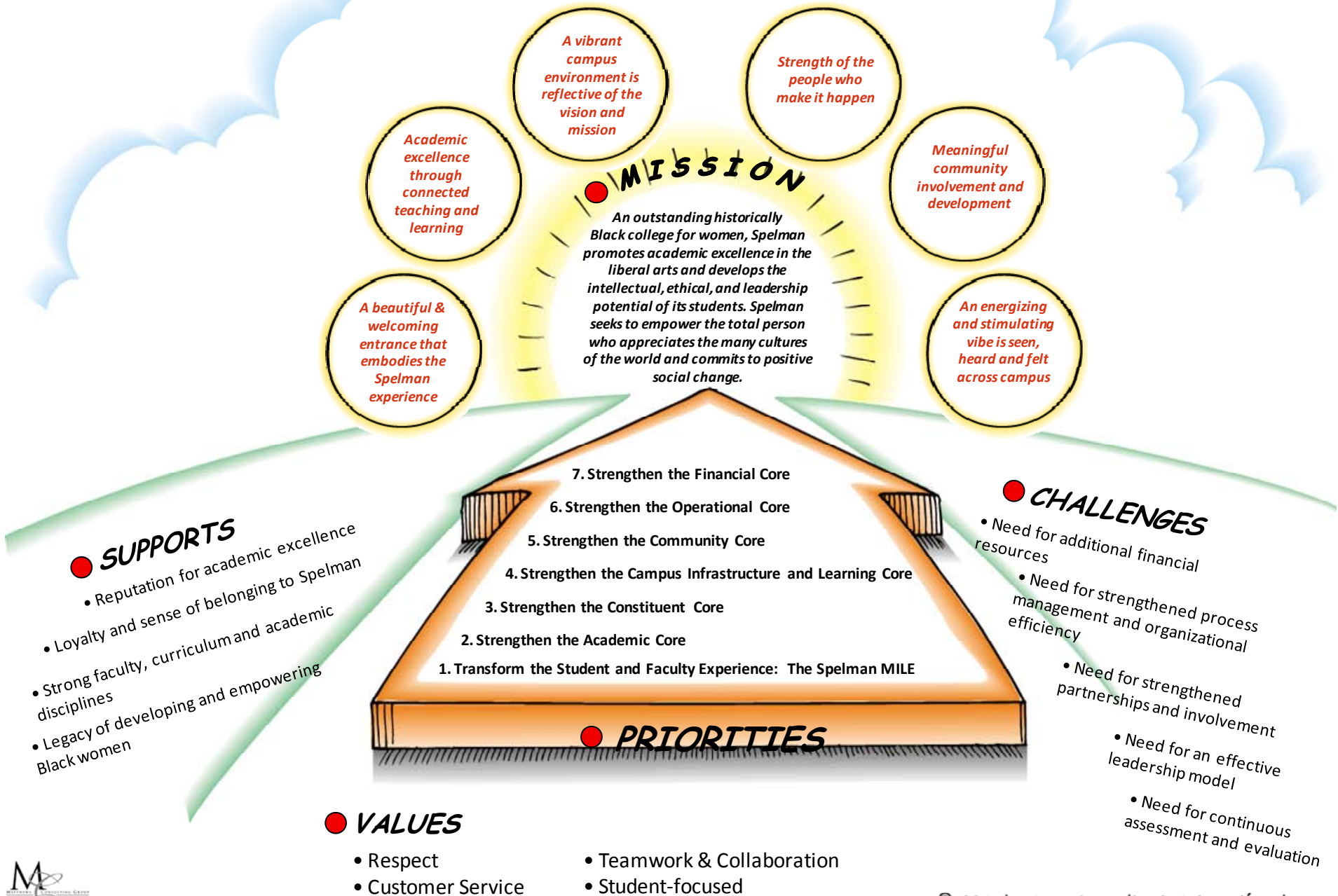


APPENDIX

- I. Spelman College Vision**
- II. Six Routes to Excellence**
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- V. Steering Committee Members**
- VI. Priority Team Members**

Spelman College's Vision



II. Six Routes to Excellence

Six Routes to Excellence have been identified to provide the foundation for our students to connect knowledge and reflection in ways that result in action and productive preparation for life beyond Spelman. In this way, Spelman graduates will have the preparation to make the choices to change the world as they enjoy successful careers.

The First Route to Excellence is a rigorous liberal arts and sciences education as the foundation for students' learning and success beyond Spelman. The work toward this goal began with the revision of the curriculum in 2006 and has continued with support from The Mellon Foundation in the "Transforming Teaching and Learning: Interdisciplinarity and Connected Learning at Spelman College Project." It will be realized in the Spelman MILE that includes "high impact learning practices" consistent with those endorsed by the Association of American Colleges and Universities in their publication *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George Kuh (Washington, DC: AAC&U, 2008).

The Second Route to Excellence is the creation of a more empowering student experience, the Spelman MILE – **My Integrated Learning Experience**, a four-year liberal education curriculum that includes:

- First and Second Year Experiences and Seminars
- Common Intellectual Experiences
- Learning Communities
- Literacies Across the Curriculum
- Collaborative Assignments and Projects
- Undergraduate Research and Internships
- Diversity and Global Learning
- Service Learning, Community-Based Learning
- Leadership Model Emphasizing Different Types of Leadership (i.e., Thought, Ethical, and Service)
- MILEstone Courses and Projects Across the Curriculum
- Institutionalized Steps toward Graduate and Professional Study and Careers

The Third Route to Excellence is the integration of leadership into curricular and co-curricular activities. We will employ a leadership model that derives from the student's legacy, current life situation and future goals – all positioning students to become global leaders of leaders, learning to "lead from where you are."

The Fourth Route to Excellence is the creation of an environment that engages in inquiry, effective pedagogies, student and faculty reflection, self-assessment, and experimentation. The SpEl.Folio, Spelman's version of the e-portfolio, will serve as the primary vehicle for this fourth route to excellence that has identifiable points of inquiry, reflection, assessment, and/or experimentation in each of the four years.

II. Six Routes to Excellence (cont.)

The Fifth Route to Excellence is the re-affirmation of the College's commitment to assessment and the delivery of measurable outcomes. This commitment will permeate all units of the College and become embedded in all our processes.

The Sixth Route to Excellence is the development of the Spelman Millennial Professor. The Spelman Millennial Professor will conceive of teaching as a complex endeavor requiring continual engagement in disciplines, the incorporation of interdisciplinary scholarship, research, creative production, and effective pedagogies.

The Spelman MILE has two strategic components: the Empowered Student and the Millennial Professor. We envision the continued identification and adoption of best practices in teaching, learning, and technological advances, as well as in scholarship, research, and creative production. Our goal is to transform the student and faculty experience at Spelman College by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies of a rigorous liberal arts and sciences education. The result will be the Spelman free-thinking woman who exemplifies continued intellectual growth, leadership, success, and service.

III. Institutional Goals Statement of Purpose

The institutional goals of Spelman College are intended to inspire our students to engage in intellectual and personal development that prepares them for graduate and professional school, the world of work, and for lifelong participation as local regional, national, and global citizens.

Spelman College educates women of African descent to:

1. Explore their lives, development, and potential for leadership through intercultural knowledge and civic engagement – local and global – in the context of social, intellectual, and political cultures.
2. Develop intellectual and practical skills for critical, creative thinking and analysis, including written and oral communication, communication in emerging technologies, quantitative literacy, information literacy, teamwork and problem solving, and ethical judgment.
3. Contribute to an environment of academic excellence by generating knowledge through exploration of human culture and the physical and natural world, and by engagement in community service and commitment to positive social change.
4. Develop mental and physical well-being, including self-confidence, compassion, pride, and hope, strength of character, ethical action, and love of learning.

IV. Interdisciplinary Core Curriculum Learning Outcomes (General Education)

The Spelman College interdisciplinary core curriculum enables students to:

- a. Demonstrate knowledge of the intersection of the intellectual traditions of women of African descent in the arts, humanities, natural and social sciences with those of diverse cultures.
- b. Apply skills of analysis and reflection to evaluate complex problems that transcend traditionally defined disciplinary boundaries.
- c. Use a variety of tools from the arts, humanities, mathematics, natural and social sciences to formulate questions and synthesize ideas central to these disciplines.
- d. Articulate ideas and communicate meaning through practiced use of language and voice.
- e. Demonstrate an understanding of different methods of inquiry drawn from diverse ways of knowing about the world.
- f. Pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives.
- g. Develop health and physical education competencies to support a healthy lifestyle.

V. Steering Committee Members

The following team members comprise the Strategic Planning Steering Committee. The Steering Committee’s roles and responsibilities included, but were not limited to, providing input and oversight throughout the strategic planning process.

- | | | |
|---------------------|----------------------|----------------------|
| Eloise Alexis | Arthur E. Frazier | Desiree Pedescleaux |
| Delores Barton | Helga Greenfield | Vera Rorie |
| Sylvia Bozeman | Beverly Guy-Sheftall | Jane Smith |
| Myra Burnett | Lisa Hibbard | Beverly Daniel Tatum |
| Johnnella E. Butler | Kevin Johnson | Sherry L. Turner |
| Arlene Cash | Alicia Lurry | Bruce Wade |
| William Cobb | Kai McCormack | Franita Ware |
| Bernadette Cohen | Akua McDaniel | Nicole Wesley |
| Cathy Daniels | Faye Milner | Daryl White |
| Tomika DePriest | Opal Moore | Andrew Williams |
| Robert Flanigan | Sandra Patterson | Karla Williams |

VI. Priority Team Members

The following team members comprise the priority teams who collaboratively developed the detailed strategic action plans for each priority area. The strategic action plans included the development of a goal statement; defining the vision for success, planning parameters and outcomes in each area; and establishing objectives, strategic initiatives and action items to achieve success.

Strengthen the Academic Core

| | | |
|-----------------|--|---|
| Leaders: | Johnnella E. Butler | Jeffrey Ehme |
| Members: | Geneva Baxter Blanche Bryant Myra Burnett Jamilla Canaday Russell Edgerton Veta Goler | Dana Pride Jones Sheres McKenzie Seinua Musa Vera Rorie Jack Stone Albert Thompson |

Strengthen the Constituent Core (Best-in-Class Constituents)

| | | |
|-----------------|---|--|
| Leaders: | Arlene Cash | Tracy Benning |
| Members: | Miriam Archibong Harold Bell Stuart Burgdoerfer Chandra Chambliss William Cobb Bernadetter Cohen Laura English-Robinson | Diana Glad Ave Marshall Faye Milner Michael Rhodes Romie Tribble Karla Williams Sylvester Williams |

Strengthen the Campus Infrastructure and Learning Core

| | | |
|-----------------|---|---|
| Leaders: | Sylvia Bozeman | Sherry L. Turner |
| Members: | Walter Allen Dan Bascelli Ayoka Chenzira Joanne Chu Sean Fling Art Frazier Stephen Knadler Frederick Langhorst | Ingrid Lassiter Kai McCormack Chandra McCrary Lily McNair Mona Phillips Brenda Rogers Nicole Wesley |

VI. Priority Team Members (cont.)

Strengthen the Community Core (Community Engagement and Development)

| | | |
|-----------------|---|--|
| Leaders: | Jane Smith | Sandra Patterson |
| Members: | Ashley Bailey Steve Bowser Rosalind Brewer Brenda Dalton Tomika DePriest Robert Flanigan Derrick Hylton Shelese Lane | Anthony Otey Marshalita Peterson Harriette Pierre-Lewis Nagambal Shah Tarshia Stanley Bruce Wade Harriette Watkins |

Strengthen the Operational Core (Operational and Organizational Excellence)

| | | |
|-----------------|---|---|
| Leaders: | Cathy Daniels | Lisa Hibbard |
| Members: | Delores Barton Steve Bowser Arlene Cash John Cunningham Fred Fresh Khysanthia Gillyard Helga Greenfield Rhonda Honegan | Yvonne Jackson Jackie James Greta Kelley Opal Moore Tinaz Pavri Desiree Pedescleaux Jayla Randleman |

Strengthen the Financial Core

| | | |
|-----------------|--|---|
| Leaders: | Danny Flanigan | Akua McDaniel |
| Members: | Eloise Alexis Sylvia Bozeman Brenda Dalton Victor Ibeanusi Rosa McQuay Lorraine Savoy | Carmen Sidbury Christine Sizemore Ronda Stryker Ella Washington Daryl White |



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