment, by-election, or by position. Where members are appointed or elected; membership terms are generally two years with the option of serving up to one additional year and are staggered to ensure continuity. Committees are required to prepare action plans for each semester and to set an appropriate meeting schedule. Committees are to develop and adhere to the procedures for meeting their responsibilities. Action plans and committee procedures are to be submitted to the Vice President of Academic Services/Academic Dean within one week of the first scheduled meeting of each semester. The Vice President of Academic Services/Academic Dean will receive minutes of each meeting. The Standing Academic Committees are:

1. Commencement Committee
2. Library Advisory Committee
3. Curriculum and Instruction Committee
4. Academic Advising Committee

COMMENCEMENT COMMITTEE

The Commencement Committee is a collegewide committee appointed by the Vice President of Academic Services. The committee is responsible for advising the president, and other appropriate college administrators on matters pertaining to commencements; planning and implementing

Commencement ceremonies and related events; disseminating information about Commencement throughout the institution to the appropriate departments and other interested constituents; and making recommendations to the president for Commencement speakers, if necessary.

Membership includes faculty, representatives from each administrative area, staff with functional roles, and student representatives. The committee meets starting in the Spring semester (January) during the academic year.

LIBRARY ADVISORY COMMITTEE

The Library Advisory Committee is responsible for advising the library on matters concerning services, resources, facilities, and policies. This committee facilitates communication between the library and the community it serves and is made up of faculty representatives from each academic department, a student representative (member of the SGA), the campus Information Technology Officer, the Registrar, Writing Lab Coordinator/Director, and Library staff.

Statement of Purpose:

1. Build awareness of and disseminate information about the library and its programs.
2. Represent the interests of the College's departments and community to the library.
3. Represent the interests of the library to all departments.
4. Make recommendations regarding the library's resources, services, and policies; Participate in the evaluation, selection, and removal of resources.
5. Discuss and evaluate budgetary concerns regarding books, journals, databases, media, etc.
6. Encourage professional development opportunities related to the library, its services, and resources.
7. Promote collaborative practices between departments across campus.

CURRICULUM AND INSTRUCTION COMMITTEE

This committee concerns itself with academic policies, programs, and practices which affect the College. These concerns may extend to the internal affairs of divisions and units of the College. In particular, it is concerned with new instructional programs, admissions policy, feasibility of current programs, registration and the academic calendar. All recommendations from the committee will move to the Faculty Council for approval. The committee maintains primary liaison with the Vice President of Academic Services.

Member of the committee include a student representative, faculty, staff and administrator.

Academic Advising Committee

Academic Advising Committee oversees coordination of the college advising activities (including Beacon Academic Success Center for, academic support center and advising); informs staff and faculty advisors of current policies on advising; periodically reviews the mission of academic advising; coordinates assessments of the college advising system; and provides professional development for advisors. The committee meets once in the Fall, Spring and Summer.

FACULTY STATUS

FACULTY APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE REQUIREMENTS

Clinton College promotes faculty from part-time to full-time and or Chair but does not have a tenure practice and or appointment process. Current faculty that wishes to be promoted must follow standard procedure for application set forth by Human Resources. Currently the faculty appointments are Chair, adjunct faculty (part-time) and full-time. The addition of Clinical Associate professors has been added for Fall 2023.

Faculty Workload

The faculty workload policy defines teaching and non-teaching hours. Teaching hours are defined as any time spent in actually delivering didactic instruction, clinical and lab teaching. Non-teaching hours are defined as time preparing for assigned courses, developing and grading exams, completing clinical evaluation of students, and other student assignments, updating syllabi for the new academic term, maintaining grade books, posting final grades, attending faculty and committee meetings, participating in faculty in-service training, supporting the admissions efforts through participating in admissions committees, high school presentation and orientation activities, and holding office hours.

Full-time Faculty. Teaching professionals who carry a teaching load of *at least 12 to 15* academic hours per semester. Full-time faculty spend 40 hours weekly engaged in performing teaching and non-teaching responsibilities, but as exempt employees, the workload may exceed the typical 40-hour week. Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Such employees are not eligible for overtime pay and are expected to adjust their schedules to meet the job expectations.

Part-time/Adjunct Faculty. Teaching professionals who carry a teaching load of less than fifteen (15) academic hours per semester.

Director of Nursing – Workload Administrators of nursing programs are to be provided adequate time to perform their respective duties. The Director of Nursing will teach no more than six to eight credit hours a semester. In those circumstances where faculty shortages occur as a result of unforeseen situations, the Director of Nursing is expected to support the teaching mission as his/her workload allows.

COURSE OVERLOAD

The first obligation of full-time members of Clinton College faculty is to complete responsibilities associated with their base contracts at the College. Those responsibilities include but are not limited to teaching, research, and service. These responsibilities are clearly articulated in the Faculty Handbook. Chairs determine the work assignment of individuals. The assignment is adjusted to the individual based on the needs and mission of the academic unit and the individual's

strengths. In emergency situations, such as a late faculty resignation or illness, the Chair may also request the Vice President for Academic Services authorize an overload for additional course assignments.

SUMMARY

These guidelines are intended to establish general principles related to workload distribution for faculty at Clinton College. The primary purpose of these guidelines is to bring faculty workloads into alignment with TRACS requirements in conjunction with the Faculty Rights and Responsibilities, while at the same time encouraging and supporting matriculation of students. This guide ensures faculty have time to pursue substantive research and at the same time assure that each faculty member is contributing in a significant way to the overall mission of the college.

Chairs of Academic Divisions are charged with setting appropriate workloads for the members of their respective divisions. Workload distribution should be in accordance with the institutional accreditors guidelines college human resource policies, divisional instructional needs, and resources. All workload assignments are subject to change depending upon departmental or college needs. Certain minimal principles do apply. All faculty are expected to contribute to divisional service and should be provided the opportunity for a workload that supports continued research and scholarship activity.

BASIC GUIDELINES

Faculty

- Faculty members are permitted a two-course overload per semester, typically not to exceed 4 credit hours or the equivalent for the course.
- Overload contracts should not be expected as part of normal compensation for faculty.
- Overload contracts will not be issued for classes that have not achieved the minimum enrollment numbers.
- Faculty members will be paid an additional contract outside of normal compensation according to the adjunct faculty pay scale.

Traditional 15-week courses	Clinton Global 7.5-week courses
\$2,000 Master's degree	\$1500 Master's degree
\$2,400 Doctoral Degree	\$1700 Doctoral Degree

Adjunct Faculty

Adjunct are considered to have a baseline teaching load of less than 15 credit hours. Since they have no research or faculty service responsibilities, adjunct faculty instructional may be eligible to teach up to 15 credit hours.

- Adjunct Faculty members are permitted a two-course overload per academic year, typically not to exceed 4 credit hours or the equivalent for the course.
- Overload contracts will not be issued for classes that have not achieved the minimum enrollment numbers.
- Adjunct Faculty teaching a full-time load will be paid at the rate adjunct/overload pay rate.

Formula

Base beginning pay for full-time faculty 12 month = \$40,000 = \$3,333.33 per month.

15 week and 7.5-week courses
\$9,999.99 15 credit hours

Independent Studies

Faculty may teach no more than two independent studies courses during the academic year to support the needs of the division and the matriculation of students. Faculty may teach more independent study classes only under extraordinary circumstances and with the permission of the Chair and the Vice President for Academic Services. Classes offered as independent studies are compensated at the adjunct/overload pay rate based on the number of students enrolled and do not count toward a faculty member’s regular teaching.

FACULTY AVAILABILITY

A faculty member’s responsibility to students and to their professional growth requires a commitment to an appropriate number of hours. To that end, faculty members are required to schedule regular office hours on a weekly basis. Office hours should be prominently displayed on the exterior door of each faculty member’s office. Faculty are required to maintain office hours. When scheduling office hours, faculty members should give serious consideration to their students’ schedules. Full-time faculty members are expected to hold at least four (4) office hours per week. Part-time and adjunct faculty are expected to hold at least two (2) office hours per week. Office hours are to be posted, listed in the course syllabi, and scheduled at a time convenient for students.

ACADEMIC POLICIES, PROCEDURES, PRACTICES AND RESPONSIBILITIES

MEMBERSHIP, RIGHTS, RESPONSIBILITIES AND ETHICS

Clinton College faculty members play an instrumental role in the implementation of the College's Vision and Mission. Given Clinton's goal to be the best College in America, Clinton recruits for excellent, qualified, and committed faculty. Faculty members are the architects of the educational programs offered by the college. Hence, they are expected to reflect the College's commitment to the creation of a holistic learning environment by demonstrating excellence in their teaching and scholarship

MEMBERSHIP IN THE FACULTY

A Clinton College faculty member is an employee of the college whose primary responsibilities are teaching, instruction, advising/counseling, academic service, and scholarly activities.

FACULTY RIGHTS - ACADEMIC FREEDOM

Clinton College Board of Trustees and Administration generally subscribe to the following principles of academic freedom that are "best practices" by most colleges and universities. Faculty are entitled to freedom in the classroom to discuss their subject, however, they should exercise sound judgment before introducing into their teaching, unrelated, controversial matters. Limitations of academic freedom because of the College's religious affiliation and the mission of the institution are clearly stated in writing at the time of the appointment. Faculty members are citizens, members of a learned society, and officers of an educational institution, as such, they are afforded the right to articulate their positions and concerns, written or spoken, they should be free from institutional censorship or discipline. Simultaneously, faculty members much appreciate the special obligations imposed upon them by community members. As scholars and educational officers, they must remember that the public may judge their profession and the College based on their personal views. Therefore, faculty members should always ensure the accuracy of their statements and/or data, exercise appropriate restraint, extend respect for the opinions of others, and state clearly that their views are not those of Clinton College, nor are they speaking on behalf of the institution.

TEACHING RESPONSIBILITIES

Each full-time faculty member is responsible for teaching 15 credit hours per semester. Part-time faculty members typically teach less than 15 credit hours per semester. Faculty members are also expected to serve on departmental and college-level committees. The amount of committee work should be proportional to other institutional responsibilities. Generally, no more than three committee assignments should be given to any faculty member, except under special circumstances. A faculty member is expected to meet with their class at all scheduled times, in scheduled locations, arrive promptly at the beginning of class, dismiss class on time, and administer final exams only at the appointed hours. If a faculty member finds it necessary to miss a scheduled class meeting, they must notify the Division Chair and make arrangements for the class. Faculty members are expected to adhere to all written Clinton College policies and regulations.

EXPECTATIONS OF FACULTY

Quality instruction is expected of Clinton Faculty. All faculty members should be well prepared for class and maintain an atmosphere that is conducive and fosters a stimulating and productive learning environment where the intellectual freedom of students and the pros and cons of debatable issues are fairly acknowledged. Respect and empathy for all students are expected. All faculty members are required to exude professionalism and demonstrate tact, respect, civility, and empathy when interacting with students. Fair and impartial evaluation for all students is expected. Each faculty member will use equitable, unbiased methods to evaluate students. Moreover, student performance must be based solely on course content and requirements clearly stated on the syllabus /syllabi. Faculty are required to keep accurate records on grades, attendance, assignments, tests, quizzes, and other relevant records required by the College. In addition, faculty members are expected to submit all grades, attendance records, and other required reports on time. All faculty members must complete data on student learning outcomes and results of analyses on student data. These data should be used to improve instructional methods for the next calendar year. Course data are required to be delivered to the appropriate department chair upon request.

TEACHING QUALITY EXPECTATIONS

All faculty members are responsible for motivating students to attend and participate in class activities to achieve their maximum potential. Each faculty member shall prepare their syllabi/syllabus for distribution by the first-class meeting. Providing quality instruction and advising are the most important responsibilities of a faculty member. Before class, all faculty members, full-time, and part-time should plan the following:

- Course objectives and outlines
- Strategies to motivate students and impart an appreciation for learning and self-discipline
- Effective advising sessions
- To ensure maximum student learning

ACADEMIC ADVISING

The Advising Steering Committee is composed of the Vice President of Academic Services/Academic Services, Division Chairs, faculty, staff advisors, and other administrators. Faculty advisors are central to the core value of Clinton College, which is to remain a student-centered institution. A faculty advisor is more than a name on a form; a faculty advisor is a trusted mentor who guides their advisees along the best pathways for course selection, interactions with other college staff, proper steps to take when in need of help, and for thinking about future possibilities. Faculty advising at Clinton follows an “intrusive advising model” that emphasizes the importance of showing students they are knowledgeable, caring, and competent people who are paying attention to student progress, their successes, and their challenges.

MISSION

To assist students in achieving their academic goals by employing interdependence across college departments.

ADVISING OUTCOMES

As a result of the academic advising process at Clinton College, students will be able to:

- Evaluate academic interests and abilities leading to the creation of realistic professional goals.
- Develop an educational plan that leads to the timely completion of their educational goals.
- Access Clinton College academic and student support services and resources.
- Follow academic and administrative policies and procedures.
- Develop the critical thinking and independent decision-making skills to make wise decisions and accept responsibility for their academic decisions.

FACULTY CHECK-IN, EQUIPMENT, AND SUPPLIES

Faculty members are expected to report their teaching/instructional assignments every fall and spring semester according to the dates provided in the appropriate academic calendar unless otherwise informed. If changes are needed in the course schedule, classroom, or equipment for instructional purposes, the faculty member should consult with the Division Chair. Every semester, faculty members should attend to the following tasks:

- Participate in all meetings and functions connected with the opening of the academic year
- Submit any changes on their W-2 forms to the Business and Finance Office (e.g., changes in withholdings, direct deposit changes for paychecks, changes of address, home telephone, email, etc.)
- Submit documentation of professional or academic accomplishments that will enhance their personnel files to the Vice President of Academic Services/Academic Dean
- Submit requests for classroom keys and any other materials required for teaching to the Vice President of Academic Services/Academic Dean.
- Request instructional technology and additional supplies from the Office of Academic Services.
- Provide a copy of all course syllabi when requested by the appropriate personnel.

SELECTION OF TEXTBOOKS

Faculty members should select textbooks that best support the course requirements, curriculum, and student learning outcomes. Textbooks should be selected with consideration of the students and reasonably priced. The selection of textbooks must be confirmed by the appropriate Division Chairperson.

END OF SEMESTER PROCEDURES

At the end of each semester, faculty and academic staff are required to complete the following steps for clearance: (1) submit final grades through Campus Café, (2) provide the Division Chair with a copy of the final exam, (3) if applicable, communicate book requests for next semester to the Division Chair, and (4) return all equipment, teaching and instructional materials that were issued through Academic Services, and make satisfactory arrangements to return outstanding materials.

ACADEMIC POLICIES

GRADING AND EVALUATION OF STUDENTS

Clinton expects faculty to evaluate all students in a fair and unbiased manner. Each faculty member will assess student performance using equitable methods and measures that are based solely on the goals, objectives, course content, and student learning outcomes included in the course syllabus and reiterated on the first day of class. Instructors are encouraged to use at least four major types of assessments (one should be the student's final exam) on which to base the student's final grade. The instructor may require a combination of tests, written reports, oral reports, quizzes, or student projects. All tests should be returned to students within a reasonable timeframe. In support of continuous improvement efforts and as a mechanism for student learning, all students have a right to examine their tests and inquire about items that were answered incorrectly or inadequately.

RUBRICS

Clinton College encourages the use of grading/scoring rubrics for general education courses.

GRADING SYSTEM

The college operates on a quality point grading system. Semester credits represent the number of credit hours completed with a passing grade. Quality points are determined by the grade earned. Each grade is assigned a grade point equivalent to quality points for each credit hour scheduled. The grade point ratio equals the sum of quality points divided by the sum of the semester credits carried. Faculty members must follow the grading system below, which utilizes a plus (+) and minus (-) grading scheme, but with no impact on GPA and financial aid status. The Clinton grading system allows students, employers, and other colleges/universities to see a more granular presentation of grades. Faculty members will use the following grading system:

Grade	Range based on one hundred points	Quality points, based on 4.0 system	Meaning of the grade
A+	97-100	4.00	Excellent, achievement of distinction
A	93 - 96	4.00	
A-	90 - 92	4.00	
B+	87 - 89	3.00	Good
B	83 – 86	3.00	
B-	80 – 82	3.00	
C+	77 – 79	2.00	Fair
C	73 – 76	2.00	
C-	70 – 72	2.00	
D+	67 – 69	1.00	Poor
D	63 – 66	1.00	
D-	60 – 62	1.00	
F	0 – 59	0.00	Failure, unsatisfactory achievement

Other grades or notations on the transcript. These grades may show on a student's transcript permanently or temporarily:

Students that receive a grade of D in a Core course will be required to repeat.

GRADE CHANGES

Faculty members who want to change a student's grade must submit a Grade Adjustment Form from the Registrar's Office. Mid-term and final examination grades must be given according to the examination dates issued by the Vice President of Academic Services/Academic Dean. There should be no changes without the explicit written permission of the Vice President of Academic Services/Academic Dean. A make-up exam will be given by the faculty member or the Division Chair for students who have written approval. Faculty members will submit grades to Campus Café by the dates specified by the Vice President of Academic Services/Academic Dean.

CLASS ATTENDANCE

Hybrid/Blended/Online Course Attendance Requirements. Weekly participation is an integral part of academic success, especially in online and hybrid courses. Therefore, students are expected to attend all synchronous sessions in person or online. Students also are expected to post time-stamped content in class forums and other asynchronous activities in the learning management system. Class attendance will be factored into course grades at the instructor's discretion. Each student will be responsible for contacting the instructor for any questions or confusion about weekly expectations.

CURRICULUM AND SYLLABI DEVELOPMENT

All curriculum proposals are based on the institutional mission and the college's strategic plan. Curriculum development and modifications are the sole purviews of the faculty. Furthermore, all research, assessments, follow-up studies on student progress, and data collection strategies about the development and evaluation of academic programs also fall beneath the purview of the faculty. In some cases the Vice President of Academic Services, can present courses, curriculum changes and new academic programs, to support the mission and strategic planning efforts of the college.

- I. Course proposals and modifications suggested for the existing course are prepared by faculty members and submitted to the Division Chair. If the course is approved. The Division Chair will forward the new course or modified course to the Director of Registration and Records. All courses must include measurable Student Learning Outcomes (SLOs) and appropriate assessment methodologies for those SLOs.
- II. Curriculum modifications are suggested and work through by each division. If there is a change, the Division Chair must submit the change to the Director of Registration and Records. The Vice President of Academic Services/Academic Dean must give final approval.
- III. The Curriculum and Instruction Committee, which consists of faculty, a student representative and other members of the community performs program reviews to ensure that all programs offered at the college are vital for the students and institution.

All final changes and or modifications are approved by the Vice President of Academic Services/Academic Dean.

- IV.** New Academic Programs are developed by Division Chairs along with faculty. The Division is responsible for submitting proposals to the Faculty Council for approval. The proposals must be ready for submission to TRACS before Faculty Council approves. The Vice President of Academic Services/Academic Dean reviews and moves the programs to the administrative cabinet for approval. Final approval is given by the Board of Trustees before submission to TRACS.

INTELLECTUAL PROPERTY AND COPYRIGHT INFORMATION

As a general proposition, the term “intellectual property” includes inventions of all descriptions, ideas, know-how, trade secrets, writings, art, audiovisual works, names, symbols, and combinations thereof, which, because of their characteristics, are governed and protected by the body of law of intellectual property. The law of intellectual property includes the law of patents, copyrights, trade secrets, confidential information, trademarks, service marks, and trade names. Clinton College faculty, staff, and students who are involved in scholarly activities, including but not limited to teaching, research, and other creative activities, are required to adhere to the guidelines regarding intellectual property and copyright information. The primary focus of expansions in intellectual property is the advancement of Clinton College’s mission, goals, and strategic direction. However, the College encourages scholarly endeavors that have broader implications and wider applications. Hopefully, products of intellectual properties will benefit the individuals involved, Clinton College, and society at large. All copyright laws must be obeyed.

ACADEMIC FIELD TRIPS

Faculty members are encouraged by the Academic Services to take field trips for academic enrichment. A Field Trip Request Form must be completed and submitted to the Academic Services Office five days before the trip. If there are travel expenses involved, the Field Trip Request must be submitted seven school days before the scheduled trip. The form must include the following trip details:

- Purpose
- Destination
- Mode of Transportation
- Departure Date
- Departure Time
- Date/Time of for Return to Campus
- Student Names
- Names of Faculty and Staff on the trip

All student participants are required to carry proof of health coverage for all overnight trips.

IMPORTANT PARTICIPATION DATES

Faculty members are encouraged by the President and the Vice President of Academic

Services/Academic Dean to participate in full academic regalia in the following college activities: Convocation, Founders' Day, and Commencement Activities. Also, faculty members should attend all faculty meetings, and if you are not able to attend the meetings, a copy of the meeting minutes will be available. Faculty support for all college events is appreciated.

PROFESSIONAL AND CAREER DEVELOPMENT

Clinton College advocates for the continuing professional development of its staff and faculty members. There are designated funds available to support professional and career development. Employees who are interested in benefitting from this resource should make a request to their supervisor.

ANNUAL REVIEW OF FACULTY

During the first year of employment, faculty members are evaluated at their 6-month and 1-year anniversaries. Afterward, faculty performance reviews will be conducted annually. Clinton College reserves the right to increase or decrease the number of performance reviews it conducts based dependent upon the College's business needs. The Clinton College Employee Handbook outlines the rating system for performance evaluations. The current rating system is a 4-point Likert scale (i.e., 1=unsatisfactory and 4=outstanding). The Performance Evaluation Form has a section where faculty members can respond to their evaluation. Faculty performances evaluations are binding and become a permanent part of the employee's personnel record. As a condition of employment, faculty members must maintain satisfactory performance evaluations.

FACULTY DEVELOPMENT

Student success is inextricably linked to effective instruction. Therefore, faculty development is a top priority for the College. Faculty members are expected to develop and implement excellent courses, deliver effective instruction, and create an academic climate that fosters academic growth. In concert with faculty members, The Vice President of Academic Services/Academic Dean and The Academic Services unit supports the professional growth of faculty members in the areas of teaching and instruction, and technology.

FACULTY SCHOLARLY ACTIVITIES

Funds are available to the faculty for scholarly activities. Faculty must submit a request to attend a professional conference, to present scholarly papers, and for other workshops and seminars. All requests must be approved by the Vice President of Academic Services/Academic Dean. If there is confirmation of attendance at the conference, workshop, or seminar, full or partial support may be granted depending on the availability of funds. If there are financial limitations at the time of the request, priority will be given to the faculty member or members who will most benefit from the experience in terms of the needs of the College. The procedures listed below should be followed to receive funds for professional or career development:

- Submit a written request to the Vice President for Academic Services/Academic Dean with supporting documentation (e.g., conference program, registration documents, proof of acceptance when presenting research, etc.)
- If approval is granted, a travel request form must be completed and submitted to the Office

of Business and Finance.

- All requests should be made seven days prior to travel. Special travel circumstances may be approved, but cash advances will not be made under any circumstances.

Faculty will be refunded for their travel after the event when the travel voucher has been completed and approved by the Office of Business and Finance. All requests and travel vouchers must be submitted through the Office of Academic Services for review and approval.

BENEFITS

The terms and conditions of all benefit plans are controlled by the applicable plan documents. The benefit plans are subject to change at any time, without prior notice, in accordance with applicable law. Clinton College provides all full-time employees with the benefits listed below:

Social Security
Tax-Deferred Retirement Plan
Eligibility and Participation, Contributions Retirement
Health Insurance
Food Service
Vacations
Paid Holidays
Jury Duty
Funeral Leave
Family and Medical Leave
Paid/Sick Leave
Unpaid Leave of Absence
Military Leaves Absence
Voluntary Termination
Parking
Usage of College Vans/Cars
Travel

APPENDIX A : SAMPLE SYLLABUS

Note: Upon request, the course syllabus must be presented to the appropriate Division Chair.

Course Code:

Course Name:

Term: Fall/Spring

Year:

Professor:

Class Hours:

Office Hours/Location:

Classroom Location:

Phone: (optional)

College E-mail:

Hours: Textbook Title/Authors/Edition Special Projects:

Course Description

Course Objectives:

Upon successful completion of this course, students should be able to:

- 1.
- 2.
- 3.
- 4.

Performance Indicators:

COURSE EXPECTATIONS

Attendance and Participation

As an undergraduate student, engagement, participation, and timeliness are expected. All students are asked to arrive on time for class. If you are more than 10 minutes late, it will be assumed that you are absent. However, if possible, please notify me in advance of any expected absences. The student is completely responsible for the material missed.

Hybrid/Blended/Online Course Attendance Policy

Weekly participation is an integral part of academic success, especially in online and hybrid courses. Therefore, students are expected to attend all synchronous sessions in person or online. Students also are expected to post time-stamped content in class forums and other asynchronous activities in the learning management system. Class attendance will be factored into course grades at the instructor's discretion. Each student will be responsible for contacting the instructor if they have any questions or confusion about weekly expectations.

Students with Disabilities

Students with a documented disability requesting accommodations for this course must be registered with the Student Support Services Office and should arrange to discuss their need for accommodations or any other additional needs within the first week of the semester or within one week after obtaining an access plan.

Student Conduct

Disruptive conduct is a serious matter by the faculty members of Clinton College. College faculty members assume that all students will conduct themselves as mature citizens of the campus community and in a manner congruent with college policies and regulations.

Academic Honesty

Academic honesty is expected of all students at Clinton College, in accordance with college policy.

Cell Phones

As a courtesy to others, please turn off cell phones during class sessions.

Technology

Students are required to:

- Own, or have reliable access to a computer (e.g., computer labs, home, or work).
- Have general knowledge of and familiarity with the operation of a computer (i.e., computer/hardware/software) and the ability to maintain the computer responsibly and exercising care.
- Be reasonably adept at basic troubleshooting techniques (e.g., check connections, restart the computer, etc.).
- Maintain an email account.
- Check your email account at least 1x per day
- Have a basic understanding of how to use the Internet.
- Own a flash drive.

Assignments

All assignments are expected to be completed in a professional manner.

- Assignments should be written with the use of a word-processing program (e.g., Microsoft Word), using a 12-point Times New Roman font
- Double-spaced, with 1" margins
- In accordance with the most current APA Writing Style Manual <https://apastyle.apa.org>

Assignments must be submitted at the start of class, on the due take listed on the syllabus. For late assignments, one-fifth of the total possible point value for a given assignment will be deducted from your grade for each day that an assignment is submitted late. If you have a conflict that interferes with a scheduled test or that causes you to miss class or a homework assignment, please meet with me immediately. Makeup exams will be given only when you have discussed the matter with me and received pre-approval from me.

COURSE REQUIREMENTS

Attendance and Participation:

Students are expected to attend class and actively engage with the instructor and classmates. Participation in group discussions is vital to the dynamics of the class. If you miss class without pre-approval from me, you will not be permitted to make up any activities that were assigned during class. If you miss class without pre-approval, you will be given an unexcused absence. In-class activities including

discussions, assignments, and group projects must be completed during class. Late assignments will result in a loss of points. To make up the work, you must provide acceptable written notification to your instructor (this does not excuse the absence.) In addition, you must leave a phone message for the instructor before 8:00 a.m. about your tardiness or absence.

Mid-Term Examination

Final Examination

Total Points

Grading Scale:

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: 0-59 points

At the end of the course, the points for each assignment will be totaled, then converted to a final percentage and a grade assigned for the course according to the grading scale above.

COURSE SCHEDULE: Example

Dates and Location	Topics & Readings	Readings	Reading/Observation Responses
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 15	TBA	Exam	

Note: The schedule and procedures described in this syllabus are subject to change in the event of extenuating circumstances.

You may also add a standardized rubric from your department. Contact the Division Chair or Chair of Faculty Council for assistance related to rubrics for special projects and tests.

Students must take responsibility for their learning.

APPENDIX B: SAMPLE JOB DESCRIPTION (DIVISION CHAIR)

DEPARTMENT: Academic Services

FUNCTION: The Chair will lead teachers in implementation of curriculum and instructional practices that result in exceptional student achievement and teaching. With the support of the Vice President of Academic Services/Academic Dean, the Chair is responsible for targeted professional development. The Chair assists in the research and implementation of best practices in curriculum and instruction and works collaboratively his or her counterparts at the campus.

The Chair serves as mentor to faculty colleagues and as collaborator with other college administrative officers, interprets college policy, advocates for his or her department from a perspective of the best overall interests of the College, leads faculty in important processes that shape the curriculum and have an impact on the learning of students, and effectively articulates department and college missions to internal and external constituencies. All of this is accomplished through effective communication. The Vice President for Academic Services/Academic Dean provide support, mentoring, and, where appropriate, more formal professional development opportunities for Chairs in helping them fulfill these roles.

The responsibilities and duties of the Chair include those described below. In the performance of these duties the Chair is expected to seek the advice of departmental faculty colleagues systematically, provide for the conduct of departmental affairs in an orderly manner through department meetings and the appointment of appropriate committees, and keep department members informed of his or her actions in a timely fashion. The Chair is also expected to seek student feedback on matters of concern to those enrolled in the department's programs.

REPORTS TO: Vice President for Academic Services/Academic Dean

JOB RESPONSIBILITIES:

- The Chair has the responsibility for providing leadership toward the achievement of the highest possible level of excellence in the teaching, research and service activities of the department.
- The Chair is expected to support the strategic goals of the college through all of the department's programming decisions.
- The Chair is expected to articulate the goals of the department, both within and without the department, articulate the department's requests in pursuit of these aims, and maintain a climate that is hospitable and encourages faculty engagement, participation, collegiality, and innovation.
- The Chair is responsible for informing the department of the perspectives and actions of the dean and other administrators that might affect the department.
- The Chair adheres to the principles of academic governance, especially the collaborative development of appropriate procedures for governance, within the department.
- The Chair is responsible for guiding the Department's Strategic Planning process.
- The Chair is responsible for assisting with the active recruitment of students by creating and maintaining a productive partnership with the admissions offices. The Chair is responsible for the identification of scholarship recipients as arranged by the VP of Enrollment and the Director of Financial Services.
- The Chair is responsible for promoting the selection and retention of outstanding and diverse faculty and staff. This includes both full- and part-time as those teaching in non- credit and

-
- certificate offerings and those teaching in continuing education and summer programs.
 - The Chair is responsible for ensuring the promotion of the College's vision and mission.
 - The Chair should be receptive to questions, complaints, grievances and suggestions from the members of the department, both academic and staff personnel, and from students. The Chair has the responsibility to take appropriate actions as required and in accordance with the policies and rules of the College.

Administrative Responsibilities

- The Chair is responsible for implementing College policy and rules within the department.
- The Chair is responsible for recommending equipment and supplies for purchase, projecting space and equipment needs for the department and exercising general responsibility for departmental facilities and equipment in accordance with college policy and campus rules and regulations
- The Chair is responsible for establishing teaching schedules in consultation with the faculty, appropriate deans, and Academic Services and assigning faculty to meet the needs of the curriculum.
- The Chair is responsible for supervising the attendance, time commitments and work assignments of department faculty and staff.
- The Chair is responsible for submitting accurate copy for all official College publications by established deadlines.
- The Chair is responsible for the management and maintenance of all departmental records, and preparation of reports in accordance with college procedures.

Curriculum

- The Chair is responsible for leadership in developing the department's academic programs within the mission of the College.
- The Chair is responsible for working with other Chairs and Academic Dean to coordinate course offerings, and curriculum development.
- The Chair is responsible for communicating with students in department programs to facilitate open communication regarding the department and curriculum.
- The Chair is responsible for aiding in curriculum development and ensuring that all levels of curriculum review considering the College and departmental learning goals are met.
- Models and assists teams in modifying and differentiating to meet the needs of the individual learner.
- Assists in teacher training and meets with teachers regularly.
- Researches, recommends, and assists with implementation of methodologies and practices that lead to high student engagement and achievement.
- Orients teachers and provides ongoing professional development for assigned teachers.
- Observes, mentors, and holds accountable assigned teachers regarding best practices in instruction.
- Promotes instructional practices that are modified and differentiated to meet the needs of the individual learner.
- Assists in facilitating the integration and use of instructional technology, as appropriate.
- Assists in planning the professional development program for faculty.
- Serves as a mentor and role model in the creation of a learning environment that supports college. readiness and student achievement.
- Assists in planning and delivering orientation for new teachers.

Assessment

Coordinate, collect, complete, and submit annual Program Assessment plans of student learning in the core courses to the Vice President of Institutional Effectiveness as required by the Institution's accreditation. Including communicating to full-time and adjunct faculty who are teaching the courses and ensuring the collection of assessment data for the final academic program assessment reports.

MINIMUM EDUCATION REQUIRED:

- A doctoral degree from accredited institution is required or provide evidence of candidacy towards completion.
- 18 credit hours in graduate courses related to the subject matter or demonstrated expertise in the teaching field through evidence such as national or international awards, publications in professional journals, competitive grants, certifications, licenses, or other outstanding professional recognition.
- A master's degree from an accredited institution required

MINIMUM QUALIFICATIONS/SKILLS:

- Strong interpersonal skills with students
- Ability to work as a team member and supervise others
- Five years or more of progressively responsible experience in a job-related field

APPENDIX C: SAMPLE JOB DESCRIPTION (FACULTY)

DEPARTMENT: Academic Services

FUNCTION: To provide quality instruction and academic advisement to all students enrolled at Clinton College. Full Time Professors/Instructors are to motivate each student to participate in all class activities so that he or she may achieve to their maximum potential.

REPORTS TO: Division Chair

MAJOR DUTIES/RESPONSIBILITIES:

- Keeps accurate records of all student grades, attendance, and other required reports.
- Demonstrate fair and impartial evaluations for all students enrolled in course(s).
- Prepares and maintains all final grade reports for students.
- Meets scheduled classes.
- Prepares a syllabus for each class annually.
- Distributes syllabus to students on the first day of class.
- Participates in the Faculty Council.
- Mentors and advises students.
- Participates in academic committees.
- Carries out special assignments that are requested by Vice President of Academic Services/Academic Services.
- Identifies and provides any special needs or accommodations required by students.

MINIMUM EDUCATION REQUIRED:

- A master's degree from an accredited institution required or 18 credit hours in graduate courses related to the subject matter if the master's is not in the subject matter taught.
- Demonstrated expertise in the teaching field through evidence such as national or international awards, publications in professional journals, competitive grants, certifications, licenses, or other outstanding professional recognition.
- Doctoral degree from accredited institution is preferred.

MINIMUM QUALIFICATIONS/SKILLS:

- Strong interpersonal skills with students
- Ability to work as a team member and supervise others

APPENDIX D: FACULTY EVALUATION FORM

Sample Faculty Evaluation Online Submission Form
Clinton College Employee Self Evaluation/Reflection

Name

First Name Last Name

Supervisor's Name

First Name Last Name

Evaluation Date

Month Day Year Date

Type of Evaluation

60-Day New Hire Annual Other

I understand the job description/function, requirements and processes associated with my position.

Yes No Unsure

I understand the mission of Clinton College.

Yes No Unsure

The goals of the 2020-2025 Strategic Plan are clear to me.

Yes No Unsure

I feel involved and interested in my work.

Yes No Unsure

I feel my contribution to my department is valued.

Yes No Unsure

I feel part of the annual budget and planning process for my department.

Yes No Unsure

Please answer the following questions:

1. What do you consider to be your top three to five job responsibilities?
2. How do you think you did in carrying out your top three to five job responsibilities as well as your other responsibilities? In what ways do you think you were successful? In what ways do you think you could have done something different and/or better?
3. Are there components of your job that you would like to change? If so, how would you change them?
4. What strengths do you bring to your job?

-
5. In what areas, if any, do you need to change or improve?
 6. Are there areas of your work with which you are dissatisfied? If so, explain why.
 7. Describe how you worked together with others either in your work team/unit, your department or within the College (e.g. serving on a committee, project team, helping others, or working together on an assignment)?
 8. During the past 2020-2021 Academic Year (or applicable time frame), what contributions have you made to your work team/unit, your department or the College? (Think about what you have accomplished, projects you worked on, times you took the initiative to solve a problem or suggested how one could be solved, feedback you received from others and how successful you were in achieving your current goals.)
 9. What can your supervisor do to help you be successful in performing your responsibilities?
 10. What suggestions do you have to improve how your unit/department operates?
 11. Goals/Milestones for the next evaluation (List 3 or 4)