

2019-2020



SHORTER COLLEGE

Faculty and Staff Handbook

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ACCREDITATION

Shorter College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: info@tracs.org]. The institution was awarded Accredited Status as a Category I Institution by the TRACS Accreditation Commission on October 29, 2013 and was awarded Reaffirmation Status as a Category I Institution by TRACS Accreditation Commission on October 23, 2017. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education. (INQAAHE).

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

Shorter College complies with applicable federal and state legislation and regulations regarding non-discriminatory admission and employment policies and practices by providing equal opportunity to all individuals without discrimination on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, political affiliation, disability, or status as a war veteran. It is, therefore, the institution's policy to accord fair and equitable treatment of every person, at all times.

Shorter College will continue to maintain its policy of providing access to general education and Para-professional programs to all persons regardless of race, national origin, sex color, creed, and political persuasions. The College, however, recognizes its institutional responsibility to serve its community by making institutional resources available to assist in the cultural, economic, and spiritual development of the community.

DISCRIMINATION FREE ENVIRONMENT

Shorter College does not, in its admission or employment policies and practices, discriminate against individuals on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, handicap, or status as a veteran of Vietnam War era or as a disabled veteran. The college complies with applicable federal legislation and regulations regarding non-discrimination and equal employment opportunity.

Shorter College also reaffirms the principle that its students, faculty, and staff have a right to be free from sexual discrimination in the form of sexual harassment by any member of the college community. Sexual harassment of students and employees at the college is unacceptable conduct, and it is also unlawful.

SEXUAL HARASSMENT

Shorter College has a policy that prohibits sexual harassment or discrimination against any staff, faculty, and student of the college on the basis of sex. Actions related to sexual harassment or discrimination based on sex are also prohibited by law, Section 703, Title VII of the Civil Right Act of 1963 and Title IX of the Educational Amendment Act of 1972.

Any member of the Shorter College community who violates any of these Acts faces disciplinary action and potential legal consequences.

Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct. The following non-exhaustive list contains forms of sexual harassment:

- (1) Submission to such conduct is, explicitly or implicitly, made a term or condition of an individual's employment or classroom evaluation.
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the status of the individual.
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or classroom performance, or creating an intimidating, hostile, or offensive working or academic environment.

Shorter College shall take necessary steps to maintain a college environment that is free of sexual harassment and discrimination on the basis of sex through programs and workshops developed to prevent such acts. Members of the college are encouraged to report any violation of this policy against an individual on or outside the college campus to the appropriate college authority. Appropriate administrative departmental action(s) will be taken through either informal or formal procedures.

SHORTER COLLEGE CONCEALED WEAPON POLICY

It is the Policy of Shorter College that no weapons of any kind be allowed on the grounds or in the buildings of Shorter College premises except in the possession of law enforcement authorities or security officers specifically hired by Shorter College. This policy covers all weapons whether concealed or unconcealed, and whether on the person of the possessor, in a container or in any compartment of a vehicle.

This policy applies to persons who would otherwise be licensed to carry a concealed weapon under Arkansas law pursuant to Arkansas Act 226 of 2013.

Shorter College administrative officials shall maintain appropriate signage and other notice on the campus in the buildings and on the grounds, pursuant to Arkansas Act 226 of 2013, and Arkansas Code 5-73-30(19) to give public notice that Shorter College has specifically elected to prohibit all firearms on its campus including persons who are licensed to carry concealed weapons but who are not law enforcement officers or security persons employed by Shorter College. This Policy was adopted by the Shorter College Board of Trustees April, 2013.

FACULTY AND STAFF GRIEVANCE POLICY

A grievance means a dispute concerning the terms and conditions of employment arising from an administrative

decision the employee alleges is in violation of rights under, or a failure to apply, established personnel regulations, policies or practices, or which results from a misinterpretation or misapplication thereof. These procedures do not include matters concerning non-reappointment, dismissal, tenure or promotion decisions. The grievance policy includes the following steps:

1. A faculty or staff member who has a grievance concerning the terms and conditions of employment, as described above, should discuss the matter with his/her immediate supervisor. Within five working days following the date the grievance is presented to the supervisor, the supervisor shall attempt to resolve the grievance. In the event the grievance concerns the immediate supervisor, the faculty member shall submit the grievance to his/her dean or director.
2. If the grievance is not satisfactorily resolved within five working days following the date it is presented to the supervisor, the faculty member may submit a written grievance to his/her dean or director. The dean or director shall review the grievance and render a decision within five working days following receipt of the grievance. Copies of the decision shall be furnished to the faculty member and immediate supervisor.
3. The employee may appeal the decision of the dean or director to the President by forwarding the grievance, in writing, together with a copy of the Step 2 decision within five working days following its receipt of the grievance. Copies of the decision shall be furnished to the faculty member, dean and immediate supervisor.
4. If the grievance is not satisfactorily resolved through Step 3, the president may elect to convene the Employee Hearing Committee to review the grievance, or may decide the grievance in the absence of a committee. The decision of the president shall be rendered within ten working days following receipt of the grievance. Copies of the decision shall be furnished to the faculty member, dean and immediate supervisor. In the event the matter is referred to the Employee Hearing Committee, the president shall appoint three employees who shall be drawn from the campus broadly and fairly, however, faculty members in the same department of unit as the grievant shall be excluded.

In the event that a student, faculty or staff member matriculates through the adopted and approved grievance process, outlined in the Human Resource Manual, Student Handbook, and/or Faculty and Staff handbook, and believes that the resolution reached remains unacceptable, the student has the right to escalate said grievance by filing a complaint with a relevant and appropriate government agency outside of the Shorter College campus. One such agency is the Transnational Association of Christian Colleges and Schools (TRACS). The student may reach TRACS by mail at P. O. Box 328, Forest, VA 24551: by Telephone at (434)-525-9539; or by E-mail at info@tracs.org. The above process may be followed related to any relevant and appropriate government agency.

HISTORICAL SKETCH OF SHORTER COLLEGE

Founded by the African Methodist Episcopal Church in 1886, Shorter College was a logical and pragmatic response to the need of recently freed slaves to overcome the many disadvantages and deprivations of slavery and racial discrimination. This was a time, little more than twenty years after the end of the Civil War and the abolition of slavery, when black people had no access to institutions of higher learning. In fact, the prevailing attitude was that Blacks had no capacity for learning and the vast majority lacked basic education and skills. The church seized the opportunity to provide instruction leading to a general education, but also aimed at developing competent leadership among Black people.

In November 1886, under the leadership of Bishop T.M.D. Ward, the Arkansas Annual Conference of the African Methodist Episcopal Church, less than twenty years after it was organized, formulated a plan for establishing an institution of higher learning. No doubt this was influenced by the years Nathan Warren, one of the founders of the African Methodist Episcopal Church in Arkansas, spent in Xenia, Ohio, at the time Bishop Daniel Payne was President of Wilberforce University. When it opened on September 15, 1886, the school was housed in the basement of Bethel A. M. E. Church on Ninth and Broadway in Little Rock, Arkansas and was named Bethel University. Its first session opened with an enrollment of 109 students.

In 1888, Bethel University was moved to Arkadelphia, Arkansas, where it opened its fifth academic year on September 23, 1891. In December 1892 the Annual Conference renamed the school to Shorter University in honor of Bishop James Alexander Shorter, organizer of the African Methodist Episcopal Church in Arkansas. On May 18, 1894, Shorter University was chartered under its new name. A year later, under the leadership of Principal F. T. Vinegar and Bishop W. B. Derrick, Shorter acquired land and buildings in North Little Rock, Arkansas. From September 22, 1895, to January 1898, the college maintained operations both in North Little Rock and, in Arkadelphia. At the end of a twenty-eight-month transition, the college established itself at 604 Locust Street in North Little Rock in 1898 and terminated operations in Arkadelphia. At present the campus sits on three and one-half blocks of valuable property in the city of North Little Rock.

On August 14, 1903, the charter was amended to change the name of the institution to Shorter College, in that same year, the first building was erected and named Tyree Hall. This initiation of physical-plant expansion, which is attributed to Bishop Evans Tyree and President T. H. Jackson, is significant because it represents an unmistakable commitment to a permanent location. As funds became available, buildings were erected and the scope of its offerings broadened, at one time providing theological, vocational and liberal arts programs as a four-year college.

Shorter College's open enrollment policy was of great benefit to the African American population across the state of Arkansas and later in Oklahoma. Several of the clergy and lay leaders in the Twelfth Episcopal District graduated from Shorter College and later, Jackson Seminary located on the campus. Other institutions of higher learning in the state of Arkansas were closed to African Americans; therefore, Shorter's presence served a great educational void.

In 1955, a decision was made to operate the college as a 2-year institution under the leadership of President Theophilus D. Alexander and Bishop William R. Wilkes. The prevailing institutional goal was to develop and maintain programs and services characteristic of a first-rate Junior College. Its two priorities were development of a physical plant designed to support its instructional program and goals, and an administration capable of ensuring institutional effectiveness and adherence to the institution's goals.

In 1958, A.O. Wilson was appointed President and served a two-year term. He was succeeded by Dr. H. Solomon Hill in June 1960. Dr. Hill's eight-year tenure brought many improvements to the college and the community as well. Among his accomplishments were the construction and furnishing of the Sherman-Tyree Hall in May 1961 (under Bishop O. L. Sherman's leadership), as well as the completion of the new library in 1968.

In May 1970, The Board of Trustees, under the leadership of Bishop D. Ward Nichols, elected Rev. Lonnie Johnson of Lawton, Oklahoma, as president of The College. After serving fourteen months, Rev. Johnson resigned and returned to Oklahoma.

In May 1972, Mr. Oley L. Griffin by unanimous consensus of the Board of Trustees was appointed by Bishop Nichols to oversee the operations as president. While President Griffin was in office, ground was broken for the S.S. Morris Student Center in November 1974. The building was completed in the fall of 1975. In the winter of 1977, when President R.J. Hampton was in office, ground was broken for the F.C. James Human Resources Center, named in honor of Bishop Frederick C. James. The James Center was completed in 1979.

In September 1980, the Board named the Reverend John L. Phillips, Sr., the thirty-seventh president of the college. A man of proven administrative ability, President Phillips received unanimous support from the other administrative officers and the faculty members for his plan to reorganize the administration, which he explained soon after taking office. The plan consisted of three phases: An analysis of the existing administrative organization; evaluation of existing administration functions by the criterion of relevance to the mission; and revision of the administrative system and job descriptions to establish a management-by-objectives administrative style conducive to planning, management, and evaluation that would ensure the relevance of the various functions of the college to its mission. The first phase of the plan was completed

in January 1981; the second was included in a perpetual planning cycle essential to management by objectives; and the third was executed as, one by one, the various offices were adapted to management by objectives. Under President Phillips administration, the college was led to full unconditional accreditation by the North Central Association of Colleges and Schools, the Arkansas Council of Independent Colleges and Universities, the National Association of Junior Colleges, and the Arkansas Department of Higher Education. This accreditation enabled Shorter College to compete for students who could then transfer easily to four-year institutions. In the years following, many attempts were made at improving the administrative effectiveness of the institution and shaping its programs to meet the needs of students.

In 1984, Bishop H. Hartford Brookins was assigned to the Twelfth (12th) Episcopal District of the African Methodist Episcopal Church. He served as the Chairman of the Board of Trustees responsible for the welfare and upkeep of Shorter College. Bishop Brookins' tenure of office ended in July 1988, with the subsequent assignment of Bishop Henry A. Belin, Jr. who became the Chairman of the Board of Trustees of Shorter College.

Dr. H. Benjamin Williams joined Shorter College as the Vice President for Academic Affairs in the Fall of 1984 under Dr. John L. Phillips. He was appointed the interim President in July 1987 and was confirmed the 38th President of the college in the March 1988. Dr. Williams resigned his leadership in June 1988. Dr. Williams succeeded in accomplishing the following: reinstating the men's basketball team, establishing a new federally funded program (Title III) designed to strengthen academic programs at the college; setting up a dormitory for the male students on campus (Honors Hall), and making some improvements in the administrative components of the college.

Dr. Williams was succeeded by Dr. W. Dean Goldsby who was appointed by the board to the seat of Interim President in June 1988 thereby vacating his previous position as Director for Student Services. Dr. Goldsby embarked on a number of improvement projects including: increasing the student enrollment for the 1988/89 session; overhauling and restructuring the internal financial management; and completing the physical improvement projects on campus (i.e. the renovation of Sherman Tyree Hall). During the administration of Dr. W. Dean Goldsby (1988-89), ground was broken for the Henry A. Belin-Health-Plex, which houses the Gymnasium.

Dr. Katherine P. Mitchell, elected on September 21, 1989, by the Board of Trustees, took office on November 1, 1989 becoming the first woman to be elected President of the college. Under Dr. Mitchell's leadership, the college made significant progress to include the completion of the Henry A. Belin Health-Plex and the Alexander-Turner Child Development Center.

In 1998, Dr. Irma Hunter Brown was elected President of Shorter College. Following Dr. Brown's tenure, the Board of Trustees named Dr. Cora D. McHenry acting president of Shorter College in April 2001. In May 2002, the Board of Trustees elected Dr. McHenry as President. The Board of Trustees and the administrative staff set out on a two-phase program of revitalization and implementation of the newly adopted strategic plan. Following the administration of Dr. Cora McHenry, the Board of Trustees elected Lillie Alexis as its 43rd President.

In June 2008, Bishop Samuel L. Green, Sr. was elected and consecrated as the 125th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service, his responsibility included Chairman of the Board of Trustees for Shorter College.

Shorter College had lost its accreditation in 1998, but with a watchful board and a few dedicated staff, the doors of the college were kept open. Within the first few months, Bishop Green assembled the Board of Trustees to assess the situation of Shorter College and to critically evaluate its future.

After reviewing the institution's mission, goals, and objectives, the Board of Trustees determined that Shorter College should move forward in continuing its rich heritage. They elected to bring back one of its former presidents, Dr. Katherine P. Mitchell, to lead the effort to gain candidacy status with the Transnational Association of Christian Colleges and Schools (TRACS). An intensive eighteen-month process with an introspective critical look at Shorter College resulted in Shorter Colleges' self-study report which was presented to TRACS. The self-study team, then, made its initial visit to the College.

On April 13, 2011, Shorter College received notification of its completion of this accomplishment: candidacy status was granted. Dr. Katherine P. Mitchell had completed her task. The next step was to work toward full accreditation.

In July 2012, the Board of Trustees elected O. Jerome Green, Esq., as the 45th President of Shorter College. The Board charged Dr. Green and staff to move Shorter College to full accreditation. The team commenced its task. Full-time faculty were hired to instruct students; student learning was facilitated; infrastructures were enhanced, and student services were strengthened. Sound fiscal affairs were maintained and curriculum was enhanced. Consequently, with intensive work, strong leadership, and a committed board, the self-study for full accreditation was developed and submitted to TRACS.

During this process, Shorter welcomed fifty (50) enrolled students in the 2012 fall semester and two hundred thirty-six (236) enrolled students in the 2013 spring semester. The first summer school session held in more than ten years had 83 students enrolled for summer session I, and 90 students enrolled for summer session II.

TRACS sent another site team to Shorter College on August 19-22, 2013. By this time, enrollment for fall 2013 had reached 331 new and returning students. TRACS evaluated the data and relevant information in the accreditation report and made its preliminary determination. On October 29, 2013, the Chairman and representatives of the Board of Trustees and administration of Shorter College traveled to San Diego, California to stand before the Commissioners of the Transnational Association of Christian Colleges and Schools (TRACS) to answer questions relative to Shorter College's adherence to TRACS' accreditation standards. At the end of the interview, Shorter College was awarded full accreditation status as a Category I institution for a period of five years -- 2013-2018.

With full accreditation, the focus for Shorter College was on excellence in all arenas. The committed staff focused on developing first-rate information technology, student services, assessment, strategic planning, curriculum development, faculty development, and other strategic areas. Great strides were made and are continuing to be improved in these areas. In the spring semester of 2014, Shorter College had a student enrollment of 437 students; library holdings were increased; cooperative library usage agreements were implemented; curricular improvements were made, and the renovation of the S. S. Morris Student Center was completed in July 2014.

In April 2015, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Entrepreneurial Studies and the Associate of Arts in Criminal Justice. In August 2016, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Christian Leadership and the Associate of Arts Early Childhood Development.

Future plans include the introduction of new degree programs, the building of an ultra-modern dormitory/with student apartments, and an administrative building with classroom and offices. An intensive fund-raising strategy has a goal of one million dollars for 2017-2018. By 2020, Shorter College plans to have raised a total of \$5 million in unrestrictive private gifts and have an increase in the Shorter College Endowment Fund. The rebirth of Shorter College as a viable option for higher education is evident, and "You Fit Here."

In July 2016, Bishop Michael Mitchell was elected and consecrated as the 134th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service, his responsibility includes serving as Chairman of the Board of Trustees for Shorter College.

SHORTER COLLEGE'S BIBLICAL FOUNDATION STATEMENT

Shorter College's Biblical Foundation Statement is embodied in the following "Statement of Faith."

Statement of Faith

Shorter College is an African Methodist Episcopal Church sponsored school and is shaped by the Methodist traditional understanding of sin, grace, and the possibility of full salvation for Christ-like living. Shorter College embraces the equality, dignity and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ.

We believe that there is but one living and true God, everlasting, without body or parts, of infinite power, wisdom, and goodness; the Maker and Preserver of all things, both visible and invisible. In unity of this God-head, there are three persons, of one substance, power, and eternity-the Father, the Son, and the Holy Spirit.

We believe that Jesus is the Son of God, who is the Word of the Father, the very and eternal God, of one substance with the Father, took man's nature in the womb of the blessed Virgin; so that two whole and perfect natures, that is to say, the God-head and manhood, 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 sacrifice, not only for original guilt, but also for the actual sins of men.

We believe that Christ did truly rise again from the dead, and took again his body with all things appertaining to the perfection of man's nature, wherewith he ascended into heaven, and there sitteth until he returns to judge all men at the last day.

We believe in the Holy Spirit, proceeding from the Father and the Son is of substance, majesty, and glory with the Father and the Son, very and eternal God.

We believe that the Holy Scriptures contained all things necessary to salvation; and that the Bible is the inspired word, infallible and authoritative word of God.

PHILOSOPHY OF EDUCATION

Shorter College's philosophy of education is to prepare students to live a productive life that requires wisdom and understanding. Students are provided with tools to sort out that which is wise from that which is not and learning skills that can be applied to all fields of human knowledge. Students must receive education that focuses on developing sound learning skills, acquiring a broad base of knowledge and the constructing of a well-considered worldview grounded in wisdom.

ETHICAL VALUES AND STANDARDS STATEMENT

We hold the following core values, approved by the Board of Trustees and followed by college administration, faculty, staff, and students, to be the foundation of our identity as a community.

Faith

We value faith and learning as inescapably linked and that an exploration of faith and religion is essential to education.

Integrity

We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment. We will be fair, honest and ethical and assume responsibility for our actions in all dealings with and on behalf of the college. Shorter College will never knowingly mislead or deceive members of the college community, its various publics, or stakeholders. The college will practice transparency in all of its dealings. The college will represent its programs and services fairly and accurately. We value learning and a working environment that encourages and supports open sharing of information, empowerment and shared responsibility for decision-making, and a culture that emphasizes continuous improvement and growth. We believe in the sanctity of the individual in the mutually supportive community of a small college. We believe in a focus on each person as an individual with inherent worth. We will work in partnership with one another, encouraging broad participation and active engagement of all, to build a sense of shared purpose about the importance and value of the College. Shorter College is committed to the principle of academic freedom as it seeks to carry out its teaching and learning programs. Scholarly investigation is encouraged through research. Faculty, administrators, and students are responsible for upholding the high morals and ethical standards of academic honesty.

Learning

We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement. We believe that learning is best based on open inquiry and the liberal arts. We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities. We will conscientiously strive for excellence in our programs and services as well as foster a commitment to the highest standards in all areas of the College's mission.

Inclusiveness

We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration and the free exchange of ideas. We respect diversity and strive to reflect the communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas.

Service

We seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

We believe we are called to educate morally and ethically responsible citizens of a pluralistic society. To this end, we are guided by the idea of service. We value social responsibility; seek non-violent resolution to conflict and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.

THE MISSION

The Mission of Shorter College is to provide accessible, affordable and high-quality education for students to accomplish their academic goals by offering programs that meet the learner's needs in a challenging and nurturing Christian environment.

THE VISION

The vision of Shorter College is to remain a fully accredited two-year institution and to achieve distinction as a residential Christian College that excels in providing a challenging teacher-learner environment that will create a holistic transformative individual which embodies the four C's:

- Competency - The ability to perform in today's society
- Character – To develop a lifestyle of integrity
- Citizenship – The ability to embracing social and civic responsibility
- Culture – The ability to understand and operate in a diverse environment

THE GOALS

The goals of Shorter College are pursuing the following goals for institutional revitalization during the next seven years:

GOAL 1: ACADEMIC EXCELLENCE:

Enrich academic instructional programs and students services to equip students with the knowledge, skills and abilities to become a scholastically and professionally attractive in today's competitive work environment.

GOAL 2: STUDENT SERVICES:

Improve student supports services that will enrich career goals, academic and co-curricular experiences.

GOAL 3 - INSTITUTIONAL ADVANCEMENT AND PARTNERSHIPS:

Increase the level of external outreach in order to expand opportunities for working with other educational institutions, alumni, foundations, government agencies and business partners in ways that increase potential sources of funding and produce associations for mutual benefit.

GOAL 4: OPERATIONAL & RESOURCE ENHANCEMENT:

Advance the institutional and environmental resources by further streamlining the college's operations where efficiencies can be gained, making optimal use of prior investments in systems, re-aligning infrastructure with evolving needs, securing protected information, and minimizing waste attributable to technology use.

GOAL 5: STUDENT ENROLLEMENT AND RECRUITMENT:

Increase student enrollment and refine student recruitment strategies to recruit and retain a diverse student population

THE OBJECTIVES

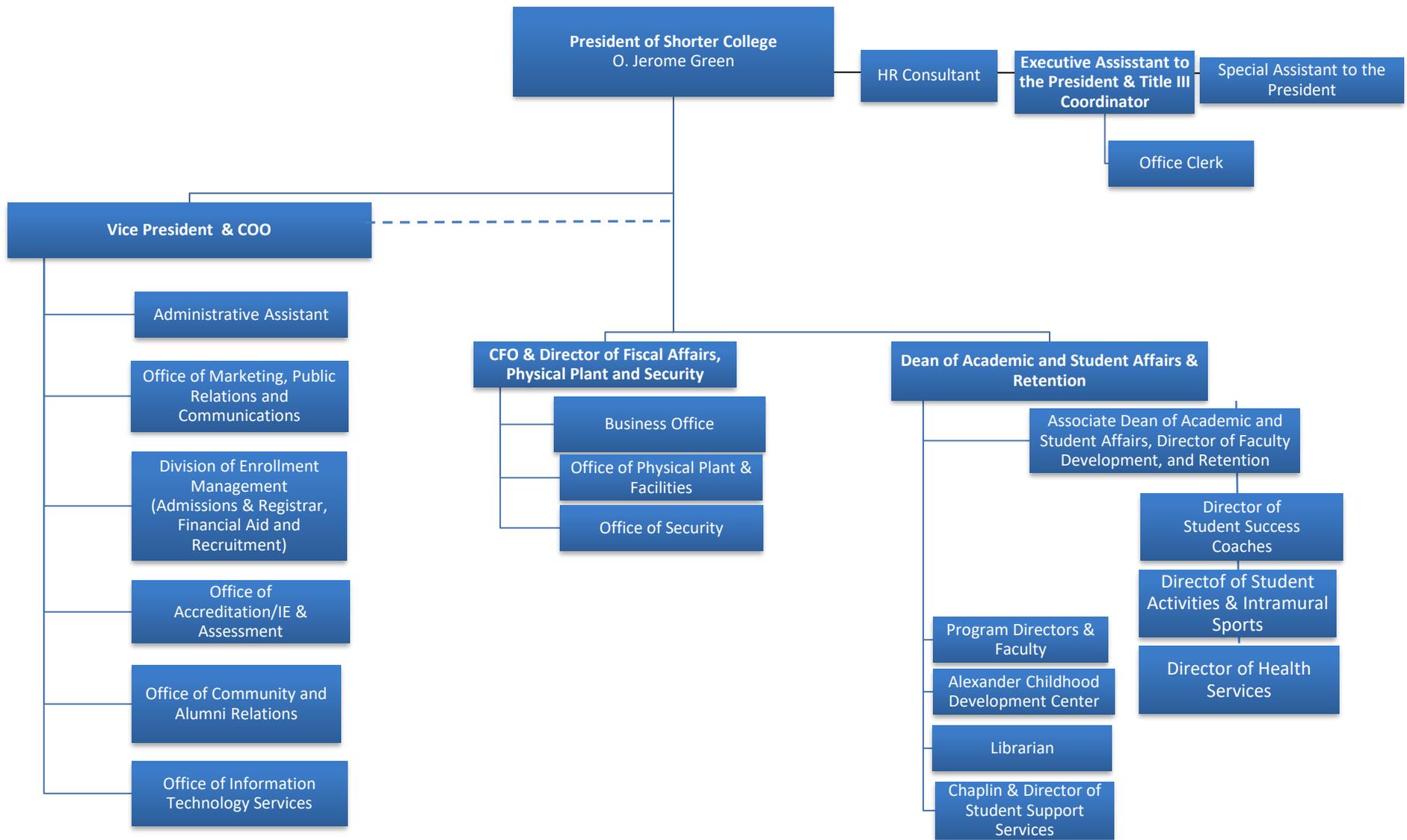
The objectives Shorter College seeks:

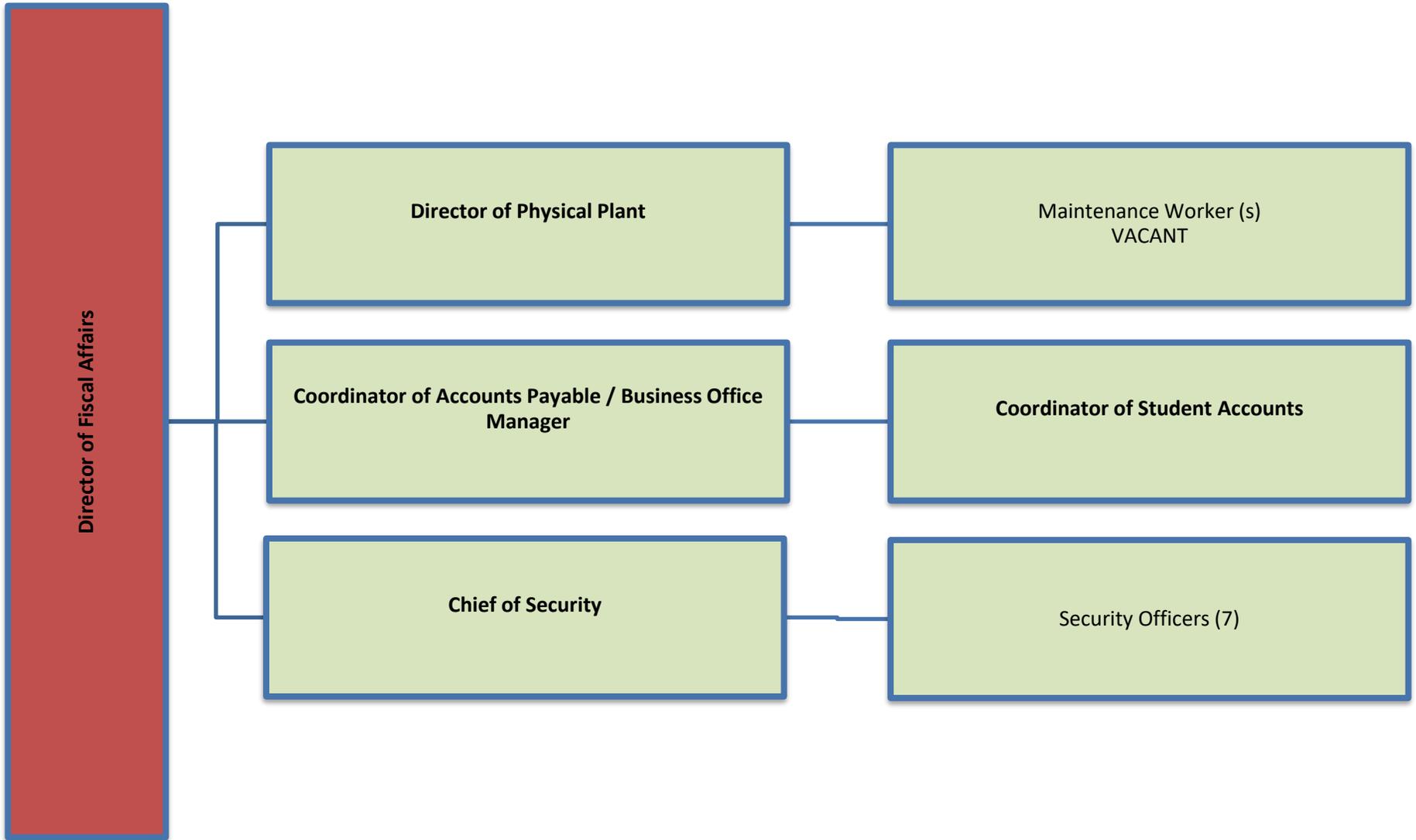
1. To instill within each student the realization that God is the supreme center of all reality, and that academic and life-purpose is ultimately realized only through obedience to the revealed Will of God.
2. To provide the basic communication skills and general education needed to stimulate intellectual curiosity and a continuous search for knowledge.
3. To provide both certificate and associate degree programs that prepare students for further study or opportunities for work in the job market.
4. To serve as a center to transmit and preserve African-American heritage and culture.
5. To graduate students who think carefully and logically about and express with clarity their observations, experiences, and findings concerning the world in which they live, both in writing and verbally.
6. To graduate students who exhibit competency in their disciplines, character in their work with others, and compassion toward all people consistent with an education in a Christian environment.
7. To provide knowledge and basic computer skills needed to be technologically competitive.

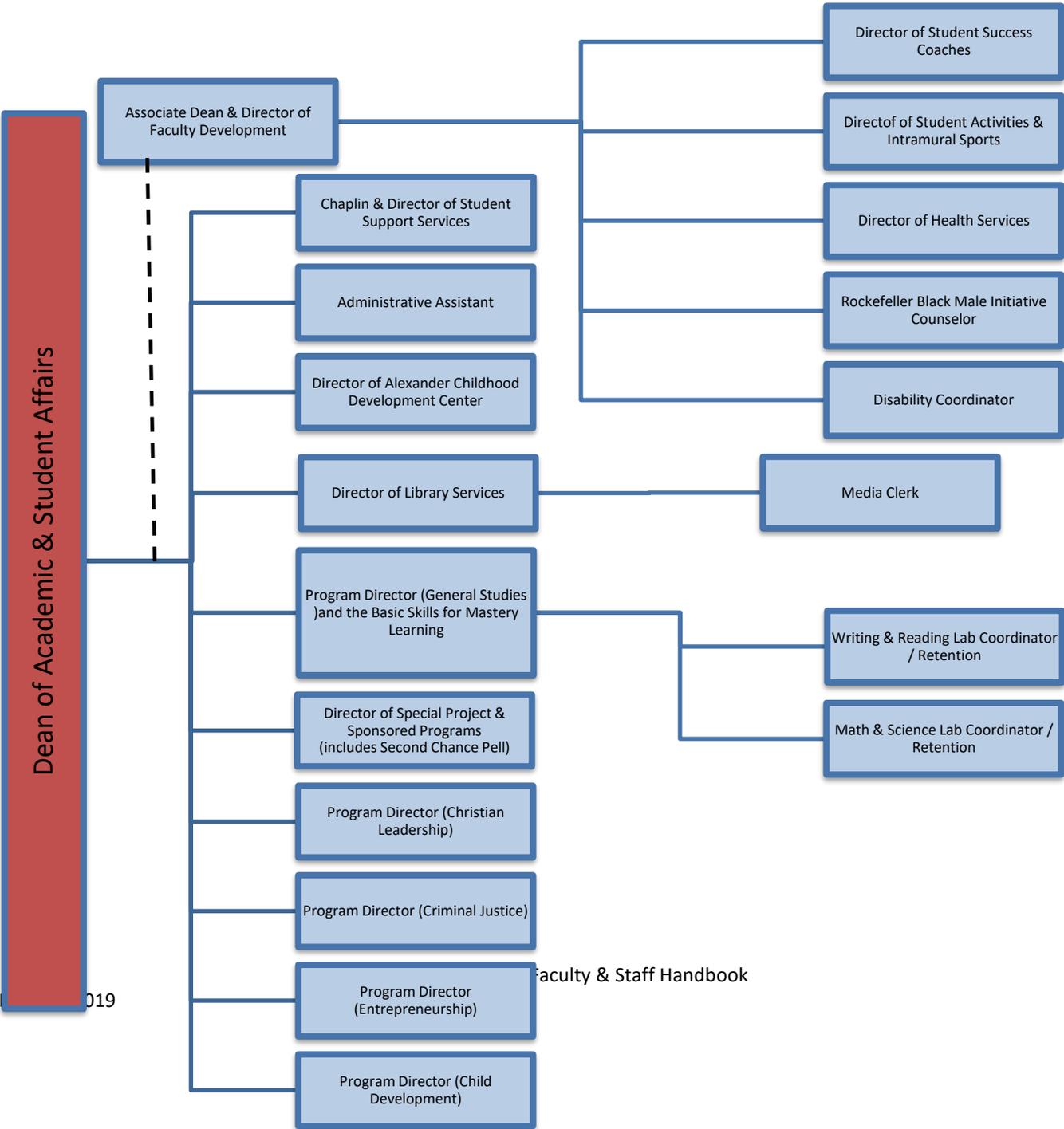
8. To provide an opportunity for under-performing students to overcome educational deficiencies.

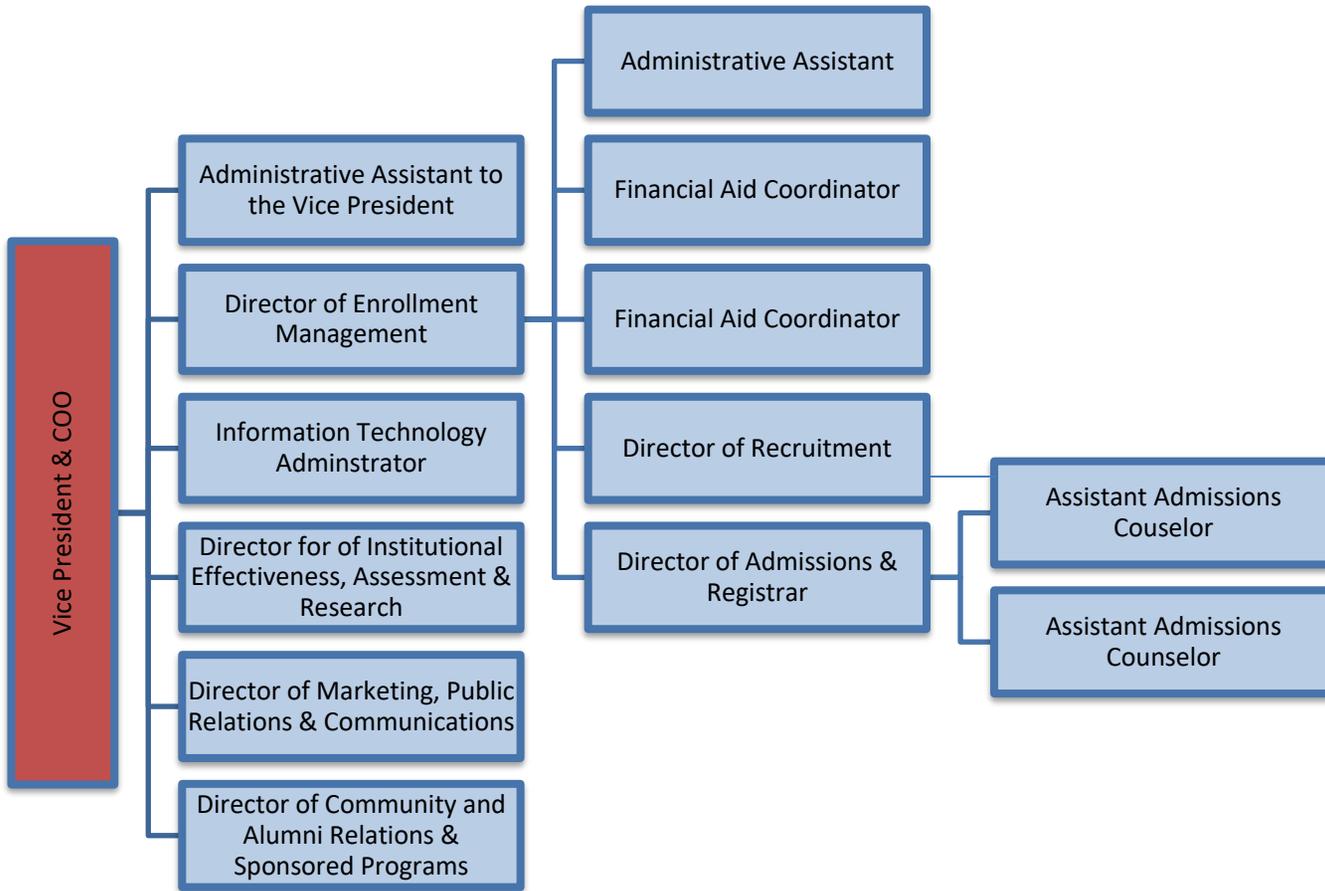
SHORTER COLLEGE ORGANIZATIONAL CHART

Recent organizational changes are not yet reflected in the organizational chart below.









JOB DESCRIPTIONS FOR ADMINISTRATION

BOARD OF TRUSTEES

The governing authority of Shorter College is vested in an autonomous, legally established, Board of Trustees. The Board is composed of the Presiding Bishop of the Twelfth Episcopal District of the African Methodist Episcopal Church who is an ex-officio member of the Board and serves as its chairperson. Each annual conference shall have a minimum of three (3) members and not more than six (6) members, with the maximum number for the entire Board of trustees elected by the four (4) annual conferences not to exceed twenty-one (21). There shall be not less than two (2) members elected at-large who may or may not be members of the African Methodist Episcopal Church, nor the annual conferences hereinbefore mentioned. Both clergy and lay members shall be elected from each of the four (4) annual conferences, with the majority being from the ranks of the clergy. The president of Shorter College shall be an ex-officio member. The Board of Trustees is responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability, and oversight of the effective pursuit of the stated purpose and objectives of the institution.

The functions of the Board are: (1) to ensure with its awareness, influence, participation, and financial support, the execution of the institutional mission; (2) to support the administration in its implementation of the mission and assume the responsibility of hiring the chief administrator (the president); (3) to define the policies of the college; (4) to provide a funding base; (5) to urge for institutional maintenance of educational standards that will ensure its membership in the regional association of accredited schools.

Authority in administration and academic matters is vested in the president and delegated at the president's discretion and in accordance with written job descriptions for other administrators and members of the faculty.

PRESIDENT

The President shall be the Chief Executive Officer of the college. All administrative officers, faculty, and other staff members shall be responsible to him/her for the performance of their duties and subject to his/her direction. The president shall be responsible only to the Board of Trustees. As president of the college, he/she or his/her designated representative, shall be an ex-officio member, without vote, of all standing committees of the faculty and of the Board of Trustees. He/she shall hold office until he/she resigns, retires, his/her contract expires, or until he/she's removed by the Board of Trustees. The president shall perform such duties as are traditionally the responsibility of a college president and the Board of Trustees may delegate such other duties as to the office. These duties shall include, but are not limited to:

1. Enforcement of all rules and regulations of the Board of Trustees, and shall have such authority as is necessary to accomplish this, including the power to relieve any officer of internal administration, faculty member, or employee from the performance of his college functions pending action by the Executive Committee or the Board upon appeal by the person thus relieved or upon charges which the president is in such case required to file with the Executive Committee of the Board not later than the next regular meeting.
2. Responsible for providing leadership in the development of policies concerning admission, retention, and graduation of students.
3. Responsible for recommending to the Board of Trustees such administrative organizations, executive offices, and staff positions as will best enable him/her to discharge his/her numerous duties and with the approval the Board shall appoint and/or remove such personnel as in his/her judgment circumstances require.
4. Responsible for the preparation of the budget of the college, with the assistance of the Chief Financial Officer. He/she shall submit it with his/her recommendations to the Executive Committee of the Board of Trustees and administer the budget as approved by the Board of Trustees and administer the budget as approved by the Board; with Executive committee he/she shall also be responsible for long-range financial planning for the college.
5. Be the channel of official communications and recommendations between the faculty members, other officers, employees, and students of the college, and the Board of Trustees. Such communications and recommendations shall be in writing, shall be open to the president and shall be transmitted by him/her with such recommendations as he/she chooses to make to the Executive Committee of the Board of Trustees at its next meeting following receipt of the communication by the president.

VICE-PRESIDENT & COO

The Vice President is required to have business acumen, administrative and leadership experience and demonstrated commitment to academic excellence, scholarship and research: understand the role of Shorter College and adding value to the society at large and to various communities of which the College is a part. Must be knowledgeable of strategic planning, coupled with a proven record of successful initiation and implementation of major projects and new programs. Must be an effective communicator within all College constituencies, and be committed to broadening the College's national and international visibility and reputation.

The Vice President of Shorter College should possess:

1. Doctorate Degree one of the academic disciplines offered by the College.
2. A record of teaching and/or scholarship that would justify appointment as a tenured Professor or be a tenured Professor.
3. An administrative record of progressively increasing responsibility including budget planning and monitoring; strategic planning, and accreditation experience.
4. An understanding of higher education and the requirements for excellence, ethics, integrity and unity of purpose, effective practices and a demonstrated commitment to diversity and the application of Christian principles.

Duties and Responsibilities:

1. Assists the College President in overseeing the operations and administrative duties of the institution and keeps the College President informed about the College operations and related issues and concerns.
2. Represent the College at external functions on behalf of the President and foster relationships and partnerships with community agencies and other educational institutions.
3. Conduct meetings with the leadership team to review goals and objectives, maximize resources, monitor systems and projects to strengthen effectiveness and meet student and community needs.
4. Maintain an annual division-wide plan to support the College's strategic plan and operational tactical plan.
5. Establish and monitor key performance indicators and benchmarks in major operational areas.
6. Ensures the appropriate and effective administration of institutional resources.
7. Engage administrators, students, faculty, staff, community leaders and citizens to share information and engage in shared problem-solving; and participating in key College committees.
8. Assume other duties as assigned by the President.

DEAN OF ACADEMIC & STUDENT AFFAIRS

Job Summary:

The Dean of Academic & Student Affairs shall be appointed by the Board of Trustees upon recommendation of the President and shall be responsible to the President w. The Dean of Academic & Student Affairs acts as the chief academic officer, develops administrative, personnel and academic policies and programs for the college. She/he develops and oversees the curriculum, development of the class schedules and student orientation to the college; supervises the library and all faculty personnel, faculty evaluations, all academic programs, academic standards and academic records. He shall preside at meetings of the Campus Life Commission, which includes students, faculty, and administrators, who are responsible for specific services to college students, coordinate the tutorial services and testing. He/she shall be responsible for the proper administration of trustee policies on student life, health,

housing, discipline, scholarship, and other forms of student assistance, and all matters related to student non-academic activities. This position also entails other responsibilities and other duties assigned.

The Dean's authority and areas of supervision may be adjusted from time to time in the discretion of the President in accord with the needs of the institution subject to approval of the Board of Trustees. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- A minimum of a master's degree in academic fields from an accredited institution;
- Teaching and administrative experience;
- Higher Education experience as an instructional leader, with curriculum, pedagogy;
- Experienced leader for classroom management and student discipline matters;
- Experienced instructional leadership with our reading, writing and math initiatives;
- Strong communication and facilitation skills, including technology;
- Team player and experience with collaboration; and
- Ability to work under pressure and adapt easily.

CHIEF FINANCIAL OFFICER

Job Summary:

The CFO shall be approved by the Board of Trustees on recommendation of the President, and shall be responsible to the President or his/her designee. The Chief Financial Officer shall be responsible for the proper administration of the business affairs of the college, for the administration of the policies and programs relating to the control of internal budget operations, financial audits, material purchasing, and the operation and control of auxiliary enterprises. The Chief Financial Officer shall accurately prepare and present all available data which are essential to the preparation of the budget, assist the President in the preparation of the annual budget of the college, and perform such other duties as the President may direct. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- Bachelor's degree in accounting or business (MBA preferred);
- Experience in Higher Education;
- Proficient in Microsoft Excel, Access and Word;
- Must have a thorough knowledge of accounting software and Generally Accepted Accounting Principles; and
- At least five years of experience in accounting and supervision.

JOB DESCRIPTIONS: DIVISION OF THE PRESIDENT'S OFFICE

ADMINISTRATIVE/OFFICE CLERK

Job Summary:

Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages and responds to phone inquiries. Assists at counter answering questions and helping the public in researching information contained in a variety of public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Makes and confirms appointments as directed and receives and schedules visitors.

Qualifications

Minimal qualifications include:

- High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping and computer entry.
- At least one year of responsible office/clerical experience or equivalent combination of education and experience.
- Skill in operating a typewriter, personal computer, on-line computer terminal, various printers, fax machine and other office equipment are necessary.

DIRECTOR OF CHURCH RELATIONS

Job Summary:

The Director of Alumni Affairs and Church Relations is responsible for the planning and implementation of programs and projects that strategically engage alumni in strengthening programs. Serving as ambassador, the Director of Alumni Affairs and Church Relations is charged with securing commitments from alumni to provide professional expertise and volunteer service; collaborating with colleagues in the administrative offices, local churches and Annual Conferences of the 12th Episcopal District (including, but not limited to Admissions, Development, Public Affairs and Student Affairs). All attendees and degreed alumni are counted as members of its Alumni Association. The Director of Alumni Affairs and Church Relations reports to the Director of Institutional Advancement and is a member of the advancement team. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- A Bachelor's degree;
- Ability to travel and work evenings and weekends as needed;
- The demonstrative ability to strategize, implement and build constituency programs and activities, along with a talent for motivating volunteers;
- Ability to organize and complete multiple task simultaneously with close attention to detail and prioritization to meet deadlines;
- High professional and ethical standards for handling confidential information;
- Flexibility and initiative, as well as the ability to work independently, combined with the skills for thriving in a team environment to achieve institutional goals;
- Demonstrably strong writing, planning and organizational skills; and
- Excellent communication and interpersonal skills, together with the ability to work collaboratively and courteously with colleagues throughout the institute, alumni, local church, other constituents and the public.

DIRECTOR OF TITLE III

Job Summary:

The Title III Project Director oversees the day-to-day management of the Title III project activities working toward achieving the project's goals. The Director works with the President and the Cabinet to ensure the optimal integration of the project's activities with all components of the College. The Director will maintain effective communication channels and establish procedures to assure the operation of the project remains congruent with the goals of overall institutional development. The Director prepares and monitors fiscal and technical reports, authorizes expenditures and coordinates the various college staff that will lead the grant activities and successfully complete the project. The Project Director will share administrative control of the activity with institutional counterparts to assure optimal institutionalization of grant activities and will work closely with Title III Activity staff as they work toward accomplishing Title III objectives.

Qualifications

Minimal qualifications include:

- Bachelor's Degree, Master's degree preferred in an educational administration or related area required (and/or) work related experiences
- At least five years administrative experience in higher education
- Experience with direct management of state/federal grant programs.
- A familiarity with the Title III program is preferred.

Job Summary:

Oversees human resources functions, including compensation, benefits, and recruitment, transactions, operations, and employee relations. Develops and implements personnel policies consistent with overall objectives. Serves as job expert or organization resource in assigned area. Assists in the planning and organizing of the unit's work to meet the unit's objective. Reviews operations for compliance with applicable regulations and standards. Participates in strategic planning. Assists with the design and execution of special events, projects and activities. Coordinates employee performance and appraisal programs. Oversees the record management function including maintenance, retention, transfer, and disposition of personnel records and files. Oversees the development, revision and maintenance of comprehensive job descriptions. Provides information and advice to employees, supervisors and managers regarding employee relations issues and personnel policies, practices and regulations. Reviews and evaluates proposed or newly enacted State and Federal laws governing personnel administration. Coordinate and conducts training on human resource program-related topics and issues. Identifies current and prospective staffing requirements, prepares and posts notices and advertisements, and collects and screens applications. Coordinates and conducts recruitment program following State and Federal laws, rules and regulations and in accordance with agency policies and procedures. Serves on various committees as assigned. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- Must have demonstrated proficiency with applicable laws/regulations and management theories
- Strong organizational skills in the areas of operations, budget and project administration;
- Effective interface with diverse groups; effective supervisory skills.
- Experience must include hands-on responsibility for the full scope of human resources activities, both operations and analysis.
- Candidates must possess a bachelor's degree; an advanced degree or professional certification preferred, or the equivalent combination of education and experience.

JOB DESCRIPTIONS: DIVISION OF THE VICE-PRESIDENT

ADMINISTRATIVE ASSISTANT

Job Summary:

Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages and responds to phone inquiries. Assists at counter answering questions and helping the public in researching information contained in a variety of public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Makes and confirms appointments as directed and receives and schedules visitors.

Qualifications

Minimal qualifications include:

- High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping and computer entry; Bachelor's Degree preferred.
- At least one year of responsible office/clerical experience or equivalent combination of education and experience.
- Skill in operating a typewriter, personal computer, on-line computer terminal, various printers, fax machine and other office equipment are necessary.

Director of Institutional Effectiveness, Assessment, Research and Planning

Job Summary:

The Director is responsible for gathering, maintaining, assessing and analyzing the institution's data for internal decision-making purposes and external reporting requirements. The Director is responsible for developing and maintaining the institution's long-range goals, to ensure they are mission-driven, based on reliable data and consistent with accreditation criteria. The Director provides support to the College's assessment program through direct support of the academic and administrative units by consulting in developing, measuring, and analyzing learning outcomes and administrative units in developing, measuring, and analyzing performance outcomes. In addition, the Director assists with the maintenance of a comprehensive institutional assessment database and reports on College assessment activities as requested and recommends policies and procedures to improve the College's institutional effectiveness program and performs other duties as may be required. The Director also provides oversight for accreditation review processes and serves as the College's internal clearinghouse whose primary responsibility is to collect, store, and disseminate institutional data.

Qualifications

Minimal qualifications include:

- Bachelor's Degree (master's degree in statistics or doctorate preferred);
- Demonstrated knowledge of statistics; and demonstrated knowledge of educational research and issues in higher education;
- The ability to prepare high-level quantitative and qualitative statistical analyses focusing on critical academic metrics;
- The ability to effectively present information and address questions from a campus community; and
- Effective communication skills with a proven ability to foster collaborative efforts within a diverse community.

DIRECTOR OF SPONSORED PROGRAMS & SPECIAL PROJECTS

Job Summary

Design, write, lead and oversee the execution of a college-wide public and private grants program in keeping with the needs, priorities, and competencies of the institution and its faculty and staff. Efforts range from finding grant sources and informing appropriate individuals; assisting with and overseeing the development and writing processes; and assisting with final grant production, presentation, and achievement. Research and interpret funding opportunities and requests for proposals from government agencies and foundations to determine appropriateness for the College; evaluate and recommend how best to respond. Create Memorandums of Understanding (MOUs) as a result of the development of partnerships with external entities needed to implement the sponsored programs and/or grant requests.

Qualifications

Minimal qualifications include:

- Master's Degree or equivalent
- Ability to manage multiple priorities in a fast-paced environment
- Ability to interact effectively with Office of Sponsored Programs' stakeholders, including administrators, faculty, staff, students, governmental agencies, and other prospective funding sources.
- Evidence of excellent written and oral communication skills.

DIRECTOR OF COMMUNITY AND ALUMNI RELATIONS

Job Summary

Director of Community Relations coordinates, organizes and heads efforts to represent employer favorably in the community. Plans programs that promote good will and fosters relationships with community leaders. Potentially supervises the charitable contributions program, including coordinating the approval process, screening requests for financial support, and directing the disbursement of funds.

Qualifications

Minimal qualifications include:

- Bachelor's degree required, advanced degree preferred.
- Minimal of two-year experience in higher education and marketing and communications.
-

DIRECTOR OF INFORMATION TECHNOLOGY & COMMUNICATIONS

Job Summary:

The Director for Information Technology and Communications shall be responsible for the overall planning, organizing, and execution of all IT functions at the location. This includes directing all IT operations to meet customer requirements as well as the support and maintenance of existing applications and development of new technical solutions. Additionally, the director will lead all communications efforts and responsible for representing the business or organization to the outside world. He or she may draft internal releases or newsletters, or write blast e-mails to members and/or volunteers. They are responsible for in-house programs and other necessary documents This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- Bachelor's degree required, advanced degree preferred.
- Minimal of two-year experience in higher education and marketing and communications.

CAREER PLACEMENT COUNSELOR

Job Summary:

The Career Counselor shall be responsible for providing leadership for career services. This includes providing comprehensive services and information resources that enable students to take active responsibility for their career decision and job search; equipping students for making career plans by facilitating awareness of their work related strengths, interests, and values and understanding the world of work; preparing students for finding suitable employment by enhancing their job search skills and capacity

to express the relevance of strengths to employers; and fostering relationships with the employer community to provide students with opportunities to develop professional skills, integrate academic learning from work, and find jobs.

Qualifications:

Minimum Qualifications

- Bachelor's degree in a related field and three (3) years of experience.
- Knowledge of models of disability and inclusive educational design and their application in higher education
- Working knowledge of common computer applications (e.g., Word, PowerPoint, databases)
- Strong written and interpersonal communication skills
- Skill at developing and delivering professional presentations and workshops

Demonstrate experience to work with people from diverse backgrounds, cultures, and inclusive of racial, ethnic, religious, political, sexual orientation, gender identify, and perspective

JOB DESCRIPTIONS: DIVISION OF ENROLLMENT MANGEMENT

ADMINISTRATIVE ASSISTANT

Job Summary:

Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages and responds to phone inquiries. Assists at counter answering questions and helping the public in researching information contained in a variety of public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Makes and confirms appointments as directed and receives and schedules visitors.

Qualifications

Minimal qualifications include:

- High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping and computer entry; Bachelor's Degree preferred.
- At least one year of responsible office/clerical experience or equivalent combination of education and experience.

Skill in operating a typewriter, personal computer, on-line computer terminal, various printers, fax machine and other office equipment are necessary.

DIRECTOR OF ENROLLMENT MANAGEMENT

Job Summary

The Director of Enrollment Management provides leadership in enrollment management and all related functional areas of the College including Recruiting, Admissions, Registrar, and Financial Aid. The Director ensures that the division meets its enrollment goals and delivers positive, student-centered services to all prospective and current students.

- Serves as a key leader in ensuring that all Enrollment Management functional areas have processes, policies, technology, and resources necessary to achieve enrollment and student success goals.
- Maintains knowledge of best practices, new developments and innovative recruiting and enrollment strategies in community colleges and higher education.
- Implements and maintains a data tracking and evaluation system to evaluate the progress of students from outreach through enrollment.
- Ensures compliance with all state regulations, federal laws.
- Maintains overall responsibility for planning, management and monitoring of Enrollment Management budget.
- Provides primary leadership directly or through intermediate managers in planning, implementing, evaluating and coordinating registration and student records.
- Supervises the staff by assigning and delegating tasks, providing direction, resolving work problems, communicating job expectations, training employees, and developing professional growth opportunities.
- Provides leadership direction to the Financial Aid Coordinators and Default Management Team.
- Develop and/or maintain processes that maximize efficiencies of the staff for the achievement of enrollment goals.
- Provides leadership direction to for long term planning of the College's student information system for the support of enrollment management processes.
- Coordinates with the Dean of Academic and Student Affairs regarding the academic calendar or other related activities that may involve Enrollment Management.
- Recommends and participates in the development of policy as necessary to properly implement effective enrollment services and student support programs. Carries out, explains, interprets and enforces policy.
- Oversees the administration of academic progress, graduation evaluations, transfer credit evaluations, and the annual commencement ceremony and related activities.

Qualifications

Minimum Qualifications include a Master's degree in a student services discipline, education or related area is required. Requires a minimum of five years college administration experience primarily in the areas of Enrollment Management, Admissions, Student Records, Registration, and Financial Aid. Experience in budget, supervision, student services planning and data management is required.

DIRECTOR OF FINANCIAL AID

Job Summary:

The Director of Financial Aid is responsible for directing the overall operation of student financial aid services, reviewing the packaging of financial aid awards, and counseling students regarding financial aid information. This position is governed by state and federal laws and agency/institution policy. The Director monitors expenditures of all student financial aid programs, develops policies and procedures concerning awards, prepares various reports on financial aid activities, monitors processing of awards and verification of information, and keeps abreast of state and federal financial aid regulations. The Director assigns students participating in college work study program, receives deposits, and authorizes disbursement of private and campus-based scholarship funds as needed. The Director interviews students to evaluate financial aid application, determines financial needs of students, prepares financial aid packages such as loans, grants, and scholarships and answers questions concerning awards. The Director administers financial aid presentations/workshops for high school students, transfer students, and academic advisors. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- The formal education equivalent of a bachelor's degree with a major in general business or related field;
- Three years of experience in student financial aid or related area, including one year in a supervisory or leadership capacity.
- Additional requirements determined by the agency for recruiting purposes require review and approval by the Office of Personnel Management.

FINANCIAL AID COUNSELOR

Job Summary:

The Financial Aid Counselor maintains a portfolio of files and is responsible for all aspects of awarding. The duties of this position include, but are not limited to, processing applications, analysis of award eligibility, file verification, and coordination of aid from various sources including the institution, state and

federal governments, and outside sources according to federal, state, and institutional guidelines. The Counselor is also responsible to certify federal and alternative loans, including the coordination of federal loan counseling requirements, and will communicate with students regarding all aspects of Financial Aid. This person reports to the Director of Financial Aid.

Qualifications

Minimal qualifications include:

- High School Diploma or GED; Associates Degree or equivalent from a two-year college or technical school; Bachelor's degree preferred
- Strong general computer skills with experience in Microsoft Office.
- Strong oral and written communication skills; ability to communicate effectively and professionally with a variety of different groups including students, government agencies, vendors, and offices within the College.
- Experience with Financial Aid programs.
- Excellent math, analytical, and data interpretation skills.

DEFAULT PREVENTION MANAGER

Job Summary:

The Default Manager is responsible for providing counseling, information, and assistance to students in accordance with federal requirements and the schools default prevention program. This is a security sensitive position that must follow all Federal and State regulations and guidance.

A. Default Management - 70%.

- Responsible for providing counseling, information, and assistance to students in accordance with federal requirements and the school's default prevention program.
- Inform borrowers of their rights and responsibilities under the Direct Loan Program.
- Assist borrowers with options to lower or postpone student loan payments based on the borrower's individual need.
- Conduct exit interviews for students who graduate or withdraw.
- Assist with financial literacy class prior to student's completion of program.
- Coordinate post-graduation/withdraw activities to promote default prevention services.
- Manage letters and phone calls to borrowers in all stages of delinquency.
- **Measurable outcomes expected: Annual Official Cohort Default Rate below 15% under the New Rule (3-year review).**

B. Financial Aid - 20%.

- Assist students with financial aid and loan program applications, verifications, and related paperwork.
- Assist with the interpretation and implementation of state and federal financial aid policies and regulations.
- Monitor student academic progress.
- Utilize computer assisted financial aid record keeping.
- Provide information to prospective and enrolled students.
- Assist with financial aid presentations on campus, in the community, and at area high schools
- Assist with developing and/or updating all online financial aid forms and keeps up with state and federal form revisions.
- Review and input data from students' files for all awards.
- Monitor requirements for tuition waivers and maintain necessary documentation.
- Participate in local, regional, state, and federal organizations workshops to maintain current information on financial aid regulations per supervisor's request.
- Assist with the selection, training, supervision, and evaluation of student workers.
- Coordinate work activities with other student services personnel, specifically the Student Accounts Representative.
- Conduct entrance /exit interview sessions.
- Respond to inquiries sent through Financial Aid e-mail account.
- Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e. students, parents, lenders, faculty, administrative and support staff through personal and telephone communications.
- Attend and participate in meetings as required.
- Assist in placing or removing Financial Aid Holds on student accounts.
- Assist students with student financial counseling for financial literacy.
- Perform other duties as assigned.

C. Student Account Reconciliation - 5%.

- Plans, coordinates, and reviews student accounts for graduation each December and May.
- Aids in verifying charges (billing), payments, adjustments made to student accounts are accurate and posted in timely manner.
- Interprets entries to students' accounts and identifies balances by accessing CAMS and referencing related documents.
- Upon request may assist with calculating Return to Title IV (R2T4) based on student status changes and federal regulations, calculating any overpayments, loans to be refunded or balances to be collected.

- Assists students with billing and accounts receivable questions and issues.
- May research inquiries regarding disputed or questioned transactions regarding student accounts.

D. Overall School Support - 5%.

- Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e. students, parents, lenders, faculty, administrative and support staff through personal and telephone communications.
- Reviews and updates the accurateness of web content, publishing, forms, and calendars upon approval of the Director of Financial Aid.
- Fulfills all reporting requests from the Director of Financial Aid.
- Coordinates with college staff/faculty regarding student requests for exceptions to school policy or for special payment arrangements.
- Counsel customers regarding student related functions of other College departments, i.e. registrar, housing, admissions, etc. in order to address or refer issues not served directly by the Office of Financial Aid.

KNOWLEDGE, SKILLS, and ABILITIES:

- Communication - Ability to communicate verbally and in writing clearly and concisely.
- Customer Oriented - Ability to take care of the customers' needs while following company procedures.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Strong organizational and computer skills.
- Knowledge of state and federal financial aid requirements (Arkansas).
- Knowledge of Federal student loans rules and regulations.
- Enthusiastic - Ability to bring energy to the performance of a task.
- Friendly - Ability to exhibit a cheerful demeanor toward others.
- Initiative - Ability to make decisions or take actions to solve a problem or reach a goal.
- Interpersonal - Ability to get along well with a variety of personalities and individuals.
- Reliability - The trait of being dependable and trustworthy.
- Technical Aptitude - Ability to comprehend complex technical topics and specialized information.

Qualifications

Minimal qualifications include:

- Education: Bachelor's Degree with a concentration in business/account is desired. Associate Degree in business/accounting or a related field required.

- Experience: Minimum of two years of experience in federal student financial aid regulations required. Must be computer literate and efficient in Microsoft Excel.

FINANCIAL AID COORDINATOR

Job Summary:

The Financial Aid Coordinator will assist students with their financial aid applications, verifications, awards, and related matters. This person will also serve as the office manager, including data entry, organizing and maintaining accurate and complete financial records, handling confidential records, tracking students' academic progress, gathering and analyzing information for state and federal reports and audits, and working with the business office and the registrar during registrations, etc. This is a security sensitive position that must follow all Federal and State regulations and guidance.

A. Financial Aid - 75%.

- Assist students with financial aid and loan program applications, verifications, and related paperwork.
- Assist with the interpretation and implementation of state and federal financial aid policies and regulations.
- Monitor student academic progress.
- Utilize computer assisted financial aid record keeping.
- Provide information to prospective and enrolled students.
- Assist with financial aid presentations on campus, in the community, and at area high schools
- Assist with developing and/or updating all online financial aid forms and keeps up with state and federal form revisions.
- Review and input data from students' files for all awards.
- Monitor requirements for tuition waivers and maintain necessary documentation.
- Participate in local, regional, state, and federal organizations workshops to maintain current information on financial aid regulations per supervisor's request.
- Assist with the selection, training, supervision, and evaluation of student workers.
- Coordinate work activities with other student services personnel, specifically the Student Accounts Representative.
- Conduct entrance /exit interview sessions.
- Respond to inquiries sent through Financial Aid e-mail account.

- Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e. students, parents, lenders, faculty, administrative and support staff through personal and telephone communications.
- Attend and participate in meetings as required.
- Assist in placing or removing Financial Aid Holds on student accounts.
- Assist students with student financial counseling for financial literacy.
- Perform other duties as assigned.

B. Student Account Reconciliation - 15%.

- Plans, coordinates, and reviews student accounts for graduation each December and May.
- Aids in verifying charges (billing), payments, adjustments made to student accounts are accurate and posted in timely manner.
- Interprets entries to students' accounts and identifies balances by accessing CAMS and referencing related documents.
- Upon request may assist with calculating Return to Title IV (R2T4) based on student status changes and federal regulations, calculating any overpayments, loans to be refunded or balances to be collected.
- Assists students with billing and accounts receivable questions and issues.
- May research inquiries regarding disputed or questioned transactions regarding student accounts.

C. Overall School Support - 10%.

- Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e. students, parents, lenders, faculty, administrative and support staff through personal and telephone communications.
- Reviews and updates the accurateness of web content, publishing, forms, and calendars upon approval of the Director of Financial Aid.
- Fulfills all reporting requests from the Director of Financial Aid.
- Coordinates with college staff/faculty regarding student requests for exceptions to school policy or for special payment arrangements.
- Counsel customers regarding student related functions of other College departments, i.e. registrar, housing, admissions, etc. in order to address or refer issues not served directly by the Office of Financial Aid.
- Maintain an acceptable cohort default rate.

KNOWLEDGE, SKILLS, and ABILITIES:

- Communication - Ability to communicate verbally and in writing clearly and concisely.
- Customer Oriented - Ability to take care of the customers' needs while following company procedures.
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Strong organizational and computer skills.
- Knowledge of state and federal financial aid requirements (Arkansas).
- Enthusiastic - Ability to bring energy to the performance of a task.
- Friendly - Ability to exhibit a cheerful demeanor toward others.
- Initiative - Ability to make decisions or take actions to solve a problem or reach a goal.
- Interpersonal - Ability to get along well with a variety of personalities and individuals.
- Reliability - The trait of being dependable and trustworthy.
- Technical Aptitude - Ability to comprehend complex technical topics and specialized information.

Qualifications

Minimal qualifications include:

- Education: Bachelor's Degree with a concentration in business/account is desired. Associate Degree in business/accounting or a related field required.
- Experience: Minimum of two years of experience in federal student financial aid regulations required. Must be computer literate and efficient in Microsoft Excel.

DIRECTOR OF RECRUITMENT

Job Summary:

The Director of Recruitment will lead college recruitment efforts by designing and implementing a recruitment plan with recruitment strategies focused on prospective students. The Director of Recruitment maintain records and prospective student information, ensuring proper documentation and tracking of progress through the recruitment cycle. The Director of Recruitment will create and sustain consistent, positive, mutually beneficial relationship with high school counselors state-wide; will market Shorter College through various media as appropriate; will collaborate with other education-related organizations, GED Programs, alumni, churches, agencies, and other identified stakeholders to assist in moving our efforts forward and will create and maintain a yearly calendar of and we will participate in, events related to student recruitment. The Director of Recruitment will be responsible for planning and coordinating campus wide events (i.e. recruitment fairs).

Qualifications

Minimal qualifications include:

- Bachelor's degree from an accredited college or university, preferably in marketing or related field and two years of related work experience preferably in higher education and extended computer and social media skills
- Ability to make dynamic and engaging public presentations
- Demonstrated strength in planning, organization, project management
- Excellent written and verbal communication skills

RECRUITERS

Job Summary:

Recruit new students for curriculum programs in accordance with the mission, goals, and policies of the College. Contacts and meets high school counselors and teachers to explain benefits of our program; Participates in classroom visitation and other special events to explain program to potential student; Provide information regarding admissions requirements and program benefits to prospective students and parents via phone, mail and personal visits; follows up with mail or phone call, as appropriate; Produce follow-up reports regarding activities and future plans; Provide multi-campus support during registration, special events and tours; Attend college fairs, visit high schools and technical colleges daily when tours are not in conflict (Arrive 30 minute before college fairs); Audit student data and conduct statistical research to target population for recruitment and judge recruitment effectiveness; Assist with interviewing prospective students; Input all prospective cards into CAMS (within a timely manner); Train and manage student ambassadors/tour guides;

Qualifications

Minimal qualifications include:

- Bachelor's degree from an accredited college or university, preferably in marketing or related field and two years of related work experience preferably in higher education and extended computer and social media skills

DIRECTOR OF ADMISSIONS

Job Summary:

The Director of Admissions is a strong student advocate who will develop, train, and facilitate a high-performance team in the Admissions Department. The director oversees the admissions department – including recruitment, admissions, a call center, and international student compliance – and provides leadership in developing and accessing innovative recruitment strategies and initiatives designed to attract new market segments and expand the student base. Working with the Recruitment Committee, the

Enrollment Management Team, and the Marketing Department, the director will update, implement and monitor a college-wide Student Recruitment Plan. The director will develop strong partnerships/alliances with academic divisions, continuing education units, public schools and the college community through timely communication and clearly established goals.

Qualifications

Minimal qualifications include:

- A bachelor's degree with a minimum of 5-7 years admissions experience with a progressive experience. A master's degree is preferred.
- Previous supervisory experience managing professional and student staff is preferred.
- Experiences with production of a variety of media particularly print publications.
- Ability to effectively communication in person and in writing and be able to speak publicly.
- Should possess high energy, attention to detail, and the ability to organize effectively.
- A valid driver's license and the ability to travel and work nights and weekends as necessary.

REGISTRAR

Job Summary:

The Registrar operates and maintains the Academic Records. The Primary duties will include enrolling students into classes after eligibility has been determined by the Office of Admissions, monitoring attendance and other indicators of academic performance and reporting such data to the appropriate Shorter College administrative offices for Title IV eligibility, counseling and retention, collecting and recording student data into CAMS or such other electronic record keeping system in use by the college for purposes of state and federal government reporting requirements and institutional research and assessment efforts, keeping a record of student records and securely maintaining and issuing official student transcripts. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- A Bachelor's degree from accredited institution; and
- A minimum of 1-2 years' experience in administrative capacity, preferably in admissions/records at the post-secondary level.

ASSISTANT TO THE DIRECTOR OF ADMISSIONS AND REGISTRAR

Job Summary:

Under the direction of the Director of Admissions, Records and Retention Specialist the Assistant to Director/Registrar will be responsible for all tasks listed. The Assistant to Director of Admissions/Registrar may be required to work independently on projects requiring research and preparation of briefing charts and other presentation materials. Provide training and guidance; Delegate duties such as typing, copy, and scanning; Work with the Director to sustain and grow programs and service; Manage administrative functions to ensure smooth and efficient operations of the organization; Ensure duties delegated by Director; Attend and preside over meetings; Participate in strategic planning create presentations for meetings; Greet all incoming students into the Office of Admissions; Answer telephone lines; Assist with 2nd Chance Pell and input applications in CAMS; Interact with faculty, staff and students ensuring that the Registrar's Office process transcripts verification, degree audits, or other requested information; Maintaining and handling student records in a confidential manner and other duties as assigned.

Qualifications

Minimal qualifications include:

- The applicant must have at least three years of experience in higher education (admission/recruitment)
- Knowledge of database systems with the ability to demonstrate proficiency in Word, Excel, Publisher, and PowerPoint.
- Adequate typing skills of 65 wpm and effective oral and written communication skills are required.
- Bachelor's Degree and be willing to work evenings and weekends.

JOB DESCRIPTIONS: DIVISION OF FISCAL AFFAIRS

BUSINESS OFFICER MANAGER / ACCOUNTS PAYABLE

Job Summary:

Provides financial, administrative and clerical support by ensuring payments are completed and expenses are controlled by receiving payments, processing, verifying and reconciling invoices according to established policies and procedures in an efficient, timely and accurate manner.

Qualifications

Minimal qualifications include:

- High School Diploma or GED; Associates Degree or equivalent from a two-year college or technical school preferred
- 1-3 years accounts payables

- Knowledge of general accounting principles, regulatory standards and compliance requirements
- General math skills
- Proficiency in MS Office, including the ability to operate computerized accounting and spreadsheet programs

DIRECTOR OF PHYSICAL PLANT

Job Summary:

The Director of Physical Plant directs the planning and administration of campus facilities and public safety operations including buildings and grounds, infrastructure and security and safety of the college. Responsibilities include providing strategic and technical guidance to senior staff to ensure appropriate development of the campus to support the mission of the college. The Director provides leadership and professional direction in the areas of facilities planning, budget management, administration, maintenance and repair; architectural and engineering services; construction and renovations management, landscaping; custodial services, energy management and trade teams. He/she will work closely with a diverse set of campus, city and contractor constituencies in an innovative and collaborative fashion. The Director provides overall management, supervision and professional direction to physical plant and public safety organization. Provides facilities planning; space administration; architectural, and engineering; construction management; facilities maintenance and repair; renovations; utilities; custodial, landscaping and other maintenance services. Oversee the planning, organization and activities of the college public safety department assuring that law and order are maintained, that laws and ordinances are enforced, and that measures are implemented to prevent crimes and protect lives and property. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- A Bachelor's degree in engineering, architecture, construction or business management is the minimum education; a closely related degree will be considered. An advanced degree is preferred.
- General experience and a good understanding of public safety and security operations; and
- Preference is given for ten years senior supervisory experience in physical plant facilities and construction management in a higher education arena.

COORDINATOR OF STUDENT ACCOUNTS

Job Summary:

The Coordinator of Student Accounts is responsible for maintaining student ledgers by posting all course charges in a timely manner when due, coordinating issuance of books and supplies to all students when needed, responsible for tracking student out of pocket payments on a month to month basis, submitting delinquent student accounts to collection agencies when needed, accepting and receipting student/misc. payments daily. They also fully coordinate the creation of a new student ledger per student by program and post all charges per award year/payment period based on the enrollment agreement; work closely with students who are put on payment plans to ensure that the payments are being made timely monthly and follow through with sending delinquent accounts to collections agencies if internal collections procedures are not working.

Qualifications

Minimal qualifications include:

- High School Diploma or GED; Associates Degree or equivalent from a two-year college or technical school preferred
- 1-3 years accounts payables
- Knowledge of general accounting principles, regulatory standards and compliance requirements
- General math skills
- Proficiency in MS Office, including the ability to operate computerized accounting and spreadsheet programs

SAFETY SECURITY OFFICER

Job Summary:

The Public Safety Security Officer is responsible for the enforcement of traffic, criminal laws, and parking regulations. This position is governed by law enforcement standards, state and federal laws, and agency/institution policy. The Officer patrols assigned areas to detect and prevent crimes, enforce traffic laws, recognize parking violations, issue traffic citations, and identify safety hazards and violators and perform security checks of campus buildings. The Officer conducts investigations of crimes, accidents, and reports incidents committed on campus and directs traffic during periods of high density to facilitate smooth flow. The Officer monitors security and fire panel for security and fire detection, assists with checking the alarm systems and emergency power supply, and inspects and maintains fire extinguishers. This position also entails other responsibilities and other duties assigned.

Qualifications

Minimal qualifications include:

- The formal education equivalent of a high school diploma; plus two years of experience in law enforcement or related area.
- Certified by the Arkansas Law Enforcement Standards Training Academy as a Police Officer in accordance with ACA 12-9-106 and possess a valid state motor vehicle operator's license.
- Additional requirements determined by the agency for recruiting purposes require review and approval by the Office of Personnel Management.

JOB DESCRIPTIONS: DIVISION OF ACADEMIC AND STUDENT AFFAIRS

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Job Summary:

The Associate Dean for Academic Affairs, He/she has leadership and administrative responsibilities for professional student recruitment, the College admissions program, professional curriculum, and student retention. The Associate Dean oversees academic standards and academic and student support services related to the professional program. The Associate Dean interacts with faculty on academic matters through collegiate committees and through their respective department heads. The Associate Dean works closely with and answers directly to the Dean of the College on all issues related to academic and student affairs. Perform related duties as assigned.

Qualifications

Minimal qualifications include:

- A minimum of a Master's degree, Terminal Degree preferred.
- Two years teaching experience in a higher education setting and two years of experience in academic administration or in a similar leadership position that includes curriculum design and implementation, faculty and program supervision, departmental management or other similar experience.
- Demonstrated commitment to diversity and inclusivity are essential.

ADMINISTRATIVE ASSISTANT TO DEAN AND ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Job Summary:

Oversee and manage the operations related to the Office of the Dean of Academic Affairs including, maintain a wide range of records for students, faculty, programs and activities; maintain calendars and

schedules and coordinate functions in conjunction with contractual deadlines; carry out a variety of tasks related to committee work and regular activities of the department; respond to a wide range of requests from students, faculty, staff, administrators and other external sources. Perform and oversee functions related to faculty, including: calculate faculty workload and prepare overload contracts. Perform related duties as assigned.

Qualifications

Minimal qualifications include:

- Associate Degree (Bachelor's Degree preferred).
- Excellent organizational skills.
- Ability to communicate well and excite faculty, students, other staff and College officials.
- Ability to anticipate potential problems and identify solutions.

DIRECTOR OF LIBRARY SERVICES (HEAD LIBRARIAN)

The Director of Library Services must is responsible for classifying and cataloging books and materials. The Director assists students and faculty with library microcomputer application network and with computerized database search. The Director has knowledge of the Internet and other online systems. The Director provides user education for bibliographic and reference resources. The Director is knowledgeable in reference development and collection, and familiar with acquisition. The Director performs annual inventory of the library holdings. The Director provides budget for library acquisitions and technologies. This position also entails other responsibilities and other duties assigned.

Qualifications:

Minimal qualifications include:

- A candidate for Director of Library must be an experienced librarian who will direct and supervise all library functions.
- Master's degree in library science is preferred with an ALA accreditation with at least one year supervisory experience in library services.

MEDIA/LIBRARY CLERK

Job Summary:

The Library Assistant performs many support activities involved in operating a library by assisting the professional librarians following established rules and procedures and policies. May assist in the administration of a branch in the absence of a professional librarian. Library Assistants generally work in both technical and user services. User services work is directly with the public to help them find the information needed. Technical services is acquiring and preparing material for use and dealing less frequently with the public. An employee in this class shall perform routine general library work and may

acquire proficiency in only one of the general specialized areas of library work. Library Assistants may work on special projects. Perform related duties as assigned

Qualifications

Minimal qualifications include:

- High School Diploma or equivalent, Associate or Bachelor's Degree preferred.
- Computer skills, knowledge of computerized circulation system, ability to assist public in using personal computers and products on local area network.
- Ability to deal with associates and the public in a courteous manner; ability to make decisions of other than a routine nature in order to meet controlling conditions; neat personal appearance; emotionally stable; pleasing manner.

COORDINATOR OF THE LITERACY CENTER (READING, ENGLISH AND MATH)

Job Summary:

The Literacy Center Coordinator is responsible for coordinating the college's Math, Reading and English tutoring and skills development for students. Coordinators must maintain regular and predictable attendance; Coordinate the Basic Skills center activities; Provide one-on-one and group assistance to students in all General Education subjects; Create and conduct special workshops, such as anxiety, study skills, test-taking strategies, etc.; to teach a minimum of nine hours of non-college level courses (developmental) and perform other duties as assigned.

Qualifications

Minimal qualifications include:

- Bachelor's Degree; Master's Degree Preferred
- Microsoft Office Proficiency (Word processing, spreadsheet, and typing skills--must be able to do data entry with a high degree of accuracy).
- Able to multi-task and work independently to meet goals and deadlines, and be detail oriented.

DAYCARE DIRECTOR

Job Summary:

Ensure effective operation of the childcare school as well as supervision of center staff. Manage delivery of quality early childhood education program. Hire and develop employees capable of educating infant through preschool children. Build enrollment to operate school at capacity. Establish positive and ongoing communication with parents. Implement curriculum and program philosophy; ensure facility maintenance, oversee all operational functions of the school and demonstrate knowledge of legal regulations and standards. Establish an environment of learning by ensuring proper implementation curriculum to maintain the integrity of the program. Communicate clearly, concisely and accurately with

parents, staff, management and vendors to ensure effective operations at the school. Achieve and/or maintain appropriate certification and accreditation programs and efforts. Demonstrate knowledge and understanding of state/local regulations and company policies, procedures, programs and processes. Plan work schedules and supervise staff, assist in lesson planning and evaluate staff's performance. Ensure appropriate teacher-child ratios and minimum state teacher qualifications are met. Follow mandated reporting requirements. Communicate with regulatory agencies in a prompt, proactive, positive and professional manner. This position also entails other responsibilities and other duties assigned.

Qualifications:

Minimal qualifications include:

- Must meet the state mandated requirement to be Director. Refer to DHS Licensing Requirement Book.
- Must have a minimum of four program year experience in a licensed childcare
- Must be at least 21 years of age
- Must obtain (15) clock hours in early childhood education each year as approved by the Division. Documentation of training shall be maintained and available for review
- Must be able to perform, with or without reasonable accommodations, all essential functions of the job.
- Excellent customer service skills
- Able to build successful relationships and have the ability to influence people at all levels.
- Proven track record of high performance and exceptional results.
- Able to lead and manage successfully.
- Skill in planning and organizing, able to meet strict deadlines.
- Effective oral and written communication skills
- Able to define problems, and resolve them quickly and appropriately.
- Skills in efficiently handling conflict and complaints.
- Ability to work with frequent interruptions and changing priorities
- Computer literate, including proficient with Microsoft Office programs

ASSISTANT TEACHER/FLOATER

Job Summary:

The Assistant Teacher/Floater assists the lead teacher and/or teacher in a classroom. May or may not be assigned to a specific classroom, and will help in other classrooms as needed. Supervised the classes during nap and break time when the lead Teacher and Teacher are out of the classroom, helps with

meals, safety and assists in maintaining a clean and orderly room and school. May be required to work with various age groups within the center. Assists the Lead Teacher in implementing the daily program for the children, including the following: Preparation and cleanup of daily programming and activities; Curriculum and child assessments; Ensure children are taught to read and write in the English language; Helps children learn to think creatively, to solve problems independently, and respect themselves and others. Implements and follows all proper supervision techniques as required by the state licensing. Counts children on a regular basis to ensure classroom ratios are met and children are always accounted for under the teacher's supervision. Guides children in a positive manner displaying friendly, affectionate, enthusiast and caring behaviors. Supervises the classroom, according to the plans of the Lead Teacher in the absence of the Lead Teacher or Teacher. Required to attend all staff training sessions, meetings and programs sponsored by the school. This is mandatory, not optional. Helps with meal and snack preparation and feeding children. Reports suspected child abuse or neglect to local child protective agency or child abuse hotline as mandated by state law. Assists with ensuring the classroom is organized, clean and tour ready at all times. Provides exceptional customer service to the families and children we serve. This includes maintaining strict confidentiality regarding children and families. Works to prevent injuries and accidents; follows all procedures related to injuries or accidents if one should occur. This position also entails other responsibilities and other duties assigned.

Qualifications:

Minimal qualifications include:

- Must meet state licensing requirements for education and experience;
- Must meet all quality rating standards as it relates to education and experience as set forth by the state;
- High school diploma or equivalent required;
- Preferred previous work experience in a licensed childcare center;
- CDA preferred;
- CPR/First Aid certified preferred;
- Must maintain required certifications as required by the State;
- Must be able to perform, with or without reasonable accommodation, all essential functions of the job;
- Excellent customer service skills;
- Demonstrates an understanding of all current state and local regulations; and
- Must be able to communicate in the English language.

DEPARTMENT CHAIRPERSON / PROGRAM DIRECTOR

Job Summary:

Teach four (4) classes per regular semester (12 credit hours); Prepare class schedules for the Fall, Spring and Summer Sessions. Recruit, interview, and recommend instructors (faculty) to the Academic Dean for hiring; Advise students on academic matters, including class loads, class changes, registration, etc.; Evaluate students' academic progress and recommend students for graduation; Coordinate the department's curriculum and program review. Organize and conduct the department's faculty meetings and submit a copy of the minutes to the President, Academic Dean and each faculty member within the department; Serve as the advisor to the Department's Student Club(s). Serve on the College committees: Department Heads, Library, Curriculum Review, Faculty and Staff Senate, etc.; Provide academic reports, including faculty classes & class enrollment, department's student enrollment and submit the department's budget; Assist in the student recruitment and perform other duties assigned by the President or Dean. This position also entails other responsibilities and other duties assigned.

Qualifications:

Minimal qualifications include

- Must have earned Master's Degree in the appropriate field from an accredited institution with at least eighteen (18) graduate credit hours in the teaching area;
- Must have a minimum of three (3) years of teaching experience in a post-secondary institution;
- Must have at least two (2) years of supervisory experience in an educational setting;
- The graduate degree plan must be submitted to the Academic Dean's office;
- Special Requirements and Responsibilities;
- Ability to prepare class schedule;
- Ability to organize and conduct department meetings;
- Knowledge of curriculum and program review;
- Skill in the use of microcomputer;
- Ability to prepare department budget and periodic reports;
- Good interpersonal relations and good communication; and
- Ability to advise students on academic matters.

INSTRUCTORS

Teach five (5) classes of 3 hours each (15 credit hours) per fall and spring semesters; Provide class syllabus on each class to students, department chair and the Academic Dean during the first week of the class; Develop Student Learning Objectives for each class and incorporate into the class syllabus; Become proficient in the use of CAMS or such other electronic data reporting system in use by the

college and submit grades, attendance and other academic data required using such system; Maintain a weekly attendance record on each student and keep record of scores on the student's tests, exams, assignments, and reports; Report student attendance and academic performance to the Registrar's Office regularly or as requested by the Administration in order to ensure compliance with Title IV eligibility and disbursement regulations; Report objective Student Learning Outcome Reports to the Academic Dean and Registrar's at the end of each class to satisfy accreditation assessment goals; Administer midterm and final examinations each semester, and submit grades to the Registrar's Office promptly; Serve on the College committees, including department committee, faculty senate, senate committees, and attend meetings of each committee; Assist in organizing and participating in the Department Student Club and the Community Advisory Committee; Provide a 2-hour office consultation period each day of the class week to assist students (this pertains to full-time faculty); The part-time faculty are required to provide one-third (1/3) of their total class hours per week as office hours to assist the students; Serve in other duties as may be assigned by the Department Chair or the Academic Dean. This position also entails other responsibilities and other duties assigned.

Qualifications:

Minimal qualifications include:

A candidate for a teaching position must have the following credentials:

- An earned Master's Degree from an accredited institution and has at least eighteen (18) graduate credit hours in the teaching area.
- Alternatively, a candidate may be considered if he/she has completed a minimum of twenty-one (21) graduate credit hours from accredited institution(s) and submitting a definite plan in the master's program within three (3) semesters.
- A minimum of eighteen graduate credits completed towards master's degree program. And must submit a definite plan to complete a graduate degree in the appropriate field within three semesters.
- At least one (1) year teaching experience in an educational setting, preferable in a post-secondary environment, such as a community college or private/public two-year college.
- An instructor who wishes to teach any courses in certificate training programs, such as AMA Certificate in Management, Child Development Associate, Computer Office Specialist, Legal Assistant Program, Microcomputer Application, and Substance Abuse Counseling, may be considered if he/she has an earned bachelor's degree plus technical training certificate, skill, and experience in the appropriate field.

Special Requirements

- Ability to teach students of diverse cultures, academically under-prepared, and economically disadvantaged.
- Available to provide individualized assistance to students who need help to understand their work or assignments.
- Communicate effectively, motivate students, and have a good rapport with them.
- Exhibit an acceptable professional attitude and appearance.
- Work cooperatively with the Department Chairperson and the Academic Dean.

STUDENT SUCCESS COACHES

Job Summary:

Student Success Coaches shall be responsible for keeping up with the activities of each student within the case load through regular meetings, while maintaining a detailed case file for each student. These activities will include, but will not be limited to: Checking class attendance and monitoring attendance at Chapel. Coaches shall meet with each student on a regular basis and call, email, etc., the student if he/she misses class, Chapel or an appointment, in an attempt to intervene as soon as possible. Coaches will monitor the grades of each student and recommend for tutoring those who are falling behind in their studies. Coaches will assess each student's life situation and identify any barriers to success, while providing support to each student by identifying programs, agencies and/or services available to assist students in addressing these barriers and connecting students with the appropriate programs, agencies and/or services. Coaches will continuously monitor the progress of students through these programs, agencies and/or services and make recommendations as to the effectiveness of these programs, agencies and/or services. Coaches will recommend whether or not to continue with certain of these programs, agencies and/or services.

Qualifications

Minimal qualifications include:

- Bachelor's Degree and case management experiences a plus; Master's Degree in Counseling or related field preferred.
- Knowledge of, or willingness to learn about, resources and supports in the Little Rock/North Little Rock area will be essential.
- Ability to relate to a wide range of student personalities is a must.

DIRECTOR OF HEALTH AND WELLNESS SERVICES

The Director, Health and Wellness Center, reporting to the Dean of Student Affairs, plans, develops, organizes, coordinates, implements, administers, directs and evaluates the programs, operations, activities and staff of the Student Health and Wellness Center to ensure appropriate and adequate levels of a variety of healthcare services for students, or emergency care of employees and visitors in compliance with the laws, policies, procedures and guidelines as established by the college, district, and various licensing/accrediting agencies. Directs and oversees clinical practice according to Health Services and College policies and procedures, and provides for the quality of care provided in the student health services program; Performs a variety of professional activities including the screening, assessment and treatment of ill or injured students; monitor and assure care complies with established health standards; Establishes, reviews, and appropriately revises administrative, clinical and operational policies, procedures and protocols for Student Health Services; Complies with the contract agreement with the Arkansas Minority Health Commission.

Qualifications

Minimal qualifications include:

- Bachelor's Degree and experiences a plus; Master's Degree. M.D. preferred.
- Knowledge of, or willingness to learn about, resources and supports in the Little Rock/North Little Rock area will be essential (regarding medical partnerships)
- Ability to relate to a wide range of student personalities is a must.

DISABILITY SERVICES COORDINATOR

Job Summary:

The Disability Services Coordinator reports to the Dean of Student Services, and works to promote equitable access, respectful and inclusive campus culture, and learning opportunities for academic success on campus. The Disability Services coordinator provides leadership for design, development of intercultural competence, and implementation of disability support services programming which serves students with disabilities. The Disability Services coordinator works to integrate a well-developed, comprehensive program of services, supports and programming dedicated to creating a strong and supportive campus environment; and works with the University system campuses to ensure access for individuals with disabilities and to develop and promote a positive learning environment.

Qualifications:

Minimum Qualifications

- Bachelor's degree in human service related field and three (3) years' experience.
- Knowledge of models of disability and inclusive educational design and their application in higher education
- Working knowledge of common computer applications (e.g., Word, PowerPoint, databases)
- Knowledge of the application of federal, state, and municipal laws that provide for an accessible higher education experience for disabled students
- Strong written and interpersonal communication skills
- Skill at developing and delivering professional presentations and workshops
- Demonstrate experience to work with people from diverse backgrounds, cultures, and inclusive of racial, ethnic, religious, political, sexual orientation, gender identify, and perspective

Preferred knowledge, skills and abilities:

- Master's degree preferred.
- Demonstrated experience in program assessment and budget management
- Knowledge of learning styles, assessment, strategies, and experience in working with students with disabilities

COORDINATOR OF STUDENT ACTIVITIES

Job Summary:

The Director of Student Activities is responsible for engaging students. This person leads, plans, and coordinates the student activities programs on campus that will enrich and enhance the student's overall experience. The director will supervise student organizations and facilitate meetings and partnerships that will further improve students' engagement on campus. Efforts of the Director of Student Activities align with the goals of the Division of Student Engagement and the strategic direction of the vision of Shorter College. Engages and mentors students in alignment with student development theory and best practices in the field of student affairs; advises student government association; assist SGA leaders in identifying goals and outcomes for the year, and a plan for implementation, create and implement off training for SGA leaders, focusing on goal setting, leadership development, team building, and transition planning, leads student organizations by providing leadership development and advisor training; maintains budgets for all student-led groups and activities; maintain and implement policies, procedures, handbook, and training for student organization officers and advisors, including budget development, financial management, risk management, and event planning; oversee student organization budgets, assist student organizations in reserving space, procuring vendors and supplies for events; Oversees a student-led campus activities board; plans a robust calendar of student events for the academic year and ensure

staff representation at all events; Support student-led programming efforts for on- and off -campus activities, including working with vendors, venues, and performers to secure quotes and contracts; partner with campus departments in implementation; Create, implement, and oversee New Student Orientation and Welcome Week events and programming for incoming first-year and transfer students and their families and guests; Assists in planning spring and summer registration days for new students

Qualifications:

Minimum Qualifications

- An Associate degree; a bachelor's is strongly preferred.
- The ability to effectively communicate with students, parents, administrators, faculty and staff members, and outside constituencies.
- Must be able to work well under pressure, work independently, take initiative and oversee a variety of projects simultaneously.
- Possess a high level of professionalism and maturity.
- Driver's License recommended
- Ability to work evenings and/or weekends as required

FACULTY/STAFF EMPLOYMENT POLICY

The college realizes that its fundamental strength and its future growth depend directly upon the contribution made by each person within its organization, and that productivity and efficiency result from real job satisfaction and from the opportunity each person receives and accepts for his/her individual self-development.

The college's employment policy is, therefore, designed to use every reasonable means available to select the best employee for the position to be filled regardless of age, national or ethnic origin, religion, sex, sexual orientation, disability, political affiliation, or status as a disabled veteran or veteran of the Vietnam era. Furthermore, it is Shorter College's employment policy:

1. The President approves appointment / hiring of employees to Shorter College.
2. At hiring, the employee shall be notified in writing of his/her assignment, employment date, duration of the probationary period, and annual salary.
3. Shorter recognizes that orientation is important for each newly hired employee, transferred employee, or employee whose job description has been changed. The orientation will be conducted within the first month of employment.

It is the intent of Shorter College to clarify the definitions on employment classifications, so those employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time, except as stated in contracts or employment agreements.

Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and Shorter College. Each employee will belong to one of the following employment categories:

DRUG-FREE WORKPLACE POLICY

Shorter College will provide a safe and drug-free work environment for students, faculty and staff. With this goal in mind the following policy is being established for existing and future employees of all classifications (this includes, regular, temporary, contractors, adjunct and consultants).

Shorter College explicitly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription, on campus or anywhere while performing an assignment.
- Being impaired or under the influence of legal or illegal drugs or alcohol, if the impairment or influence adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk the reputation of Shorter College.
- Possession, use, solicitation, or sale of legal or illegal drugs or alcohol away from the campus, if such activity or involvement adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk the reputation of Shorter College.
- The presence of any detectable amount of prohibited substances in the employee's system while at work, or while on company business. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription given to the employee.

Shorter College will conduct drug and/or alcohol testing under any of the following circumstances:

RANDOM TESTING: Employees may be selected at random for drug and/or alcohol testing at any interval determined by Shorter College.

FOR-CAUSE TESTING: The college may ask an employee to submit to a drug and/or alcohol test at any time it feels that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the employee's person

or in the employee's vicinity, unusual conduct on the employee's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

POST-ACCIDENT TESTING: Any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

If an employee is tested for drugs or alcohol outside of the employment context and the results indicate a violation of this policy, or if an employee refuses a request to submit to testing under this policy, the employee may be subject to appropriate disciplinary action, up to and possibly including termination of employment. In such a case, the employee will be given an opportunity to explain the circumstances prior to any final employment action becoming effective.

Pre-employment Drug Testing

Pre-employment drug testing will be required of all candidates after the initial job offer is made. Shorter College is responsible for the cost of the drug test and selects the testing laboratory to be used. All job offers are contingent upon the satisfactory completion and result of the drug test and the candidate may not start until a satisfactory result is received from the laboratory. Human Resources will inform candidates of the drug testing process and location of the laboratory. Candidates are required to submit for testing within 24 hours of the job offer. Failure to submit for testing within the 24-hour timeframe will result in the job offer being rescinded. Candidates who test positive may re-apply after 12 months.

Employee Acknowledgement of Policy

All active employees will be required to sign and acknowledge the Drug-Free Workplace policy. Failure to sign and acknowledge the policy is grounds for discharge. A copy of the acknowledgement will be kept in the employee personnel file.

Consequence for a Positive Drug Test

Testing positive for drugs or alcohol will result in immediate termination of employment. Employees who voluntarily inform the college of a substance addiction will be allowed an opportunity to undergo rehabilitation and may return to work under probationary conditions, including submitting to regular and random testing. A positive drug test during the probationary period will result in immediate termination.

Employees are required to submit for drug testing in accordance with the terms of this policy. Refusing to submit for drug testing will result in immediate termination.

EMPLOYEE CLASSIFICATIONS AND BENEFITS ELIGIBILITY

Classification	Benefits Eligibility	
	Benefits	Paid Time Off
Regular Full-time – 9 Months	Yes	Sick – Yes Vacation - No
Regular Full-time – 12 Months	Yes	Yes
Regular Part-time	Yes	Yes
Temporary	No	No
Adjunct Faculty	No	No
Contract/Consultant	No	No
Probationary	No	No

Regular Full-time: Employees who are not in a temporary or probationary status and who work 30 or more hours per week. Full-time employees are at least a .75 FTE up to the maximum of a 1.0 FTE. They may work either 9-months or 12-months during the year.

Regular Part-time: Employees who are not in a temporary or probationary status and who work less than 30 hours per week. Part-time employees are less than a .75 FTE and at least a .5 FTE.

Temporary: Employees who are hired as interim replacements to supplement the workforce or to assist in the completion of a short-term project. Employment assignments in this category are of a limited duration.

Adjunct Faculty: Faculty members who are not full-time and work on a limited and short-term, contractual basis. Adjuncts are typically teaching no more than one or two classes per semester.

Contract/Consultant: Employees who are paid a negotiated rate to provide experience and expertise in a specific field(s) and have a broad and in-depth knowledge of the subject matter.

Probationary: Employees whose performance is being evaluated to determine whether further employment in a specific position should continue. The probationary period is 90 days and may be extended if additional time is needed to evaluate the employee’s suitability.

FACULTY EMPLOYMENT

The president approves all faculty appointments upon recommendation of the Chief Academic officer (Dean of Academic Affairs). The academic dean recommends the appropriate position and salary for the candidate to the president. If the president approves the candidate, the Dean of Academic Affairs may send the candidate a notification of appointment and a written contract. The contract shall state the salary, period for employment and other conditions relating to employment. The terms for the contract are considered accepted when the candidate or faculty member signs and returns the contract within two weeks of receiving it to the Dean of Academic Affairs for placement in the faculty member's personnel records.

All applicants for employment shall be submitted in writing supplemented by a personal interview. All instructional staff shall submit complete transcripts, resumes, and other pertinent information that may be requested.

Full-time faculty members are appointed for a period of one academic year (9-months). Initially, persons seeking employment are invited to the college for an interview with the Dean of Academic Affairs, Department Chairperson, and President of the college. Faculty members shall be employed without regard to national or ethnic origin, religion, sex, sexual preference, age or physical handicap, in compliance with equal employment opportunity principles. Primarily, a person's competency, the college's need, the person's character, and the conduciveness of his/her philosophy with the mission, goals, and objectives of the college will be the major consideration for appointment to the faculty.

REAPPOINTMENT/CONTRACT

The faculty members shall acknowledge the acceptance of their reappointment by signing and returning their contract within the stipulated time. If faculty members do not plan to accept and honor the contract, they shall inform the president in writing within a reasonable time stated by the President in the offer of employment. The contract may be terminated at any time by either party's failure to fulfill the terms of the contract.

PERSONNEL PROCEDURES, ADMINISTRATIVE POLICIES AND PROCEDURES

ACCESS TO PERSONNEL FILES

Shorter College maintains a personnel file on each employee. The personnel file includes such

information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other pertinent records.

Personnel files are the property of Shorter College, and access to the information they contain is restricted. Generally, only supervisors and management personnel of Shorter College who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the Human Resources (or designated office responsible). With reasonable advance notice, employees may review their own personnel files in the presence of the Human Resource Office (or designated office responsible).

EMPLOYMENT REFERENCE CHECKS

To ensure that individuals who join Shorter College are well qualified and have a strong potential to be productive and successful, it is the policy of Shorter College to check the employment references of all applicants.

The department manager will respond in writing only to those references check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, and position(s) held. No salary data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

PROBATIONARY PERIOD

The introductory period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. Shorter College uses this period to evaluate employee capabilities, work habits, and overall performance. Either the employee or Shorter College may end the employment relationship at any time during or after the introductory period, with or without cause or advance notice. All newly rehired employees are placed on an introductory work basis for the first 90 days after their date of hire. Any absence of 5 days or more (within this introductory period) may extend an introductory period by the length of the absence or terminate employment. Upon satisfactory completion of the introductory period, employees enter the "regular" employment classification.

EMPLOYMENT APPLICATIONS

Shorter College relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in

Shorter College's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

FACULTY TUITION ASSISTANCE

Shorter College is committed to providing financial assistance to faculty interested in pursuing supplemental graduate studies or doctoral degrees in their field of study.

All active full-time faculty are eligible for this benefit after 12 months of active full-time employment. To be eligible for tuition reimbursement the graduate or doctoral program must be related to your current or future position with Shorter College. Approval from the Department Chair and Academic Dean is required before reimbursement can be made.

This program is intended to enhance and enrich faculty development, and as a result, the students of Shorter College will also benefit from the development of its faculty. Therefore, Shorter College will require a minimum of 24 months of employment following receipt of any tuition assistance payments. This does not apply if the faculty member is involuntarily terminated. To participate in this benefit faculty will be required to sign an agreement that specifies the terms and conditions of accepting tuition assistance.

Tuition Assistance Terms

- The tuition assistance amount granted may not exceed \$2,500 per semester for a total of \$5,000 per year.
- A maximum of ten (10) faculty members each year will be approved for this benefit.
- If more than ten (10) faculty members apply, the following criteria will be used to determine who is selected:
 - Institutional need for professional fields of study is the first selection consideration
 - Years of service with Shorter College is the second consideration
- This program is funded by Title III grants and is approved on an annual basis for implementation and is not guaranteed to be available each year. Faculty will be notified when funding has not been secured for future semesters.
- Faculty participating in this program are only eligible for tuition assistance if they are enrolled at an institution accredited by an accrediting body that is recognized by the US Department of Education.

The federal government currently allows up to \$5,250 annually, in employer-provided educational assistance benefits, to be "tax-free" to eligible employees. An employee must pay taxes on employer-

provided educational assistance benefits that exceed \$5,250. The amount of your annual tuition assistance will be included in your wages (Box 1 of your Form W-2).

FAMILY TUITION ASSISTANCE WAIVER

As a means to enhancing our efforts to recruit and retain quality faculty and staff, Shorter college endeavors to offer benefits and programs that make us a great place to work. This benefit gives eligible employees a waiver to cover 100% of tuition for eligible family members. The waiver covers fees and other incidental costs with the exception of books. Employees become eligible for this benefit after completing 12 months of service. Eligible family members include children and spouses.

Eligible Family Members

- A child who is related to the employee as a natural child
- A legally adopted child
- A child for who the employee has legal guardianship
- A stepchild
- All children in this category must be under the age of 35 as of the first day of the semester
- A legally married spouse

Documentation must be submitted to Human Resources to verify the eligibility of all family members.

Waiver Eligibility

- Covers 100% of the cost of tuition
- Does not cover fees to cover books
- Does not cover the cost of travel expenses and special events
- Does not cover meals or housing
- Does not cover graduation fees

Financial Aid Impact

- Human Resources will notify the Office of Financial Aid and the Business Office of family members eligible for the family tuition assistance waiver.
- Waiver amounts will be included in the packaging of financial aid; and therefore, counted as aid awarded and received.
- The waiver amount (alone) will not result in a refund to the student and is subject to adjustment.
- Eligible family members are still eligible to apply for any and all aid, including, but not limited to state and federal financial aid and scholarships.

- All aid received, including the waiver amount will be counted and shall not exceed the total cost of attendance (COA).
- Employees and eligible family members are to consult with the Office of Financial Aid as it pertains to any and all financial aid matters.

PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. A formal written performance evaluation will be conducted at the end of an employee's initial period of hire, known as the probationary period. Additional formal annual performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. All administrators and staff evaluations are completed by their direct supervisor, utilizing the performance evaluation form for each job and its respective description. The students and the Dean of Academic Affairs will do faculty evaluations.

All performance evaluation forms can be found in the institutional assessment plan.

Procedures for Faculty Evaluations

I. Overview of the Process

The purposes of this evaluation are the following:

1. Assess and promote excellence in the teaching/learning process.
2. Meet the educational needs of students and community by continually monitoring instructional performance.
3. Provide a constructive framework for evaluating faculty performance by identifying areas of strength and areas for improvement in classroom instruction.
4. Provide a basis for professional growth and development.

II. Components of the Faculty Evaluation System

A. Student Evaluation of Instruction Form (see Student Evaluation form in the Institutional Assessment Plan)

The responses on Student Evaluation of Instruction Forms are correlated per item with the Faculty Self-Evaluation and the Supervisor Evaluation of Faculty. Each item on the evaluation is rated according to a Likert scale. The ratings on the Likert scale are as follows:

- Strongly Agree
- Agree

- Neutral
- Disagree
- Strongly Disagree

The average rating and the number of student responses for each rating on the scale is then totaled for each item on the evaluation. The student ratings are compared with the Faculty Self-Evaluation ratings and a gap analysis is printed. This analysis is referred to as the Aggregate Response Report.

For each instructor, the gap analysis compares perceptions of students and perceptions of faculty. The gap analysis by section is discussed with each instructor during the evaluation process, more specifically during the supervisor meeting, and a copy of the Aggregate Response Report is provided to each instructor. An opportunity for written comments from students is provided at the end of the Student Evaluation of Instruction Form. These comments are not included as part of this Faculty Evaluation Process and these comments are not available to anyone other than the instructor (bar codes insure confidentiality). The original Student Evaluation of Instruction Forms are returned to instructors for review of student comments, following the end of the semester in which the survey is administered.

B. Faculty Self-Evaluation Form

Individual faculty members rate themselves by completing the Faculty Self-Evaluation Form, being as objective and impartial as possible. Based upon self-evaluation findings or related areas of interest for self-improvement, the faculty member notes proposed professional development opportunities. The components of the Faculty Self-Evaluation Form are instructional performance, previous year's completed professional development, and proposed professional development. Additional comments are optional.

Timetable:

- Faculty Self-Evaluation Forms are provided during the Spring term Faculty/Staff Institute/Orientation Sessions.
- Each instructor completes the Faculty Self-Evaluation Form and forwards to supervisor by and schedule the formal evaluation conference with his/her supervisor.

C. Supervisor's Evaluation of Faculty Form

The division chair completes the Supervisor Evaluation of Faculty Form using the information from the gap analysis (Aggregate Response Report) between the Student Evaluation of Instruction and the Faculty-Self Evaluation Form, observation of instruction, review of syllabi, evaluation of other duties, feedback from department heads or other supervisors, and other appropriate sources. The evaluation items for the course instruction component of the Supervisor Evaluation of Faculty Form are the same as those on the Faculty Self-Evaluation Form. The supervisors may include written comments in their evaluation of each instructor. These comments increase the usefulness of the evaluation to aid instructors in their development and growth.

The division chair schedules a formal face-to-face conference with the instructor. The private meeting provides a forum for an open exchange of information. During this conference the supervisor discusses performance and plans for professional growth with the instructor. Proposed action plans resulting from this conference are noted in the suggestions for professional development section and are reviewed during the instructor's next evaluation.

If the instructor does not agree with the supervisor's ratings, the instructor has up to five working days to provide additional written comments listing and explaining his/her objections. These written comments are attached to the completed evaluation document, which is forwarded to the appropriate dean, if applicable, and then to the VPI. At the discretion of the VPI, a follow up conference may be called between the instructor, the supervisor, and the VPI.

Timetable:

- March 1st - April 11th - Classroom observations are done, if necessary;
- April 14th- April 28th - Complete performance evaluation (Full-Time Faculty) formal face-to-face evaluation conferences are held.
- April 30th – Complete performance evaluation (Adjunct Faculty) formal face-to-face evaluation conferences are held.
- By May 5th Full-Time faculty are notified for re-hire.

III. Procedures for the Annual Review of the Faculty Evaluation System

1. Immediately following the formal conference, both parties sign the Supervisor Evaluation of Faculty Form.
2. A copy of the completed document is given to the instructor to aid in professional development and enhancement of instruction.
3. The supervisor forwards the original document to the appropriate dean, if applicable, and then to the VP for review, and signature.
4. Upon the signatures, signed copies of the evaluation document are provided to both the faculty member and to the Dean.
5. Originals are forwarded to the Human Resources Office to be placed in the instructor's personnel file.
6. Use student faculty evaluations.

TERMINATION OF SERVICE/RELEASE

EMPLOYMENT AT WILL

Arkansas is an employment at will jurisdiction. This means that, as a general rule, either the employer or the employee may end their employment relationship at any time for any reason or for no reason at all. Exceptions to this rule exist when there is an applicable law or agreement that states otherwise.

RESIGNATION

A faculty member shall indicate his/her decision to resign by writing a two-week notice letter to their manager, with copies to the appropriate department chairperson. The manager shall acknowledge the employee's letter of resignation within a reasonable time and shall send copies of the acknowledgment to the department chairperson and human resources for the personnel file.

EMPLOYEE LEAVE POLICY

ABSENT FROM DUTY

Effective work demands the presence of faculty and staff as officially scheduled. For this reason, prompt and regular attendance of all classes, meetings, and other officially scheduled activities is expected of all faculty members. Attendance at outside meetings as a representative of the college, attendance at professional meetings as provided for, and all other leaves listed in this manual shall be the official reasons for absence from duty. Absence from duty not covered by these provisions may result in a corresponding loss in salary and constitute a breach of contract.

STUDY AND RESEARCH LEAVE

Leaves of absence may be granted to a faculty member to permit him/her to pursue advanced study or to carry on research in areas related to present or anticipated service to the college. The approval of research leave is at the discretion of the President and Administration.

MILITARY LEAVE

Military leave, not to exceed 15 days without loss of pay, may be granted a faculty member who presents evidence of his/her orders to serve in the National Guard, Armed Forces Reserves, or active military duty. Vacation, sick leave, and holiday benefits will continue to accrue during a military leave of absence.

SABBATICAL LEAVE

The purpose of sabbatical leave shall be to enable a faculty member to engage in study and /or research in his chosen field. A faculty member shall take a leave of absence with the understanding that he/she shall return for service to the college at least two full years. Failure to return obligates the faculty member to reimburse the college for all funds advanced, plus the amount of interest the money would have generated during the leave of absence. The maximum length of a sabbatical leave shall be for nine months.

Paid sabbatical leave may be granted only within the limits of available financial resources acquired through grants, foundations and other sources. Unpaid sabbatical leave may also be granted as an opportunity for faculty and staff to engage in research, if financial assistance is not available. The salary for a faculty member (if granted) on sabbatical leave shall be his/her salary at the time the leave is officially granted. The faculty member shall receive three-fourths salary for one semester or one half salaries for nine months.

A faculty member may be granted sabbatical leave upon the recommendation of his/her departmental/divisional chairperson and the academic dean and with approval of the president.

All sabbatical leaves, whether paid or unpaid, must be recommended by the President of the College, subject to approval by the Shorter College Board of Trustees. A faculty member shall serve seven years before he/she is eligible to apply for sabbatical leave.

SICK LEAVE

Eligible employees may use sick leave benefits for an absence due to their own illness or injury or that of a family member.

Employees who are unable to report to work due to illness or injury should notify their direct supervisor before the scheduled start of their work day if possible. The direct supervisor must also be contacted on each additional day of absence.

If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement may be provided verifying the disability and its beginning and expected ending dates. Such verification may be requested for other sick leave absences, as well as, may be required as a condition to receiving sick leave benefits.

Before returning to work from an extended sick leave absence, an employee must provide a physician's verification that he or she may safely return to work.

Sick leave will be calculated at the rate of **one (1) day per month based on the employee's base pay rate and FTE status** at the time of the absence and will not include any special forms of compensation, such as incentives, commissions, or bonuses. Sick leave accrual begins on the first of the month of employment, however employees may not use sick leave until after the completion of the 90-day probationary period.

Unused sick leave is cumulative and will carry over each year. The following maximum balances exist and may not be exceeded or accumulated:

<u>Classification</u>	<u>Maximum Balance Allowed</u>
9 Month Employees	27 Days or 216 hours
12 Month Employees	36 Days or 288 hours

Accrual Example

A .5 FTE employee who works 4 hours per day accrues 4 hours per month of sick leave.

Sick leave benefits are intended solely to provide income protection in the event of illness or injury and may not be used for any other absence. Unused sick leave benefits will not be paid to employees while they are employed or upon termination of employment. Sick leave may not be used to extend time before termination of employment.

VACATION TIME

Vacation time off with pay is available to eligible 12-month employees only, to provide opportunities for rest, relaxation, and personal pursuits.

Paid vacation time can only be used in minimum increments of a half day. To take annual leave, employees should request advance approval from their supervisor. Requests will be reviewed based on a number of factors, including business needs and staffing requirements. Vacation leave is paid at the employee's base pay rate and FTE status at the time of the leave request. It does not include overtime or any special forms of compensation such as bonuses.

Vacation time accrual starts at the first month of employment, however employees are not eligible to use vacation time until after they have completed their 90-day probationary period.

Vacation time is granted according to the following accrual schedule based on years of service:

<u>Years of Service</u>	<u>Monthly Accrual</u>
0 up to 5 Years	1 day or 8 hours (12 days or 96 hours per year)
5 up to 10 Years	1.333 days or 10.664 hours (16 days or 128 hours per year)
10+ years	1.666 days or 13.328 hours (20 days or 160 hours per year)

Accrual Example

A .5 FTE employee who works 4 hours per day or 20 hours per week, with 3 years of service, accrues 4 hours per month.

Unused vacation time is cumulative and will carry over each year. Unused vacation time will not be paid to employees upon termination of employment. Vacation time may not be used to extend time before termination of employment.

BIRTHDAY LEAVE

- The birthday PTO must be taken in the month of your birth. If for scheduling reasons this is not possible, your manager may approve for you to take the day off in another month.
- Anyone with a birthday in January who was not aware of this benefit may take a day off in February, with the same manager approval.
- The day must be scheduled in advance and approved by your manager before it can be taken.
- If you choose to not take the day off, it does not roll over to the next year.
- It is the responsibility of the employee to request the day off.
- Like other PTO days, this day off does not count toward overtime hours.

OTHER LEAVE AND EXCUSED ABSENCES

Employees may be periodically excused from work without using vacation or sick leave time on a case by case basis and for the good of the institution in the discretion of their supervisors.

HOLIDAYS

Shorter College will grant holiday time off to all employees on the holidays listed below:

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (third Monday in January)
- Good Friday (Friday before Easter) – At discretion of administration

- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving Day (fourth Thursday in November)
- Christmas Break *
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)
- New Year's Eve (December 31)
- Spring week following midterm exam* (excused leave for salaried employees, hourly employees will not be paid).

*Subjects to the needs of the institution.

Shorter College will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

A recognized holiday that falls on a Saturday will be observed on the preceding Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday.

Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

JURY DUTY

Shorter College encourages employees to fulfill their civic responsibilities by serving jury duty when required. A faculty or staff member who submits notification for jury duty may be granted leave to fulfill this citizenship and community duty, without loss of pay.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either Shorter College or the employee may request an excuse from jury duty if, in Shorter College's judgment, the employee's absence would create serious operational difficulties.

Shorter College will continue to provide health insurance benefits for the full term of the jury duty absence.

Vacation, sick leave, and holiday benefits will continue to accrue during unpaid jury duty.

BEREAVEMENT LEAVE

Employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately. Up to three days of paid bereavement leave will be provided.

Bereavement pay is calculated based on the base pay rate at the time of absence. Approval of bereavement leave will occur in the absence of unusual operating requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary. Additionally, the President may at his or her discretion, make exception(s) where written requests are made for bereavement leave of those not meeting the definition of immediate family, but who fulfill the role, i.e. an aunt who takes on the role of mother or a foster child.

Shorter College defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

MEDICAL LEAVE

Shorter College provides medical leaves of absence without pay to eligible employees who are temporarily unable to work due to a serious health condition or disability. For purposes of this policy, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; and temporary disabilities associated with pregnancy, childbirth, and related medical conditions.

Eligible employees should make requests for medical leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Shorter College. Employees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Eligible employees are normally granted leave for the period of the disability, up to a maximum of 12 weeks within any 12-month period. Any combination of medical leave and family leave may not exceed

this maximum limit. If the initial period of approved absence proves insufficient; consideration will be given to a request for an extension. Employees will be required to first use any accrued paid leave time before taking unpaid medical leave.

Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of the disability in accordance with all applicable laws covering occupational disabilities.

Subject to the terms, conditions, and limitations of the applicable plans, Shorter College will continue to provide health insurance benefits for the full period of the approved medical leave.

Benefit accruals, such as vacation, sick leave, and holiday benefits, will continue during the approved medical leave period.

So that an employee's return to work can be properly scheduled, an employee on medical leave is requested to provide Shorter College with at least two weeks advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified.

If an employee fails to report to work promptly at the end of the medical leave, Shorter College will assume that the employee has resigned.

FAMILY LEAVE

Shorter College provides family leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child; or to care for a child, spouse, or parent with a serious health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility; or continuing treatment by a health care provider.

Eligible employees may request family leave only after having completed 365 calendar days of service. Eligible employees should make requests for family leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Employees requesting family leave related to the serious health condition of a child, spouse, or parent may be required to submit a health care provider's statement verifying the need for a family leave to provide care, its beginning and expected ending dates, and the estimated time required.

Eligible employees may request up to a maximum of 12 weeks of family leave within any 12-month period. Any combination of family leave and medical leave may not exceed this maximum limit. If this

initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 30 calendar days. Employees will be required to first use any accrued paid leave time before taking unpaid family leave. Married employee couples may be restricted to a combined total of 12 weeks leave within any 12-month period for childbirth, adoption, or placement of a foster child; or to care for a parent with a serious health condition.

Subject to the terms, conditions, and limitations of the applicable plans, Shorter College may provide health insurance benefits until the end of the month in which the approved family leaves begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from family leave, Shorter College will again provide benefits according to the applicable plans.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during leave and will resume upon return to active employment.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide Shorter College with at least two weeks advance notice of the date the employee intends to return to work. When a family-leave ends, the employee will be reinstated to the same position if it is available, or to an equivalent position for which the employee is qualified.

If an employee fails to report to work promptly at the end of the approved leave period, Shorter College will assume that the employee has resigned.

Short-Term and Long-Term Disability

Short-term Disability

Eligible employees who exhaust their paid time off benefits and are not able to work due to medical reasons are eligible for Short-term Disability according to the following terms:

Weekly Benefits: 60% of weekly earnings

Payment Frequency: Weekly

Maximum Weekly Benefit: \$1,000

Maximum Benefit Period: 13 Weeks

Elimination Period: Seven (7) days. Sick time and Vacation time can be used during this period

Long-term Disability

Eligible employees who are not able to return to work following the end of the 13-week Short-term Disability period may be eligible for Long-term Disability according to the following terms:

Payment Frequency: Monthly

Maximum benefit: \$5,000

Elimination Period: 90 consecutive days (begins the first day of disability)

Maximum Benefit Period:

We will not pay benefits beyond the Maximum Benefit Period stated below, based on your age on the day the period of disability started.

Social Security a Normal Retirement Age duration (SSNRA)

For a Disability which begins before you reach age 60, the Maximum Benefit Period will be until the Social Security Normal Retirement Age (SSNRA) as shown in the following table:

<u>Year of Birth</u>	<u>*Social Security Normal Retirement Age</u>
Before 1938	65 years
1938	65 years and 2 months
1939	65 years and 4 months
1940	65 years and 6 months
1941	65 years and 8 months
1942	65 years and 10 months
1943-1954	66 years
1955	66 years and 2 months
1956	66 years and 4 months
1957	66 years and 6 months
1958	66 years and 8 months
1959	66 years and 10 months
1960 and after	67 years

*Age at which you are entitled to unreduced Social Security benefits based on the Social Security Amendments of 1983.

For a Disability which starts on or after you reach age 60, the Maximum Benefit Period will be determined according to the following table:

<u>Your Age When Disability Begins</u>	<u>Maximum Benefit Period</u>
Less than age 60	To Social Security Normal Retirement Age (SSNRA)*
Age 60 greater	60 months or to SSNRA*, whichever is
Age 61 greater	48 months or to SSNRA*, whichever is
Age 62 greater	42 months or to SSNRA*, whichever is
Age 63 greater	36 months or to SSNRA*, whichever is
Age 64 greater	30 months or to SSNRA*, whichever is
Age 65	24 months
Age 66	21 months
Age 67	18 months
Age 68	15 months

Age 69 and over

12 months

REGULAR OCCUPATION PERIOD: 24 months

TOTAL BENEFIT CAP: If you are eligible to receive payments under the Policy in addition to your monthly payment, the total benefit payable to you on a monthly basis (including all benefits provided under the Policy) will not exceed 100 % of Your Monthly Earnings.

However, if you are participating in a Rehabilitation Plan, the total benefit payable to you on a monthly basis (including all benefits provided under this Policy) will not exceed 110% of your monthly earnings.

The above items are only highlights of your coverage. For a full description of your coverage, including any additional benefits, exclusions or limitations that may apply, continue reading Your Certificate of Coverage.

PREGNANCY-RELATED ABSENCES

Shorter College will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the family leave policy provisions outlined in this handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and childcare, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family leave.

DAILY WORK POLICIES AND PRACTICES

PURCHASING PROCEDURES

All matters affecting purchasing shall be processed through the Business Office. Requests for Academic purchases shall be filed on a purchase order form obtainable from the Business Office and the request shall have the approval of the department chairperson and the president.

OBTAINING SUPPLIES

Filling out a requisition form obtained from the Business Office shall make all requests for supplies.

PRINTING AND DUPLICATING SERVICE

Duplicating service for examinations, course syllabi, and other instructional materials, is available in the office of the Academic Dean.

BOOKSTORE POLICY

The college bookstore is located in the S. S. Morris Student Center, unless otherwise notified. Faculty members shall order request all textbook orders through the Academic Dean to ensure availability at the bookstore.

USE OF COLLEGE KEYS

Faculty members are issued keys to their offices, desks, and file cabinets and in some instances to buildings and/or classrooms. Faculty members shall not duplicate keys or turn them over to other parties without the written approval of the Chief Financial Officer. A report on lost keys shall be made immediately to the Business Office.

USE OF OFFICE TELEPHONES

Personal use of telephones for long-distance and toll calls is not permitted. Telephones in faculty members' offices shall be used for college business only.

Employees should practice discretion in using company telephones when making local personal calls and may be required to reimburse Shorter College for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller and hang up only after the caller has done so.

SMOKING

In keeping with Shorter College's intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace. This policy applies equally to all employees, students, and visitors.

REST AND MEAL PERIODS

Each workday, full-time employees are provided with two rest periods of 15 minutes in length. To the extent possible, rest periods will be provided in the middle of work periods. Since this time is counted and paid as time worked, employees must not be absent from their workstations beyond the allotted rest period time.

All full-time support employees are provided with one meal period each workday. Employees will be relieved of all active restrictions and responsibilities during meal periods and will not be compensated for that time.

USE OF EQUIPMENT AND VEHICLES

Equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment, machines, tools, or vehicles appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment or vehicles used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment or vehicles, as well as excessive or avoidable traffic and parking violations, can result in disciplinary action, up to and including termination of employment.

EMERGENCY CLOSING

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt company operations. In extreme cases, these circumstances may require the closing of a work facility. In the event that such an emergency occurs during non-working hours, local radio and/or television stations will be asked to broadcast notification of closing.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid.

PAYDAY

All employees are paid monthly on the 15th and the last day of each month or as designated in the contract. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a day off such as a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee may receive his or her earned wages before departing for vacation if a written request is submitted at least one week prior to departing for vacation.

9-MONTH EMPLOYEE PAY OPTIONS

To assist this employee classification with managing their finances more efficiently, 9- month employees will have the option of choosing to be paid over 24 pay periods instead of 18 pay periods. If the employee terminates before their pay is fully reconciled, Payroll will calculate the current amount due for payment in their final pay.

ADMINISTRATIVE PAY CORRECTIONS

Shorter College takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Payroll Department so that corrections can be made as quickly as possible.

PAY DEDUCTIONS AND SETOFFS

The law requires that Shorter College make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Shorter College also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Shorter College matches the amount of Social Security and Medicare taxes paid by each employee. Payroll deductions are available as requested by employees at the beginning of the year. The college will house payroll deduction requests for employees at the beginning of the year.

Pay setoffs are pay deductions taken by Shorter College, usually to help pay off a debt or obligation to Shorter College or others. If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Chief Financial Officer can assist in having your questions answered.

LIMITED COURSE ENROLLMENT FOR PERSONNEL

Any full-time employee of Shorter College may take up to six hours within the 8:00am to 5:00pm work day. After 5:00pm any additional hours may be taken at the employee's discretion

ASSESSMENT, STRATEGIC PLANNING AND BUDGETING PROCESS

STEP 1: INSTITUTIONAL ASSESSMENT

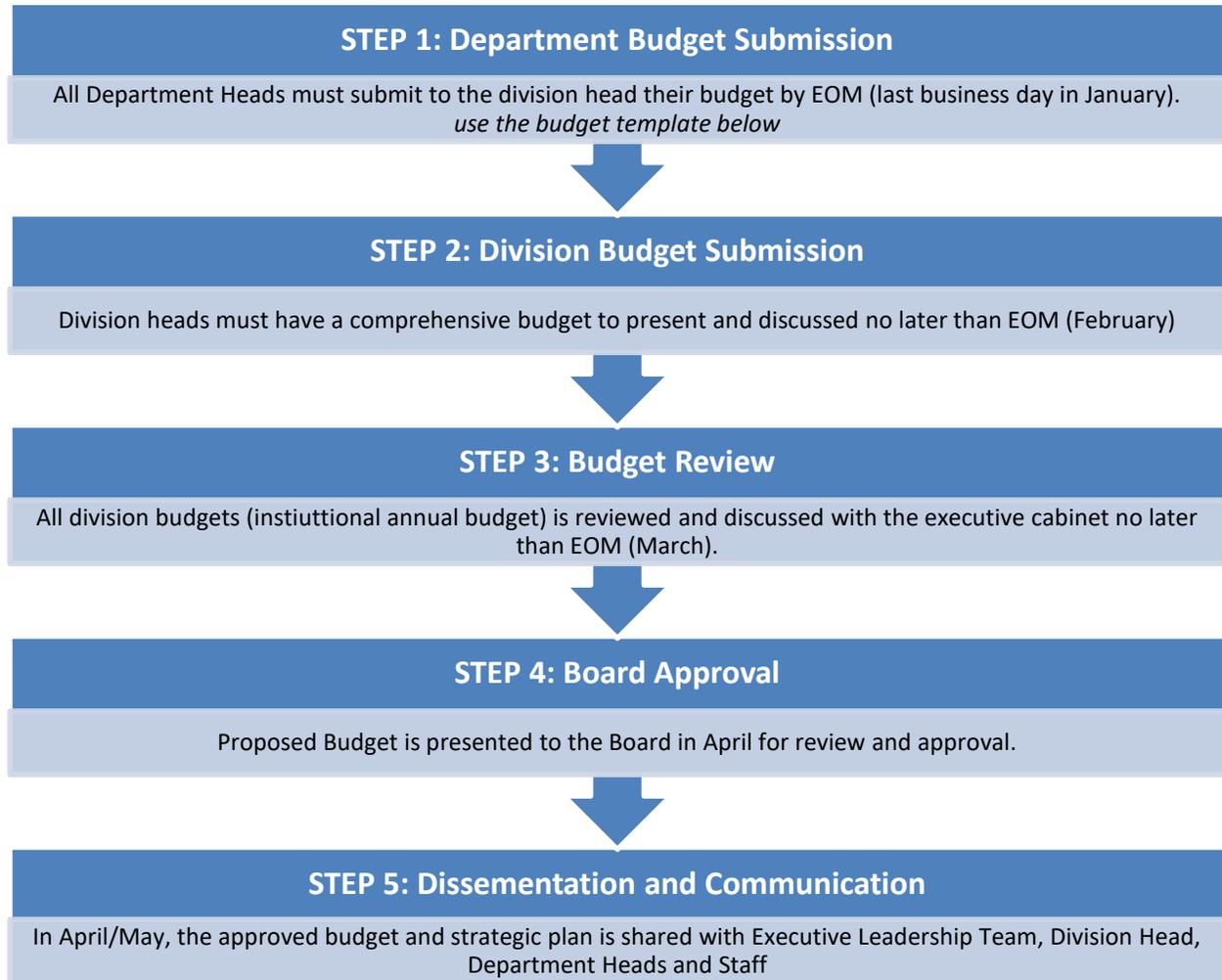
- a) Annual Assessment Report is shared during Fall Assessment Week (Sept/Oct).
- b) During this time, assessment results from the previous academic year is shared, and discussed. The assessment results include the assessment of the following:
 - a. Assessment of Student Learning (Educational Effectiveness)**
 - b. Assessment of Institutional Planning, Resources and Support**
 - i. Assessment of Strategic Goals (accomplishments from the previous year and future goals for the upcoming year)
 - ii. Assessment of Operations, Programs and Services
- c) During Fall Assessment Week, per the assessment data shared, and an understanding of the future goals, we utilize this time to solicit feedback regarding new objectives and strategies to obtain our goals (and even perhaps the modification these goals).
- d) This process is done with faculty, staff and students.

STEP 2: STRATEGIC PLANNING PROCESS

- a) Following Assessment Week, the Strategic Planning Council (Executive Cabinet members and external constituents) convenes (October each year) to discuss the following:
 - a. Review the Strategic Plan (update those strategies that are completed, or modification of timeline)
 - b. Review the assessment data and feedback received during assessment week to determine if new strategies should be considered.

- c. Budgetary resources and allocations are also assigned as a baseline to facilitate the upcoming annual budgeting process.
- d. The Strategic Plan revisions should be shared with all constituents, which facilitate the budgeting process.

STEP 3: INSTITUTIONAL BUDGETING



Shorter College Department/Division Budget

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total Year
EXPENSES													
Salaries & Wages													
Salaries Total													
Office Supplies (includes shipping, postage, etc.)													
Office Supplies Totals													

Professional Development (include dues, subscriptions, research and travel)

Professional Development Totals														

Equipment (i.e. Technology and other devices)

Equipment Totals														

Maintenance Upgrades and Repairs

Repairs Totals														

Advertising

Advertising Total													
Misc. / Unclassified Items													
Other													
Other													
Other													
Other													
Other													
Misc. payments totals													
Total expenses													

ACADEMIC POLICIES PROCEDURES, PRACTICES, AND RESPONSIBILITIES

ACADEMIC FREEDOM

In accordance with the policies cited by the American Association of College professors, Academic freedom is essential and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends: specifically, (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its duties to its students and to society.

College and College teachers are citizens, members of a learned profession, and officers of an educational institution. They should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Shorter College endeavors to create an environment that abides by and nurtures freedom of each faculty member to teach and do research, as well as for each student to learn to the best of his/her abilities. Shorter respects each person's desire for economic security and will expect that each administrator, faculty, staff, and student work for the success of the entire institution.

TEACHING RESPONSIBILITIES

A faculty member is expected to meet his/her class at all scheduled times and in scheduled places, to be prompt in beginning and dismissing classes, and administering final exams only at the appointed hours. In the event that a faculty member finds it necessary to be absent from a scheduled class meeting, he/she has a responsibility to make arrangements for the class and to notify his/her Academic Coordinators so that arrangements relating to the absence can be made.

A faculty member is expected to adhere to all written Shorter College policies and regulations as well as those of the Board of trustees for Shorter College.

ACADEMIC INTEGRITY

Shorter College is committed to the growth and learning of our students. Intellectual and moral growth requires an environment in which people deal with each other with truthfulness and integrity. The fair and straightforward representation of what one has actually learned, researched and/or written is the foundation of a healthy environment for learning. Professors, administrators, and students alike are responsible for upholding high moral and ethical standards of academic honesty in all academic endeavors. Shorter College is committed to the principle of academic freedom as it seeks to carry out its teaching and learning programs. Scholarly investigation is encouraged through research. Each instructional faculty member has freedom in the exposition of his/her subject and is free to discuss controversial issues within competency areas in the classroom, but must be careful not to introduce materials, which have no relation to the courses being taught.

ACADEMIC ADVISEMENT

Academic advisement of students is an important function of faculty members at Shorter College. The faculty member interprets college policies and regulations to students and should be familiar with courses and the General Education requirements. The College will provide all faculty members with copies of regulations, policies, and general recommendations concerning individual courses. For additional procedures regarding advisement see the Advisor Manual.

FACULTY LOAD

The departmental average teaching load shall not exceed thirty hours per academic year. Faculty members teaching fifteen or more hours may be allowed to teach one overload class per semester. Faculty members may accept one additional overload assignment per year provided that the assignment is either for services or scholarly activity.

Faculty Overload

Faculty shall be paid overload at a predetermined rate: acceptance of overload is at the faculty member's decision.

OFFICE HOURS

Faculty Availability

A faculty member's responsibilities to students and to his/her own professional growth will necessitate that he/she devote an appropriate number of hours of his/her profession. It is deemed necessary that each faculty member be available to students at regularly scheduled hours each week. These office hours should be prominently advertised (to include posting on the exterior door of each faculty member) and should be kept by each faculty member as faithfully as he/she meets classes. In scheduling these hours, a faculty member shall give serious consideration to students' convenience.

Adjunct Faculty

The adjunct faculty member is requested to arrive early before the class and/or stay late after class to assist students with their concerns. These office hours should be posted for the convenience of the students.

INTELLECTUAL PROPERTY

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 and confidential information, trademarks, service marks, and trade names.

Shorter College faculty, staff, and students will become more involved in scholarly activities that include teaching, research, and other creative activities. The primary focus of increased efforts will be the advancement of the central purposes of Shorter College; thus, the product of scholarly endeavors could have implications for wider and differing applications. Hopefully, the resulting intellectual properties may be of benefit to the individuals involved, Shorter College, and society at large.

RETENTION, REMUNERATION AND ADVANCEMENT OF FACULTY AND STAFF

Introduction:

The introduction to the tenure and promotion policy will address the overview of the policy setting forth the general terms of meritorious achievement in several areas.

Statement of Purpose

This defines the purpose of the faculty promotion and tenure document.

Academic Appointments:

This defines the Probationary Tenure track appointments, academic rank and titles, designation of faculty status, determination of appropriate academic credentials. The titles and rank will include instructors, assistant instructors, associate professors, and professors; part-time faculty will be defined and differentiated from adjunct faculty.

Tenure Process:

A faculty member with a probationary tenure track appointment is prepared to meet the teaching scholarly/creativity productivity, and professional service commensurate with achieving tenure. Tenure is the assurance of a continuing full-time faculty appointment at the college with the following provisions (1) The discipline or program continues to be offered (2) The faculty upholds the professional standards for the discipline and the college (3) The faculty demonstrates continued dedication to teaching, scholarly/creative productivity, and service.

Grounds for Dismissal:

Dismissal must be based upon reasonable cause related to either a serious lack of satisfactory performance or lack of fitness and suitability to continue in the professional capacity of a faculty member. Dismissal proceedings may be initiated for such reasons as:

- (a) Academic dishonesty
- (b) Incompetence in performing or meeting appropriate assigned duties
- (c) Deliberate and grave violation of the rights and freedom of fellow faculty members, administrators, or students
- (d) Willful obstruction or disruption or attempts to obstruct or disrupt the normal operation or functions of the college; or advising or procuring, or actively encouraging others to do so
- (e) Other improper conduct which is seriously injurious to the best interests of the college or its components

Administrative Suspensions:

An administrative suspension is a temporary removal for a specific time period of all or any portion of a faculty member's assigned duties for purposes of protecting the best interests of the college and its components and/or the safety and well-being of the persons affiliated with the individual suspended. During a suspension there shall be no reduction in salary.

Procedures for Suspension:

Supervisory academic administrators may summarily suspend a faculty member for up to 72 hours when it is judged the safety and well-being of the individual or others, or the best interest of the college are threatened. A suspension may extend beyond 72 hours if approved by the President or designated representative. The faculty member, appropriate Dean, and unit administrator shall be informed in writing of the length, terms, and conditions of any implemented suspensions.

Formal Grievance Procedures do not apply to suspension actions unless the suspension lasts more than six months or the President finds it would be in the best interest of the college to provide extraordinary due process.

Criteria for Tenure:

Tenure is restricted to full-time faculty with probationary tenure track appointments who have an earned doctorate or equivalent education at the rank of associate professors or higher. Instructors are not tenure eligible. Faculty who are granted tenure or tenure track status must be assigned to the department or area in the discipline in which they hold the terminal degree. Yearly assessment of the faculty member's performance in the areas of teaching, research, scholarly/creative performance, and service must be above average. Faculty members' minimum performance and service must be above average. Faculty members must meet the minimum performance expectation in order to be considered for reappointment to the college.

Academic Appointments:

Academic appointments normally coincide with the beginning of the academic year. For faculty appointed after this date but before January 1, the period of probation for tenure consideration shall never exceed a total of seven continual appointments with the college. It shall be the personal responsibility for the faculty member to demonstrate that s/he meets the applicable qualifications for reappointment, tenure, and promotion.

Annual Review of Faculty:

Review of faculty activities and accomplishments shall be conducted by the unit administrator every year for every faculty member, regardless of rank or tenure status. A written report of activities and accomplishments shall be submitted by the faculty member. This report shall include a work and professional development plan. The faculty member's written report along with unit administrator's evaluation shall serve as the supporting documentation for any merit pay raise or other salary adjustment. A set of annual review documents shall be available for any peer review committee evaluation, particularly at the time of reappointment, tenure, and promotion.

Letter of Offer:

A statement of the proposed basic terms and conditions of every appointment shall be in writing and be in the possession of both Shorter College and the prospective faculty member before the appointment is made.

Extension of Probationary Period:

A period of appointment and the probationary period of a faculty member may be extended up to three years for extenuating circumstances, e.g. a leave of absence without pay, and extended sick leave, significant changes in published criteria for tenure, or significant changes in job description associated with transfer or promotion. Upon written request by the faculty member and recommendation by the unit administrator and Dean of Academic Affairs, such an extension may be granted upon approval of the President and the Board of Trustees.

Promotion:

Promotion must be recommended by the President and approved by the Board of Trustees before becoming effective. The affected faculty member shall be informed by the appropriate Dean; then, a recommendation for promotion will be presented by the President to the Board of Trustees.

Time in Rank for Promotion:

Time in rank is the minimum number of years of full-time academic experience at the rank of associate professor, earned doctorate degree or its equivalent in training or experience is required. Promotion is not based on years of service but rather on the demonstration of excellence in teaching, scholarly/creative productivity, and service at the college during the last three years of service.

Policy on Promotion and Tenure:**Purpose:**

To assure that all faculty are informed regarding the eligibility criteria process for applying for promotion and/or tenure review process.

Policy Statement:

Through the promotion and tenure process Shorter College seeks to reward those individuals who demonstrate successive outstanding achievement in the areas of teaching, scholarly/creative productivity, and service within their disciplines. Full-time faculty members who meet the criteria for promotion and/or tenure review and who complete the application for promotion and/or tenure within the designated time frame will be reviewed one time annually in the spring semester. The following procedural steps must be followed in the application for promotion and/or tenure process. The final decision to grant promotion

and/or tenure rests with the Board of Trustees, and no faculty member may be granted tenure without an affirmation action by the Board of Trustees.

Procedures:

Departmental Level:

1. Faculty on probationary tenure appointments in their fifth year of service are informed by the unit coordinator/director of the upcoming required tenure evaluation in the sixth year of service.
2. Faculty members seeking not to apply for the promotion and tenure review process will receive a faculty appointment for one more year that will serve as the final year. After that time the faculty member may be offered a temporary non-tenure track appointment or may be terminated through the appropriate administrative process.
3. Faculty members seeking promotion and/or tenure shall complete a promotion and/or tenure dossier.
4. The unit coordinator shall review the dossier and forward the dossier to the academic dean with a written recommendation for or against granting promotion and/or tenure to the faculty member.

College Probation and Tenure Committee:

1. The College Central Administrator shall assemble a promotion and tenure committee to review applications for individuals seeking promotion and tenure.
2. The committee shall meet in accordance with the College promotion tenure committee calendar.
3. The committee will review each promotion and tenure dossier and make a recommendation in writing to the academic dean indicating for or against granting promotion and/or tenure for each faculty member reviewed.
4. The academic dean shall review the dossier for each faculty and forward the recommendations to the President.

President:

1. The President shall review the recommendation from the Dean of Academic Affairs and Tenure Committee.
2. The President shall determine whether to recommend promotion and/or tenure for each candidate and if such recommendation is positive in nature, shall forward the recommendation to the Board of Trustees.
3. The President shall notify the applicants in writing of promotion and/or tenure decision in accordance with the college promotion and tenure calendar.
4. The Dean of Academic Affairs shall forward the dossiers to the Department of Human Resources for safe storage.

Preparing for Promotion and Tenure:

Preparing for promotion and/or tenure begins with the initial appointment to the college. Faculty shall be familiar with the policies and procedures pertaining to promotion and/or tenure. Faculty is responsible for formulating a plan for achieving promotion and/or tenure within specified time frames. A faculty member who is seeking promotion and/or tenure should meet with the unit coordinator of the department to review the College promotion and tenure calendar at the earliest convenience to assure that the contents of the dossier and the calendar for submitting necessary documentation are in compliance.

The dossier for promotion and/or tenure must include the following documents:

1. Candidate's summary evaluation statement on teaching, scholarly/creative activities, and professional service.
2. Candidate's identification of area (s) of distinction and demonstration of above average ability in the remaining areas.
3. Coordinator's Summary Evaluation Form
4. Dean's Summary Evaluation Form indicating area (s) of distinction for the applicant.
5. Documented evidence of quality in the following areas
 - A. Teaching
 - B. Research
 - C. Scholarly/Creative Productivity
 - D. Professional Service
6. Supporting documents from the unit coordinator and Dean:
 - A. Faculty course and student instruction evaluation forms of the last three years
 - B. Faculty performance evaluation for three years
 - C. Unit Coordinator recommendation either for or against the granting of promotion and/or tenure is forwarded to the dean in the school in which the department is located.
 - D. Letters of recommendation from discipline peers who are external to the institution when the college lacks discipline peers to evaluate the faculty member.

Policy on Appeal Process for Faculty Denied Promotion and/or Tenure

Purpose

To assure that all faculty are informed regarding their right to appeal Shorter College's decision to deny promotion and/or tenure.

A faculty member who believes the decision to deny promotion and/or tenure was arrived at through error in the review process, an unfair review practice, or without adequate appraisal of the evidence provided may appeal the decision. The evidence provided may appeal the decision. The college will honor an

appeal process that enables the faculty to present his/her concerns to a grievance committee set up expressly to address the appeal process.

Procedures:

1. A faculty member who is denied promotion and/or tenure shall notify in writing the unit coordinator of the department, the dean of academic affairs and the President of his/her request for an appeal of the college's decision to deny promotion and/or tenure.
2. Notification must occur within 10 days of the faculty member's receiving notification of the decision to deny promotion and/or tenure.
3. The committee's initial meeting and final resolution of its work "shall normally" be completed within the designated timeframes.
4. The committee will complete all responsibilities associated with hearing the grievance within four weeks of the initial committee meeting.
5. The Chairperson of the promotion and tenure grievance committee will notify the Dean of Academic Affairs of the recommendation made by the committee to either uphold or not uphold the college decision.
6. The Dean of Academic Affairs will notify the college President in writing of the recommendation by the committee.

FAULTY AND PROFESSIONAL DEVELOPMENT

Introduction

The purpose of the Center for Faculty Development and Instructional Effectiveness (CFDIE) is to promote, enhance, and assess teaching effectiveness and student learning. The goals are to emphasize teaching, research, and service as the basic tenants of a vibrant academic community and to provide the training and resources to facilitate these activities. Effective teaching encompasses more than just the transmission of subject matter. It engages students' attention and convinces them of the importance of what is being taught and learned. It communicates not only principles and concepts but also develops the powers of analysis, synthesis, judgment, and evaluation, all in a context of values. Education in the twenty-first century should produce graduates who are knowledgeable and competent in their disciplines and who have the capacity for creativity and innovation. Faculty should be engaged in adding new knowledge to their disciplines as well as working to improve teaching methods in order to remain relevant in a changing world. Educators are challenged to devise and use creative new methods and effective teaching/learning strategies to serve the increasing needs of a diverse student population.

Mission Statement

The mission of the Center for Faculty Development and Instructional Effectiveness is to provide an academic environment that nurtures and promotes excellence in teaching, scholarship, and community service and enhances faculty morale and collegiality for optimizing student learning.

Vision Statement

The vision of the Center for Faculty Development and Instructional Effectiveness is to foster excellence in teaching and learning at Shorter College.

CFDIE's goals are to emphasize teaching, research, and service and provide the training resources to make excellence in teaching possible. To accomplish these goals and fulfill its mission, CFDIE will:

- Conduct and facilitate workshops/seminars and other faculty interactive sessions targeted at improving the quality of instructional skills;
- Provide the faculty orientation program for new faculty members that include the assigning of a mentor;
- Encourage the faculty to develop position papers on relevant teaching themes to be presented to the faculty as part of the faculty development programs; papers will be archived on the faculty development website for future reference;
- Assist faculty in integrating technology into the classroom to enhance student learning
- Enhance teaching strategies to maximize the desired student outcomes;
- Aid faculty in developing and using appropriate course assessment tools;
- Establish a professional library and website resource support network to assist teachers in planning their courses and to provide materials for selected disciplines to promote learning;
- Promote teacher-scholar relationships for role modeling and mentoring to enrich students' educational experiences;
- Foster innovations in college teaching;
- Provide programs and services for faculty personal and professional development;
- The CFDIE provides opportunities for faculty to enhance teaching and learning through faculty development support grants. Faculty may submit proposals for funding consideration to support any of the activities listed or topics approved by Faculty Development Advisory Committee.

Faculty Development Activity Grants

- Grants will be available to full-time faculty for planning, organizing, and implementing a faculty development activity. This activity will include but be limited to curricular, instructional, organizational, and professional enrichment pursuits, relevant to the developmental needs of faculty.

Teaching Faculty Research Grants

- Teaching Faculty Research Grants will be available on a competitive basis to full-time faculty whose primary responsibility is teaching. Successful grants will address contemporary issues and challenges that confront educators of minority youth. It is expected that project results will be presented at a professional meeting or published in an appropriate professional journal.

Curriculum Technology Grants

- Curriculum Technology Grants will be available to faculty on a competitive basis for the development and integration of innovative curriculum development and instructional technologies such as video, computer software, curriculum enhancement or course design, or the development of an on-line course into their instructional delivery mechanisms.

Faculty Professional Improvement Grants

- Faculty Professional Improvement Grants will be available to full-time faculty for the pursuit of professional development activities that promote faculty scholarship. These grants may be applied toward the cost of professional enrichment activities, completing the terminal degree in one's teaching discipline, or participating in professional conferences or workshops. Interested faculty members should first discuss the specific activity with the director of the CFDIE. Grant applications may be submitted at any time during the year.

Faculty Mentoring Program

The College's Faculty Mentoring Program addresses the needs of new, early, mid-level, and veteran faculty. The program assists them in making the transition to Shorter College and provides a wide range of assistance to new faculty, including advice, social support, information, coaching, and friendship. The program is designed to help new faculty develop social networks internally and externally. Each group is composed of three or four new faculty and one senior faculty who will serve as the facilitator. The groups meet for lunch or dinner lasting at least one hour, once a month, throughout the academic year. Topics for these meetings are determined by the group and may include such items as teaching techniques, student academic integrity, strategies for achieving tenure, identifying useful resources at the College, balancing teaching and research, maintaining a healthy balance between work and life, handling ethical problems, negotiating departmental policies, and writing across the curriculum.

New Faculty Orientation

The Dean of Academic Affairs will sponsor an annual orientation program to assist new faculty in learning more about the academic community at Shorter College. The orientation program provides an overview of the College and identifies expectations of the College community. Information on the College's facilities, employee benefits, tenure, promotion, academic requirements, and on- and off-campus cultural activities

are also provided. The program also offers workshops to new faculty on topics on topics ranging from technology services to research opportunities.

Center for Faculty Development and Instructional Effectiveness Advisory Committee Bylaws

- I. The committee shall be named the Faculty Development Advisory Committee
- II. The Mission of the Center for Faculty Development and Instructional Effectiveness
 - A. The mission of the Center for Faculty Development and Instructional Effectiveness is to develop and provide opportunities that will enable faculty to improve teaching strategies and to provide service and leadership in conjunction with the college's mission of teaching, scholarship, and community service. The goal is to promote excellence in teaching, scholarship, and community service and maintain a high level of morale and collegiality among faculty by addressing all factors that influence these activities and relationships in a timely manner.

The Function of the Faculty Development Advisory Committee

- A. The primary function of the Faculty Development Advisory Committee is to assist and advise the Director of Faculty Development in fulfilling the mission of faculty development and in providing professional development opportunities to Shorter College in the following areas:
 - Teaching effectiveness;
 - Research and creative activities;
 - Development and adoption of effective and instructional technologies;
 - Peer mentoring for a successful career;
 - Assessment of teaching effectiveness

III. Roles and Responsibilities of the Faculty Development Advisory Committee

- A. The FDAC advises and assists the Director of Faculty Development in planning for each academic year and provides a variety of programs activities, and resources that are relevant to the professional development of faculty at Shorter College. The F D A C is responsible for selecting recipients of Faculty Development Support Grants and/or Faculty Development awards and stipends. Each FDAC member shall protect the confidentiality of information relevant to these awards.
- B. It is the responsibility of each member of the FDAC to be aware of the professional development needs of the faculty and to help address them in accordance with the DVDIE's mission, the college's mission and college policy.
- C. The FDAC shall assess and refine its mission and functions periodically (at least once every three years).

- D. The FDAC bylaws may be review at the end of each academic year. A simple majority of the members voting at a scheduled meeting is needed to change the by-laws.

IV. Meetings

- A. The FDAC shall meet at least once a month during the academic year.
- B. Other meetings of the FDAC or its subcommittee shall occur as necessary.

V. Membership

- A. The FDAC shall consist of
 - 1. One full-time faculty member from each option within our degree program General Studies, Education, and Christian Leadership
 - 2. The Librarian
 - 3. The Associate Dean
 - 4. Dean of Student Affairs (also faculty)
 - 5. The Director of Institutional Advancement, Planning and Technology
 - 6. Director of Faculty Development
 - 7. Director of Institutional Effectiveness
- B. The term of service shall be three years for each represented area. Appointments to the FDAC shall be staggered so that approximately one-third of the voting FDAC members are appointed each year.

Each committee member's term of service shall begin effective with the fall semester succeeding his/her selection.

- C. A member who will be absent for an extended period of time who is unable to serve (e.g. sabbatical, sick leave, etc.) shall be replaced by an appropriate alternate for that period. If no alternate has been designated and a replacement is needed, it is the responsibility of the FDAC to provide one.

VI. Officers and Subcommittees

- A. The Director of Faculty Development shall serve as the Chair of the FDAC, calling meetings as needed and setting agendas for these meetings.
- B. The FDAC may choose to elect additional committee officers and form sub-committees as needed.

VII. Voting

- A. Hand votes may be used on general committee matters except when Robert's Rule of Order is invoked.
- B. Voting shall be conducted immediately upon the completion of discussion of the motion or item under consideration.
- C. Votes cast as abstentions are not counted as voters.

There shall be no absentee or proxy votes.

ACADEMIC ORGANIZATION

The Dean of Academic Affairs is the chief academic officer at Shorter College and oversees the faculty and staff in the academic area. Division/department chairpersons are responsible for evaluating the educational activities in their departments. These include reports, meetings, student recruitment, and instruction, curricula advising, and serving on committees.

Faculty members are responsible to the appropriate division/department chairperson. Their duties include teaching full load as recommended by the president and approved by the Board of Trustees, counseling and advising students, writing proposals, community service and sponsoring academic organizations. They also serve on faculty committees, attend faculty meetings, and support their academic divisions.

TRACS COMPLIANT FILING

In the event that a student, faculty or staff member matriculates through the adopted and approved grievance process, outlined in the Human Resource Manual, Student Handbook, and/or Faculty and Staff handbook, and believes that the resolution reached remains unacceptable, the student has the right to escalate said grievance by filing a complaint with a relevant and appropriate government agency outside of the Shorter College campus. One such agency is the Transnational Association of Christian Colleges and Schools (TRACS). The student may reach TRACS by mail at P. O. Box 328, Forest, VA 24551: by Telephone at (434)-525-9539; or by E-mail at info@tracs.org. The above process may be followed related to any relevant and appropriate government agency.

ACADEMIC ORGANIZATION

The Dean of Academic Affairs is the chief academic officer at Shorter College and oversees the faculty and staff in the academic area. Division/department chairpersons are responsible for evaluating the

educational activities in their departments. These include reports, meetings, student recruitment, and instruction, curricula advising, and serving on committees.

Faculty members are responsible to the appropriate division/department chairperson. Their duties include teaching full load as recommended by the president and approved by the Board of Trustees, counseling and advising students, writing proposals, community service and sponsoring academic organizations. They also serve on faculty committees, attend faculty meetings, and support their academic divisions.

Program Directors with academic programs and/or projects are responsible to the Dean of Academic Affairs and are responsible for organizing, planning, implementing, supervising, and evaluating educational activities associated with their programs.

FACULTY MEETING

During the academic year, the faculty shall meet at least once a month. Also, the faculty shall meet as required upon the call of the president or the academic dean or by three-fourth vote of voting members.

The Dean of Academic Affairs or appropriate appointee shall preside at faculty meetings. All full-time faculty members shall be required to attend all regulars and properly called faculty meetings. Voting members shall be all full-time persons with faculty status and all full-time associate faculty members. Adjunct faculty members may attend faculty meetings and participate in the discussions, and shall have voting privileges in those areas relating to their work.

Faculty emeriti, visiting professors and lecturers shall be privileged to attend faculty meetings with voice but without vote.

The presence of two-thirds of the faculty at a meeting shall constitute a quorum for transacting official business. Information regarding the proceedings and decisions shall be released and shared through authorized administrative channels only.

Faculty meetings shall be conducted according to the latest Robert Rules of Order. The order of business for regular meetings shall be as follows, though the presiding officer is empowered to make such emergency alterations in the agenda, as he/she may from time to time deem necessary.

- Call to order
- Devotions

- Announcements of a quorum
- Approval of the minutes
- The president's observations
- Unfinished Business
- Reports
- New Business
- Special presentations by faculty members
- Information
- Adjournment

There shall be a faculty committee secretary for each academic year. The secretary shall be elected at the first regular monthly meeting of the faculty and shall serve until the next election. The secretary shall keep an accurate record of the minutes of each faculty meeting. Within ten days after each faculty meeting, the secretary shall send a copy of the minutes to the president and to the Dean of Academic Affairs. The secretary shall retain the original copy of the minutes. Upon written request to the secretary, any faculty member may have access to the minutes or a copy, if desired.

DIVISIONAL/DEPARTMENTAL MEETINGS

The chairpersons of the divisions and departments shall hold meetings with their faculty at least once a month during a semester.

STANDING FACULTY COMMITTEES

The following is a list of standing faculty committees:

- Academic Council / Curriculum Committee
- Faculty Professional Development (includes the Faculty/Staff Institute)
- Assemblies (Honors Convocation, Commencement and Baccalaureate)

The Dean of Academic Affairs shall recommend the faculty appointments to standing faculty committees. The faculty shall approve membership on standing committees. Students shall serve on all standing committees except the committees on Policy/Personnel/Appeals, and Status/Appointment/Rank/Evaluation.

The Dean or Director of Student Services (or appointee) shall recommend the students who are to serve on standing committees.

Committees shall meet at least once a semester. The chairperson shall submit committee minutes within five days after the meeting to the President and to the Dean Academic Affairs.

FACULTY AD HOC COMMITTEES

Faculty ad hoc committees may be established as the need arises.

MAJOR COLLEGE ACTIVITIES

The faculty shall attend the following major college activities:

- Founder's Day
- Athletic Banquet
- Religious Emphasis Week
- Baccalaureate Services
- Commencement Services

Staff is encouraged to attend all college activities.

ACADEMIC PROGRAM REVIEW PROCESS
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- I. Introduction
 - a. Addressing the Criteria in the Policy
 - b. Compilation of Program Review Information
- II. Process
 - a. Previous Review and actions (if applicable)
 - b. Analysis an Assessment (quantitative and qualitative measure)
 - c. Centrality of the Program to the Institution's Mission

- d. Vitality of the Program
 - i. Program Objective and Goals
 - ii. Quality Indicators (Including TRACS Issues)
 - iii. Minimum Productivity Indicators
 - iv. Other Quantitative Measures
 - a. Number of Courses taught exclusively for the major/option program for each of the last three/five years and size of the Class
 - b. Student credit hours by level generate in all major/option courses that make up the degree program for three/five years
 - c. Direct instructional costs for the programs for the review period
 - d. The number of Credits and credit hours generated in the program that support the general education component
 - e. A roster of faculty members, faculty credentials, and institution
 - f. If available, information about the success of students from this two year program who continue/transfer to another institution
 - v. Effective use of Resources

III. Program Recommendations

- a. Detailed Recommendations for the program/options as a result of review and how implemented
- b. Summary

CURRICULUM PROFESS FOR REVIEW, MODIFICATION AND APPROVAL

Procedures for Review of Curriculum Proposals

Shorter College has an established curriculum development, assessment, review, modification and approval process of educational programs, where, academically qualified faculty are actively involved in the process of curriculum development, approval, reviews and assesses each approved educational program. For these, Shorter College has a clearly delineated process by which program changes occur and assure that curriculum development is clearly within the domain of the faculty who have the primary responsibility for curriculum review. As documented in the Faculty/Staff Handbook and the Assessment Plan, the processes are as follows:

Curriculum Evaluation Assessment & Review Process

- Each academic program is assessed and reviewed once every three years. Review the program cycle referenced below:

General Studies

Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Year
Associate Degree of General Studies	2011-2012 2012-2013 2013-2014	2014-2015
Associate Degree of General Studies	2014-2015 2015-2016 2016-2017	2017-2018
Associate Degree of General Studies	2017-2018 2018-2019 2019-2020	2020-2021

Criminal Justice and Entrepreneurial Studies

(TRACS Approved Spring 2015 – Official Enrollment Fall 2015)

Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Date
Associate Degree of Criminal Justice	2015-2016 2016-2017 2017-2018	2018-2019
Associate Degree of Entrepreneurial Studies	2015-2016 2016-2017 2017-2018	2018-2019

Christian Leadership and Childhood Development
(TRACS Approved Spring 2016 – Official Enrollment Fall 2016)

Program	Program Review Data Collection Periods	Comprehensive Program Review Submission Date
Associate Degree of Christian Leadership	2016-2017 2017-2018 2018-2019	2019-2020
Associate Degree of Childhood Development	2016-2017 2017-2018 2018-2019	2019-2020

- The Academic Council/Curriculum Committee (comprised of program chairs and other faculty) in concert with the Dean and Associate Dean of Academic Affairs oversees the evaluation and review of the program.
- With a myriad of other institutional resources, the program review evaluation process includes the utilization of the institutional Assessment Report, which includes such factors as retention rates, graduation rates, level assessments and graduation performance. The Program Review evaluates and assesses the following:
 - Fiscal Resources
 - Faculty (Teaching Effectiveness, teaching load, scholarship)
 - Other Resources and Support Services
 - Enrollment, Recruitment, Retention and Graduation
 - Constituency Satisfaction
 - Curricular Effectiveness:
 - Course Level Assessment Reports (formal reports reflecting the attainment of course learning outcomes)
 - CAAP (Collegiate Assessment of Academic Proficiency) Scores (General Education Curriculum, solely as it measures students' performance against national norms)
- Upon completion of the program review, the Academic Council/Curriculum Committee discusses proposed changes with the general faculty body, regarding the appraisal and direction for the future

of the academic program.

Curriculum Development, Modifications and Approval Process

Curricular changes, course modifications, and new degree programs originate with the faculty. Any faculty member may propose a needed curriculum changes and submit the proposal to the faculty who may vote to approve the proposal.

1. First, a written proposal is submitted to the program chair, where approval is granted or denied.
2. Second, the proposal is submitted to the Dean of Academic Affairs, where approval is granted or denied.
3. Third, the proposal is submitted to the Academic Council which consists of the Faculty Senate, where approval is granted or denied.

Once approved by the Faculty Senate, administrative approvals (Executive Cabinet, President, and Board of Trustees) are needed for the addition of a new degree program(s), only. The administration's decision to approved proposed new degree programs is evidenced in the meeting's minutes.

Minor Changes

Minor changes are those that do not significantly affect programs or course offerings in other teaching units or academic units. They include altering or updating existing courses, majors, minors, or for creating, altering, or eliminating non-credit certificate programs, and must be approved by the teaching unit or academic unit, as appropriate. The academic unit submits minor changes directly to the Registrar with the dean's approval. All changes targeted to begin the next academic year must be forwarded to the Registrar by May 1.

Significant Changes

Significant changes are proposals for new credit certificate programs, associate degree programs, options within existing degree programs; for substantial revisions of any of the aforementioned programs; for the elimination of courses, for-credit certificate programs, for any changes that affect the overall curriculum of existing programs; or for changes that significantly affect the requirements of existing programs within the teaching unit. The addition of a new course is also considered a significant change.

A new course proposal is not needed for a nonrecurring selected topics course; however, such a course

may be offered two times at most as a nonrecurring selected topics course. If the academic unit wishes to make the topics course a permanent course, it must submit a New Course Proposal for full review.

In order for the committee (s) to have time to complete their portion of the formal review, all changes targeted to begin the next academic year must be forwarded to the Curriculum Committee by March 1. Proposals for significant changes should go through the following process predicated on the assumption that the faculty in the sponsoring unit reviews such proposals according to the academic policy.

Please Note:

1. The academic dean should have preliminary discussions with the President and, as appropriate with other units, prior to the writing of proposals that are for significantly altered associate degrees or programs that are being eliminated.

2. Order of Review for Significant Change

- a. **New Degree Programs and Significant Changes to Degree Programs Only:**

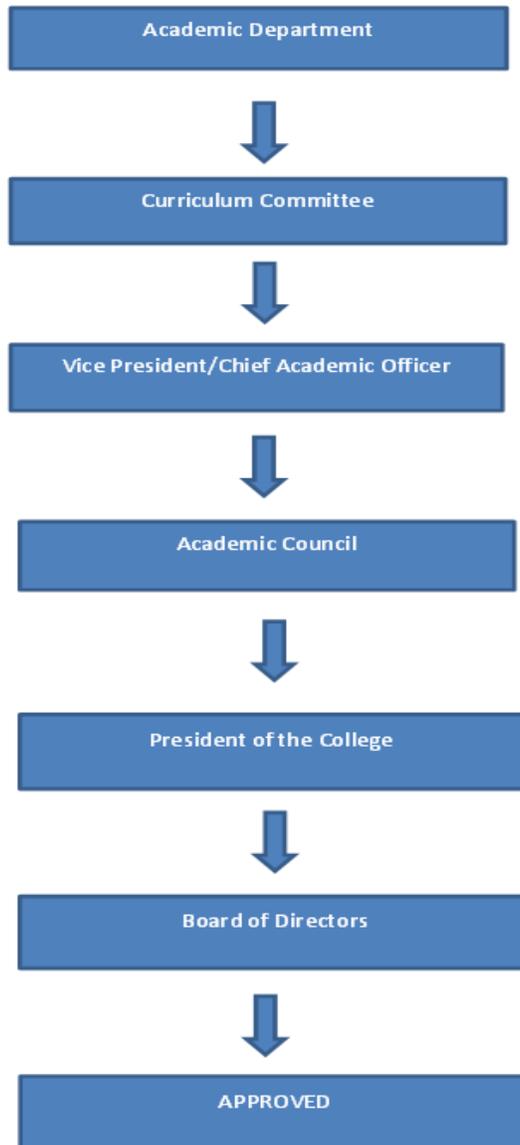
- After review by the academic unit and before circulating for review by other units, the proposal must be sent to the Office of the President for preliminary review. After all such approvals, the President will present to the Board of Trustees.

- b. **All Significant Changes (including New Degree Programs and Significant Changes to Degree Programs):**

- During the period of circulation:

- the academic unit will make a general internal announcement and provide a venue for faculty review and comment.
 - the academic unit must respond to comments or make changes to the proposal as appropriate.

All levels of internal approvals will be met before public comment is made, or appropriate accrediting agencies' approval, or final implementation. See approval process diagram below.



ACADEMIC COUNCIL

MEMBERSHIP

The membership of the academic council is recommended by the dean and approved or appointed by the president of the college. The members shall include the chief academic officer (dean), full-time and part-time faculty, registrar/admission officer, and recruitment/enrollment management officer. There is no term of office for membership in the Academic Council, but members may be removed or reappointed during each semester. All members have equal voting rights, except for the dean who only votes to break a tie.

Each member of the Academic Council has one vote.

FUNCTIONS OF THE ACADEMIC COUNCIL

The Academic Council is primarily responsible for the following:

- Review and make recommendations for changes in academic programs, curriculum, and class offerings.
- Review and approve the list of graduating sophomores for meeting the graduation requirements.
- The total faculty nominally approves graduates.

ACADEMIC COUNCIL OPERATING PROCEDURES

A. Modification of Curricula and Degree/Career Programs

Academic Council is responsible for reviewing and recommending changes in the curriculum. The Council meets monthly, on the second Tuesday of each month. The Chief Academic Officer (academic dean) serves as the chair of the Academic Council meeting. The secretary of the Council, who is appointed by the dean, is responsible for taking minutes, reporting minutes of the previous meeting and contacting/notifying members of about a Council's scheduled meeting or emergency meeting.

During each academic year, the Council may review academic and career programs, undergraduate curricula, or class offerings for addition, deletion, and modification. A faculty or a member of the Council who wishes to propose a curriculum changes may do so by submitting a written proposal the Academic Council. The Council shall discuss the proposal and make decision using the following procedures outlined below:

1. Any changes, such as additions or deletions of individual courses, or academic or career programs may be submitted on the appropriate forms through the dean's office. Such changes normally will take effect in the coming semester.
2. Any proposal for a new degree program or career program is considered a significant modification, and should be initiated only after the faculty (initiator) has consulted with the dean and they agreed to proceed. Thus, there must be a joint decision or agreement by the proposing faculty and the dean in order to proceed with the proposal. However, the proposal must be sufficiently developed before it is discussed and finalized at the Academic Council meeting.

The proposal for a new degree or career program must meet the following factors in order to be considered: 1) Availability of funding; 2) Stakeholders' support; 3) Needs assessments; and 4) Relevance to the mission and goals of the college.

Approval Process:

- A submitted proposal is submitted first, to the program chair, where approval is granted or denied.
- The submitted proposal is then submitted to the Dean of Academic Affairs, where approval is granted or denied.
- The proposal is then submitted to the Academic Council which consists of the Faculty Senate.
- Once approved by the Faculty Senate, administration approval (Executive Cabinet, President, and Board of Trustees) is needed for the addition of a new degree program(s), only. The administrations' decision to the theses proposed degree addition is evidenced in the meeting minutes.

B. Meeting Graduation Requirements

Student's academic progress must be evaluated at the end of the first academic year of enrollment, preferably at the end of spring semester. The student's advisor, who may be a full-time faculty, department head, or academic dean, is responsible for performing the academic evaluation. During the fourth semester, a prospective graduate is required to complete application form for graduation and request an evaluation of his/her academic progress for meeting graduation requirements.

A student is considered meeting graduation requirements if he/she has completed 50 or more credit hours, and is enrolled in the remaining 16 or less credit hours during the final semester. A total 64 credit hours is requirements for graduation in AA degree at Shorter College. However, the student must ensure that credits completed must be those prescribed by the College in the degree requirements.

1. Appeal for Non-satisfactory of Academic Requirements

A student may submit a written appeal to the Academic Council if he/she feels unsatisfied with the evaluator's assessment of degree meeting requirements or believes that he/she was wrongly excluded from the graduating class list for graduation.

2. Appeal Procedures

If a hearing is to be held, written notification will be provided. The notice may be hand delivered, placed into a student's residence hall mailbox, or mailed to the last known address of the student,

either by certified mail or first class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student's rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause, or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

3. Hearing procedures:

Although the procedural requirements may or may not follow a formal procedure, it must ensure fairness. However, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

- a) Attendance at hearings is limited to those directly involved or those requested by the Dean to attend. The Dean will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt the proceedings.
 - b) The appealing student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing, unless clarification is needed as determined by the chair or Council.
 - c) The appealing student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.
4. Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.
 5. In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the Council. The consultants may be present and provide information as called upon during the hearing but will not vote.

C. Academic misconduct

Academic misconduct is any activity that compromises the academic integrity of Shorter College, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by a student in an effort to change the earned grade or credit;
9. Alteration of academically-related college forms or records, or unauthorized use of those forms; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Committee on Academic Misconduct

The Chair for the Council shall investigate or establish procedures for the investigation of all reported cases of student academic misconduct. However, the Council does not hear cases involving academic misconduct in professional colleges having a published honor code.

Students and members of the faculty should recognize that the rules regarding academic misconduct apply to all scholarly activities associated with undergraduate education. Since the nature and scope of these scholarly activities can vary among the academic/career programs, students must understand the specific requirements of academic integrity for the College and programs.

Academic Misconduct, Procedures and Rules

The college shall follow its codes and procedures, which can be obtained in student handbook and/or faculty handbook. The Chair or Council may refer complaints to the Office of Student Judicial Affairs if it is determined that the academic misconduct allegation is incidental to some other misconduct.

(B) All complaints of academic misconduct shall be reported to the Chair of the Council. Students have an obligation to report suspected misconduct. The Council consists of: 1) The chief academic officer (dean); 2) Full-time and part-time faculty; 3) Registrar/admission officer, and 4) Recruitment and Enrollment Management Officer. No term of office for membership is required, but members may be removed or reappointed by the Academic Dean during each semester. Except for the chair of the Academic Council, all Council members have equal voting rights.

The Council chair, appointed by the president without vote convenes a meeting when a quorum for a hearing has no less than four (4) voting members of the Council present. The appeal proceedings shall include no less than one (1) student member and two (2) faculty members.

Suspected Academic Misconduct

A. When a student is suspected of academic misconduct, the instructor should make every effort to inform the student of the allegation. The presence of a colleague with the instructor at any subsequent meeting with the student is recommended.

B. The instructor shall prepare a typed written report on department letterhead on the alleged academic misconduct. The report should be as complete as possible and should have all relevant evidence attached. The report should identify the student's name and identification number, and the call number of

the course in which the alleged misconduct occurred. Whenever possible, original documents, such as the alleged plagiarized paper, examination, printouts, etc., should be submitted.

Sources of plagiarized material should be provided with passages that are alleged plagiarized and clearly marked. A copy of the course syllabus should be included. The instructor of record for the course, if different from the person observing the alleged misconduct, must provide a letter acknowledging that charges are being brought forward. The Coordinator may request additional information to clarify the charges.

C. Students suspected of academic misconduct, whether acknowledging involvement or not, should be allowed to continue in the course without prejudice, pending action by the Council. If the course ends before the Council has acted, the instructor should assign the student the grade of "Incomplete" in accord with College policy. The alternate grade for the Incomplete should be that which would be given if the student were not found in violation of the Code of Student Conduct.

D. The chairperson of the academic unit (and/or the chairperson of the graduate studies committee in the case of graduate students) should be informed of the allegations of academic misconduct. The report prepared by the instructor and a letter from the department's chairperson (or graduate studies committee's chairperson) should be sent to the

E. The Chair, on behalf of the Academic Council, will notify the accused student(s) of the charge of Academic Misconduct and, whenever possible, provide the student with a copy of the materials that have been received regarding the case.

4. Notice of charges

Students shall be notified of College charges in writing, unless a more effective form of notification is deemed appropriate. Charges may be presented in person, by placement in a student's residence hall mailbox, or by mail to the accused student's local or permanent address on file in the office of the Registrar. All students are required to maintain accurate and current local and permanent addresses with the Registrar. Following notification of charges, students are encouraged to and shall be afforded the opportunity to meet with a college official for the purpose of explaining the college judicial process and discussion of the charges. Failure of the accused student to respond to the initiation of charges or schedule a preliminary meeting shall in no way prevent the college from scheduling and conducting a hearing in the absence of the accused student.

5. Administrative decision

In all cases, a student charged with one or more violations of the Code of Student Conduct has the right to a hearing. However, in a case where a charged student admits such violations in writing, the student may request in writing to have a decision as to appropriate action made administratively by a hearing officer rather than have the charges referred to a panel or commission for a hearing. In such situations, the student waives the right to a hearing and the related procedural guarantees provided by a panel or commission hearing. Following an administrative decision, the student retains the right to request an appeal of the original decision, but may do so only upon the ground that the sanction is grossly disproportionate to the offense committed.

6. Notice of Hearing

If a hearing is to be held, written notification will be provided. The notice may be hand delivered, placed into a student's residence hall mailbox, or mailed to the last known address of the student, either by certified mail or first class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student's rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause, or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

7. Hearing procedures

Although the procedural requirements are not as formal as those existing in criminal or civil courts of law, to ensure fairness, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

(A) Attendance at hearings is limited to those directly involved or those requested by the Chair or Academic Council to attend. The Chair or Council will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt the proceedings.

(B) The accused student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing, unless clarification is needed as determined by the Chair or Academic Council.

(C) The accused student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.

(D) Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.

(E) In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the panel. The consultants may be present and provide information as called upon during the hearing but will not vote.

(F) Students are entitled to a presumption of innocence. Therefore, a student will not be found in violation unless a preponderance of the evidence supports the charge(s).

8. Attendance

Because the most accurate and fair review of the facts can best be accomplished when all parties are present, the accused is expected to attend and participate. If an individual does not choose to attend a hearing, the charges will be reviewed as scheduled on the basis of the information available, and a decision will be made. Although no inference may be drawn against a student for failing to attend a hearing or remaining silent, the hearing will proceed, and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the accused student to attend the hearing or answer the charges.

9. Record of proceedings

A single record consisting of written notes, tape recording, or other method selected by the Coordinator, will be made of all hearings. Such records will remain the property of Shorter College but will be made available to the accused for review during the appeal period. A written notice of the decision and, if found in violation, information regarding appeal procedures will be provided to the accused student.

10. Institutional Sanctions

General guidelines for sanctions

Sanctions should be commensurate with the violation(s) found to have occurred. In determining the

sanction(s) to be imposed, the Coordinator or panel should take into account any mitigating circumstances and any aggravating factors including, but not limited to, any past misconduct by the student, any failure of the student to comply fully with previous sanctions, the actual or degree of intent and motivation of the student in committing the violation, and the severity and pervasiveness of the conduct that constituted the violation. One or more of the following courses of action may be taken when a student has been found to violate the Code of Student Conduct.

(A) Informal admonition

An oral or written admonition issued by the Coordinator resulting from the student's misconduct. No formal charges, hearing, or other compliance with the Code of Student Conduct is required before the issuance of an informal admonition. However, following issuance of an informal admonition, the student shall be entitled to a hearing upon written request, under the procedures provided in the Code of Student Conduct. A written request for such a hearing must be filed with the College official who administered the informal admonition, within five (5) working days of the student's receipt of the informal admonition. An informal admonition shall not be considered a disciplinary sanction, but may be considered in any subsequent hearings.

(B) Disciplinary sanctions

(1) Formal reprimand: A written letter of reprimand resulting from a student's misconduct.

(2) Conduct probation: This probationary condition is for a specified period of time (quarters of enrollment) but without loss of privileges. Further violation of college policies during the probationary period will be viewed not only as the act itself, but also as a violation of the probation, which could result in disciplinary probation, suspension or dismissal.

(3) Disciplinary probation: This probationary condition is in effect for a specified period of time (quarters of enrollment) and may involve the loss of specified privileges. Further violation of college policies during the probationary period will be viewed not only as a violation based upon the act itself, but also as a violation of the probation, which shall result in further action up to and including suspension or dismissal.

4) Suspension: Suspension is a sanction that terminates the student's enrollment at Shorter College for a specified period of time. Satisfactory completion of specified stipulations may be required for readmission at the end of the suspension period.

(5) Dismissal: Dismissal is a sanction that permanently separates a student without the opportunity to re-

enroll in the future.

(C) Conditions of suspension and dismissal

A student who has been dismissed or suspended from the college shall be denied all privileges afforded a student and shall be required to vacate campus at a time determined by the hearing officer or panel. In addition, after vacating campus property, a suspended or dismissed student may not enter upon campus and/or other college property at any time, for any purpose, in the absence of express written permission from the Director of Student Services or his/her designee. To seek such permission, a suspended or dismissed student must file a written petition to the Director of Student Services for entrance to the campus for a limited, specified purpose, or to have the terms of this condition modified or reduced.

(D) Failing or lowered grades

In cases of academic misconduct, the hearing officer or panel may authorize the instructor to award a failing or lowered grade in the course, a loss of credit on the assignment or examination, and impose any of the above-listed sanctions including suspension or dismissal from Shorter College.

If a student drops a course after being notified by the course instructor or the Committee on Academic Misconduct of allegations of academic misconduct, and the student is found subsequently to be “in violation” of the Code of Student Conduct and the authorized grade sanction is a failing grade in the course, the student will be re-enrolled in the course in which the academic misconduct occurred and given a failing grade. This policy does not apply if (1) a student drops a course before he/she is notified of the allegations of academic misconduct or (2) a student drops the course after being notified of allegations of academic misconduct and the grade sanction is anything other than a failing grade in the course.

(E) Other sanctions

2 If a student is suspended, a “disciplinary suspension” notation is added to the student’s transcript. The student may request that this notation be removed from his/her transcript once the conditions of the suspension have been met. This request must be submitted to Council.

3 If a student is dismissed, a “disciplinary dismissal” notation is added to the student’s transcript. This notation is permanent.

11. Appeal Process

(A) Right to appeal: A student found to have violated this Code has the right to appeal the original decision. An appeal of a decision must be submitted in writing and postmarked or hand delivered to the Council chair (Academic Dean) or a designee, within ten (10) calendar days after the date on which written notice of the decision is sent to the student. Each student shall be limited to one appeal. The decision of the appeal officer is final.

(B) Grounds for appeal

An appeal may be based only upon one or more of the following grounds:

- (1) Procedural error;
- (2) Misapplication or misinterpretation of the rule alleged to have been violated;
- (3) Findings of facts not supported by a preponderance of evidence;
- (4) Discovery of substantial new facts that were unavailable at the time of the hearing; and
- (5) That the disciplinary sanction imposed is grossly disproportionate to the violation committed.

(C) Appeal proceedings

(1) The appeal officer shall dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in Section (B) above.

(2) The appeal officer may decide the appeal based upon a review of the record.

(3) The appeal officer may request additional written information or an oral presentation from any relevant person(s) and then decide the appeal based upon the enhanced record.

(D) Possible dispositions by the appeal officer

The appeal officer may, after a review of the record, uphold the original sanction, dismiss the original sanction, or impose a lesser sanction. An appeal officer may also remand the case to the original hearing body or refer the case to a new hearing officer or panel to be reheard. If possible, the new hearing officer or panel should be different from the one that originally decided the case. If a case is reheard by a hearing officer or panel, the sanction imposed can be greater than that imposed at the original hearing.

(E) Minor deviations from procedure

A student and hearing officer may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable as long as such deviations are not found upon appeal to be unreasonably harmful to the student.

12. The Council's Records on Academic Misconduct

Records are considered confidential. Copies of sanction letters are sent only to those college officers with a valid need to know, such as the Registrar, Director of Student Services, and Academic Dean, which retains notations of records of students found in violation of academic misconduct for a minimum of ten years.

If a student is suspended or dismissed from the college, the Office of the Registrar is informed and an appropriate notation ("disciplinary suspension" or "disciplinary dismissal") is added to the student's transcript. Once the conditions of a disciplinary suspension have been fulfilled, a student may request that the "disciplinary suspension" notation be removed from his/her transcript. Since "dismissal" from the College is permanent, a "disciplinary dismissal" notation on a transcript is also permanent.

13. Confidentiality and Release of Records

The Federal and State governments have adopted legal requirements designed to protect the privacy of students' educational records maintained by various offices and to provide for the students' right to access the educational records. Generally, any information from these records may not be released to individuals outside the Shorter College community by the custodian of the records without permission of the individual whose record it is, and any individual has the right to see his or her own educational records.

INSTRUCTIONAL POLICIES AND PROCEDURES
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CLASS SCHEDULES

Recommendation for course offerings for each semester should be submitted to the executive assistant by the department chairpersons. The Dean of Academic Affairs will approve the class offerings and devise the total schedule for each semester.

CLASS SIZE

Class size shall be governed as stipulated by the Board of Trustees.

COURSE SYLLABI

Each faculty member shall prepare a syllabus for each course he/she teaches. A copy of each syllabus shall be filed with the departmental chairperson and the dean's office. Each student in the class shall be given a copy of the syllabus. The syllabus shall contain the aims and objectives of the course, method and procedure by which the aims and objectives are to be reached, outline of contents of the course, bibliographical reference for the course, and textbook reference. The syllabus shall be on file in the appropriate department chairperson's office by the fourth week of the semester during the regular school year and the second week during summer sessions. See appendix for Course Syllabus.

ADMITTING STUDENTS TO CLASS

Faculty members shall admit to his/her class only officially registered students.

CLASS ATTENDANCE AND ABSENTEES

The faculty member shall keep class attendance in a class roll book provided by the college. Absentee reports shall be made available to the Registrar and Dean of Academic Affairs if the absentees are in excess of three per month. Faculty members shall be required as a condition of employment to submit class attendance and academic progress reports to the Registrar's Office using CAMS or other such electronic record keeping system being used by the College, if any, as required by the Administration in order to effectively participate in the Title IV Student Aid Program. Faculty members who fail to cooperate with making timely reports of grades, class attendance, academic performance or other information reasonably required in the manner requested shall be subject to having their paychecks withheld until such information has been submitted. *(See appendices for the Consecutive Absence Faculty/Staff Guidelines)*

ADMINISTRATIVELY WITHDRAWING STUDENTS FROM CLASS

The faculty shall have the discretion to drop a student from his/her class when conditions warrant such action. After all to counsel a student on his or her poor attendance or poor performance on class work, the instructor must complete a withdrawal/drop form and submit it to the registrar who shall notify the student.

TEXTBOOKS

The selection of the textbook for a course shall be recommended by the instructor and shall be approved by the departmental chairperson and the Dean of Academic Affairs. Textbooks recommendation shall be made the semester prior for sufficient time for order, processing and review. Students are responsible for purchasing their textbooks and required materials. However, the college shall provide the students with a list of required textbooks and materials as well as the access information to the vendors.

The administration may, in its discretion, purchase textbooks required for classes and charge the student's a book fee to cover the costs to the college.

Each instructor is encouraged to recommend only enough textbooks for the students currently enrolled in his/her class. A textbook may be changed with the approval of the departmental chairperson and the Dean of Academic Affairs.

MIDTERM AND FINAL EXAMINATIONS

Teaching faculty members shall give a midterm and a final examination to his/her students each semester. Examination permits shall be required for students to take midterm and final examinations. Faculty members shall file two copies of each final examination with his/her departmental chairperson and Dean of Academic Affairs office.

GRADING SCALE

The faculty shall assign final grades to students in his/her classes by using the following grading scale: "A", "B", "C", "D", and "F", "I", "W". The faculty member shall give an explanation of what the "I" grade means and what must be done in order for the student to remove it.

REPORTING GRADES

The teaching faculty shall make two grade reports (midterm and final grades) to the Registrar during each semester and one final grade report for each summer term. At midterm, the faculty member shall report to the Registrar all grades.

At the end of the term, the faculty member shall report a grade from the grading scale given above for each student in his/her class. The Registrar shall furnish the faculty member with grade reporting forms for making midterm and final grade reports as a record of what the faculty member has submitted in CAMS.

CHANGING GRADES

A faculty member may request permission from the Dean of Academic Affairs to correct a miss-assigned grade. He/she shall submit the request on forms obtainable from the Registrar's office.

BUSINESS TRAVEL PROCEDURES

Using forms obtainable from the Business Office, the faculty member shall obtain approval from departmental chairpersons and the Executive Assistant to the President on how classes and other academic duties will be cared for in his/her absence. He/she shall complete the travel form obtainable from the Business Office and get approval of the departmental chairpersons and the executive assistant. The faculty member must submit the approved request to the Business Office.

Shorter College will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. Employees whose travel plans have been approved should make all travel arrangements through Shorter a designated College's travel agency 30 days in advance, prior to travel.

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing Shorter College would reimburse business travel objectives. Employees are expected to limit expenses to reasonable amounts.

The allowance for mileage and per diem is as follows:

- All mileage is \$.55 / mile and a per diem of \$30.00 per day.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by Shorter College might not be used for personal use without prior approval.

Cash advances to cover reasonable anticipated expenses by are made to employees, after travel has been approved. Employees should submit a written request to their supervisor when travel advances are needed.

With prior approval, a family member or friend may accompany employees on business travel, when the presence of a companion will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

Within 48 hours after returning from the trip, the faculty member shall file a travel report, documenting expenditures, with the Chief Financial Officer.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, travel advances, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

LIBRARY SERVICES

Special library services are provided for faculty members including the following:

- Faculty members are eligible to borrow any materials from the library except records, which the library does not circulate.
- The regular two week loan period may be extended to a semester loan for faculty members, if the need arises.
- Faculty members may utilize the inter-library loan service by requesting material through the Librarians

Copies from the microfilm collection will be reproduced for faculty members at no charge. Faculty members are encouraged to recommend books in their own area for addition to the library's collection. Book Request Forms are distributed to faculty members upon request. All requests for books to be added to the collection shall be forwarded to the Head Librarian and shall be approved by the departmental chairperson and the Executive Assistant to the President.

A faculty member may request that a book, or books, be placed on reserve by filing the appropriate form obtainable from the Librarian. Titles placed on reserve remain there for one semester or summer, unless the faculty member requests the reserve title for another term.

The college Librarian distributes bibliographies and lists of new books at regular intervals. The Library operated under an open stack policy. Stacks are open to all students.

APPENDICES

- A. Faculty Senate By-laws
- B. Course Syllabus Template
- C. Adjunct Policies and Procedures

TITLE

A) This organization shall be named the Faculty/Staff Senate.

ARTICLE 2. OBJECTIVE

A) The Faculty/Staff Senate is responsible for reviewing college programs and policies in all areas that directly pertain to the academic function of the college, such as Academic Policies, Curriculum and Programs, Appeals, Student Services, and Personnel Policies and Evaluations.

B) The Senate is responsible for recommending programs, policies, and committees of the faculty, and reports directly to the Chief Academic Officer.

ARTICLE 3. MEMBERSHIP

A) Members shall include the Associate Dean of Academic Affairs, all full-time faculty, Director of Admissions, Librarian, and Registrar, the President of Shorter College and the members of the President's Cabinet are not members, but maybe invited for special topics etc. Adjunct faculty may attend faculty senate meetings and participate in discussions.

B) Each Officer shall be elected by secret ballot and shall serve a two- (2) year term. Officers must be full-time employees of Shorter College at the time of election. Officers shall be elected by the membership at the first meeting in April of the Faculty Senate and shall assume office at the first meeting of the Faculty/Staff Institute.

C) No person shall hold more than one office at a time.

D) If an office, other than the Faculty Senate Presidency, becomes vacant, the position will be filled in the next Faculty/Senate meeting. If the Presidency becomes vacant, the Vice President shall assume office for the remainder of the term.

E) Officers may be re-elected to an infinite number of terms.

ARTICLE 5. DUTIES OF OFFICERS

Duties of the Committees

Academic Policies, Curriculum, and Programs Committee – This committee recommends the academic policies, curriculum and programs to the Senate. The Dean of Academic Affairs will chair this committee.

A) President – The President shall preside at all Senate meetings, serve as ex-officio member on all standing committees, cast tie breaking votes on any Senate matter, and is responsible for notification of meeting dates and agendas for matters to be addressed.

B) Vice President – The Vice President shall preside at Senate meetings in the absence of the President and shall be at the disposal of the President when deemed necessary. The Vice President shall also be responsible for coordinating and reviewing activities of all standing committees.

C) Secretary – The Secretary shall be responsible for preparing the minutes for each Senate meeting and submitting the minutes to the Chief Academic Officer and all members.

D) Assistant Secretary – The Assistant Secretary shall serve in the absence of the Secretary and shall be at the disposal of the Secretary when deemed necessary.

E) Parliamentarian – the Parliamentarian shall advise officers and members of the Senate on the questions of procedures in order that business may be transacted correctly.

ARTICLE 6. MEETINGS

A) Faculty Senate shall meet on the second Thursday of each month.

B) The President of the Faculty Senate may call a special meeting at the request of seven members.

C) A quorum must be present to vote on motions and amendments. A quorum shall be two-thirds (2/3) of the voting members of the Senate.

D) Any voting member may propose agenda items in writing to the President of the Senate at least three working days before a meeting.

ARTICLE 7. ROBERT'S RULES OF ORDER

A) Robert's Rules of Order (Revised Edition) shall be the authority for Parliamentarian procedures.

ARTICLE 8. STANDING COMMITTEES

A) Academic Policies, Curriculum, and Programs

B) Appeals

C) Student Affairs

D) Personnel Policies and Evaluation

ARTICLE 9. DUTIES OF THE COMMITTEES

A) Academic Council - Academic Policies, Curriculum, and Programs Committee – This committee recommends the academic policies, curriculum and programs to the Senate.

B) Appeals Committee – This committee will hear an individual Faculty/Staff Senate member’s grievance and will work toward arbitration and resolution of conflicts and make recommendations to the Senate. The Appeals Committee will review, interpret, and recommend policies relating to the appeal processes to the Senate.

C) Student Services Committee – This committee shall determine which student activities and convocations need to be deleted or added with policies and procedures relating to student needs.

D) Personnel Policies and Evaluations Committee – This committee will review existing policies and make recommendations to the Senate.

E) Ad hoc Committees – These committees may be appointed to study special problems and reports directly to the President of the Faculty/Staff Senate. Memberships and duration of ad hoc committees will be at the discretion of the appointing committee.

Each committee shall have no more than seven members and no fewer than three. Each committee shall send one copy of the minutes of each meeting to the secretary of the Senate, one copy to the President of Shorter College and one copy to the Chief Academic Officer.

ARTICLE 10. AMENDMENTS

A) Petitions for amendments shall be supported and signed by at least seven (7) voting Senate members. Amendment petitions shall be submitted to the Senate President in writing at least three working days before a meeting. Amendments shall be adopted by a two-thirds (2/3)-majority vote of a quorum of the Senate.

This template is a sample for courses offered in General Studies. Please contact the Dean of Academic Affairs for all course syllabus template for all courses



SHORTER COLLEGE GENERAL STUDIES PROGRAM COURSE SYLLABUS

MISSION STATEMENT

The mission of Shorter College is to provide accessible, affordable, high quality education for students to accomplish their academic goals by offering programs that meet the learner's need in a challenge and nurturing Christian environment.

Name of the Course:

Number of Credit Hours:

Course Number and Section:

Semester: *Insert information here*

Instructor: *Insert information here*

Contact Phone: *Insert information here*

Class Period (Day/Time): *Insert information here*

Class Location: *Insert information here*

College E-Mail: *Insert information here*

P-Email: *Insert information here*

Office Location: *Insert information here*

Office Hours: *Insert information here*

I. COURSE DESCRIPTION:

Supplementary description (Instructor's Description):

The objective of this course is to provide strategies for students to focus on academic writing. Students will learn strategies for improving content, organization, voice, reading to write, and editing from sentences to essays. Exit exam required. This will be accomplished by using an on-line component as well as hands-on classroom activities and assignments. In addition to this course, there is a lab component.

LAB COMPONENT IN CLASS: Students enrolled in one, or all, enrichment courses during a 16 semester week must complete a lab component of the course. Students are required to complete a total of a 1.5

hours a week, in congruent to the class lecture. Students will complete all material and technology integrated assignments within a 5 day week plan. Instructions and course material is administered by the instructor/lab coordinators.

Concentrations: reading comprehensively, thinking critically, and writing effectively, while strengthening the students' proficiency with grammar and mechanics.

Prerequisite: None

College Catalog Description:

This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. Eligible for "PP" grade. Prerequisite: An appropriate assessment test score. Offered Summer, Fall and Spring. 3 credit.

II. Perquisites: None

III. Textbook: Insert information here

IV. Supplementary Material: TBD by Faculty

V. Other Instructional Resources: TBD by Faculty

VI. Class Attendance: All Students are required to attend weekly class on regular basis, and participate in the class *by taking notes, and taking an active part in class discussion*. Excessive absences will be penalized with a lower grade, extra work or may be dropped.

VII. Attendance Policy: (College policy)

Regular and punctual attendance in class is a key factor to success in College. Instructors establish attendance polices for their respective classes, and they are to go over these polices within the first week of classes to make sure that each student is aware of them. Students are to adhere to those polices. Attendance will be recorded beginning the first day of class, or the first day the student registers for the class; whichever is later. The student is responsible for all assigned work, including work which occurred prior to the student enrollment in the class. The student is responsible for reading all the contents of each course syllabus and related requirements in the Catalog and the Student Handbook.

VIII. Assignments:

a. Make-up Work.

[Insert your own information here. Make sure your policies do not contradict school policy, if applicable.]

b. Lateness:

[Insert your own information here. Make sure your policies do not contradict school policy, if applicable.]

IX. Grade Determination: The final grade will be determined by dividing the total points earned by the total points possible for the course.

X. Standard Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Gradable Content: Total Points Available is based on the following example.

XI. Academic Integrity:

Any cheating or other act of academic dishonesty will be punished by an automatic “F” on that academic work. Other sanctions may be applied as well. See the college catalog for specific examples of academic dishonesty, and possible sanctions.

XII. Academic Honesty/Academic Misconduct:

Academic misconduct is any activity that tends to compromise the academic integrity of the College, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- (1) Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
- (2) Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
- (3) Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor;
- (4) Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- (5) Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;
- (6) Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;
- (7) Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
- (8) Alteration of grades or marks by a student in an effort to change the earned grade or credit;
- (9) Alteration of academically-related college forms or records, or unauthorized use of those forms; and
- (10) Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

XIII. Institutional, Program and Course (Student) Learning Outcomes:

The assessment of our institutional learning outcomes is designed to evaluate the effectiveness of programs, departments, and services in preparing our students to succeed in their personal, academic, and professional lives. Shorter College is dedicated to preparing students to become productive members of their community and recognize that the use of innovative technology is an important step in this process.

Institutional Learning Outcomes:

1. Communication - Students will demonstrate effective communication skills, including listening, speaking, and writing in order to advance academically and professionally.
2. Employability - Students will develop career competencies and self-management skills needed to gain employments in their chosen professions.
3. Professionalism - Students will develop personal and professional relationships by demonstrating ethical behavior, collaborative work, and constructive conflict resolution to promote success and advancement in their careers.
4. Critical Reasoning - Students will demonstrate the ability to contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.
5. Culture and Global Awareness - Students will demonstrate the ability to recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.

Program Learning Outcomes:

Upon successful completion of the General Studies (Basic Studies Program) the student will be able to:

1. Effectively communicate, including listening, speaking, and writing to advance academically and professionally.
2. Contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.
3. Recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

Course Learning Outcomes:

Upon successful completion of this course, the student will be able to:

Course (Student) Learning Outcomes SLO's / Evaluation and Assessment

Instructional Objective	Outcomes (results)	Summative Assessment Methods (Mastery Activity/Assignment)	Measures (How will the assignment be graded ex. Rubric)	Criterion (standard of performance/success)	Linkage to Program Learning Outcome
	As a result of this objective, students will be able to...	To meet this outcome, students will	To evaluate this assignment...		
	As a result of this objective, students will be able to...	To meet this outcome, students will	To evaluate this assignment...		
	As a result of this objective, students will be able to...	To meet this outcome, students will	To evaluate this assignment...		
	As a result of this objective, students will be able to...	To meet this outcome, students will	To evaluate this assignment...		

Weekly Course Outline and Schedule (including assignments)

XIV. **DISABILITY SERVICES: Accommodations for Students with Disabilities**

DISABILITY POLICY

- Shorter College adheres to the provision of the Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. The College has a policy to accommodate people with disabilities, pursuant to federal and state law, and to provide equal opportunities. (College Policy)
- The purpose of providing accommodations is to ensure that students with disabilities are granted the opportunity to access programs and services offered by the college.
- Requested accommodations are considered on a case by case basis by the Coordinator of Disability Services, who works with faculty to ensure both access and academic standards are maintained.
- Students requesting services must meet with the Disability Services Coordinator and provide sufficient documentation of the disability prior to receiving accommodations.
- Accommodations are not retroactive and do not result in modification of the essential academic elements of the course.

If you are an ADA student, it the obligation of the student to present your Accommodations paperwork to your instructor (for each class you are enrolled in). Ideally, this paperwork should be submitted at the beginning of the semester to enable best course support for you. Please contact Barbara Barnes in the Office of Student Affairs via phone at 374-6305 with any questions.

XV. **EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY (College Policy)**

- Shorter College complies with applicable federal and state legislation and regulations regarding non-discriminatory admission and employment policies and practices by providing equal opportunity to all individuals without discrimination on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, political affiliation, disability, or status as a war veteran.
- It is, therefore, the institution's policy to accord a fair and equitable treatment of every person, including students and employees, at all times.
- Shorter College will continue to maintain its policy in providing access to general education and Para-professional programs to all persons regardless of race, national origin, sex color, creed, and political persuasions.
- The College, however, recognizes its institutional responsibility to serve its community by making institutional resources available to assist in the cultural, economic, and spiritual development of the community.
- Shorter College is an Equal Opportunity/Affirmative Action Institution. In compliance with the Higher Education Act (1965) and Civil Rights Act, equal opportunity for employment and admission to the college is afforded all persons regardless of race, color, national origin, religion, sex, or physical disability.

XVI. POLICY ON SEXUAL HARASSMENT (College Policy)

- Shorter College has a policy that prohibits sexual harassment or discrimination against any staff, faculty, and student of the college on the basis of sex. Actions associated with sexual harassment or discrimination based on sex are also prohibited by law, Section 703, Title VII of the Civil Right Act of 1963 and Title IX of the Educational Amendment Act of 1972.
- Any member of Shorter College community who violates any of these acts may face a disciplinary action and may subject the college to legal consequences.
- Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct of a sexual where: (1) Submission to such conduct is made explicitly or implicitly, a term or condition of an individual's employment or classroom evaluation; (2) Submission to or rejection of such conduct by an individual is used as the bases for employment or academic decisions affecting the status of the individual; and (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or classroom performance, or creating an intimidating, hostile, or offense working or academic environment.
- Shorter College shall take necessary steps to maintain a college environment that is free of sexual harassment and discrimination on the basis of sex through programs and workshops developed to prevent such acts.
- Members of the college are encouraged to report to the appropriate college authority of any violation of this policy against an individual on or outside the college campus. Appropriate action(s) will be taken through either informal or formal procedures.

XVII. GENERAL:

1. The Family Educational Right And Privacy Act (College Policy)

Notice is hereby given that Shorter College has adopted institutional procedures in compliance with the Family Educational Right and Privacy Act of 1974, assuring the right of a student to view his or her educational records upon request.

2. Confidentiality of Records (College Policy)

Shorter College has adopted procedures in compliance with the Family Educational Right and Privacy Act of 1974. To preserve strict confidentiality of records, the college does not permit access to or release of educational records or personal information, without the written consent of the student.

3. Changes in Syllabus:

If the instructor deems it necessary to make any changes in the syllabus such changes will be discussed in class.

4. Special Requirements: List if Any

5. Inclement Weather Policy: (College policy)

If class is canceled, or if the college is closed due to inclement weather, all due dates and scheduled tests and activities will be pushed forward to the next scheduled class period.

Students can call (501) 374-6305 or any of the weather channels to verify for weather closings or class delays. The school website may also posts all school closings.

6. Mid-Term and Final Examinations (College Catalog)

Mid-term and final examinations are scheduled for all courses at the mid-point and the end of the semester. If students have some emergency situation as determined by the institution and/or other officials, arrangements must be made with the teacher.

7. Add and Drop Policy (College Catalog)

A student who wishes to add a course may do so by completing the appropriate form in the Registrar's Office within two weeks into a regular semester or three days into a summer session. Students who fail to follow this procedure may not receive a grade for such courses.

A student may officially drop a class anytime during the semester. If a student drops the class or leaves school after two weeks into a regular semester or after three days into a summer session, a grade of "W" is awarded. In all cases, it is the student's responsibility to make sure that the proper forms are completed. For information on refunds, see the student expense section of the catalog.

8. Withdrawal (College Catalog)

A student who withdraws from the college must complete the proper forms in the Registrar's Office. A student is not considered officially withdrawn until the withdrawal forms are completed and signed, and financial obligations to the college are met. Failure to complete the necessary procedure will constitute improper withdrawal and may result in a failing grade.

Failure to attend class or merely to notify an instructor of the intent to withdraw will not be regarded as an official withdrawal.

9. Campus Conduct

- Dress Code – Shorter College's Dress Code is considered a part of the nurturing of socially accepted and job readiness preparation that will drive students toward successful careers.
- Do-rags, stocking caps, skullcaps and bandanas are prohibited at all times on the Shorter College Campus.
- Baseball caps, hoods, etc. are prohibited inside of Shorter College's Building. This does not apply to headgear that is a part of religious or cultural dress.
- Midriff's halters, mesh, tube tops, or cutoff tee shirts and other dress that would be inappropriate in the work place are unacceptable.
- Shoes must be worn at all time.
- Clothing with derogatory, offensive and/or lewd messages either in words or pictures.
- Pants must be worn fastened securely at the waist and are not allowed to sag below the waistline.

10. IDENTIFICATION CARD (ID CARD)

Students, faculty and staff are required to display their identification cards at all times. ID

cards will be issued at time of registration. Lost or stolen ID cards must be replaced within ten (10) business days for a nominal fee.

11. **Chapel**

Shorter College is fully and actively supported by the African Methodist Episcopal church locally and nationally. The institution has a rich religious heritage. It represents the understanding of the church's mission in the world and a deep commitment of the church to this mission. Its own mission is to pursue excellence in its instruction. Chapel is based upon the President's dedication to instill the four "C's" within all Shorter College Students:

- Character
- Competency
- Citizenship
- Cultural

College Assembly/Chapel is held every Wednesday at 11:00 a.m. – 12:00 p.m., in the F. C. James Human Resource Center. Students, faculty, staff, and administrators are encouraged to participate in an hour of spiritual uplift. A program observed annually is Religious Emphasis Week. The Office of Academics and Student Affairs coordinates the program.

With regards to student attendance, any student who is unable to attend a Chapel Assembly will be required to view a recording of the Chapel Assembly in CAMS. The student will then be required to respond to questions regarding that Chapel Assembly. Responses to the questions must be submitted through CAMS in order to be considered.

The recording of the assembly will remain in CAMS for six (6) days. If responses are not recorded in CAMS by the stated due date, the student will be considered absent.

Chapel Assembly is a Pass/Fail course, and a "Pass" in Chapel Assembly for four (4) semesters is required for graduation.

Attendance from any other events will not be accepted in lieu of viewing Shorter College Chapel Assembly.

SYLLABUS AGREEMENT FORM

I _____ received a copy of the class syllabus on
_____ for the course _____. I understand the contents
within.

EMPLOYMENT PROCEDURES

All applicants for adjunct faculty positions must complete an official application provided by the Office of Human Resources. Once the application form is on file, the prospective faculty member's credentials are reviewed by the Dean of Academic Affairs or Coordinator of Degree Programs. Adjunct faculty are appointed on the basis of need and on the basis of the best qualified to meet particular needs.

The Dean of Academic Affairs or Coordinator of Degree Programs is responsible for reviewing applications for adjunct faculty positions and for selecting the best-qualified applicants. The appointment becomes official only when the applicant is recommended by the Dean of Academic Affairs or Coordinator of Degree Programs and approved by the President.

LENGTH OF APPOINTMENT

Adjunct faculty may be appointed at various times during the academic year as the need arises. All adjunct faculty are appointed only through the semester of the academic year in which they are appointed or re-appointed. Appointments are made on the basis of need for additional faculty. Appointment is on the condition of a need on the condition that the assignment is agreeable to the faculty member. Adjunct faculty may have a maximum load of six credit hours per semester. Assignments exceeding six hours must be approved in advance by the Dean of Academic Affairs or Coordinator of Degree Programs.

Adjunct faculty should have no more than three course sections or two course preparations.

SALARY AND BENEFITS

Salary for adjunct faculty is at the rate of \$667.00 per credit hour.

Pay periods are as follows:

Payment for the sixteen-week fall and spring semester sessions will be made every two weeks with the initial pay period beginning after the timely completion of all necessary paperwork. Payments for the summer session will be made according to the length of time of summer school.

All grade reports, including grade books, are to be completed and turned in to the Dean of Academic Affairs or Coordinator of Degree Programs before final payment is made for any session.

CONSECUTIVE ABSENCE FACULTY/STAFF GUIDELINES

CLASSES SCHEDULED – ONCE A WEEK	Academic Affairs	Student Affairs	Business Office /Finance
	<p>2nd Absence (Consecutive): Faculty will attempt to contact the student by sending an email (to both the student’s personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS.</p> <ul style="list-style-type: none"> ▪ The following individuals must be cc’ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ▪ The student’s account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). <p>NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student’s response to all individuals listed above to close the communication loop.</p>	<p>2nd Absence (Consecutive): The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows:</p> <p>Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public.</p> <p>NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.</p>	<p>For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.</p>
	<p>3rd Absence (Consecutive): Initiative Administrative Withdraw</p>	<p>Division Approval is needed for all administrative withdraws</p>	<p>Division Approval is needed for all administrative withdraws.</p> <p>Security will perform a wellness check at the student’s residence prior to the approval of an administrative withdraw. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.</p>

CLASSES SCHEDULED – TWO TIMES A	Academic Affairs	Student Affairs	Business Office /Finance
	<p>2nd Absence (Consecutive): Faculty will attempt to contact the student by sending an email (to both the student’s personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS.</p> <ul style="list-style-type: none"> ▪ The following individuals must be cc’ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ▪ The student’s account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). <p>NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student’s response to all individuals listed above to close the communication loop.</p>	<p>2nd Absence (Consecutive): The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows: Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public.</p> <p>NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.</p>	<p>For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.</p>
	<p>3rd Absence (Consecutive): Repeat the steps above listed above.</p>	<p>3rd Absence (Consecutive): Repeat the steps above listed above.</p>	<p>3rd Absence (Consecutive): Security will perform a wellness check at the student’s residence. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.</p>
	<p>4th Absence (Consecutive): Initiative Administrative Withdraw</p>	<p>Division Approval is needed for all administrative withdraws</p>	<p>Division Approval is needed for all administrative withdraws</p>

CLASSES SCHEDULED – THREE TIMES A WEEK	Academic Affairs	Student Affairs	Business Office /Finance
	<p>2nd Absence (Consecutive): Faculty will attempt to contact the student by sending an email (to both the student's personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS.</p> <ul style="list-style-type: none"> ▪ The following individuals must be cc'ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ▪ The student's account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). <p>NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student's response to all individuals listed above to close the communication loop.</p>	<p>2nd Absence (Consecutive): The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows: Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public.</p> <p>NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.</p>	<p>For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.</p>
	<p>3rd Absence (Consecutive): Repeat the steps above listed above.</p>	<p>3rd Absence (Consecutive): Repeat the steps above listed above.</p>	<p>3rd Absence (Consecutive): Security will perform a wellness check at the student's residence. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.</p>
	<p>4th Absence & 5th (Consecutive): Repeat the steps above listed above.</p>	<p>4th and 5th Absence (Consecutive): Repeat the steps above listed above.</p>	<p>For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report.</p>
	<p>6th Absence (Consecutive): Initiative Administrative Withdraw</p>	<p>Division Approval is needed for all administrative withdraws</p>	<p>Division Approval is needed for all administrative withdraws</p>

ADMINISTRATIVE WITHDRAW

When faculty member administratively withdraws a student from a course due to absences, the follow procedures must be followed:

1. Approval/Discussion is needed from the following Divisions/Departments/Office/Persons; prior to the processing of any administrative withdraw form: (Dean of AA/Associate Dean of AA, Student Affairs/Student Success Counselor, Director of Financial Aid and Registrar).
2. If approved, the Registrar processes the Administrative Withdraw Form and notifies the Faculty and Academic Advisor.
3. Due to systematic limitations, the Faculty will continue to mark that student as absent, for electronic records to be maintained. Furthermore, if the AW prompts the student to no longer be enrolled in the institution, the Registrar must change their Courseload in the Course Management System to "Withdrawn".
4. Please note, administrative withdraws should only be used if it has been determined that the student will not be returning to class,

Tracking for Ad-hoc Modifications, Revisions and Deletions

- A. Consecutive Absences Flow Chart
- B. Updated Organizational Chart (January 10, 2018)
- C. Family Tuition Waiver Policy
- D. Dress Code Policy
- E. Birthday Leave Policy (CN 1-19)

Tracking for ANNUAL Modifications, Revisions and Deletions

*All assessments and reviews of institutional core publications are performed once each year.
All modifications are reviewed and approved by the Board.*

2018-2019 Annual Review of Faculty & Staff Handbook

Overview of Changes	<ul style="list-style-type: none"> • Added statement regarding new paid time off benefit of one day off for your birthday added to the Employee Leave Policy. • Added Short-term and Long-term Disability Policies* <p>(*) Denotes new or revised policy for board approval.</p>
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2017-2018 Annual Review of Faculty Handbook

Overview of Changes	<ul style="list-style-type: none"> • Updated the organizational chart to reflect approval organizational changes • Updated information on Board of Trustees • Modify Regular (full-time employee definition) • Modify Probationary definition • Remove the employee agreement terms and definitions • Remove the Administrative and Secretarial Staff conditions and employment • Remove the Maintenance and other Staff employment • Remove Personnel Data Changes • Remove the Release statement • Added Employment at Will Statement • Removed Dismissal for Cause • Removed Retirement Verbiage • Modified Annual and Sick Leave (PTO) & Accrual Policy (*) <i>A New Leave Policy is being established that grants paid time off based on tenure and employment status. Both Sick time and Vacation time will be cumulative and rolls over at the end of each calendar year. (Accrual effective immediately and carry over January 2019)</i>
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	<ul style="list-style-type: none"> • Add Drug Policy (*) <i>Shorter College is a drug free workplace and is establishing a policy that outlines the conditions by which employees and job applicants will be governed. Testing positive for drugs and or alcohol will result in immediate termination. (*)</i> • Employee Classifications (Revised-deletion and update) (*) • 9- Month Employee Pay Options Policy (*) • Faculty Tuition Assistance Policy (*) <p>(*) Denotes new or revised policy for board approval.</p>
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2016-2017 Annual Review of Faculty Handbook

Overview of Changes	<ul style="list-style-type: none"> • Pay Period (15th and Last Day) • Spring Break (paid for salaried employees) • Bereavement 3 days not 5 • Part-time are those who work less than 40 hours per week (not 1-11 hours) • Updated the organizational chart • Updated the job descriptions • Updated information on Board of Trustees
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2015-2016 Annual Review of Faculty Handbook

Overview of Changes	<ul style="list-style-type: none"> • Updated the organizational chart • Updated the job descriptions • Updated information on Board of Trustees
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2014-2015 Annual Review of Faculty Handbook

Overview of Changes	<ul style="list-style-type: none"> • No changes or updates
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2013-2014

Overview of Changes	<ul style="list-style-type: none"> • Calendar updated • Sick Leave Policy updated • Vacation Policy updated • Research Leave Policy updated • Removed Part-time verbiage • Added Adjunct related policies and procedures (appointment, etc). • Added a 'Limited Course Enrollment for Personnel' Policy
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