



GLENVILLE

STATE UNIVERSITY[™]

**Faculty
Handbook
2022-2023**



Academic Affairs

Dear Faculty,

The purpose of the *Faculty Handbook* is to provide guidelines, policies and procedures relating to the faculty excellence at Glenville State University. I invite you to familiarize yourself with the contents of this handbook as well as to utilize this as a reference manual. The information included will assist you with understanding the institutions' shared governance model, committee appointment opportunities, and faculty expectations for retention and promotion.

While this is not an all-inclusive document, this along with the university catalog, Board of Governors' Policies, and institutional website will serve as a general guide to faculty success.

The handbook is intended to be a living document, updated regularly to reflect changes that take place year-to-year on our campus. The content and format of this version is the result of a lot of teamwork and hard work within the Office of Academic Affairs.

We look forward to working with you to continue to review, revise, and renew on an annual basis.

Respectfully,

Gary Morris, Ph.D.
Provost and Vice President for Academic Affairs

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Strategic Plan

2021-2026

Mission Statement

Glennville State University prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

Vision

Glennville State University will provide a safe, supportive learning community, equipping students to make a positive impact on the world.

Values

Service. As a student-centered institution, the University's faculty and staff serve the curricular and co-curricular needs of its students.

Scholarship. The University promotes the pursuit of knowledge, inquiry, and lifelong learning, and nurtures professional success through sustaining rigorous, research-based, curiosity-driven, and thought-provoking academic programs.

Growth. The University fosters the growth of quality academic programs that reflect the contemporary needs of its constituencies and advances the personal growth of individuals, the institution, and the community through responsible, innovative practices.

Collaboration. The University supports partnerships and cooperation among individuals, departments, and the larger community through an environment that encourages teamwork, open communication, and trust.

Community. The University oversees its legacy, which includes delivering quality education, serving the public, and maintaining a safe, inviting, and healthy environment on and around its campus.

Equity. The University respects a culture of diversity and inclusivity at all levels, welcoming and valuing all members of the campus communities.

Objectives

Deliver Quality Education. Glenville State University will enrich the educational, residential, and working environment at the University by providing relevant curricular and co-curricular programs, including supporting services to prepare students for a diverse, technological, and global workplace and society, and expanding access to an array of professional development opportunities for all members of the campus community.

Foster Equity. Glenville State University will celebrate the span of human diversity across national origins, religions, cultures, genders, and underserved and historically underrepresented populations. The University will conduct itself in a responsible, fair, impartial, empathetic, and ethical manner.

Enhance Financial Position. Glenville State University will increase its financial strength through budgetary flexibility and innovation.

Enhance Community Engagement. Glenville State University will expand its impact on the community through strategic partnerships with public and private entities and will continue to support its relationship with the city of Glenville.

Goals

Deliver Quality Education

Goal 1: Enhance and recognize professional development for faculty and staff

Goal 2: Attain and/or Renew Relevant Professional and Regional Accreditations

Goal 3: Establish and promote relevant academic programs

Goal 4: Enhance Instructional Facilities

Foster Equity

Goal 1: Increase the presence of the underserved and historically underrepresented among faculty, staff, and student populations

Goal 2: Enhance equity programs and opportunities

Goal 3: Strengthen curriculum offerings that encompass diversity

Enhance Financial Position

Goal 1: Increase enrollment and retention in a predictable and sustainable fashion

Goal 2: Implement Software, Business Process, and Reporting Improvements

Goal 3: Develop Strategies for pursuing grant awards and partnerships

Goal 4: Develop, Maintain, and Fund a Master Capital Operating Plan

Enhance Community Engagement

Goal 1: Develop clear systems of communicating events/updates to and from the community

Goal 2: Increase number of, access to, and visibility at events that serve the community

Goal 3: Increase community connections through expanding service learning, job shadowing, and internships

Goal 4: Make the campus more inviting and accessible; capitalize on the existing campus facilities and activities

Component Statements of Purpose

Academic Affairs

Academic Affairs advances the University's mission by creating and sustaining academic programs and services that enhance the teaching-learning process; foster a stimulating and supportive environment for students, faculty, and staff; and benefit the University's broader communities. Academic Affairs offers curricular and co-curricular programs affording students a liberal arts education of superior quality in a personalized setting. These programs are designed to develop thoughtful, inquisitive, critical, and creative men and women that are able to reason clearly and critically, to read carefully and accurately, to speak and write precisely and persuasively, and to interpret with insight and imagination. Complementing this intellectual development is personal development that advances the values of intellectual honesty, the love of the truth, fairness to opposing points of view, tolerance of reasoned dissent, patience with complexity and ambiguity, and wellness. In these ways, the programs and services offered by Academic Affairs foster life-long learning, service to others, civic and moral responsibility, and fulfilling vocations.

Athletics

The Athletics Department reflects and supports the mission of Glenville State University through intercollegiate athletics. Glenville State University Athletics is committed to operating a program which meets the recognized standards of excellence set forth by NCAA Division II and is dedicated to the recruitment of academically able, diverse, and socially responsible student athletes. As intercollegiate athletics is recognized as part of the physical, cultural, and social development of the Glenville State University student, the Athletic Department shares a common value and purpose by providing an environment which nurtures and demonstrates integrity, pride, diversity, and leadership.

Business and Finance

The Office of Business and Finance formulates and monitors the annual budget of the University in accordance with the institution's strategic objectives and projected revenue. Related objectives include monitoring payroll and equipment purchases as prescribed by University and State policies.

Enrollment Management

Enrollment Management works to ensure sustainable enrollment growth while also improving the profile and persistence rate of new and continuing students. In the achievement of this mission, Enrollment Management supports the recruitment and retention efforts of the faculty and staff of the University.

Financial Aid

The Financial Aid Office maintains compliance with all program requirements while providing courteous and timely service to students. The office adheres to the strict Ethical Principles and Code of Conduct as set forth by the National Association of Student Financial Aid Administrators.

Library

The Robert F. Kidd Library serves as both the physical place and virtual gateway to learning resources and services. Supporting the mission and goals of the University, the Library's mission is to promote the ability to evaluate and use information as an integral part of the education of the university's community of active learners. With a student-centered focus, the Library facilitates the academic learning process through qualified personnel who provide a wide variety of quality services supporting the information needs of each of its constituents: students, faculty, administration, staff, alumni, and the broader West Virginia community.

President

The President, as Chief Executive Officer serves at the pleasure of the Board of Governors and is responsible for recommending policies to the Board and for implementing those policies approved by the Board. The President provides leadership in establishing a vision and goals to guide the University in fulfilling its mission. While the Board has the ultimate responsibility for the governance of the University to ensure its proper maintenance and successful and continuous operation, it is the President's responsibility to execute Board policies and administer the University to fulfill its mission.

Registrar's Office

The Registrar's Office is the institution's official recorder and keeper of student records ensuring the following: the integrity and proper maintenance of academic records in accordance with the Family Educational Rights and Privacy Act (FERPA); a student centered approach in all of our endeavors; and continual improvement of services to students, the institution, and the community.

Student Life

Student Life offers a wide variety of services, facilities, and activities that foster student development, support the academic curriculum and enhance the quality of campus life. It augments the academic endeavors of the University by providing quality services and co-curricular opportunities in a caring, student-centered environment that promotes student responsibility and character development. Student Life is a full partner in the educational process and offers programs and services that supplement the traditional classrooms.

Governing Boards

West Virginia Higher Education Policy Commission (HEPC)

The West Virginia Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute.

The Commission consists of ten members; seven of whom are appointed by the governor, and three ex-officio members: Secretary of Education and the Arts, State Superintendent of Schools, and Chairperson of the West Virginia Council for Community and Technical College Education.

Policies retained at the Higher Education Policy Commission may be reviewed at the HEPC rules and policies web site – <http://www.wvhepc.edu/resources/rules-and-policies/>. These policies govern higher education institutions in West Virginia.

Glennville State University Board of Governors

Purpose Statement

[§18B-2A-4 of the West Virginia Code](#) sets forth powers, duties and responsibilities of the Board of Governors of each public higher education institution in the state. This document enumerates those powers, duties and responsibilities that the Glennville State University Board of Governors wishes to retain for itself and those that it chooses to delegate to the President of the University. Given its legal responsibility for the University, the Board of Governors maintains control of all broad institutional policy. The powers, duties and responsibilities that are delegated to the President represent the day-to-day operation of the institution and reflect the implementation of policy.

The Glennville State University Board of Governors retains the following powers and duties:

- Determining the financial, business, and education policies of the University.
- Approving the master plan for the University.
- Approving budget requests for submission to the Higher Education Policy Commission.
- Reporting to the Chancellor the results of the program reviews conducted each year.
- Approving the teacher education programs offered by the University.
- Soliciting voluntary support.
- Appointing and compensating the President, with Policy Commission approval.
- Disciplining or terminating the President.
- Conducting written performance evaluations of the President consistent with state code and rules.
- Delegating, with prescribed standards and limitations, its powers to the President when the delegation is deemed necessary and prudent and notify the Chancellor of the delegation.
- Adopting, amending, or repealing rules, guidelines, or policy statements of the governing board consistent with rules of the Policy Commission.
- Fixing tuition and fees, consistent with Policy Commission rules.
- Issuing and redeeming revenue bonds.
- Approving capital projects consistent with any guidelines of the Policy Commission.
- Adopting salary policies for employees for Policy Commission approval.

Board of Governors Bylaws

The current Board of Governors By-laws are posted on the GSC website at <https://www.glennville.edu/sites/default/files/2018-08/bogbylaws.pdf>

Board of Governors Policies

At the September 21, 2001 meeting of the West Virginia Higher Education Policy Commission (HEPC), a resolution was approved to transfer specific policies to the Boards of Governors of West Virginia institutions of higher education. Other policies were retained at the HEPC.

Policies transferred to Glennville State may be found at www.glennville.edu under Board of Governors under the [Policies](#) link (<https://www.glennville.edu/about-us/board-governors/policies>).

Campus Governance and Shared Governance

Key Principles of Shared Governance at Glenville State University

In the administrative organization of the University, shared governance structure and committees are vital to efficient operations and future growth. Glenville State University's Shared Governance Model can be found in Appendix C.

1. The shared governance system is designed to ensure that campus decisions are informed by its numerous stakeholders including faculty, staff, students, administrators, and, as appropriate, alumni and the general public.
2. The shared governance system must be structured to facilitate a timely flow of information and to make timely recommendations.
3. The shared governance system and standing committees must ensure that those working on and off campus have a voice in key issues and policies.
4. The shared governance system must strengthen the roles and scopes of the Faculty Senate, Staff Council, and Student Government Association.
5. The shared governance system must provide for accountability at each level of the recommendation and decision-making process.
6. Each shared governance entity and standing committee will have its own set of bylaws and operating procedures, which are approved by the President.
7. Shared governance and other committees will have administrative support to facilitate their work.
8. Administrators will not serve as voting members of shared governance or other committees, except for a few specially focused committees.
9. Administrative liaisons will be assigned to each of the shared governance and standing committees.
10. Task forces will be used to help address specific campus issues, but will not be used in place of standing committees and will submit their recommendations through the shared governance system as appropriate.
11. All shared governance and standing committees will regularly share minutes with the campus community to facilitate communication and decrease the need for duplication of effort.
12. All committees will be open, unless the committee is dealing with privileged information regarding employment, personnel development, and/or specific student academic issues.

Please see chart in Appendix C for more information.

President's Cabinet

The President's Cabinet is comprised of the administrative Vice President's that are responsible for the operations of the institution, including the Director of Athletics, Chair of Faculty Senate, Chair of Staff Council, and the President of Student Government Association.

Faculty Senate

The Faculty Senate (Senate) of Glenville State University is the elective representative body empowered by West Virginia Code, Chapter 18B: Higher Education, Article 6: Advisory Council. The Senate shares information and discusses issues affecting faculty and/or the operations of the university.

Staff Council

The Glenville State University Staff Council was created for the purpose of sharing information and discussing issues affecting the staff and/or the operations of the university. The complete constitution and by-laws of the Staff Council are available at <https://www.glenville.edu/faculty-staff/staff-council>

Student Government Association

The Student Government Association is an elected body of students created to ensure closer cooperation between students, faculty, and administration. The constitution of the Student Government Association is available at <https://www.glenville.edu/student-life/sga>.

Roles and Responsibilities of Vice Presidents and Deans

Provost and Vice President for Academic Affairs

The administrative officer responsible for all the academic affairs of an institution and who reports directly to the President, and serves as the chief educational officer for the institution and has within their purview the entire educational concern including all academic program and academic personnel. The Provost is responsible for general policy-direction powers in academic areas of the institution. The Provost works directly with the Associate Vice President of Academic Affairs, Dean of Teacher Education, Director of Institutional Reporting, Director of Assessment, Director of the Honors Program, Dean of Student Retention and Success, and the Director of the Student Support Services Office. The Provost serves as second in command to the President. The Provost is responsible for ensuring the development of quality teaching, research, and service programs. This position has the responsibility of recommending to the President academic appointments of personnel in teaching and research.

Associate Vice President of Academic Affairs

The Associate Vice President of Academic Affairs oversees the Honors Program, Library and Off Campus Programs. Additionally, the Associate Vice President is responsible for the academic aspects of the International Programs. When needed the Associate Vice President serves as the Provost and Vice President of Academic Affairs' designee.

Dean of Student Success and Retention

Under the supervision of the Provost and Vice President of Academic Affairs, the Dean will serve as the strategic and operational champion to enhance student academic success and retention by developing and implementing student-centered advisement and success strategies that are data driven. The Dean will work closely with faculty, staff, and administration to develop and offer co-curricular activities that support student development, academic achievement, and retention.

Dean of Teacher Education

The Dean of Teacher Education is responsible for all Teacher Education programs offered at Glenville State University. The Dean's major responsibility is to ensure that all programs comply with the Council for the Accreditation of Educator Preparation (CAEP) guidelines for the continuation of national accreditation. Additional responsibilities include oversight of the establishment of Professional Development Schools, recruitment of students, contributions to public education through involvement in statewide activities and committees. The Dean of Teacher Education is the public relations agent for Teacher Education. The Dean reports to the Provost and Vice President for Academic Affairs.

Vice President of Administration and General Council

The Vice President of Administration and General Council is responsible for the internal administration of the institution. The Vice President is responsible for the supervision and administration of the Physical Plant, Human Resources, Office of Technology, Post Office, and Public Safety Offices. This individual also provides great guidance in the matter of American with Disabilities, policy development, Title IX, and facility scheduling.

Vice President of Business and Finance

The Chief Financial Officer (CFO) is responsible for the financial management, budgetary preparation and control, investment, and bank relations of the institution. The CFO is responsible for the supervision of the Cashier, Comptroller, Food Services contracts, Housing Corporation, Payroll, Purchasing, and the Research Corporation.

Vice President of University Advancement

The Vice President of University Advancement is responsible for the fund-raising activities, including alumni giving, promotion of bequests, gifts by parents and corporations, and gifts for general and special purposes, and annuity programs. Alumni Affairs, Fundraising, Foundation, Grants, Marketing and Public Relations as well as political outreach initiatives.

Vice President of Enrollment and Student Affairs

The Vice President of Enrollment and Student Affairs is responsible for the development of an institution wide recruitment plan as well as the recommendation of policies, coordination and general administration of student organization and welfare. The Vice President is responsible for student discipline, activities, housing, fraternities, sororities, student government association, student publication, and social activities. The Admissions Office, Financial Aid Office, Mental Health Counselor, Nurse, Residence Life, Registrar's Office, and Student Life office report to this position.

Roles and Responsibilities of Department Chairs

Department Chairs are faculty members selected by department peers to serve as liaisons between the department and the Office of Academic Affairs. Like all faculty members, Department Chairs will maintain professional and current competence in their academic disciplines through on-going development and pursuing continued learning, scholarship, and service to the University and the community. The primary role of the Department Chair is to foster quality educational programs, mentor junior faculty, ensure quality of curriculum in academic programs, and serve as point of contact between academic departments and the Office of Academic Affairs. The expectation of this position is that responsibilities will solely be conducted during the regular academic year.

Department Chair responsibilities include:

- Serve as liaison between their respective department, the Office of Academic Affairs, and other GSC offices (Academic Success Center, GSC Foundation, etc.)
- Bring concerns, questions, and issues from the department to the Office of Academic Affairs
- Assist the Office of Academic Affairs in assigning student advisees to faculty advisors within their respective departments
- Assist admissions with the promotion of the department for recruitment and retention efforts
- Assist with the continuing development of departmental faculty and staff
- Serve as departmental point-of-contact for part-time faculty and adjuncts (at both on-campus and off-campus locations delivering GSC courses)
- Perform faculty classroom observations for junior faculty and consult with the faculty in their department about their FARs; chair may also request assistance from other faculty in the department in doing classroom observations
- Attend department chair meetings and report back to department faculty
- Perform work solely during the academic year
- Responsible for supervising and timekeeping of department student workers
- Collaborate with the Office of Academic Affairs on the development of course schedules
- Point of contact for department budget updates and department requisitions
- Chairs will be evaluated using the same protocol used for all faculty
- Responsible for supervising and timekeeping of department staff
- Serve as chief advisors

Duration, Term-limit, and Selection Process for the Department Chair position:

- This is a two year appointment; there is no term-limit to this appointment
- Between February and March of a year when a chair's term ends:
 - The Provost will call for nominations from each department; and confirm that the nominees are willing to serve
 - An anonymous electronic vote will be carried out
 - If there is a tie, the Provost will cast the tie-breaking vote
 - The Provost will notify the department and community at large of the election results
- Only faculty can be nominated to be or vote for department chair
- This process will also be followed if a department chair steps down before the end of their term

Evaluation of Department Chairs

Departmental faculty will annually evaluate their Department Chair as to execution of their administrative duties. The Provost and Vice President for Academic Affairs will conference with the Department Chair, share departmental faculty input, and discuss strengths and weaknesses. Objectives for improvement may be discussed. A copy of the evaluation review is provided to the Department Chair.

Roles and Responsibilities of Directors

Director of Admissions

The Director of Admissions provides daily supervision of all activities in the admissions function of the campus, including strategic planning, marketing, recruiting, and supervision of the Admissions Department. The Director also uses enrollment models to assist with institutional planning and determine optimal use of financial resources in the recruitment of new students. The Director designs and uses internal reports to assess the success of ongoing recruitment operations. The Director additionally plays a role in establishing policies and procedures for making admission decisions and provides direction to employees on any decisions that require an exception to the established guidelines. The Director coordinates all recruiting events, campus tours, secondary school visits, junior colleges, college fairs and oversees all group and individual presentations. The Director reports to the Vice President for Enrollment and Student Affairs.

Director of Alumni Relations

The Director of Alumni Relations is responsible for planning and managing a comprehensive alumni relationship program. As a member of the Advancement Team, the Director also works with the Alumni Association and their Council to identify and position a leadership plan and execute activities and events to attract and sustain alumni involvement. In this position, the Director also works closely with faculty, staff, and students to increase the role that alumni play throughout the campus community. The Director reports to the Vice President for University Advancement.

Director of Assessment

The Director of Assessment refines assessment plans; provides workshops for programs, departments, or individuals to refine learning and service outcomes, benchmarks, and rubrics; collects and analyzes evidence; documents analysis; implements changes in assessment of general education learning outcomes; and works with Assessment Committee to disseminate reports and archive assessment and with the accreditation liaison officer to complete accreditation activities. The Director of Assessment reports to the Provost and Vice President for Academic Affairs.

Director of Athletics

The Director of Athletics (AD) is responsible for overseeing all activities related to NCAA sports on the Glenville State University campus. The AD is responsible for the Assistant Athletic Director for Compliance, Assistant Athletic Director of Facilities, Strength and Conditioning, Assistant Athletic Director of Sports Management, as well as the Head and assistant coaches, athletic trainers, and physician.

Director of Campus Health Services

The Director of Campus Health Services provides professional nursing care based upon specialized nursing skills; manages and enhances policies, procedures and protocols related to health services; delivers comprehensive health and wellness education programs; collaborates with other healthcare providers in the area and refers students as needed, documents pertinent information in charts and maintains medical records and the Student Health Center. The Director reports to the Vice President for Enrollment and Student Affairs.

Director of Facilities

The Director of Facilities reports to the Executive Director of Operations and is responsible for the oversight of the operation of the Physical Plant. The Facilities Director's goal is to ultimately provide a safe, healthy, efficient, and aesthetically pleasing environment in which students, faculty, staff, visitors, and the general public can function and accomplish their education objectives without interruption or inconvenience.

Director of Financial Aid

The Director of Financial Aid is responsible to the President for the administration of the University's program of financial aid for students. The Director is responsible for maintaining records and reports of all college loan funds, scholarships, Educational Opportunity Grants, National Direct Student Loans and assists the Director of Career Services with student employment. The Director reports to the Vice President for Enrollment and Student Affairs.

Director of Fundraising

The Director of Fundraising is responsible for identifying, cultivating, and soliciting for funds in support for the overall mission of the University. The Director creates and implements a campus-wide fundraising plan to achieve financial goals through various initiatives, campaigns and personal solicitations. The Director reports to the Vice President for University Advancement.

Director of the Honors Program

The Director of the Honors Program is responsible for recruiting students into the Honors Program at Glenville State University. The Honors Program is a four-year program designed to help select students develop scholarship, creativity, and critical thinking skills necessary for the leaders and citizens of tomorrow. The Director reports to the Associate Vice President of Academic Affairs.

Director of Human Resources

The Human Resources Director is responsible for ensuring compliance with applicable federal, state, and institutional employment, compensation, evaluation, and general workplace standards. The Director is also responsible for assisting with resolution of work-related human relations issues and maintaining current employee and other human resource records. The Director reports to the Vice President of Administration.

Director of Institutional Research

The Director of Institutional Research is responsible for the collection, retention, analysis, and dissemination of data required for reports to federal and state agencies, the Higher Learning Commission, and the National College Athletic Association. The director is also responsible for the preparation of the institution's Fact Book as well as other internal reports as determined by the Provost and Vice President for Academic Affairs. The Director reports to the Provost and Vice President for Academic Affairs.

Director of Library

The Director of the Library directs the operations of the Robert F. Kidd Library. Under the supervision of the Associate Vice President for Academic Affairs, the Director is responsible for all library facilities and establishes the procedures for their use by students, faculty, and others. The Director manages the library

budget, establishes divisional allocations, supervises library personnel, and administers the materials allocation for University collection development.

Director of Marketing

The Director of Marketing is the chief spokesperson for the University. The Director plays an integral role in the University's integrated marketing efforts. Specific responsibilities include media relations, publications, advertising, and the Glenville State University website. The Director reports to the Vice President of University Advancement.

Director of the Office of Technology

The Director of the Office of Technology oversees the Information Technology Department, including: directing staff in resolving problems encountered with technology issues, and service requests; analyzing various hardware and software issues with PC's, networking, and infrastructure; performing inventory and accounting of computers, peripherals, and audiovisual equipment; supporting customer education efforts to provide information for use by clients; arranging Information Technology equipment and services for special events; training staff with the use of classroom technology equipment; managing and collaborating with IT staff about various technology issues, policies, and procedures; and researching, purchasing, and integrating information technology equipment and software for the University. The Director reports to the Vice President of Administration and General Council.

Director of Regents Bachelor of Arts Program

The Director coordinates the Regents Bachelor of Arts program for adult learners, a non-traditional program established by the West Virginia Higher Education Policy Commission. The Director reports to the Provost and Vice President for Academic Affairs.

Director of Residence Life

The Director of Residence Life ensures a quality educational, social, and living environment in the University's residence halls. The Director oversees each residential hall's professional staff (resident directors) and student resident assistants, who offer programming to enrich the residential experience. The Director reports to the Vice President for Enrollment and Student Affairs.

Director of Student Activities

The Director of Student Activities oversees student groups and organized activities on campus. The Director report to the Vice President for Enrollment and Student Affairs.

Director of Student Support Services

The Director of Student Support Services is responsible for the overall administration and management of the Student Support Services Project. The Student Support Services (SSS) Project is a program designed to assist qualifying students in the acquisition of the educational goals. The program provides supplemental instruction for participants, such as time management workshops and study skill seminars. In addition to educational activities, the program provides students with various opportunities to broaden their cultural experiences through educational field-trips, dining etiquette training, and attending theatre productions, to list but a few. The Director reports to the Dean of Student Success and Retention.

Campus Committees

Academic Policy Committee

Jurisdiction and responsibilities

To advise the Faculty Senate on the development and revision of academic policies.

Membership

The membership of this committee shall be comprised of a faculty representative from each academic department appointed by the Faculty Senate, and two student representatives appointed by the Student Government Association. Each appointed members will serve for a term designated by the appointing body. The Provost and Vice President for Academic Affairs or his/her designee shall be administrative liaison to the committee.

Academic Appeals Committee

Jurisdiction and responsibilities

The responsibility of the Academic Appeals Committee is to receive, evaluate, and make recommendations to the Provost and Vice President for Academic Affairs on appeals from students in the areas of:

- a. penalties for academic misconduct
- b. suspensions for academic reasons
- c. suspensions for attendance reasons
- d. applications for readmission following academic suspension
- e. grade appeals
- f. credits transferred to Glenville State University
- g. prior learning assessment credits
- h. or any related academic issues

Membership

The members of this committee shall be comprised of a faculty representative from each academic department, who will vote on matters that come before this committee. All members will be appointed by Faculty Senate and will serve a term designated by the appointing body.

Assessment Committee

Jurisdiction and responsibilities

The Assessment Committee has the responsibility for monitoring and analysis of all aspects of assessment of student learning and making periodic reports to the Faculty Senate, each academic department, and the faculty-at-large. The committee is responsible for an annual review of all program assessments and makes recommendations for program improvement based upon assessment results.

Membership

The membership of this committee shall be comprised of a faculty representative from each Academic Department appointed by the Faculty Senate, a representative from Institutional Research and Reporting. *Ad hoc* and *ex officio* members may be approved by the Faculty Senate as needed. Each appointed members will serve for a term designated by the appointing body. The Provost and Vice President for Academic Affairs shall be the administrative liaison to the committee and shall communicate issues or proposals for

consideration by the committee from administrative officers of the university.

Athletic Committee

Jurisdiction and responsibilities

1. To advise the Director of Intercollegiate Athletics in conducting a program of Intercollegiate Athletics.
2. To receive and evaluate proposed athletic policies (including the following):
 - a. procurement and disbursement of scholarship money
 - b. eligibility in participating in Intercollegiate Athletics
 - c. a program of intramural activities
 - d. admission fees for athletic events
 - e. policy regarding the scheduling of athletic events
 - f. criteria for athletic awards
 - g. proposals and recommendations of athletic events

Membership

The members of this Committee shall be two faculty members appointed by the Faculty Senate (one man and one woman), two students appointed by the Student Government Association (one man and one woman), two members from the Student Athletic Advisory Committee, two staff appointed by the Staff Council, the Faculty Athletic Representative to the NCAA, the NCAA Compliance Coordinator, NCAA Senior Woman Administrator, the Registrar, and the Chief Financial Officer. The Director of Athletics shall be the administrative liaison to the Committee.

Curriculum Committee

Jurisdiction and responsibilities

1. Review, study, and approve any requested curricular changes.
2. Review, study, and approve all courses and programs offered by the University.

Membership

The members of the Curriculum Committee shall be: the Department Chairs, the Dean of Teacher Education, four faculty members (each from a different department) appointed by the Faculty Senate, and two students appointed by Student Government Association. The Certification Analyst and Provost and Vice President for Academic Affairs are ex-officio members. The Provost and Vice President for Academic Affairs will serve as Administrative liaison.

Diversity/International Committee

Jurisdiction and responsibilities

The international committee is responsible for the development of potential on-campus courses, workshops, and presentations designed to enhance student awareness and knowledge of international events and issues, to be brought before the Provost and Vice President for Academic Affairs. The committee will also assist the Provost and Vice President for Academic Affairs with study abroad programs and the recruitment and retention of international students.

Membership

The committee will consist of the International Coordinator, Recruiter assigned to international recruiting, FACDIS Study Abroad Coordinator, two faculty members appointed by the Provost and Vice President for Academic Affairs, two students appointed by the Vice President for Enrollment and Student Affairs, and one student appointed by the International Student Organization or Student Government Association. The Provost and Vice President for Academic Affairs will serve as administrative liaison.

Educational Personnel Preparation Committee (EPPAC)

Jurisdiction and responsibilities

- a. consider and act on new programs
- b. consider and act on revisions of programs
- c. propose and make recommendations regarding requirements for certification in various programs
- d. make recommendations regarding content of general and professional education programs required for certification
- e. initiate and recommend policies relative to admission of students to the teacher education program
- f. recommend policies regarding student teaching
- g. study and make recommendations concerning all facets of teacher education
- h. evaluate existing programs

Membership

EPPAC is composed of 20 individuals from programs within and outside the Department of Teacher Education which include:

1. Dean of Teacher Education
 2. One special methods faculty member from each department with preparation programs (4)
 3. Five members from the Department of Education
 - Director of Field Experiences
 - Early Education faculty member
 - Middle Education faculty member
 - Adolescent Education faculty member
 - Special Education faculty member
 5. Representative of the Academic Success Center
 6. Two GSC students admitted to Teacher Education
 7. One Elementary School teacher*
 8. Representative from the community
 9. One Elementary School principal*
 10. One Middle School or Secondary teacher*
 11. One Middle School or Secondary principal*
 12. One Central Office administrator
- * Of the public school representatives on EPPAC, a minimum of one should be from our Professional Development School partner.

Faculty Development Committee

Duties of the Committee

1. To promote the professional development, including effective teaching, research and scholarship, and service, of the faculty of Glenville State University.
2. To provide recommendations to the Provost and Senior Vice President for Academic Affairs concerning, but not limited to

- a. Development funds
 - b. Sabbatical applications
 - c. Other
3. To provide recommendations and assistance to the Provost and Vice President of Academic Affairs and the Vice President of University Advancement for Faculty Development Workshops, Seminars, and other events.

Membership

The members of this committee shall consist of one representative selected by each Department one appointed by the Provost and Senior Vice President for Academic Affairs. Faculty Senate will be notified of the Committee membership by the end of the first week of classes during the Fall semester. Members will serve for a term of two academic years and may be reappointed. Terms will be staggered to maintain committee continuity.

Financial Aid Appeals

Jurisdiction and responsibilities

The Financial Aid Appeals Committee shall review appeals from students who have been placed on Financial Aid Suspension. The committee members will review the student's letter of explanation concerning the student's circumstances, academic transcript and any other data that would be available in the student's financial aid file or the Banner system.

The Financial Aid Appeals Committee also serves as the appeals committee for Athletic Financial Aid should the need arise.

Membership

The six members of this committee shall be the Financial Aid Administrator (who will serve as the non-voting chairperson), three faculty selected by Faculty Senate, one staff member selected by Staff Council, and the Registrar or his/her designee. The Financial Aid Administrator, as committee chairperson, shall be the administrative liaison to the committee.

Judicial Council

Jurisdiction and responsibilities

1. To hear appropriately referred cases involving potential violations of the Student Conduct Code and to make recommendations to the Vice President for Enrollment and Student Affairs and the Judicial Officer regarding student responsibility and sanctions as necessary.
2. To participate in scheduled Judicial Council training.
3. To advise in the development and revision of Judicial and Student Conduct Code policies and procedures, as requested.
4. To adjudicate the Student Conduct Code with consistency and impartiality.
5. To preserve the confidentiality of the facts and information presented and/or actions taken during the Hearing and/or Deliberations processes and to respect students' privacy rights recognized that only the Chair, the Judicial Officers and/or the Vice President for Enrollment and Student Affairs may communicate officially on behalf of the Council.

Membership

The membership of this committee shall consist of seven (7) members: one student appointed by the Student Rights and Responsibilities Committee, one student appointed by the Vice President of

Administration, two faculty appointed by the Judicial Coordinator, one student appointed by the Vice President for Enrollment and Student Affairs, one faculty appointed by the Vice President for Enrollment and Student Affairs, and the Director of Residence Life.

Library Advisory Committee

Duties of the Committee:

1. To make recommendations regarding:
 - a. Incorporation of Library resources and Information Literacy in the curriculum
 - b. Book and periodical selection/deselection
 - c. Online resources selection/deselection
 - d. Non-campus affiliated use of the Library
 - e. Budgetary allocations in correlation with faculty/student needs
2. To review and make recommendations for the development and revision of Library policies
3. To assist in interpreting Library policies and procedures
4. To act as faculty/staff/student liaisons who involve their constituency in understanding library issues and in working with library personnel to improve library services.

Membership

The members of this committee shall be one faculty member elected from each academic department, one staff appointed by the Staff Council, two students appointed by the Student Government Association, the Director of the Academic Success Center, the Director of Information Technology, and the Library Director. Faculty, staff, and student members will serve for a term of two-years and may be reappointed for one additional term for a total of four-years.

Promotion and Tenure Committee

Jurisdiction and responsibilities

1. To review the portfolio credentials of all faculty applying for tenure and/or promotion.
2. To make recommendations to the Provost and Vice President for Academic Affairs on the applications of faculty applying for tenure and/or promotion.
3. Members of the Committee are required to sign a confidentiality agreement regarding review of tenure and/or promotion applications.

Membership

The members of this committee, elected by the faculty for two-year terms, shall be five tenured faculty members and one tenured alternate faculty member. Three of the five members must hold the rank of Full Professor, two members must hold the rank of Associate Professor, the alternate member shall be the Full Professor. Terms will be staggered to maintain committee continuity.

Scholarship and Financial Aid Committee

Jurisdiction and responsibilities

1. Identify students who meet the criteria for specific scholarships.
 2. Make decisions regarding the awarding of monies to students who are eligible.
 3. Make decisions on a case-by-case basis for students who do not fall within the parameters of "merit" eligibility for scholarships.
 4. Monitor the awarding of each scholarship to avoid overdrawing the account.
 5. Re-award monies that have been rejected.
 6. Establish and follow a timetable for the award process.
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Membership

The members of this committee shall be the Financial Aid Administrator who will serve as the non-voting chairperson except in the event of a tie when the chairperson will cast the deciding vote, the Vice President for Advancement, the Vice President for Enrollment Management, two faculty representatives selected by faculty senate, and the Director of Admissions.

University Leadership Council

Jurisdiction and responsibilities

1. The Council has the responsibility of making recommendations to the President on items under its consideration. These include, but are not limited to the following matters: institutional policies, degree program changes and other issues affecting the entire University. The President may request the University Leadership Council to consider other matters that may affect the University.
2. The University Leadership Council will receive information and recommended action items from: Faculty Senate, Staff Council, Student Government Association, Task Forces, Special Committees, and officers of the University.
3. The Council may review adopted policies as necessary for updates and non-substantive changes.

Membership

The committee shall consist of fourteen (14) members;

President of the Faculty Senate

Chairperson of the Staff Council

President of the Student Government Association

Three Faculty Members (3) (elected by the faculty)

One (1) Student (appointed by the Student Government Association for a one-year term but may be reelected)

Two (2) Department Chairs (selected by Chairs)

Two (2) Staff Members (elected by the staff)

One (1) Administrator (appointed by the President)

Director of Athletics

Provost and Vice President for Academic Affairs

Director of Athletics

No faculty or staff member serving on the Board of Governors may serve on the University Leadership Council.

All terms of elected/appointed faculty, staff and administrators will be for three years (first terms will be staggered in a random fashion). Student terms will be for one academic year and may be reappointed by the Student Government Association.

The Provost and Vice President for Academic Affairs will serve as Chair with the President of the Faculty Senate serving as Vice Chair.

Faculty Personnel Policies and Procedures

Annual Faculty Review

The ultimate guarantee of quality for all academic programs is the faculty of the institution. In order to maintain high standards within the faculty and to provide rewards and incentives for excellence, the Glenville State University faculty and administration designed a system for reviewing all instructors. This review includes a faculty member's Accomplishment Report, student evaluations of instruction, and administrative evaluation by the Provost and Vice President for Academic Affairs or his/her designee. The period of time that is considered during this review is the previous academic year and, if desired by the faculty person, that subsequent summer.

Supportive Documentation

At the beginning of the Fall Semester all faculty members prepare supportive documentation for the prior academic year and summer in accordance with Faculty Accomplishment Report. This documentation includes evidence of how the faculty member has fulfilled institutional expectations in accordance with his/her academic rank. All faculty members have the opportunity to present information regarding the nature of their activities and to point out areas which they wish to emphasize regarding their employment at Glenville State University. The Faculty Accomplishment Report further provides information for evaluations by the Provost and Vice President for Academic Affairs. The Faculty Accomplishment Report should be limited to six pages of narrative and/or itemization. Additional items of supporting documentation may be attached as appendices to the Faculty Accomplishment Report.

Faculty members are to submit their Faculty Accomplishment Reports and supporting materials for annual evaluations to the Office of Academic Affairs no later than the **third Friday in September**.

Review by the Provost and Vice President for Academic Affairs

During the Fall Semester each faculty member will be evaluated by the Department Chair, Associate Vice President of Academic Affairs, Dean of Teacher Education and Provost and Vice President for Academic Affairs depending on the faculty members tenure at Glenville State University. The Provost and Vice President for Academic Affairs may designate this review to the Associate Vice President for Academic Affairs or the Dean of Education. The review encompasses the Faculty Accomplishment Report, student evaluations and, as prescribed, classroom visitations in conducting the review. The basis of this evaluation will be the professional responsibilities and expectations delineated in the Faculty Handbook.

Results of these annual evaluation will be provided to faculty members by the **third Friday in October**.

The faculty member has the option of accepting the evaluation as written, appending a letter of clarification to the evaluation, or requesting a review by a review committee appointed by the Provost and Vice President for Academic Affairs. Either of the latter two options should be taken only after discussing the evaluation with the reviewer.

If the faculty member desires a review by a review committee, the faculty member must submit a letter requesting a review to the Provost and Vice President for Academic Affairs Office within 10 working days after the consultation with the evaluator. This letter must indicate each point of disagreement with the evaluation and the basis for each point. Within five working days after receiving the request, the Provost and Vice President for Academic Affairs will then form a review committee comprised of three Department Chairs outside the faculty member's department. The review committee is charged with responding to each point raised in the letter submitted by the faculty member. The committee also has the freedom to consider additional areas of concern in the Faculty Accomplishment Report or in the evaluation, regardless of whether these areas are noted in the original letter requesting review.

In its deliberations, the committee has the option to recommend upholding the original assessment or to amend the evaluation of the Faculty Accomplishment Report. The review committee will present its recommendation in writing to the Provost and Vice President for Academic Affairs within fifteen working days of the Provost and Vice President for Academic Affairs Office receipt of the creation of the review committee. The Provost and Vice President for Academic Affairs will advise the faculty member of the committee's recommendation within five working days of receiving the report of the review committee.

The faculty member may contest in writing the recommendation of the review committee. This written request must be received within five working days of the notification of the recommendation. Depending upon the evaluator the final decision will come from the Provost and Vice President of Academic Affairs or the President.

Student Evaluation of Instruction

Each semester students in classes at Glenville State University evaluate the faculty. The evaluation is required for all classes, but results will only be shared for classes with eight or more students. The students complete evaluations online through the university LMS; students in correctional facilities may complete evaluations in hardcopy form. Evaluations will be completed using an institutional form adopted by the faculty and administration. The Office of the Provost and Vice President for Academic Affairs is responsible for the processing of the evaluations. A report is produced for each faculty member for each evaluated class he/she teaches as well as an overall report. Copies of these reports are sent to the faculty member and retained by the Office of the Provost and Vice President for Academic Affairs. Such evaluations are part of the cumulative evaluation and are available for annual evaluations and recommendations regarding retention, tenure, and promotion.

Summary reports aggregated across a department and/or the university may be created and provided to faculty and departments.

Classroom Observations

Classroom observations are essential to ensure teaching effectiveness throughout the career of a member of the faculty. Minimally, classroom observations are to occur according to the following schedule:

- Faculty members during their first three years of teaching will be observed in at least one course per semester by the department chair.
- From their fourth year until tenured, faculty members will be observed in at least one course each year by the department chair.
- Once tenured, faculty members will be observed in at least one course every three years by the Provost and Vice President for Academic Affairs or his/her designee.

Faculty may request that classroom observations be conducted more frequently than required above.

Observers will use the approved Faculty Observation Form on each occasion. Observations may occur with or without advance notice. Additionally, they may occur more frequently than stated above if student evaluations and/or prior observations were poor or inconclusive. The faculty member is to be advised by the Office of Academic Affairs in advance if additional observations will take place.

The completed Faculty Observation Forms will be available to faculty members by the time of annual reviews and will be attached to the instructor's Faculty Accomplishment Report.

Summary of Faculty Review

The evaluation system of Glenville State University is thus a composite of evaluations by students, peers, and administrators. Recommendations regarding personnel decisions are based on all components of the evaluation process. The evaluation process and procedures are under continual review by the faculty and administration of the University to provide an equitable means of assessing faculty performance. The ultimate goal of such evaluation is the maintenance of excellence in instruction, university service, and scholarship necessary to ensure the highest quality educational opportunities for the students of Glenville State University.

The annual evaluation process alone is not considered sufficient to negatively affect currently held salary levels, faculty rank, or tenure status for contract purposes.

Emeritus Faculty

The awarding of the title *Emeritus Professor* is the highest honor in the profession and is reserved for faculty members who have retired from full time service and who have served the University and the profession with distinction.

Eligibility

A member of the faculty will be eligible for consideration of the title *Emeritus Professor* under the following conditions:

- Completed at least 10 years of service at Glenville State University;
- Has a record of distinction in teaching, scholarship, and service;
- Has made lasting and positive contributions to the University;
- Has the recommendation of the department faculty, department chair, and Provost and Vice President for Academic Affairs;

Selection

Faculty do not apply for this title. Ordinarily, faculty colleagues in the Department will initiate the recommendation which will detail the service and contributions of the candidate. The Department Chair will write a letter of support and both of these recommendations will be forwarded to the Faculty Senate. The Faculty Senate will make a recommendation on the award to the Provost and Vice President for Academic Affairs, who will make a recommendation to the President. The President will consider the recommendations and make a decision.

Conferring of the Title

The President will confer the title of *Emeritus Professor* at the Spring Commencement. Awardees will join the platform party at commencement.

Rights and Privileges

All emeritus faculty will be listed in the Glenville State University Catalog. A permanent plaque with the names of all emeriti faculty will be displayed in the Harry B. Heflin Administration Building.

The President may from time to time confer upon emeriti faculty special rights and privileges to allow them to stay involved with the campus and their professional activities.

Employment of Relatives

University employees may not initiate nor participate in decisions involving direct benefit to a family member, including initial appointment, retention, promotion, salary, leave of absence, etc. Employees may not be in direct line of supervision of a family member. Family members are defined as: (1) relationships by blood (parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, first cousin) or

(2) relationships by marriage (husband, wife, step-parent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, or niece).

Faculty Absences

Faculty are employed with the expectation that they will devote at least a full work week to university related responsibilities including teaching, meeting with students, course preparation, scholarly and creative activities, and professional service. It is assumed that the University should grant to such faculty members the flexibility to apportion their time in ways which best allow them to fulfill these responsibilities. To be absent from University duties for either professional activities or personal reasons (non-emergency situations), **A *Faculty Report of Absence or Request to be Absent from Duty* form must be submitted to the Provost and Vice President for Academic Affairs one week prior to the intended absence.** All portions of the *Report of Absence Form* must be completed. If the nature of the “personal need” is too sensitive to be printed on the form, either the Provost and Vice President for Academic Affairs or designee must be informed in private conversation. Forms must be signed by the Provost and Vice President for Academic Affairs prior to absences from campus.

For absences encountered due to emergency situations, the Report of Absence Form must be submitted to the Provost and Vice President for Academic Affairs within two days of the day the individual returns to active duty.

Planned absences from duty (if classes are involved) for either professional activities or personal needs will only be permitted if one of the following conditions is met:

1. Classes missed will be covered for the entire duration by a professional colleague; generally, a faculty member from within the same Department.
2. Additional in-class meeting times are scheduled (and listed on the Report of Absence form”) to compensate hour-for-hour for the instructional time missed.

Absences due to personal emergencies will be addressed on a case-by-case basis. Classes missed on successive days in any one emergency situation should be convened by Departmental colleagues.

Exceptions to these requirements can only be made by the Provost and Vice President for Academic Affairs or the University President. Failure to comply with the stated procedures may result in a payroll deduction for the days missed.

Faculty Accomplishment Report

The faculty accomplishment report is based on the premise that most faculty will be operating at the proficient level in each of the three areas of evaluation. The three areas of evaluation are teaching effectiveness, service to the University, and scholarship. The Accomplishment Report should be limited to six pages of narrative and/or itemization.

Individuals who receive a rating of “Needs Improvement” in one or more of the areas of evaluation will be placed on an improvement plan until the area(s) of needed improvement are fully addressed as determined by the Provost and Vice President for Academic Affairs. Improvement plans must state the nature of the needed improvements and be approved by the Provost and Vice President for Academic Affairs. Progress

on the plan will be jointly reviewed at least quarterly by the faculty person and Provost and Vice President for Academic Affairs or their designee.

The Faculty Accomplishment Report Form may be found in Appendix N.

Faculty Credentialing Guidelines at Glenville State University

Role of the Faculty Member or Applicant for a Faculty Position

It is expected that faculty members and applicants for a faculty position (tenure-track or term appointments) hold a terminal degree in the teaching/related discipline, or have completed at least 18 hours of graduate semester hours in the teaching/related discipline. Each tenure-track faculty member is responsible for requesting official transcripts for all degrees be sent to the Office of Academic Affairs at Glenville State University (200 High Street Glenville, WV 26351). Faculty applying for a part-time or adjunct appointment are responsible for requesting official transcripts for the terminal degree be sent to Glenville State University.

- If the applicant or faculty member is qualified to teach based on tested experience credentials (see below), that individual must provide satisfactory documentation for all criteria used to meet the alternative credentialing requirements.
- Faculty members teaching in disciplines that require licensure and/or certifications must acquire the documentation of those credentials to be placed in the personnel files in the Office of Academic Affairs. It is the responsibility of the faculty member to not only maintain proper licensure or certification but also to provide documentation of such licensure and/or certification in a timely manner.
- If a faculty proposes to teach a new course that is not in the faculty member's discipline or documented related discipline, the faculty must notify the Provost or designee for verification of credentials before a new course proposal is brought before Academic Affairs for approval in the course schedule.

Tested Experience (TE)

When a faculty does not have advanced degrees or 18 hours of graduate credit in the teaching/related discipline, five years of professional related and documented work experience, including previous teaching experience by the faculty member, are considered to be equivalent credentialing. Such documents may include supervisor, administrator, or owner confirmation on agency letterhead; human resources documentation; references from clients (if self-supervised); commendations; or IRS documentation. **In addition to five years** of professional experience, there must be compliance and documentation in at least one of the following six categories:

1. **Licenses and certifications:** Current appropriate licensure(s) or certifications in the discipline.

2. **Continuous documented excellence in the teaching discipline:** One teaching award (college/state/national) within the last five years, or above-average teaching evaluations/peer reviews from an institution of higher education for a two-year period or documented invitation to present in the teaching discipline at another institution.
3. **Honors and awards:** One state, national or international non-teaching honor and/or award related to the appropriate discipline within the last five years.
4. **Publications, presented papers, and visual and performing arts activities:** A record within the last five years of peer-reviewed, refereed or invited publications; presented papers, exhibitions, performances or other juried creative activities at the state, national or international level.
5. **Other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes:** Honorary degree(s) based upon substantial accomplishments within the appropriate discipline; or co-author of textbook and/or other pedagogical materials; or continued professional education (CPE) in the discipline; or PI or Co-PI for funded external grants; or supervision of student research; or industry engagement related to the discipline (consulting, training, audit or external reviews); or a record of continuous significant student achievement in the discipline, or undergraduate degree in the discipline.
6. **A narrative describing three learning objectives for each course:** Identify specific qualifications that credential the instructor to meet each of the learning objectives.

Special Cases:

Business program. The University has determined that a master's of business administration in the area of the teaching discipline constitutes a terminal degree.

Interdisciplinary programs may encompass many disciplines: Sustainable Community Development, Native American Studies, Natural Resources, Gender and Women's Studies, and Outdoor Education. In such cases, a faculty may not have a terminal degree in a specific interdisciplinary program, but in the opinion of faculty in that field, they are considered to be credentialed to teach.

Introductory mathematics and writing. Individuals are credentialed to teach introductory mathematics and writing courses based on the following criteria:

- A master's (or at least 18 graduate hours in discipline of the course), or doctoral degree, in the discipline or a related discipline.
- Or a master's or doctoral degree and a narrative that describes three learning objectives for each course: identify specific qualifications that credential the instructor to meet each of the learning objectives.

Internships. Individuals are credentialed to supervise student internships if they hold a master's or doctoral degree in a discipline within their academic department.

Juris Doctor. Glenville State University recognizes a Juris Doctor as a terminal degree.

Music ensembles. Individuals credentialed to direct music ensembles or teach applied music lessons hold a bachelor's degree and three years of experience in choral direction, instrumentaldirection, or performance with an instrument.

Role of the Provost and Office of Academic Affairs

The Provost or designee is responsible for **validating the credentials** of the faculty member, verifying that the credentials are consistent with the Higher Learning Commission accreditation guidelines listed in Appendix A, and maintaining such information in the appropriate personnel file in the Office of Academic Affairs.

The Provost or assigned designee is responsible for **approving the credentials of the faculty member to teach each course** assigned and for verifying that the credentials are consistent with the HLC accreditation guidelines listed in Appendix A. The Provost or assigned designee will also indicate how the faculty member is credentialed to teach assigned courses based on one of the following:

- Academic degree(s) – in the teaching discipline, at level of master's or doctorate
- Academic degree(s) – in a related discipline, specified by faculty most knowledgeable of the discipline, at level of master's or doctorate
- 18 graduate semester hours in the teaching discipline or related discipline
- Tested experience for courses taught outside the faculty's teaching discipline
- Skills courses such as music, outdoor skills, and in some cases language

Faculty credentials for all teaching faculty will be verified by the Provost or designee each fall (for the following spring semesters) and spring semester (for the following summer/fall semesters) before the course schedules are available for student registration.

The following documentation must be included in the personnel file of all teaching faculty and reviewed by the Provost or designee.

Education

- a. Verify that official transcripts of the degree qualifying the faculty member to teach are in the personnel file.
- b. Verify that a current Curriculum Vita or resume are in the personnel file.

Faculty Credentialing

- c. The Provost or designee will verify how each faculty is credentialed
- d. Maintain a document (Program Information) listing all academic programs, the terminal degree required for each program, and a faculty-designated list of related

programs/disciplines for each academic program. This document will be updated when a new program is added to the curriculum.

- e. Maintain Tested Experience credentialing documents for each faculty as appropriate for each course for which it is needed

Credentialing verification during the hiring process

- f. Search committees will examine transcripts from each finalist candidate to verify the highest degree and the credentials to teach each course the applicant will be expected to teach. When the candidate's discipline is not closely related to the teaching discipline of courses, the search committee may need to contact the applicant for more information or documentation, in consultation with the Provost or designee.
- g. Employment advertisements will explicitly state all the information that is needed from each applicant, including copies of transcripts and, as much as possible, the specific courses that the applicant will teach.

Faculty Grievance and Appeal

As a state institution we follow the state's grievance procedure. The statutory grievance procedure is available to all state employees for resolution of most work-related concerns. Exceptions include pension or other retirement system issues, insurance issues, or matters not within the vested authority of the employer. Grievances are filed with the Office of the President and must also be sent by the grievant to the Grievance Board in Charleston. Grievances must be filed within 15 days of the aggrieved incident. For additional information refer to WV Code Chapter 29, Article 6A, contact the Human Resources Office, or go to the Grievance Board's website (<http://www.pegb.wv.gov>).

Under all procedures, the employee or the employee's designated representative has the responsibility to clearly indicate that a grievance is being filed, provide an explanation of the issue including the specific policy violation, and describe the specific remedy sought for resolution of the issue.

Faculty Office Hours

The term "office hours" as used here indicates the hours when an instructor would be in his office for consultation with students. Each instructor should keep a minimum of five (5) office hours each week with the following modifications:

Some classes or University activities require an instructor to have assignments for longer than an one-hour class period. Some of these include being off campus, in laboratories, rehearsals, or on the athletic field. In such cases, the instructor should have an adjusted schedule of office hours which is approved by the Provost and Vice President for Academic Affairs or his/her designee.

During the first week of class, each instructor should inform students of his or her office hours schedule. The schedule of office hours should be noted on the instructor's course syllabus and posted on the office door. A copy of the instructor's office hours are also to be filed with the Office of Academic Affairs.

Faculty Rank and Performance Expectations

Bachelor Degree Program Faculty

The professional ranks of assistant professor, associate professor, and professor are typically linked with the different stages of career development and accomplishments for university faculty. Faculty, at the different stages in an academic career, tend to have different levels of experience, expertise, accomplishment, effectiveness, and productivity. They also tend to have different opportunities for contribution, leadership, and mentorship. Consequently, the University's general expectations for faculty performance and for promotion in rank differ from experience level to experience level and rank to rank in keeping with the typical patterns of career development for university faculty. Assistant professors are typically individuals whose accomplishments reflect an early stage of academic career development, while the rank of professor is reserved for experienced and highly accomplished university faculty.

Experience is correlated with professional rank, but the years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank or tenure. When faculty members' experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion. Annual reviews of performance are expected to be done within the faculty's situational context

and in relation to the stage of academic career development. Assistant professors are evaluated according to expectations for performance that are different from those that apply to associate professors, and associate professors are evaluated by different performance expectations from professors. In that regard, the accomplishments required to achieve and exceed expectations in a performance review according to the standards associated with the rank of assistant professor would not be the same as those needed to achieve expectations at the higher rank. These general differences in expectations by rank are outlined in detail in the information which follows and contribute to the situational context of a faculty member's performance review. If a faculty member's performance declines below the general expectations for faculty performance at his/her current rank, a strong case can be made for documenting deficiencies and pursuing appropriate courses of corrective action.

General expectations for faculty performance are outlined in this Handbook. Departments may establish additional written guidelines to support the University's general expectations for faculty performance. These guidelines, once approved by the Provost and Vice President for Academic Affairs, may vary across departments to accommodate diverse faculty roles and specialty areas, as well as accepted disciplinary practices, program accreditation standards, and regulatory requirements.

In addition, specific responsibilities and expectations associated with each faculty position are defined in the normal course of the department's operation. Faculty members are expected to make a full-time commitment to fulfilling their responsibilities throughout the academic year.

More information may be found in Glenville State University's Board of Governors Policy 18.

General Expectations for the Lecturer

The rank of lecturer is awarded to faculty who are interested in teaching in higher education, but not interested in pursuing a terminal degree or performing scholarship at this time. In place of scholarship, lecturers are expected to teach additional sections beyond the expectations of assistant and associate professors. Adapting to the expectations of the institution and getting established in one's instructional and service roles are typically the primary concerns of an lecturer. At a university like Glenville State, where highly effective teaching is the central priority, most inexperienced lecturers devote much of their time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. Many others elect to initiate and establish their professional service records. As one advances in career development, the lecturer is expected to gain experience through a progression of early roles, evolving from novice to participant-observer to contributing participant. Occasionally, leadership opportunities emerge for the lecturer, but the frequency and significance of such leadership opportunities tend to increase as a faculty member's career matures in the advanced ranks. Therefore, a typical pattern of effective and productive teaching and service for the lecturer is one that begins modestly in the early years, perhaps with limited or local significance, and expands in depth, focus, significance, recognition, and productivity in late years. The retention of faculty members during this early stage of their academic career development often depend on how well the lecturer establishes and demonstrates effectiveness, productivity, and potential for continued development in expected areas of faculty performance.

Highly effective teaching is a central and high priority in the institution's mission. Therefore, the university expects its faculty members to establish themselves as highly effective teachers, supervisors, and mentors while in the rank of lecturer. The essence of effective teaching is the facilitation of learning. Effective teaching engages students in learning, inside and outside the classroom, through group instruction, individual instruction, student supervision, and mentoring, advising, counseling, and curricular and pedagogical innovation. Furthermore, a rapidly changing world requires effective teaching to be dynamic, not static, and subject to continuous refinement and improvement. The achievement of highly effective teaching at GSC encompasses the development of a well-stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course plans, pedagogical experimentation and innovation, systematic assessments of teaching and learning, and the use of assessment results for professional growth and improvement. Lecturers are expected to establish a strong record of accomplishment of highly effective teaching, supervision, and mentoring that reflects a solid foundation for continued effectiveness and further maturation of teaching, supervision, and mentoring skills.

In addition to establishing one's effectiveness in teaching, all faculty are expected to fulfill basic obligations in service as defined by their department, but not scholarship. A highly productive record of service is judged according to one's experience. All faculty are expected to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities and to incorporate these into their instructional and service activities.

The success of a program or department depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; and service. A lecturer is expected to perform his/her responsibilities and

assignments in a productive, professional, and constructive manner. Tenure and promotion ranks are not available to faculty with the rank of lecturer.

General Expectations for the Assistant Professor

The rank of assistant professor is initially awarded to relatively inexperienced faculty who are in an early stage of becoming established in their academic careers in higher education. Adapting to the expectations of the institution and getting established in one's instructional, scholarship, and service roles are typically the primary concerns of an assistant professor. At a university like Glenville State, where highly effective teaching is the central priority, most inexperienced assistant professors devote much of their time and energy to developing, testing, and refining their assigned courses and teaching effectiveness. Many assistant professors also devote substantial energy to a continuation of their scholarship activities, which were initiated during their doctoral or postdoctoral work. Many others elect to initiate and establish their professional service records. As one advances in career development and prepares for tenure and promotion, the assistant professor is expected to gain experience through a progression of early roles, evolving from novice to participant-observer to contributing participant. Occasionally, leadership opportunities emerge for the assistant professor, but the frequency and significance of such leadership opportunities tend to increase as a faculty member's career matures in the advanced ranks. Therefore, a typical pattern of effective and productive teaching, scholarship and service for the assistant professor is one that begins modestly in the early years, perhaps with limited or local significance, and expands in depth, focus, significance, recognition, and productivity in late years. The retention, tenure, and promotion of faculty members during this early stage of their academic career development often depend on how well the assistant professor establishes and demonstrates effectiveness, productivity, and potential for continued development in expected areas of faculty performance.

Highly effective teaching is a central and high priority in the institution's mission. Therefore, the university expects its faculty members to establish themselves as highly effective teachers, supervisors, and mentors while in the rank of assistant professor and before the award of tenure. The essence of effective teaching is the facilitation of learning. Effective teaching engages students in learning, inside and outside the classroom, through group instruction, individual instruction, student supervision, and mentoring, advising, counseling, and curricular and pedagogical innovation. Furthermore, a rapidly changing world requires effective teaching to be dynamic, not static, and subject to continuous refinement and improvement. The achievement of highly effective teaching at GSC encompasses the development of a well-stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course plans, pedagogical experimentation and innovation, systematic assessments of teaching and learning, and the use of assessment results for professional growth and improvement. Assistant professors are expected to establish a strong record of accomplishment of highly effective teaching, supervision, and mentoring that reflects a solid foundation for continued effectiveness and further maturation of teaching, supervision, and mentoring skills.

In addition to establishing one's effectiveness in teaching, all faculty are expected to fulfill basic obligations in both scholarship and service as defined by their department and to be highly productive in at least one of these two areas. A highly productive record of accomplishment in scholarship (creative activity) or service is judged according to one's experience and rank. The assistant professor is not expected to perform at the same level as the experienced senior faculty with advanced rank, however, they are expected to establish a strong record of accomplishment in scholarship and creative activity or service that reflects a solid foundation for continued productivity and further maturation in the advanced ranks. If scholarship is emphasized, an acceptable level of contribution in service is expected. If service is emphasized, an

acceptable level of contribution in scholarship is expected of the assistant professor. The faculty member is encouraged to develop strengths in both areas.

All faculty are expected to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities and to incorporate these into their instructional, scholarship, and service activities. Individuals with an earned doctorate or an acceptable terminal degree in the appropriate area for the position are generally appointed to the rank of assistant professor. Occasionally, an exceptional individual who is in the process of completing a doctoral dissertation (ABD) may be appointed to this rank. In some professional programs, individuals with professional master's degrees and related professional licenses, certifications, and/or work experiences may be appointed to the faculty as an assistant professor. Instructors, under rare circumstances, without a terminal degree, may be promoted to assistant professor if acceptable progress toward a terminal degree has been made or if the faculty position and specific responsibilities they hold have been identified as not requiring a terminal degree. When an assistant professor is expected to complete an advanced degree or additional course work, such achievements are expected to be completed in an efficient and timely manner. Furthermore, when completion of such a degree or course work diverts faculty effort from the standard expectations for faculty performance, the individual's progress toward promotion to associate professor is likely to be delayed.

The success of a program or department depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and service. An assistant professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner.

Promotion to Associate Professor and the Award of Tenure

Promotion in rank is awarded by the President at Glenville State University following a review process which includes recommendations from department colleagues, department chair, university tenure and promotion committee, and Provost and Vice President for Academic Affairs. The primary focus of the review process for promotion is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the performance expectations of the department and university. Promotion in rank to associate professor is awarded to a faculty colleague whose career development has advanced to the stage where the performance expectations for an experienced assistant professor are being achieved and the individual's performance and accomplishments in teaching, scholarship, and service have risen to achieve the University's expectations for a beginning associate professor. Such individuals can document a strong record of highly effective teaching, scholarship, and service that forms a solid foundation for continued success as associate professors. Other fundamental factors are also considered in the review process for promotion, such as the faculty member's credentials, years of service in the current rank at Glenville State (minimum of four required), the acceptability of performance in scholarship or service (i.e., the area of emphasis chosen), the strength of the portfolio in making an effective and well-documented case for promotion, and the professional judgment of colleagues who serve on the review committees and make recommendations for promotion and tenure.

Tenure

A faculty member may elect to have a tenure review in the fifth year of service at the University. A mandatory review for tenure must occur in the sixth year of active service from the date of appointment to the rank of assistant professor. Unless tenure is awarded by the President, effective in the seventh year, a terminal employment contract must be issued for that year. An earlier review for tenure is permitted during the second through fifth years of service at the University if sufficient prior service credit toward tenure was granted in writing upon appointment to yield a combined total of five full years of creditable service, including the year of review.

An assistant professor can be reviewed and recommended for promotion in rank only if the faculty member already has tenure or is also being reviewed and recommended for tenure and is in at least the fourth year of creditable service on the campus. Thus, assistant professors without any credit for prior service toward the probationary period for tenure are not eligible for consideration of promotion in rank until their fifth year, the earliest year of eligibility for a tenure review under these circumstances.

Experience is correlated with professorial rank, but years of service or successful annual reviews alone are not sufficient to qualify for a promotion in rank or for tenure. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion.

Faculty who do not hold an earned doctorate or acceptable terminal degree can generally expect to be in their current rank longer than colleagues with a terminal degree before being granted tenure or promotion in rank. Only under rare circumstances will a faculty member who does not hold an appropriate terminal degree be considered for promotion. Years of leave without pay or partially completed academic years resulting from leaves without pay are not included in the official count of accumulated years of service at the University toward promotion or tenure. There is no maximum time by which an assistant professor is expected to be or must be promoted to associate professor.

General Expectations for the Associate Professor

The rank of associate professor is awarded to an experienced faculty member who has established a solid foundation for continued success in the academy, but who may be at an early stage of academic career development. Whereas assistant professors often focus their energies on getting their academic careers established, associate professors typically have achieved those goals. They now focus their energies on advancing their effectiveness and productivity to the highest levels expected of senior faculty at a mature stage of career development. Faculty who join the University as associate professors must also establish a solid foundation at Glenville State for the award of tenure while in this rank. Establishing strong and accomplished records of highly effective teaching and productive scholarship or service are the principal concerns of most associate professors. The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. As the associate professor becomes more experienced, successful, and seasoned, the individual is expected to progress from earlier career roles of participant-observer and contributing participant to more significant contributions, leadership, and initiative. Typically, as the faculty member's roles and contributions grow at this stage of career development, the faculty member establishes a strong record of accomplishments with broader impact and recognition within the university.

The associate professor is expected to maintain a record of highly effective teaching, supervision, and mentoring that reflects his/her commitment to continuous improvement as an effective teacher and facilitator of learning. As an experienced member of the faculty, the associate professor typically models instructional leadership and undertakes educational initiatives. Examples of such leadership and initiative include but are not limited to the development of new courses and programs; course and program review, evaluation, and reform; establishing new pedagogical strategies; internationalizing the curriculum; adapting instructional technology for the enhancement of teaching and learning; developing advisement and mentoring systems for the department or university; promoting applied learning; establishing internship opportunities for students on and off the campus; advancing service-learning.

In addition to performing his/her instructional obligations in a highly effective manner, the associate professor is expected to demonstrate a strong record of highly productive contributions in scholarship and service. While the faculty member is encouraged to develop strengths in both areas, it is expected that one or the other of these areas will be chosen as an emphasis area with significant attention also given to the other.

When an associate professor elects to focus on scholarship in addition to teaching, the faculty member is expected to turn the early scholarship and creative achievement realized as an assistant professor into one or more established areas or specialties. Faculty who are highly productive in scholarship and creative activity can document a strong record of contributions that involve review and recognition by others within and beyond the department and university. Department expectations and guidelines provide more specific direction about the nature of highly productive scholarship within the different disciplines and programs of the university. As specialized expertise evolves, the faculty member's strong contributions, leadership roles, and initiatives in the area of scholarship are expected to increase within and beyond the campus.

When an associate professor elects to focus on service in addition to teaching, the university expects the faculty member's record of service contributions that began while an assistant professor to expand in breadth, depth and significance. Highly productive professional service for associate professors may be documented by a strong record as a contributing member, coordinator, leader, and initiator on campus committees, in campus or community initiatives, in administrative positions, and/or in professional associations. Major service contributions can occur at any level of the university as well as beyond the institution. As the associate professor's experience grows, the faculty member's strong contributions, leadership roles, and initiatives in the area of service are expected to increase within and beyond the campus.

An associate professor is expected to hold the appropriate earned terminal degree(s) in the appropriate field for his/her particular position and to strive to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities satisfactorily. In disciplines where an earned doctoral degree is the generally accepted "terminal credential," individuals without such a credential are not eligible for promotion to associate professor.

The success of a program or department depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and service. An associate professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner.

Promotion to Professor and the Award of Tenure

Promotion in rank is awarded by the President at Glenville State University following a review process which includes recommendations from department colleagues, department chair, university tenure and promotion committee, and Provost and Vice President for Academic Affairs. The primary focus of the review process for promotion is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the performance expectations for the department and university. Promotion in rank to professor is awarded to a faculty colleague whose career development has advanced to the stage where performance expectations for an experienced associate professor are being achieved, and the individual's performance and accomplishments in teaching, scholarship, and service have risen to achieve the University's expectations for a beginning professor. Those who aspire to promotion to professor are expected to have a strong record and a demonstrated commitment to the growth and improvement of highly effective teaching, supervision, and mentoring. One's record of scholarship and service should also reflect a similar commitment and be highly productive within the context expected of a senior-level faculty member. To be promoted to professor, the faculty member's strong record of contribution, leadership, and initiative in teaching, scholarship and service should include achievements that colleagues would generally regard as appropriate major accomplishments for faculty at the highest professorial rank and provide a solid foundation for continued success as a professor. Other fundamental factors are also considered in the review process for promotion, such as the faculty member's credentials, years of service in the current rank at GSC, the acceptability of performance in scholarship and service, the strength of the portfolio in making an effective and well-documented case for promotion, and the professional judgment of colleagues who serve on the review committees and make recommendations for promotion.

A professor is expected to hold the appropriate earned terminal degree(s) for his/her particular position. Faculty who do not hold an earned doctorate or acceptable terminal degree are not eligible for promotion to professor at GSC.

If a faculty member was initially appointed at the University as an associate professor, a mandatory review for tenure must occur in the sixth full year of active service. If tenure is not awarded, a terminal employment contract must be issued for the seventh year. An earlier review for tenure is permitted during the fifth year of creditable service toward tenure (years at GSC and years of credit granted upon appointment totaling five years). Years on leave without pay or partially completed academic years resulting from leaves without pay are not included in the official count of accumulated years of service toward promotion or tenure.

An associate professor can be reviewed and recommended for promotion in rank only if the faculty member has already been tenured or is also being reviewed and recommended for tenure. There is no maximum time by which an associate professor is expected to be or must be promoted to professor.

Experience is correlated with professorial rank, but years of service alone or successful annual reviews are not sufficient to qualify for a promotion in rank or for tenure. When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion.

General Expectations for the Professor

Professors are highly experienced and senior members of the faculty who have become highly accomplished in their teaching effectiveness, scholarship, and service. They are faculty whose careers have advanced to mature and high levels of effectiveness and productivity. Senior faculty who are professors tend to be invited more often than junior faculty to assume leadership roles in major administrative positions, committees, initiatives, or professional associations. The strong record of contribution and leadership that develops in one's teaching, scholarship, and service as a result of accepting these invitations evolves over time into increased opportunities for mentorship.

At this stage in one's academic career, the wisdom and expertise of the highly accomplished professor are often recognized by peers. A professor is typically characterized as a leader, mentor, scholar, expert, or distinguished colleague. During one's tenure as a professor, the faculty member becomes a seasoned veteran of the institution and reaches the stage of an academic career in which his/her professional or academic identity and expertise is well known, well established, and is recognized within and beyond the university. Even after achieving such heights of personal and professional achievement, the professor is expected to continue to grow and develop in his/her teaching effectiveness and contributions in scholarship and service. The tenured professor is expected to remain professionally active and highly productive throughout his/her academic career and to strive to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities.

Professors are expected to continue to be highly effective and accomplished in teaching, supervision and mentoring by experimenting with, revising, updating, and improving their techniques for working with students and others as effective facilitators of learning. Highly effective professors should continue to make strong contributions and take leadership roles in curricular and instructional development, evaluation, or reform. Such senior faculty are often consulted for their opinion and expertise as an instructional leader and mentor. In addition to performing his/her instructional obligations in a highly effective manner, the professor is expected to demonstrate a strong record of productive contributions in scholarship and service.

Highly productive contributions in the area of scholarship for a professor are characterized by a level of achievement that is more accomplished and more broadly recognized within and beyond the university than is typical of the associate professor. These highly accomplished achievements often merit regional, national, or international attention and recognition. Scholarship with significant impact in the State of West Virginia may also achieve this general expectation. At this career stage, the faculty member is recognized, consulted, or sought beyond the university for his/her expertise, leadership, mentorship, or wisdom in his/her areas of expertise.

Likewise, highly productive service for a professor is characterized by a level of accomplishment and achievement that is more broadly recognized within and beyond the university than the achievements in service expected of a typical associate professor. This highly accomplished activity can manifest itself in a wide variety of important and significant service contributions that receive attention and recognition across the university, in professional organizations, and the community beyond the university. The professor is expected to have a well-established service record that reflects a recognizable pattern of growth and development in the breadth, depth, and significance of professional service contributions. A strong service record for the professor should contain such highly accomplished achievements as distinction as a contributor, coordinator, leader, initiator, or mentor in groups such as major committees or task forces, campus or community organizations, or special projects and initiatives; administrative positions in state, regional, or national organizations or professional associations. Major service contributions at the department level are certainly important and worthy of consideration at this career stage, but a record that

reflects primarily service generally will not have sufficient impact to achieve the expectations for a professor.

While there is no advancement in rank beyond professor, professors are expected to continue to demonstrate from year to year that they meet and exceed the department and university performance expectations associated with the rank of professor. The success of a program or department depends on effective collaboration and teamwork as well as the contributions and productivity of its individual members. The efficacy of a faculty member's collaboration in this regard is to be documented and evaluated within the established basic categories of teaching, supervision, and mentoring; scholarship and creative activity; and service. A professor is expected to perform his/her responsibilities and assignments in a productive, professional, and constructive manner.

Faculty Responsibilities

Faculty members are expected to maintain professional competence and currency in their academic disciplines through ongoing development and continued learning, scholarship, and public service.

Responsibilities of Glenville State University faculty are to:

1. Meet faithfully all assigned classes or make appropriate alternative arrangements for the class when an absence is unavoidable. (Such arrangements are to be approved by the Provost and Vice President for Academic Affairs or his/her designee.)
2. Distribute to each student within the first week of class a written course syllabi. A copy of the syllabus must be submitted to the Office of Academic Affairs at the beginning of each semester.
3. Provide course grading information to each student on a regular and consistent basis.
4. Be available to students for advising.
5. Establish and keep regularly scheduled office hours. To consistently maintain at least five (5) office hours per week.
6. Award academic credit based on the professional evaluation of students' academic performance.
7. Present subject matter in the course as specified in the respective course outline.
8. Engage in continuous learning, scholarship, and public service.
9. Evaluate or comment fairly and objectively on the performance of colleagues when peer evaluation is required for the purpose of annual evaluation, tenure and/or promotion, and curriculum decisions.

10. Participate in committee work and other channels of shared governance in accordance with department and University procedures.
11. Provide service to the profession and the general public.
12. Participate in student recruitment, orientation, and retention activities.
13. Participate in the development and evaluation of curricula through the approved shared governance structures.
14. Contribute to accreditation and program assessment processes.
15. Comply with the laws governing conflict of interest.
16. Observe the policies and procedures of the University, including the policy on student-faculty relations.
17. Other responsibilities as determined by the President, Provost and Vice President for Academic Affairs, and/or the Department Chair.

Promotion and Tenure Policy and Procedures

Tenure Policy

The policy for awarding of tenure is delineated in Higher Education Policy Commission Series 9 and Glenville State University Policy 18. Glenville State University does not grant tenure with less than a six-year probationary period except that a person holding a doctoral degree with substantial experience and demonstrated success in a higher education setting may be awarded tenure at the time of initial employment, or before the sixth year of service if the “critical year” has been officially changed based upon criteria established by the institution.

A faculty member may elect to have a tenure review in the fifth year of service at the University if sufficient prior service credit toward tenure was granted in writing upon appointment to yield a combined total of five full years of creditable service, including the year of review. A mandatory review for tenure must occur in the sixth year of active service at the University from the date of appointment to the rank of assistant professor. Unless tenure is awarded by the President of the University, effective in the seventh year, a terminal employment contract must be issued for that year. Tenure may be attained only by faculty who hold the rank of Assistant Professor or above

However, if a faculty member was initially appointed at the University as an associate professor, a mandatory review for tenure must occur in the sixth full year of active service. If tenure is not awarded, a terminal employment contract must be issued for the seventh year. An earlier review for tenure is permitted during the fifth year of creditable service toward tenure (years at the University and years of credit granted upon appointment totaling five years). Years on leave without pay or partially completed academic years resulting from leaves without pay are not included in the official count of accumulated years of service toward promotion or tenure.

Criteria for Promotion

Promotion is to be based on a cumulative evaluation of the faculty member over the period of time he/she has been at Glenville State University. The primary consideration of the review process for promotion is the determination of whether significant and substantive advancement in the faculty member's effectiveness, productivity, and academic career has been achieved in keeping with the performance expectations of the department and university.

More information regarding the Promotion and Tenure Committees Charge can be found in Appendix L at the end of this handbook.

Rank of Professor

1. **Degree Expectation.** A Professor is expected to hold the appropriate earned terminal degree(s) for his/her particular position. Faculty who do not hold an earned doctorate or acceptable terminal degree are not eligible for promotion to the rank of Professor at Glenville State.
2. **Experience.** When a faculty member's experience, accomplishments, and career development evolve to the point where expectations applicable to the beginning level of the next highest rank are being met, the faculty member can make a strong case for promotion.

An associate professor can be reviewed and recommended for promotion in rank only if the faculty member has already been tenured or is also being reviewed and recommended for tenure. There is no maximum time by which an associate professor is expected to be or must be promoted to professor; however, a minimum of four years is required at the rank of Associate Professor in order to be eligible for promotion to Professor.

3. **Teaching Effectiveness.** To be eligible for consideration for professor, the faculty member must be viewed as highly effective and accomplished in teaching, supervision, and mentoring. This must be documented by such criteria as faculty observations, student evaluations, and the faculty member's portfolio.
4. **Service.** The candidate for the rank of professor must be characterized by a high level of accomplishment and achievement. That may include a strong leadership role in activities such as participation in curriculum development, providing professional field services, participation in university-wide and departmental committees, and advising students.
5. **Scholarship.** The professor candidate must demonstrate highly accomplished achievements in scholarship, professional development, research and/or publication, exhibitions, grant writing, consulting, membership in professional organizations and/or participation in conferences and workshops.

Promotion in rank to professor is awarded to a faculty colleague whose career development has advanced to the stage where performance expectations for an experienced associate professor are being achieved, and the individual's performance and accomplishments in teaching, scholarship, and service have risen to achieve Glenville State's expectations for a beginning professor. Those who aspire to promotion to professor are expected to have a strong record and a demonstrated commitment to the growth and improvement of highly effective teaching, supervision, and mentoring.

Rank of Associate Professor

1. **Degree Expectation.** An associate professor is expected to hold the appropriate earned terminal degree(s) in the appropriate field for his/her particular position and to strive to maintain the up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities satisfactorily. In disciplines where an earned doctoral degree is the generally accepted “terminal credential,” individuals without such a credential are not eligible for promotion to associate professor.
2. **Experience.** An assistant professor can be reviewed and recommended for promotion in rank only if the faculty member already has tenure or is also being reviewed and recommended for tenure and is in at least the fourth year of creditable service on the campus. Assistant professors without any credit for prior service toward the probationary period for tenure are not eligible for consideration of promotion in rank until their fifth year, the earliest year of eligibility for a tenure review under these circumstances.
3. **Teaching Effectiveness.** To be eligible for promotion to associate professor, the candidate must document a strong record of highly effective teaching, scholarship, and service that forms a solid foundation for continued success as associate professor.
4. **Service.** The candidate for the rank of associate professor must have a strong record as a contributing member, coordinator, leader, and initiator on campus committees, campus or community initiatives, administrative positions, etc. Major service contributions can occur at any level of the university as well as beyond the institution.
5. **Scholarship.** The associate professor candidate must be highly productive in scholarship and creative activity and can document a strong record of contributions that involve review and recognition by others within and beyond the department and university.

Other fundamental factors are also considered in the review process for promotion, such as the faculty member’s credentials, years of service in the current rank at Glenville State—minimum of four years required at Assistant Professor rank, the acceptability of performance in scholarship or service (if that is the area of emphasis chosen), the strength of the portfolio in making an effective and well-documented case for promotion and the professional judgment of colleagues who serve on the review committees and make recommendations for promotion and tenure.

Faculty who do not hold an earned doctorate or acceptable terminal degree can generally expect to be in their current rank longer than colleagues with a terminal degree before being granted tenure or promotion in rank. Only under rare circumstances will a faculty member who does not hold an appropriate terminal degree be considered for promotion.

Rank of Assistant Professor

1. **Degree Expectation.** Individuals with an earned doctorate or an acceptable terminal degree in the appropriate area for the position are generally appointed to the rank of assistant professor. Occasionally, an exceptional individual who is in the process of completing a doctoral dissertation (ABD) may be appointed to this rank. In some professional programs, individuals with professional master's degrees and related professional licenses, certifications, and/or work experiences may be appointed to the faculty as an assistant professor. Instructors, under rare circumstances, without a terminal degree, may be promoted to assistant professor if acceptable progress toward a terminal degree has been made or if the faculty position and specific responsibilities they hold have been identified as not requiring a terminal degree.
2. **Experience.** The rank of Assistant Professor is initially awarded to relatively inexperienced faculty who are in an early stage of becoming established in their academic career in higher education.
3. **Teaching effectiveness.** The Assistant Professor engages students in learning, inside and outside the classroom, and is expected to establish a strong foundation to continued effectiveness and further maturation of teaching, supervision, and mentoring skills. Teaching effectiveness may be assessed by criteria such as evaluations from peers, department chairperson, and students.
4. **Service.** An acceptable level of contribution in service is expected. This may include involvement in activities such as participation in curriculum development, providing professional field services, participation in university-wide and departmental committees, and advising students; it may also include service to the community that is related to one's discipline.
5. **Scholarship.** An Assistant Professor is expected to establish a strong record of accomplishment in scholarship or creative activity. Examples for involvement may include such professional development activities as research and/or publication, exhibitions, grant writing, consulting, membership in professional organizations and participation in conferences and workshops, for example.

Rank of Lecturer

A master's degree is required for the rank of instructor except in technological or other specialized fields. Lecturers are expected to teach 15 hours per semester (30 per year).

Promotion and Tenure Reviews

The guidelines presented herein establish the procedures for being evaluated, promoted in professional rank, or awarded tenure as set forth in Procedural Rule Series 9 and Glenville State University Policy 18.

Promotion in rank is a process by which Glenville State University rewards its full-time faculty who have achieved success and professional growth in the areas of teaching effectiveness, professional service, and appropriate professional development activities. Advancement in rank is dependent upon sustained achievement in the above areas.

It is the responsibility of the faculty member who desires a promotion in rank or tenure to make a written request for the promotion or tenure review to the Office of Academic Affairs. Academic Affairs will then initiate the established review procedure for granting or denying the request for promotion and/or tenure. The faculty member should routinely provide all appropriate supporting data for the consideration of the promotion and/or for tenure.

Review Procedure

1. During the Fall Semester Glenville State University faculty will elect a University Tenure and Promotion Committee for a two-year term consisting of five tenured members of the faculty, three who hold the rank of Professor and two who hold the rank of Associate Professor, with not more than two members from any one academic department. The election process will ensure that each elected member will have received a majority of votes cast. An alternate member holding the rank of Professor will also be chosen. A member may serve no more than two consecutive years on the Panel. After one year's absence, a faculty member is again eligible for membership. The Provost and Vice President for Academic Affairs will call an organizational meeting of the panel by the **second Friday in January** and will designate an appropriate meeting place for the panel in which to conduct its deliberations.
2. Faculty members who meet the criteria for promotion and/or tenure must make a written request for promotion and/or tenure to the Office of Academic Affairs prior to the beginning of classes in the Spring Semester.
3. The initial step in the review process is for the department chair to complete an evaluation for each faculty member. The chair will use the faculty portfolio based upon the Faculty Accomplishment Report, results of previous student evaluations, and other support materials submitted by the faculty member. At the discretion of the department chair, classroom visitations may be incorporated into the peer review process.
4. The department chairperson will make any recommendations regarding promotion in rank or tenure if appropriate. Faculty members are given the opportunity to respond to the evaluation of the chairperson. The faculty member will have at least three calendar days to respond. The department chairperson review process should be completed by the **first Friday in February**.
5. All evaluation materials as well as the required support materials for those faculty members applying for promotion or tenure are sent to the Office of Academic Affairs no later than the **second Friday in February**.

6. By the **third Friday in February** the pertinent support materials for promotion and tenure are forwarded to the University Tenure and Promotion Committee by the Office of Academic Affairs. The support material must include:
 - (a) A verification supplied by the Office of Academic Affairs that the faculty member seeking promotion or tenure meets the minimum years of experience and degree credentials as set forth in the Faculty Handbook.
 - (b) All Faculty Accomplishment Reports, Faculty Observation Forms, and any other evaluations completed during the time period under consideration. (For example, for a faculty member seeking tenure, the decision is based on the total period of employment. Thus, copies of the annual Faculty Accomplishment Report completed by the candidate, Faculty Portfolio, and any Faculty Observations or Evaluations completed during this time period must be submitted. For the tenured faculty member seeking promotion in rank, all materials since the last promotion are submitted.)
7. The University Tenure and Promotion Committee will conduct a full review of all recommendations for promotion and/or for tenure and, in turn, recommend approval or disapproval of the chairperson's action to the Provost and Vice President for Academic Affairs by the **second Thursday in March**. Any department chairperson who is a member of the University Tenure and Promotion Committee will be replaced by the alternate member during the review of a faculty member from his/her department.
8. The Provost and Vice President for Academic Affairs will approve or disapprove recommendations of the University Tenure and Promotion Committee. The Provost and Vice President for Academic Affairs will notify the faculty member of his/her recommendation by the **first Thursday in April**. Recommendations will also be forwarded to the President, who will act upon the recommendation and notify the candidate of the appropriate decision. The faculty member desiring to appeal a decision of the President will utilize the appeal procedure set forth in the Higher Education Policy Commission Procedural Rule Series 36 and GSC Policy 18.

Guidelines for Tenure and Promotion Review Files

Materials submitted to the Promotion and Tenure Committee should be organized as indicated below. Candidates should also refer to sections on Faculty Responsibilities; Promotion and Tenure Policy and Procedures; Promotion and Tenure Reviews; Annual Faculty Review; Faculty Accomplishment Report; and Workload in this Handbook for further guidance regarding the four areas of consideration (included in parts B through E below). Candidates for tenure review should seek the input of a senior faculty member not on the Committee in the development of their review file.

A narrative in each of the four areas should describe and summarize the candidate's work in that area and its appropriateness to the mission of the University. This gives the candidate an opportunity to reflect on his/her own strengths and areas of improvement.

A. General Information:

- Current vitae
- Copies of annual performance evaluations
- Copies of any other performance evaluations
- Other general information

B. Teaching effectiveness:

- Narrative
- List of the courses taught each semester at Glenville State
- Student evaluations from the full range of classes taught across the full period of review
- A representative selection of syllabi, examinations, and other course materials
- List of teaching awards and honors
- Information pertaining to the advising of major and non-major students
- Faculty Observation Forms
- Additional supporting documentation that will help the committee, such as letters of review from current and past department chair or other faculty members

C. Scholarship and professional activities:

- Narrative
- List of publications (as well as copies of published works and articles submitted and/or accepted) and/or evaluations and other evidence of artistic productions and presentations
- List of presentations at professional meetings
- List of publishers, journals, and professional organizations for which the faculty person reviews or referees
- List of professional organizations participated in, including any offices held
- List of grants and grant proposals
- Any additional evidence of scholarly and professional activity

D. University service:

- Narrative
- List of University committees served on for each year under review
- List of any student organizations you have served and in what capacity
- List of any campus activities or programs sponsored or participated in
- Any additional evidence of service, leadership, and collegiality

E. Community service on behalf of the University:

- Narrative
- List of civic organizations to which you belong and form of involvement
- List of other community organizations, programs, or projects participated in
- Any additional evidence of civic engagement/community service on behalf of the University

Faculty Workload Statement

The state colleges in West Virginia are undergoing transformations of major consequence. The colleges are pressed, on the one hand, by a growing demand for an emphasis on both improved academic standards and increased services and, on the other hand, for greater accountability, especially in the allocation of limited state financial resources. Quality undergraduate education is central to these diverse challenges, and it is imperative that the state colleges focus greater attention on teaching.

Teaching is the central role of the faculty members, and it has long been recognized as the primary mission of the state colleges in West Virginia. Examples of excellence in teaching exist throughout the system, and the students who have attended these colleges have generally been well served by their undergraduate educational experiences.

Glenville State University has always focused on faculty teaching and students' learning. The student body includes a high proportion of first- or second-generation college students, and this population requires special attention to meet their educational needs. The faculty of Glenville State University have always been expected to engage in professional activities related to undergraduate teaching. This recognition of effective teaching as an outgrowth of scholarship is absolutely fundamental to any workload policy. The mission of the University is to serve a largely rural area of central West Virginia, and faculty may reasonably be expected to teach and advise at locations up to two hours from the campus.

College teaching is a highly regarded profession. College professors are experts in their fields of teaching, and it is an inherent requirement that they remain current in the professional literature. College professors are also employed by Glenville State University, and thus it is expected that they meet the workload guidelines of the institution.

Like other professionals, college professors are not paid for hourly work. Instead, they are paid an annual salary and are expected to handle all professional duties without daily supervision. Glenville State University endorses creative and innovative professionalism. College teaching requires one's commitment to a profession more than to any specified hours of work. All faculty are expected to teach a full credit load (24 hours per academic year for tenured and tenure-track professors and 30 hours per academic year for lecturers), to pursue appropriate professional development activities, and to render professional service to the college community. This commitment frequently transcends normal working hours.

The Glenville State University faculty workload policy is based on a number of assumptions, including the following:

1. As public servants, it is our primary goal to serve others.
2. A professional climate is the responsibility of all faculty.
3. In all endeavors, faculty stand for basic principles and accept ethical responsibility for their actions.
4. Faculty trust each other and respect collegiality.
5. Teamwork complements individual effort.
6. Faculty demonstrate flexibility and adaptability in carrying out their professional responsibilities.
7. Faculty are naturally creative and engage in risk-taking judgments within a supportive environment.

8. Fairness in all endeavors is fundamental.
9. Concern for quality undergirds faculty initiatives.
10. Diversity is a strength that all faculty understand.

Individual and Divisional Responsibilities

The academic departments at Glenville State University are all primarily focused on quality instruction, and faculty responsibilities are common to both individual faculty and each academic department. These general responsibilities provide the focus and mission to the academic programs.

The academic departments, however, have diverse missions. There are two- and four-year programs, professional and pre-professional majors, undergraduate and graduate programs, experiential as well as classroom performances. There should be flexibility in the instructional efforts among departments. This flexibility should enhance the diversity of instructional expectations necessary for the effective delivery of a quality undergraduate program.

There should also be flexibility within academic departments in how faculty responsibilities are allocated and met. Individual workload assignments should reflect the strengths and needs of faculty, the department, and the university. In a given academic year, for instance, some faculty may devote more time to scholarship than others, some faculty may devote more time to developing new courses than others, and some faculty may devote more attention to administrative duties than others.

Any significant departure from the institutional guidelines on faculty workload should be submitted by the department chairperson and approved by the Provost and Vice President for Academic Affairs.

Leaves

Sabbatical Leaves

Applications for Sabbatical Leave must be submitted to the Faculty Development Committee Chair on or before November 1 for the first and/or second semester of the following academic year. The faculty member must have a letter of support from his/her Department Chair who will submit to the Provost and Vice President for Academic Affairs a plan for shifting courses during the period of sabbatical leave. Multiple requests for sabbatical leave will be ranked by the Faculty Development Committee and submitted to the Provost and Vice President for Academic Affairs for consideration. The Provost and Vice President for Academic Affairs makes a recommendation on the sabbatical leave request to the President who then reviews the request and makes the final recommendation.

Eligibility - The applicants must have reached the rank of an Assistant Professor and have served at least six years at Glenville State University.

Length and Frequency of Leave - after six years of service, faculty members may apply for a sabbatical. Approval of applications will depend upon the merit of the request and the conditions prevailing at Glenville State University. Sabbatical leaves will not be automatic. Recommendations for leaves of absence shall be made by the President subject to the approval of the West Virginia Higher Education Policy Commission.

Compensation – Compensation is at the discretion of the University President. A sabbatical leave can be either paid or unpaid. Options for paid leave may include full salary for one semester leave or half salary for two semester leave.

Obligation to Glenville State University as a Result of Leave - Members on paid sabbatical leave will be required to return to Glenville State University for a period of three full years upon completion of the leave. Failure to return will obligate the faculty member to fully reimburse the University for salary received during the period of the leave.

Purposes to be Achieved During Sabbatical Leave - Sabbatical leaves of absence may be granted for study in improving the professional preparation of the member evidenced by regular full-time enrollment in an approved institution of higher education, for research, or for writing. Members on leave will be required to file a detailed report with the Provost and Vice President for Academic Affairs of the University covering studies, research, or writing while on leave.

Annual Leaves/Vacation

staff and faculty with 12-month contracts shall be eligible for 24 days leave per year calculated at the rate of 2.00 days per month from the date of employment.

Accumulated annual leave for continuing employees may be extended beyond that earned during a period of one year by written approval of the President but in no case shall it exceed twice the amount earned in any twelve-month period.

Employees who are being terminated, resigning, or in any other way leaving the employment of the State of West Virginia, will be paid annual leave for the balance of time accumulated in the employee's account.

Leaves of Absence

The West Virginia Higher Education Policy Commission grants leaves of absence for (1) illness, (2) voluntary and involuntary service in the Armed Forces of the United States, (3) including military reserve encampment, and (4) study for advance degrees to include engagement in activities calculated to improve teaching ability such as travel, as a teacher and consultant in another institution, government service or candidacy for a State or Federal elective office. For further details, consult Glenville State University Policy 17. Each request is to receive prior approval by the Governing Board and is to be supported by descriptive information and justification furnished by both the President and the applicant.

Other forms of leave are also authorized by Glenville State University Policy 17. Currently, these leaves include (a) medical leave without pay, (b) military leave, and (c) jury and witness leave. In addition, faculty may be granted sick leave. For all these policies, see below.

Medical Leave Without Pay

When requesting a medical leave of absence without pay, faculty must provide the Provost and Vice President for Academic Affairs and the Director of Human Resources satisfactory medical evidence (such as a written statement from your doctor) of an inability to perform the duties and responsibilities of a faculty member. The medical statement will include a diagnosis, prognosis, and the expected date of return. If the evidence is satisfactory, the Director of Human Resources will authorize a medical leave of absence without pay for the period of disability specified by the attending physician.

A medical leave of absence may be taken for no longer than 12 consecutive months. If an extended medical leave beyond 12 consecutive months is necessitated, the faculty should consider other options such as disability retirement. After a 12-month medical leave, one may still receive group health insurance coverage through the University provided that he/she pays the University the full premium cost of this coverage.

Military Leave

If a faculty member is a member of the National Guard or any reserve component of the armed forces of the United States he/she will receive a leave of absence without loss of pay, status, or performance rating for all days that he/she engages in drills or parades ordered by proper authority, or for a maximum of 30 working days (in any one calendar year) for field training or active service that is ordered or authorized under provisions of state law.

The faculty member will continue to receive normal salary, notwithstanding the fact that he/she may receive other compensation from federal sources during the same period. Military leave of absence will be considered as time worked in computing seniority, eligibility for salary increases, and experience with the University. The faculty member will be required to submit an order or statement in writing from the appropriate military officer in support of the request for military leave.

Witness and Jury Leave

When, in response to a subpoena or direction by proper authority, a faculty member appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, that faculty member is entitled to leave with pay for the period of required absence. When he/she serves on a jury, or is subpoenaed in litigation, he/she is entitled to leave with pay for the required period of absence.

Faculty submit a written request to the Office of Academic Affairs for witness and/or jury duty leave. A copy of the subpoena or jury summons must be included.

Sick Leave for Faculty

Glenville State University has no sick leave policy for faculty serving on 9- or 10-month notices of appointment. However, there are certain assumptions on absence due to illness that are based on traditions of collegiality.

When faculty members must miss scheduled classes or other responsibilities due to illness, it is common to arrange for a qualified colleague to substitute or "cover" for the faculty member involved. The assumption is made that the specific times during which a faculty member performs his or her professional obligations are not rigorously defined. A further implicit assumption is that the faculty member "makes up" absences through work at non-standard times. It is the responsibility of the faculty member to report absences due to illness to the Office of Academic Affairs.

Absences of more than five consecutive days of illness require the satisfactory proof of illness or injury (i.e., doctor's statement) be provided to the Office of Academic Affairs. Before returning to duty after an extended illness or serious injury, the faculty member must provide written proof (i.e., an approved Return to Work Verification form) that he or she is fit to return to work. The Return to Work Verification form is available on the Human Resources forms page of the website, or in the Human Resources office.

Absences for long periods may curtail the ability of the faculty member to reschedule responsibilities in the manner described above. In cases of extended illness of a faculty member, his or her colleagues will assume the responsibilities of the affected faculty member if possible. Because of problems associated with extended illness, all faculty members are encouraged to purchase disability insurance to cover long periods of absence.

Leaving Glenville State University

Before leaving campus, faculty must meet certain responsibilities:

1. Deliver a letter of resignation (or retirement, etc.) to the President through the Provost and Vice President for Academic Affairs.
2. Receive a “check-out sheet” from the Office of Human Resources for signatures.
3. Submit the following to the Department Chair:
 - Class records (grade books) (copy of electronic grade book)
 - Course outlines
 - Desk copies of textbooks belonging to the Department
 - Advisee folders and records
 - Instructions about any “I” grades pending
 - Keys to offices, buildings, files, etc.
 - Computer equipment and software
 - Any other materials belonging to the Department
4. Submit all web course materials to the Office of Technology. Courses are the property of Glenville State University.
5. Submit all grades to the Registrar.
6. Return all books, materials, etc. to the University Library/Instructional Technology Center.
7. Complete necessary forms at the Payroll Office.
8. Make arrangements concerning the university e-mail account.

As an assurance of the fulfillment of these responsibilities, the last salary check will be held until the completion of these duties.

Outside Employment

Section 4.3 of Glenville State University Policy 18, “Academic Freedom, Professional Responsibility, Promotion, and Tenure” states that faculty members must render full-time service to the campus to which appointed. According to this policy, “Glenville State University expects its faculty to give full professional effort to assignments of teaching, research and service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the faculty member’s contractual commitment to the institution.”

Consequently, if any outside employment interferes with assigned responsibilities of the faculty member, “the president’s designee has a right to (a) require the appointee to cease such outside employment or service which interferes with institutional duties and responsibilities of the appointee, (b) make such adjustments in the compensation paid to such appointee as are warranted by the appointee’s services lost to the institution and by the appointee’s use of institutional equipment and materials, or (c) dismiss for cause...”

Each year, the Provost and Vice President for Academic Affairs will conduct a survey of outside services of all full-time faculty appointees to determine whether the extent of outside employment of individual faculty members interferes in their ability to provide full-time service to the University in accordance with the provisions of their contract and University Policy 18. If it is found that outside employment interferes with the faculty member’s ability to provide comprehensive professional faculty services to the University, the Provost and Vice President for Academic Affairs will request that the faculty member limit outside employment. If the faculty member does not comply, a recommendation will be made to the President to adjust the compensation paid to the faculty member or to dismiss the faculty member from Glenville State University.

Overload Pay Policy

Working with department chairs, Academic Affairs will assign faculty course schedules each semester based on the curricular needs of the academic program. The faculty workload policy may be found in Glenville State University Board of Governors Policy 25B.

Understanding that teaching loads for specific disciplines may traditionally vary due to the nature of the discipline, there may be instances in which a faculty member may qualify for overload pay. In such cases, the following will apply:

- In order to be considered for overload pay, the faculty member must demonstrate that he/she is fulfilling all faculty responsibilities in addition to accepting a teaching load that exceeds the normally accepted teaching load for that specific discipline.
- If an additional course is added to the schedule that would otherwise be taught by an adjunct faculty member, the faculty member who agrees to teach the additional course will receive overload pay. for any course beyond the normally assigned teaching load for that department in the academic year.
- A faculty member has the right to decline the offer to teach an overload.

Overload pay compensation will be at the current rate that a terminally-degreed part-time faculty member would receive for teaching the same course. Eligible faculty will receive this compensation upon exceeding their contractual obligations to the institution for the academic year.

**Glenville State University
Adjunct and Overload Policy**

Workload

Adjunct (part-time) instructors are typically limited to 12 credit hours for the academic year (six hours in Fall and six hours in Spring) and six hours for the Summer sessions. Full-time faculty members are typically limited to six credit hours of overload per academic year (three hours in Fall and three hours in Spring) and an additional six hours for the summer. Exceptions may be granted by the Vice President for Academic Affairs.

Minimum Enrollment

The University is under no obligation to offer lower level courses (100 and 200 level) with enrollment of less than fifteen credit-seeking students for fall and spring terms and no less than ten credit-seeking students for summer terms. Thus, the University reserves the right to compensate adjunct and overload faculty of lower level classes with less than fifteen students (fall/spring) or less than ten students (summer) on a pro rata basis. Compensation for special topics courses with low enrollment numbers will be addressed on a case-by-case basis.

Base Pay

The compensation of adjunct faculty and full-time faculty assuming an overload is as follows:

Credit Hours	Doctorate	Masters	Bachelors*
1	\$700	\$600	\$500
2	\$1400	\$1200	\$1000
3	\$2100	\$1800	\$1500
4	\$2800	\$2400	\$2000

*Instructors with a Bachelor’s degree and 18 graduate hours in the teaching discipline are limited to teaching classes composed solely of students pursuing an associate degree (e.g. FCI-Gilmer, Huttonsville Correctional Center, and DMAPS).

Stipends for Instruction at Correctional Facilities

Instructors at Federal Correctional Institution-Gilmer (FCI-Gilmer) and Huttonsville Correctional Center require the ability to pass security checks, as well as assume additional accommodations. Additionally, instructors at Huttonsville Correctional Center may be required to provide additional advising, tutoring and career services. Consequently, in addition to the base pay scale, an additional stipend is provided.

Facility	Stipend per Semester
Federal Correctional Institution-Gilmer OR Huttonsville Correctional Center	\$600

Professional Development

Statement

Glenville State University maintains a Faculty Development Fund for use by full-time faculty for professional development activities and is administered through the Office for Academic Affairs. Professional Development Funding supports campus-wide professional development activities and on-campus workshops, research, writing and publication, attendance at professional meetings, conferences, workshops, and other activities that enhance teaching and learning. **Emphasis is placed on developing and enhancing teaching, research, and service opportunities for faculty that directly impact the quality of instruction and learning at Glenville State University.**

Faculty development funding will be allocated according to the following two categories:

1. 25% - Campus-wide faculty development;
 - a. Faculty grants to research ways to improve one's own teaching and improve learning through an in-depth, conceptualized and evidence-based study
 - b. Publication of scholarship or research, including pedagogical research, appropriate to one's academic expertise. *Proposals should be sent to the Office of Academic Affairs for funding consideration.*

2. 75% - Faculty requests for individual professional development including:
 - a. **Presentations appropriate to one's academic/artistic expertise** (such as presentation at discipline-related national or regional conference)
 - b. **Participation at discipline-related conference or meeting appropriate to one's academic/artistic expertise**
 - c. **Furthering one's education or intellectual development**
 - d. **Artistic production, performance, and composition**
 - e. **Other professional development requests as deemed appropriate**

Proposals should be sent to the Office of Academic Affairs for funding consideration. Funds will be dispersed on a first come, first serve basis until funds are depleted.

It will be up to the discretion of the Provost and Vice President of Academic Affairs to determine the amount awarded in response to each funding request up to the maximum allotted. Once funding is awarded, additional funding will not be available until the next academic year.

Salary and Benefits

Salary Guidelines

The award of faculty salary at Glenville State University is governed by GSC Policy 24, *Faculty Salaries*.

Initial Salaries

The salary offered to a faculty member at the time of hiring is based on several factors. These are (1) market factors as related to demand in similar disciplines at peer institutions; (2) the rank at which the faculty member is employed; (3) the salary range of existing faculty with the same level of preparation and experience; and (4) other specialized factors as related to the particular situation. The recommendation for the initial salary is prepared by the Provost and Vice President for Academic Affairs following consultation with the appropriate department chair. This recommendation is forwarded to the President who tenders the offer to the prospective faculty member.

Promotion

To the extent that sufficient funds are available, a faculty member will receive a 10% salary increase for a promotion in rank from assistant to associate professor and a 10% salary increase for promotion to the rank of full professor. Personnel moving from a non-tenure track position to a tenure-track faculty position will be considered as an initial hire and will be subject to the provisions of that policy. The decision as to whether or not there are sufficient funds available to award salary increases for faculty promotions will be made by the Board of Governors as part of the annual budget development process.

If in the event, the Board of Governors believes that a 10% salary increase due to promotion in academic rank is not financially feasible for that given fiscal year, the faculty member may choose to defer acceptance of the earned promotion until the level of salary increase for promotion in rank is acceptable to the faculty member.

When funds are available for salary increases for faculty, funds for promotion increase and equity adjustments – if any- would have the highest priority among the allocation of funds for salary increases.

Equity Adjustments

In the event a faculty member feels that a salary inequity exists, the recommendation for remediation is forwarded to the Provost and Vice President for Academic Affairs. The recommendation should include: (1) the faculty member's current salary; (2) years of service; (3) faculty member's department/program rank utilizing the Faculty Accomplishment Report/Merit System for the past three years; (4) specific examples of other faculty members with similar years of service, preparation, and ranking on the Faculty Accomplishment Report/Merit System on which the inequity recommendation is based.

The Provost and Vice President for Academic Affairs will review the above information as well as other available documentation and forward a recommendation to the President.

Salary Payments

The State Auditor prepares and distributes all payroll checks on a bi-weekly basis. Paydays are every other Friday per a schedule set by the WV Auditor.

State law permits full-time faculty, with less than 12-month appointments, to receive their pay over a 12-month period, if desired. Please check with the Payroll Representative for the necessary forms to elect this option. The deadline is April 1 for the next budget year. All 12-month employees and faculty who have elected a 12-month pay plan, receive their checks in accordance with the above schedule. Faculty not electing to spread their pay over 12 months will receive their pay over a nine-month period.

Since all salary calculations are made by the State Auditor, if an error is found on the payroll check, it is imperative that correct information be submitted to the State Auditor's Payroll Section no later than two (2) days after payday.

Please note that any changes in base pay, extra pay (for example, for overloads and special grants) affects your Federal and State income taxes.

Student Recruitment and Retention

Faculty members have a responsibility to assist with student retention efforts. This responsibility includes early intervention by the class instructor as well as advising the Academic Success Center and other institutional support services of at-risk-students.

Students come to Glenville State University to receive a quality education. Therefore, faculty are one of the main elements in students' retention. Faculty are expected to deliver high quality instruction and to be available to students both within and outside of the classroom environment. Faculty will share their expertise in their respective fields with students and provide students the guidance needed to successfully navigate their degree program through completion.

Faculty members are also encouraged to assist with student recruitment and orientation initiatives.

Termination of Faculty

Discontinuance or Major Reduction of an Academic Program

Information on this may be found under the Glenville State University Board of Governors Policy 26 and the Higher Education Policy Commissions [Series 11](#).

Academic Policies

Most academic policies are found in the official Glenville State University Catalog. Policies listed below are either found outside of the catalog or warrant emphasis.

Academic Advising

The Provost and Vice President for Academic Affairs will have the responsibility for the direction of the program of academic advising. The Department Chairpersons, as chief advisors, will be responsible to the Provost and Vice President for the direction of the academic advising within the department.

The Provost and Vice President shall be responsible for the in-service education of the chief advisors, and the chief advisors, in turn, will be responsible for the in-service education of advisors in a particular department.

Academic Common Market

The Academic Common Market is a tuition-savings program for college students in the 16 Southern Regional Educational Board (SREB) member states who want to pursue degrees that are not offered by their in-state institutions. Students can enroll in out-of-state institutions that offer their degree program, and pay the in-state tuition rates. Hundreds of undergraduate and graduate programs are available for residents of SREB states.

The Natural Resource Management Forestry and Land Surveying programs are available to students in SREB member states if approved by the student's home state.

Academic Misconduct Statement

Disorderly and/or disruptive behavior in the classroom setting may result in an academic penalty such as final course grade, grade penalty, exclusion from class, etc. when the course instructor has provided written notice to the student. Such notice may be provided via the course syllabus or specific written notification (with copy to advisor). Any member of the campus community may also file an incident report regarding alleged misconduct with Student Life for possible sanction in accordance with the Student Conduct Code. Appeals of academic penalty will be referred to the Academic Appeals Committee and will be governed by the Academic Appeal Policy. Appeals of sanctions imposed under the Student Conduct Code will be reviewed in accordance with the processes outlined in the Code (see *Student Handbook* for details). Incident reports of alleged student misconduct are permanently maintained in the Office of Student Life.

Academic Probation and Suspension Policy

Glenville State University's academic probation and suspension policy was created for the purpose of providing support for students who are having academic difficulties. The current academic standing for each student is noted in the student's academic records accessed through EdNet. Students are encouraged to use the services provided by the University's Academic Success Center to improve performance.

Advisors (Faculty)

Students entering the university will initially be advised by the Academic Success Center. At the successful completion of initial coursework, students will be assigned to a faculty advisor when they enter the University. Students must meet with their advisor to obtain a Personal Identification Number (PIN) in order to register for classes online. Students should meet with their advisor regularly, but at least **three times** each semester, following the posting of four week and mid-term grades and during the advising period prior to registration for the next term. Faculty advisors help students in matters of study habits, scheduling, advice in the educational program, and career opportunities related to the educational program.

Arranged Course Policy

1. A course may **not** be arranged for a student in a program, other than teacher education, if the next scheduled offering of that class occurs before the student's expected date of graduation. A course may **not** be arranged for a student in a teacher education program if the next scheduled offering of that class occurs before the student's expected residency semester(s).
2. A course may **not** be arranged for a student if the student has previously attempted the course and failed or previously enrolled and dropped.
3. A course may **not** be arranged for a student if the course is currently being offered. Arrangements may be made by the student with the instructor of record of that course to enroll in the scheduled course and satisfy the course requirements by alternate means in case of a class schedule conflict.
4. A course may **not** be arranged for a student if the course was offered during the preceding semester without documentation that the student could not enroll in the course because of a class schedule conflict.
5. A course may **not** be arranged for a student by any faculty member who has not previously taught the course at Glenville State University.
6. Exceptions to this policy will be made **only** in cases of significant extenuating circumstances. In such cases, the written approval of the instructor assigned to arrange the course, the Chair of the Department in which the course is housed, and the Provost and Vice President for Academic Affairs are required. A written statement must be attached delineating the exception(s) being made with detailed justification for each exception.
7. A student's request to have a course arranged may be denied by the appropriate academic official(s) of Glenville State even if the student's request is not disqualified by any of the preceding provisions of this policy. In such case, a written statement delineating the reason(s) for the denial must be provided to the student and his academic advisor.

Cancellation of Classes

As a general policy, Glenville State University classes are not to be cancelled except in emergency situations. Provisions for classes must be made if the faculty member must be away during a regularly scheduled class meeting. Appropriate accommodations must be made when the faculty member is absent. Generally, the use of guest lecturers to meet the course objectives is an appropriate accommodation. In all circumstances, approval by the Provost and Vice President for Academic Affairs is required if the faculty member is not going to be present during a regularly scheduled class meeting. Additional details concerning faculty absences are provided in the Faculty Personnel Policies and Procedures section.

Change of Advisors

Occasionally, students may wish to change advisor but do not wish to change their major. Requests to change advisor should be made to the Office of Academic Affairs. If it is determined that a change should be made, the change will be made by the department administrative assistant. The student, previous advisor, and new advisor will be informed of the change. The previous advisor should send any accumulated documentation to the new advisor for his/her use.

Change of Major or Minor

A student who wishes to change or add a major or minor to their program of study must complete a *Request to Declare, Change or Add Major/Minor* form, obtain the appropriate signatures and submit the form to the Registrar's Office. The Registrar's Office will make the requested adjustments in the University data system and notify the student and the appropriate department secretary of the change. As needed, the department administrative assistant, with the consent of the Office of Academic Affairs, will assign a new advisor, inform the previous advisor of the change and request any accumulated documentation be forwarded to the new advisor for his/her use.

Changing Schedules

A student must have the approval of the advisor and the instructor of the class if they wish to add a course after regular registration. Only the approval of the advisor is necessary to drop a course.

Copyright

Appropriate Use of Information Technology Resources

It is the policy of Glenville State University to respect the ownership of all intellectual material, whether in hardcopy or electronic form, protected by copyright laws. Specific cautions are in play for software programs, as described below.

Section 117 of the 1976 Copyright Act, as revised, protects software programs. Federal copyright laws protect most Glenville State University software. The license agreement between supplier and purchaser also protects software. Educational institutions are not exempt from these laws. The University does not condone copying instead of purchasing copyrighted works where such copying would be an infringement under copyright law. It is the policy of Glenville State University that the user secure permission from the copyright holder, whenever it is legally necessary, to copy. Following are some guidelines on computer

software use:

1. Unless you have written a program yourself, do not make and distribute copies of programs without specific written permission of the copyright holder.
2. Software provided by Glenville State University can be used on the computer equipment specified in the software license. It is against University policy to copy or reproduce any licensed software on University equipment, except as expressly permitted by software license.
3. Unauthorized copies of software may not be used on University owned computers or on personal computers housed in University facilities. The University regards unauthorized use of software as a serious matter and any such case is without the consent of Glenville State University.
4. “Shareware” is software that may be tried before the purchase. Glenville State University allows the use of shareware only under the conditions imposed by the shareware publisher. Typically, this requires registration and payment for use after an initial trial period. “Freeware” is software distributed without cost, although the publisher may retain copyright. Freeware use is allowed under the conditions imposed by the freeware publisher. Public domain software is software distributed without restriction. Use of public domain software is allowed.

Violations of this policy should be reported to the Office of Technology who will refer them to the appropriate administrator or judicial body.

Course Syllabi

Guidelines

While members of the faculty should construct their syllabi in a manner consistent with their pedagogical objectives, there are some essential elements that are expected to be included in all syllabi. These essential elements are:

- A concise statement of the overall purpose of the course. This statement should be consistent with the course description found in the catalog.
- A clear statement of the primary learning outcomes the instructor has set for the course as well as any learning outcomes established for the course as part of a specific academic program.
- A summary of all course requirements: reading assignments, class participation, quizzes, examinations, presentations, and papers. Due dates for assignments need to be provided.
- An explanation of grading system to be used in the course, including the value of each course requirement. This section should state the instructor’s policy on late assignments and missed quizzes and examinations.
- A summary of the University’s or approved instructor-specific attendance policy, including an explanation of any reduction in course grade due to excessive absences.
- An explanation of acceptable forms of student collaboration on graded work and the use of appropriate citations on written assignments. Faculty are encouraged to reference the statement in the Catalog on academic integrity (see sample syllabus).
- The statement on ADA accommodations presented in the sample syllabus is required.

- Other vital information such as instructor's name, office number, office phone number, e-mail address, and office hours.

For additional information on the content of course syllabi, see the attached sample syllabus in Appendix O.

Credit Hour Policy

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

Declaration of Majors

Students are expected to choose their field or fields of study as early as possible in their college experience. To delay doing this may mean that the student will experience difficulty in completing a program in a timely fashion. Students who do not declare a major upon enrolling will be designated as undeclared.

Electronic Digital Communication Devices

Glenville State University values the time and effort involved in the learning process. Interruptions caused by rings and musical selections from electronic digital communication devices interrupt and disrespect the opportunities for student learning in the classroom environment.

When in the university classroom, all electronic digital communication devices must be turned off and out of sight unless otherwise directed by the instructor. Laptop computers may be used only for course-related activities and only with instructor permission. There may be no conversations via electronic digital communication devices, whether audible or text-messaging, while in the classroom. In an emergency situation, the instructor may give a student permission to use an electronic digital communication device.

The instructor has the right to ask the student to leave the classroom for the remainder of the class period if the student uses an electronic digital communication device during class. If the student leaves the room to speak on an electronic digital communication device, it is to the instructor's discretion as to whether or not the student may return to the classroom when the conversation is completed.

Examinations and Grades

Students will receive a final grade based on daily participation grades, and/or a test or tests, and/or other assignments given during the semester. The instructor may or may not give a special mid-semester examination.

Students must take all regular examinations and complete all assignments. Absence from examinations may cause failure in a course regardless of attendance at class sessions and completion of prescribed work. If, in the opinion of the instructor, the absence was for sufficient reason, the student may, upon application and approval, take the examination at a later date. No student may take a final examination at any other time than the regular scheduled time without the consent of the Provost and Vice President for Academic

Affairs.

Final grades are based on class standing for the entire semester.

Final Examination Period

The last seven calendar days of the fall and spring semesters prior to final examinations are designated as Review Week. Examinations or combinations of examinations that are weighted 15% or more of the final course grade may not be given during this period. Major papers and/or projects weighted 15% or more of the final course grade may be due during this period only if stipulated in the official course syllabus that is distributed at the beginning of the semester. Laboratories, gateway and capstone final assessments, and any classes meeting once a week will be exempt from the requirements. Music recitals, concerts, and juries may be performed during Review Week. New material and make-up examinations may be introduced or conducted during Review Week. Review Week is not intended to be incorporated in the Summer Session of the University. Any proposed deviation of the above policy must be approved by the Vice President for Academic Affairs in advance.

Final Exams

Final examinations are to be given in all classes unless waived by the Provost and Vice President for Academic Affairs.

The designated Final Examination schedule will begin on Monday and will continue through Thursday. Each examination will be held in the room where the class has been meeting. The final examination for arranged and web-based classes may be given at the last regular session prior to the final examination period.

Students in courses having multiple sections must take the examination at the time scheduled for the section in which they are enrolled. In case of a conflict in the schedule, the instructor concerned should contact the Office of Academic Affairs about special arrangements.

Posting of Grades by Faculty

The public posting of grades either by the student's name, institutional student identification, or social security number is a violation of the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (1995). Even with names obscured, numeric student identifier numbers are considered personally identifiable information.

Faculty who post grades should use a system that ensures FERPA requirements are met. This can be accomplished using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic. It is highly recommended that faculty make grades available to students through the instructor's course management system rather than posting grades.

Grade and Attendance Records

The class roll, attendance and grades of all students are to be recorded in the instructor grade book. Instructors may elect to utilize an electronic grade book. Once the grade book is filled or at the termination of the instructor's services at the University, the book must be returned to the Chairperson of the Department. This must occur prior to the release of the last salary check.

Once the decision is made to fully implement an online grade book system campus-wide, all GSC faculty will be required to utilize the system for recording and reporting grades.

Textbooks

Textbook and course material adoption procedures are outlined in the Board of Governor's GSC Administrative [Policy 11](#) – Bookstores and Textbooks. Glenville State University has moved to a new course material model called *First Day Complete*© that will reduce the cost of materials for students and ensure they have all their materials across all courses on the first day of class. Instead of purchasing materials *a la carte*, the cost will be included as a per-credit hour book fee on each student's invoice.

The Campus Store will provide each student with a convenient package for physical books and digital materials will be delivered directly to the Learning Management System (LMS). With this new model, there are no restrictions in the course materials you select for your course. All course materials, from any publisher, in your preferred format are included in the program. The only requirement is that your course material selections are turned into the Campus Store through the Faculty Portal.

To adopt a textbook, faculty will have access to submit their textbooks into the Barnes & Noble (B&N) University Portal. Once submitted textbook adoptions will be reviewed by the Office of Academic Affairs. B&N will work with faculty to finalize textbook requirements which will then be made available to students on the first day of class.

Student who choose to opt-out of the *First Day Complete* © program will be able to utilize the Campus Store in order to purchase their textbooks *a la carte*.

University Policies

Academic Processions

Led by the President of the University and distinguished platform guests, the full procession of Glenville State University faculty marches en masse at the Fall Convocation and Commencement exercises.

Commencement

Commencement exercises are held in fall and spring. Faculty attendance is required at Commencement.

Convocation

Convocation at Glenville State University is the entry of a new class of scholars into our academic community. During the fall Orientation program, the Freshman class is officially welcomed into Glenville State and invited to join the faculty in taking the *Oath of Excellence* pledging dedication to the pursuit of intellectual, cultural, personal, and social growth. Faculty attendance is required at Convocation.

Robing

Faculty wear full academic regalia for both the Convocation and Commencement at Glenville State University. If a faculty member does not own academic regalia from his/her graduate institution, robes may be ordered online.

Business Cards

To assist faculty with off-campus and professional contacts, faculty may order business cards, printed by the Print Shop. To request business cards, submit a Business Card Request form to your departmental administrative assistant.

Consensual Relationships

GSU BOARD OF GOVERNORS POLICY 6:

6.6. Consensual Relationships

6.1. There are inherent risks in any romantic or intimate relationship between individuals in unequal positions. Thus, except as otherwise provided in Section 10.2, any romantic or intimate relationships in which power differentials are inherent are prohibited, which include, but are not limited to, the following:

6.1.1. Relationships between students or applicants for admission and administrators, faculty, coaches or any University employee where a direct power differential exists between the student or applicant for admission and the employee;

6.1.2. Relationships between a University employee holding a direct or indirect supervisory and/or evaluative role over the other person in the relationship; or

6.1.3. Any other romantic or intimate relationship between students or applicants for admission and employees or between employees where any employment-related power differential exists between the persons in the relationship.

6.2. Notwithstanding the prohibitions in Section 10.1, any romantic or intimate relationship prohibited in Section 10.1 that exists *prior to* the creation of a power differential between the individuals involved in the romantic or intimate relationship shall not violate this policy if: (i) the individuals in the relationship report the existence of the relationship as required in Section 10.4 before the power differential is created and (ii) the individuals consent to the removal of any potential power differential that could exist, which may require appropriate administrative action, including but not limited to, shifting or otherwise relocating an employee within a separate department or reporting capacity from the other individual involved in the relationship or the shifting of grading or other decision-making responsibilities of a faculty member which affect a particular student in the case of a pre-existing relationship with that student.

6.3. Issues may also arise in the educational setting or workplace from romantic or intimate relationships between students or applicants for admission and University employees or between University employees where a direct or indirect supervisory and/or evaluative role or other power differential does not exist between the persons in the relationship. Thus, while not prohibited, such relationships are highly discouraged.

6.4. If a relationship develops that falls under Sections 10.2 or 10.3, the employee(s) involved in the relationship must timely report the existence and termination, if any, of such relationship to the Title IX Coordinator.

6.5. Once a relationship is reported under Section 10.4, the Title IX Coordinator shall inform the persons involved in the relationship of the University's standards concerning consensual relationships, may set parameters while the persons are on campus, and may take other steps as appropriate.

6.6. Persons who engage in any relationship prohibited by Section 13.1 or who engage in any relationship listed in Sections 13.2 and 13.3 and who fail to timely report shall be subject to administrative action, up to and including termination of employment or dismissal from the University, as applicable.

Grant Approval Process

Faculty are encouraged to pursue grants to provide funding to supplement resources for professional development, research, equipment, and program enhancement and development. As the first step, faculty members pursuing external funding are required to advise the Office of Grant Administration of their intent to apply. Working with the Research Corporation and/or the Foundation, the faculty member will file an *Authorization to Submit Request for External Funding* to the Chief Academic Officer outlining the request, budget, match requirements, impacts on the academic program, and whether the request is subject to the Institutional Review Board. Funding proposals that fall under the purview of the University's Institutional Review Board must go through the IRB approval process prior to submission. As a final step for completion all external funding requests must be submitted to and approved by the Office of Grants Administration prior to or for submission to the funding agency.

Harassment/Inappropriate Conduct Policy

Harassment or inappropriate conduct of any type, whether sexual, racial, or ethnic, is not tolerated at Glenville State University. Glenville State University is committed to maintaining a work environment that is free of unlawful harassment as well as other inappropriate conduct, regardless of whether the conduct rises to the level of unlawful harassment.

Any negative or stereotypical comment or action, whether welcome or unwelcome, aimed at an individual's race, color, religion, sex, national origin, disability, age, physical appearance or sexual orientation will not be tolerated.

Employees who engage in any type of harassment or inappropriate conduct at Glenville State University will be subject to disciplinary action up to and including termination.

Employees who are subjected to conduct prohibited under this policy are to report their concern to their immediate supervisor and the Office of Human Resources immediately. Prompt action will be taken and no retaliation will occur against an employee making the complaint. All allegations of harassment will be investigated.

Bringing a Complaint

Any employee who has observed or feels that he or she has been directly affected by the conduct described above may bring a complaint of harassment. Complaints should be filed within 30 days of the occurrence of the act in question. This time limit may be extended by the Affirmative Action Officer. Any form of retaliation against an individual who brings such a complaint in good faith is strictly prohibited. However, any employee who knowingly and with malicious intent brings a false charge of harassment.

Responsibilities

The complainant should, whenever possible, attempt first to resolve the complaint through an immediate or next-higher-level supervisor. If this is not feasible or possible, the complainant should contact the Affirmative Action Officer for advice and/or assistance. If the complaint cannot be resolved informally, the Affirmative Action Officer will assist the complainant in defining the charge and completing the complaint form.

The Affirmative Action Officer will, if a formal complaint is filed:

- inform the persons named in the complaint of the allegations against them and notify them that no retaliation may occur;
- assist the individuals named in the complaint in defining the charge;
- obtain a response to the complaint within ten working days of the day the complaint is filed;
- after receiving the response, investigate the complaint further if appropriate and necessary [NOTE: the Affirmative Action Officer will have access to all the necessary documents, the authority to call and interview witnesses, and the authority to bring together the complainant and respondent if desirable.];
- within 20 working days of receiving the response of the person(s) named in the complaint, issue a finding to all such individuals. If the Affirmative Action Officer finds insufficient evidence to substantiate a charge of harassment, h/she will inform the complainant of this and advise the complainant that the case is closed.
 - If the evidence substantiates a finding of harassment, the Affirmative Action Officer will make recommendations for the resolution of the complaint, and ensure that appropriate action is taken. Examples of sanctions that may be taken include, but are not limited to: a letter of reprimand to be placed in the wrongdoer's personnel file; negative performance evaluation; suspension without pay for a designated period of time; or dismissal of the wrongdoer.

The person named in the complaint (the respondent) will:

- provide a written response to the allegations within ten working days of receiving notice of the complaint from the Affirmative Action Officer;
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The respondent's supervisor will:

- provide a response to the Affirmative Action Officer within seven working days of receiving the recommendation from the Affirmative Action Officer concerning action to be taken; against another employee will
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The Affirmative Action Officer of Glenville State University is the Director of Human Resources.

Identification (ID) Cards

As a Glenville State University faculty member, your ID card enables you to use the Robert F. Kidd Library. ID cards may be obtained in the Office of Student Life, located in Alan B. Mollohan Campus Community Center. There is no charge for your card.

Institutional Review Board

Glenville State University, as a recipient of federal funds, is subject to federal regulations regarding the protection of human subjects, the humane treatment of vertebrate animals, the use of recombinant DNA, and the risks posed by pathogenic organisms. Thus, the Glenville State University institutional review board (IRB) is charged by the University with ensuring that research projects conducted by members of the campus community are undertaken in compliance with relevant federal regulations and institutional policy. The responsibilities, membership, and procedures of the IRB are as follows.

The primary role of the Glenville State University Institutional Review Board (IRB) is to protect the rights and welfare of human and non-human vertebrate subjects/participants. The purpose of the IRB is to ensure adherence to research ethics as outlined in the Code of Federal Regulations (45 CFR 46, and 21 CFR 50) and Title 133, Series 31 of the West Virginia Higher Education Policy Commission.

At Glenville State University all research involving human or animal subjects must be approved by the Institutional Review Board (IRB). An IRB is a federally mandated entity that oversees the protection of human and animal subjects in scientific research. The purpose of the IRB is to mitigate the potential harm to subjects, including physical and psychological well-being, autonomy and right to refuse consent, and privacy/confidentiality. The IRB at Glenville State University reviews all research involving human and animal subjects to ensure that risks have been minimized. The potential harm to subjects must be evaluated against the potential benefit before human and animal subjects participate in the research. The IRB also requires that human subjects only volunteer to participate in research studies after they have been provided legally effective informed consent. Investigators may not begin recruiting subjects or collecting data until written approval from the IRB has been provided to the principle investigator. All research studies are required to undergo annual review unless granted an exemption by the IRB. All research studies by students at Glenville State University must be supervised by an appropriate faculty member.

Policy and Procedures: <https://www.glenville.edu/sites/default/files/2020-08/irb-policies.pdf>
IRB Application and webpage: <https://www.glenville.edu/academics/irb>

Instructional Technology

Glenville State University utilizes Brightspace as the Learning Management System (LMS) as of fall 2021.

All faculty will be provided a course shell for each course they are teaching. Content within the course must adhere to all Office of Technology Policies found on the institutions website under the Office of Technology.

Faculty are encouraged to utilize Brightspace to post their course syllabi and grades for all courses including face to face. Quality Matters (QM) workshops, from introductory to advanced, are available to faculty throughout the academic year. The fee for the course is paid by the institution once prior approval has been granted. Faculty are encouraged to follow QM standards. Glenville State University has been a member of QM since the fall 2017. Online courses are subject to peer review.

Faculty will also have access to a 24/7 support team by calling 1-304-293-5192. Additional support is found through the local help desk during working hours by calling 1-304-462-6449.

WVNET (West Virginia Network for Educational Telecomputing)

Glenville State University is a member institution of WVNET. As such, computer services available to the user are not limited to the micros and the mini systems located on campus. They are enhanced by access to large scale computing power at the WVNET host site in Morgantown and by WVNET's connections to national and international networks. Request for services provided by WVNET must be made to the Office of Technology. Services at WVNET require valid account numbers. Such accounts may be obtained through the Office of Technology.

Computer Accounts

To use the computers/labs located at Glenville State University one must have a valid account number. Students generally receive accounts from their instructors and such accounts are active during the time they are enrolled at Glenville State University. Extensions of the life of an account past the end of a student's enrollment must be approved by the Chief Technology Officer. Other non-class accounts may be obtained by contacting the Office of Technology.

Intellectual Property Rights

Glenville State University is committed to providing an environment that supports the learning, teaching, scholarship, and creative activity of its faculty, students, and staff. The University also acknowledges and preserves the traditional property rights of scholars with respect to products of their intellectual endeavors (e.g., books, articles, manuscripts, plays, writings, musical scores, and works of art).

The University will own the intellectual property rights if the property is created within the scope of employment (including student employees working within the scope of their employment); is generated on the job with substantial use of University equipment, services, or resources; is commissioned by the University; or fits within works for hire under copyright law.

Administration of the Intellectual Property Policy resides in the Office of the Glenville State University Research Corporation.

Complete details and definitions are delineated in Glenville State University Policy 52.

Keys

Upon employment at Glenville State University, faculty receive a key to his/her office and any other key(s) necessary to execute his/her responsibilities as faculty member. Keys may be requested through the departmental administrative assistant. A “Key Request Form” must be completed and forwarded to the Physical Plant Office to receive keys. The Physical Plant will make the initial key at no cost but the costs of replacing keys will be charged to the department.

When employment at the University ends, faculty must return all keys to the Physical Plant. Keys are the property of the State of West Virginia and must not be duplicated. If key(s) are lost, contact the Office of Academic Affairs immediately.

Library Services (Robert F. Kidd)

User Policy - The University identification card (ID) serves as the library card for faculty, staff and students. An ID is required to check out circulating library items and reserve materials. To have library materials checked out by proxy, the faculty member’s ID must be presented at Circulation.

Circulation Policy - All library hardcopy circulating materials have up to a semester loan period for faculty and staff. Loan periods for students and community patrons are 14 days for circulating books and 7 days for audiovisuals, such as DVDs. Note: Digital materials have separate and varying loan periods (7, 14, or 21 days). Periodical, reference, microform, special collection, and vertical file materials do not circulate except with the approval of the Library Director (ext. 6161) or the Staff Librarian (ext. 6164).

Remote Access for Digital Materials and Electronic Databases - Remote access is made through EZProxy authentication by using the same userid and password used to log into the GSC domain or by using the current library-assigned code word in the userid box. Contact a library staff member for the current code word if needed (ext. 6160).

Reserves - Faculty may place library or personal materials on reserve for students’ use and specify the length of time these items circulate. Reserve checkout period options run from 1-3 hours “in-library use only” to overnight, 1, 3, 7 or 14-day. Make reserve arrangements at the Circulation Desk.

Databases, eBooks, and other e-Materials - Access is available to numerous subscription databases for research from the library webpage. Other digital materials include over 65,000 eBooks, 7,500 e-audiobooks, 750 e-music albums, and 600 e-videos from the library webpage via the WVDeli icon or (Ebsco) eBook collection link on the left-side menu. Note: Most WVDeli e-materials and Ebsco eBooks are searchable and accessible through the library’s online catalog.

Interlibrary Loans (ILLs) - ILL services are offered for materials not currently available in-house. An ILL request may be submitted electronically from the library webpage or by hardcopy; forms are also available in the library. Interlibrary loans for campus/class use are free of charge to faculty/staff. Interlibrary loans for personal use are charged \$1.00 per book and \$1.00 (plus 10¢ per page) for articles.

Mail Service

A full-service U.S. Post Office/Glenville State Station is located in Mollohan Campus Community Center. Student resident, departmental, and divisional mailboxes are located in this area. Stamps and other mail supplies are available for sale at this site. UPS, FedEx, and other packaging services are also available. Notify the postal service personnel when sending a Next Day Air letter or package. Next Day Air letter or package must be in the mailroom before 12:00 p.m. for processing. If it is after 12:00 p.m. there is no next day guarantee of delivery.

Only official university business mail may be submitted for postage. University materials and/or postage are not to be used for personal correspondence. If postal service personnel suspect that personal use is taking place, the contents of the letter or package will be examined. Should the examination reveal that this is the case, the personal correspondence will be returned to the sender and the individual's supervisor will be advised of the situation.

It is preferred that addresses are typewritten on all outgoing mail when appropriate. Use correct punctuation in addresses. Each envelope must bear the identification of the sender in the return address area, including the department account number, and should be deposited at the campus postal office by 2:30 p.m. for daily processing, Monday through Friday. Unidentified mail will be opened to determine origin and will be given lowest priority. Bind multiple envelopes bearing the same account number with a rubber band.

It is not the responsibility of campus postal service personnel to hand out mail. Mail should be collected via mailbox combination from the designated postal box.

When mailing 250 or more similar pieces, contact postal service personnel in advance to determine if the mailing meets the criteria for standard (formerly third class bulk) or first class pre-sort and obtain instructions for proper preparation. Advance planning and a little extra effort results in substantial savings.

Certified or registered mail and mail received by courier other than the U.S. Postal Service are logged when received. A signature is required prior to the release of such items.

Pick up packages promptly. Glenville State Station does not have sufficient space to store packages for any length of time. A dolly is available for transporting packages; make arrangements for use by contacting postal service personnel.

Non-Discrimination Policy

Glenville State University does not discriminate on the basis of basis of race, sex, age, disability, veteran status, religion, color, ancestry, marital status, gender, sexual orientation or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Glenville State University also does not discriminate based upon genetic information in the areas of employment or employee health insurance benefits. The following person has been designated to handle inquiries regarding the University's non-discrimination policies, to receive discrimination/harassment complaints including but not limited to complaints based upon sex or disability and to monitor the institution's compliance with state and federal non-discrimination laws and regulations including but not limited to Title IX and the Americans with Disabilities Act:

Tegan McEntire
Director, Human Resources

Coordinator, Title IX/AA/EEO
2nd Floor Harry B. Heflin Administration Building
304-462-6193

Tegan.McEntire@glenville.edu

Written correspondence may be sent to: 200 High Street
Glenville, WV 26351
FAX: (304) 462-7610

Parking

Faculty may acquire a permit that allows them to park in specifically designated parking areas. A limited number of reserve parking spaces are also available for purchase. Details may be found in Glenville State University [Policy 8](#).

Program Review

The program review process provides for a 5-year review and evaluation cycle of all programs leading to a certificate or degree at the University. The basic evaluative criteria for the Program Review process are viability, adequacy, necessity and consistency with mission. These reports are due in March. An executive summary of the full report is submitted to the Board of Governors for approval in April prior to submission to the WV Higher Education Policy Commission in May.

Each academic program is additionally required to maintain a planning and assessment portfolio. Each portfolio is to be updated annually with current information on the achievement of established learning outcomes.

Protection of Human Subjects

Glenville State University encourages professional research activities that can further the educational research base on teaching and learning. Research design must be tailored to protect the well-being, rights, and anonymity of those involved. Faculty who wish to participate in research projects which utilize human subjects must submit their proposals to the Institutional Review Board

Public Relations and Promotional Materials

Public Relations is responsible for media relations, publicity and promotions, publications, advertising, university identity and logos, and Glenville State University's world wide website. This includes the University alumni magazine, faculty publications, campus advertising and promotional materials. Individuals and departments who wish to advertise or publish campus information should contact the Public Relations Office

The University's Style Manual will be followed in the design of all publications and promotional materials and is available on the Glenville State website.

https://www.glenville.edu/sites/default/files/2019-04/GraphicsStandardsStyleGuide_SPR19.pdf

Public Safety

The Glenville State University Department of Public Safety is available to aid faculty, staff, and students. Please call the Office of Public Safety if you have any Public Safety concerns or questions, wish to request foot or parking lot patrol and/or security escort, report a crime, give information relating to a crime, or would like information regarding Public Safety. If an officer does not answer the phone, leave a brief and precise message and an officer will contact you as soon as possible. If it is an emergency, call 911 After hours, public safety can be reached by cell phone at (304) 904-2041.

Publications

In addition to the Alumni magazine and numerous informational booklets and fliers, the University publishes three student publications. These three student publications are:

1. The *Phoenix*, the student newspaper.
2. The *Trillium*, an annual literary magazine.
3. Radio and TV Station operated by the University and staffed by students.

State Officers and Offices Communication Policy (WVHEPC)

All communications and contacts with State officers and offices, agencies, commissions or departments requesting new services, legal opinions, or policy rulings or interpretations associated with the state system of higher education or any state institution of higher education, shall be made by the West Virginia Higher Education Policy Commission unless approval is granted by the Policy Commission for a college representative to initiate direct communication with such officers or offices. University communications and contacts of a routine nature with State agencies regarding payrolls, requisitions, purchase orders and similar matters are not affected by this policy.

This policy is not to be interpreted as prohibiting employees of the West Virginia Higher Education Policy Commission or its institutions from meeting or communicating with elected or appointed officials, save only that in such contacts these employees are obligated to (1) identify their status with the Commission/University and indicate that they are not acting as official representatives or spokespersons for the Commission/University and (2) comply with any established institutional procedures for the use of its facilities, should they desire to hold such a meeting on campus.

Substance Abuse and Tobacco Use

Glenville State University will maintain an educational workplace free of the illegal use of drugs. The unlawful manufacture, distribution, sale, dispensing, possession or use of illegal drugs, the abuse or improper use of prescribed drugs, and the use of alcohol on Glenville State University property or as part of any sponsored function is prohibited. Reporting to work, class or any university sponsored function under the influence of alcohol or illegal drugs is prohibited.

Legally prescribed medications taken properly are excluded from prohibition and permitted only to the extent that such medications do not adversely affect a person's ability, job performance or the safety of others. Any person who violates the policy shall be subject to disciplinary action. (see Glenville State Administrative Policy 3)

Policy regarding tobacco use in the workplace

1. **Purpose:** To establish procedures and guidelines to ensure the right to a healthful, smoke-free environment for each employee, student, and member of the general public who works, attends classes or events, or transacts business at Glenville State University.
2. **Background:** Recent studies of the effects of passive smoke inhalation by nonsmokers conclude that exposure to secondhand smoke can be harmful to one's health. Limited research is available on secondhand effects of e-cigarette, but exposure to vapors may potentially have adverse health consequences. The working environment should present no unnecessary risk of physical harm or discomfort from environmental tobacco smoke or vapors. Furthermore, residents, employees, students, visitors, clients, and applicants should not be exposed to cigarette or other environmental tobacco smoke or vapors.
3. **Definitions:**
 - a. **Smoking:** The use of any tobacco product, tobacco-derived and alternative nicotine product or vapor products, including cigarettes, e-cigarettes or vapor cigarettes, cigars, pipes, or any other tobacco product lighted, burned, or smoked.

- b. Smokeless tobacco: Includes chewing tobacco, snuff and any other non-smoked tobacco product.
 - c. Environmental tobacco smoke, referred to as secondhand or side stream smoke.
 - d. Workplace/Worksite: This term includes any office, facility, building, classroom, and vehicle operated by Glenville State University, temporary classroom and meeting facilities, and any other University-owned/leased property and vehicles.
4. **Policy:** It is the policy of Glenville State University to ensure that all workplaces maintain a healthful, smoke-free environment and to make employees, students and the public aware of their responsibility to comply with restrictions on smoking and the use of smokeless tobacco. Specific restrictions and procedures are as follows:
- a. Smoking and the use of smokeless tobacco products is prohibited:
 - i. all Residence Halls and outside areas at the entrances to residence halls.
 - ii. in the Mollohan Campus Community Center, Science Hall, Clark Hall, Health and Physical Education Building, Kidd Library, Louis Bennett Hall, Maintenance Building, Alumni House, Fine Arts Center, Administration Building, Waco Center, Morris Criminal Justice Training Center, and in all Glenville State University offices, conference rooms, corridors, workrooms, storage rooms, restrooms, mechanical rooms, vehicles, and any other enclosed areas. This includes outside areas at the entrances to all buildings.
 - iii. in the bleachers, on the field or track, and in the Field House at Pioneer Stadium.
 - b. No tobacco or vapor products shall be sold on campus.
 - c. “NO SMOKING” and/or “SMOKE FREE” signs shall be posted at appropriate locations on campus by the Physical Plant Department.
 - d. The University shall encourage and support employee efforts to participate in and complete smoking cessation programs, as is feasible. Attendance at smoking cessation programs conducted and/or sponsored by the University during employees’ normal working hours shall be considered appropriate use of work time. Students will be advised of available smoking cessation programs.
 - e. This policy does not supersede any local ordinances or State statutes that are more restrictive and applicable to the workplace, nor does it permit discrimination against smokers who apply for employment with Glenville State University.

- f. Failure to comply with these policies shall be handled in accordance with the Staff ' Handbook, Faculty Handbook, and/or Student Handbook.

Travel Policies and Procedures

Employees of Glenville State University must adhere to the travel policies and procedures set forth by Glenville State University. Below is a summary of the travel policies and procedures. Please refer to the University's travel policies and procedures manual, the State of West Virginia's travel policies, and the West Virginia State Auditor's Office Purchasing Card Policies and Procedures manual for more detail.

An eligible employee may obtain a purchasing card (credit card) to facilitate the payment of certain travel expenses. The employee must contact the Purchasing Card Coordinator to obtain an application. The application must be completed and signed by the employee and the area Vice President and forwarded to the Purchasing Card Coordinator. The employee must successfully complete online purchasing card training. The employee is responsible for reconciling his/her purchasing card statement on a monthly basis. Please refer to the West Virginia State Auditor's Office and the University's Purchasing Card Policies and Procedures for more detail.

All travel arrangements should be designed to incur the minimum expense required for the successful completion of the purpose of the travel. A travel authorization form must be on file for all out-of-state travel. Reimbursement is limited to actual expense or the least most logical expense. In general, the following original receipts are required: airfare, car rental, lodging, and registration/conference fees. For more information, please refer to the GSU website: <https://www.glenville.edu/business-finance>

To be reimbursed for out of pocket expenses, the traveler must submit an original travel expense settlement/summary form, an original receipt for each expense (as applicable) and a copy of all receipts paid for via purchasing card to the Travel Coordinator within a reasonable time period after the travel occurs not to exceed thirty (30) days. The travel expense settlement/summary form must be typed, all information complete and accurate, signed by the traveler and signed by the Area Vice President or designee.

To reconcile travel expenses paid for via purchasing card, the traveler must include a copy of the travel expense settlement/summary form for the travel charges that appear on the statement with his/her purchasing card reconciliation.

Vehicle Management Policy

The Vehicle Management Policy for Glenville State University in accordance with guidelines set forth by the Higher Education Policy Commission and outlined in Procedure No. 35 for the most efficient control, purchasing and use of University vehicles. This policy applies to all passenger vehicles owned, leased or rented by Glenville State and operated by faculty, staff, employees or other persons as may be authorized in writing by the President. It does not apply to construction or grounds maintenance vehicles owned by Glenville State.

Additional guidelines may be found in Glenville State University Board of Governors [Policy 21](#) as well as speaking with the Physical Plant regarding vehicle reservations.

Voicemail

To first set up your voicemail, press the messages button then dial 12345#. The system will ask you to reset your pin the first time you access it. After so long of a period your pin will expire and the system will prompt you to set a new pin. Sometimes, users get confused when the system asks for your user ID. However, the user ID is only your four digit extension followed by the # sign. If you try to access your voicemail too many times with the wrong information your account will become locked. Please contact the Office of Technology at extension 6140 if this happens. As a user you receive voicemail, both on your phone and in your email. If you are not receiving voicemail messages in your email, please contact the Office of Technology.

From time to time users would like to access their voicemail from off campus, to do so call 304-462-4139 then press *. The system asks for your ID number, which is your four digit extension followed by the # button. Then enter your pin, followed by the # button.

The computer generated voice mispronounces some names. If you would like to replace the computer generated voice in the directory with your own recording please see the directions below:

1. Press Messages enter your pin and #
2. Press 4 for setup options
3. Press 3 for preferences
4. Press 2 for recorded name
5. Say your first and last names after the tone and press #
6. Then you can hang up.

FURTHER ASSISTANCE

Please contact Robin Meadows in the Office of Technology for any telecommunication issues.

For an updated copy of the internal phone directory please visit <http://www.glenville.edu/about/directory.php>

For a copy of the phone training manual please visit the Office of Technology website at <http://www.glenville.edu/mygsc/technology.php>

Web Guidelines

Web space on the university Web server for departments will be provided by the Office of Technology. The request for space on the server must be in writing from the department head. The department head will be responsible for any content on the site. A link to the department web page will be created from the main web by the Director of Public Relations. What is published on the Web server creates an impression of the members of the department and the University. The Web, an important way to share information today, is a great place for faculty to publish course material and to promote individual departments.

The Office of Technology, or the Director of Public Relations, will interrupt access to any part the Web located on the server if it is creating access problems for other areas or the university system as a whole. The link will also be terminated if directed by the department head of the area in question, Provost and Vice President for Academic Affairs or the President of the university for any reason until the problem is resolved.

- To protect yourself, remember that infringement of copyright laws, obscene, harassing or threatening materials on Web sites can be in violation of local, state, national or international laws and can be subject to litigation by appropriate law enforcement agencies.
- Keep your focus on meeting students' needs
- All pages on your web site must contain the same header links from the Glenville State main home page.
- Do not create any downloadable or streaming audio or video links.
- Do not reveal personal information about yourself or others.
- Do not publish personal phone numbers or addresses.

Workplace Injury\Illness

Reporting On-the-Job Injuries

On-the-Job injuries must be reported to an employee's supervisor as soon as possible, and no later than 24 hours after they occur, regardless of whether medical treatment is sought or whether they result in a Workers' Compensation claim.

In addition to on-the-job injuries, all accidents must be reported, regardless of whether they result in a Workers' Compensation claim.

Special rules apply to leave caused by Workers' Compensation claims. For further information, employees should contact the Human Resources Office. The Workplace Injury Report Form is available on Glenville State University's website (<http://www.glenville.edu/hr/forms.php>). When in doubt, a Workplace Injury Report Form should be completed.

Accidents/Injuries

An accident or incident is an event that results in personal injury or property damage, at any on-campus activity or approved off-campus activity which is inclusive of administrators, faculty, staff, students and visitors. Accidents causing personal injury which is significant enough that it requires wound management

or pain medication should be reported, as well as any time an ambulance or other medical provider is called or used. Incidents are generally defined as those events which cause damage to people or property, and those also must be reported.

If an accident or incident occurs, it is the responsibility of the senior staff person most immediately involved to fill out a Workplace Injury Report form and to assure its distribution. This can be accomplished online at (<http://www.glenville.edu/hr/forms.php>). Every employee who is personally involved in an accident/incident has a responsibility to report the incident to their supervisor and to either complete a report or confirm that the report is completed on their behalf. Every person with any level of administrative responsibility is required to confirm that a report is timely completed for any accident/incident known to them.

- In the event of an injury, immediate medical attention should be sought.
- Call 911 for serious injuries when the injured cannot make a decision as to treatment options, is unconscious, entrapped, or needs physical assistance.
- Whether to call an ambulance should always be the decision of the injured unless they are unable to do so. University employees are not to act or function as an ambulance service.
- Treatment of the injured should be attempted only by those trained in medical procedures.
- Injured persons may elect to seek their own treatment or none at all.
- For accidents involving exposure to chemical substances a Material Safety Data Sheet should be obtained to assist with treatment options. These sheets are available in departments where substances are used, or from the Physical Plant Department.

The Human Resources staff will contact the family of the injured as appropriate.

Hazards

A hazard is an observable situation that could result in injury, property damage, and risk exposure to the University or to an individual if it is not addressed. Hazards should be reported to the appropriate supervisor, or to the Physical Plant Department. Examples include slip, trip and fall hazards, potential chemical spills, or the improper storage of hazardous substances.

Workers' Compensation

Glenville State University employees are protected against job-related injuries by the BrickStreet Insurance Company which administers Workers' Compensation in West Virginia, and to which Glenville State University pays premiums for all employees. Employees injured on the job must report the injury to their supervisor within 24 hours. All accidents must be reported on a Glenville State University Accident Report Form. The employee should secure a BI-1 Form from the medical provider which should be submitted to BrickStreet Insurance Company. The time limit for filing a Workers' Comp Claim for job-related injury or illness was reduced from two years to six months effective February 10, 1955. Occupational Safety and Health Administration (OSHA) regulations require that each department report any occupational injury or

illness by submitting an incident report to the Human Resources Office within three days of the incident. This information is then entered into the University log of occupational injuries and illnesses.

On-the-job injuries or occupational illnesses that involve no more than three days of disability leave or absence from work will not be charged against the employee's accumulated sick leave. If on-the-job injuries or illnesses require a medical leave beyond the three-day period, the employee must choose either of the following options: (1) Receive earned and accumulated sick and annual leave benefits until they are exhausted and forfeit any benefits determined to be due under the West Virginia Workers' Compensation Laws; or (2) Request leave of absence without pay, reserving for future use any earned and accumulated sick and annual leave, and receive only Workers' Compensation benefits for which he or she is determine eligible. It is never appropriate for an employee to receive both University pay and Workers' Compensation pay for the same work day.

It is very important that supervisors ensure that all accidents are appropriately and promptly reported, including completion of the official Workplace Injury Report Form.

Supervisors must call the Human Resources Office as soon as they learn of an accident requiring medical treatment – without waiting for the Workplace Injury Report Form to be completed. This will ensure that Human Resources can notify BrickStreet in a timely way.

Oath of Academic Excellence

As a member of the Glenville State University community I dedicate myself to the pursuit of intellectual, cultural, personal, and social growth. To show this commitment I affirm the following:

Freedom of Speech

I will respect the right of others to express themselves as guaranteed by the Constitution of the United States.

Civil and Human Rights

I pledge to protect the civil and human rights of my fellow students, the faculty, staff and administrators and all members of our University community.

Cultivation of Character

I pledge that I will continue to develop virtues such as courage, compassion, humility, honesty, and loyalty.

Academic Integrity

I will dedicate myself to the on-going pursuit of knowledge and truth.

Diversity

I will respect the integrity of each person and value individuals for their contributions, which enrich our community.

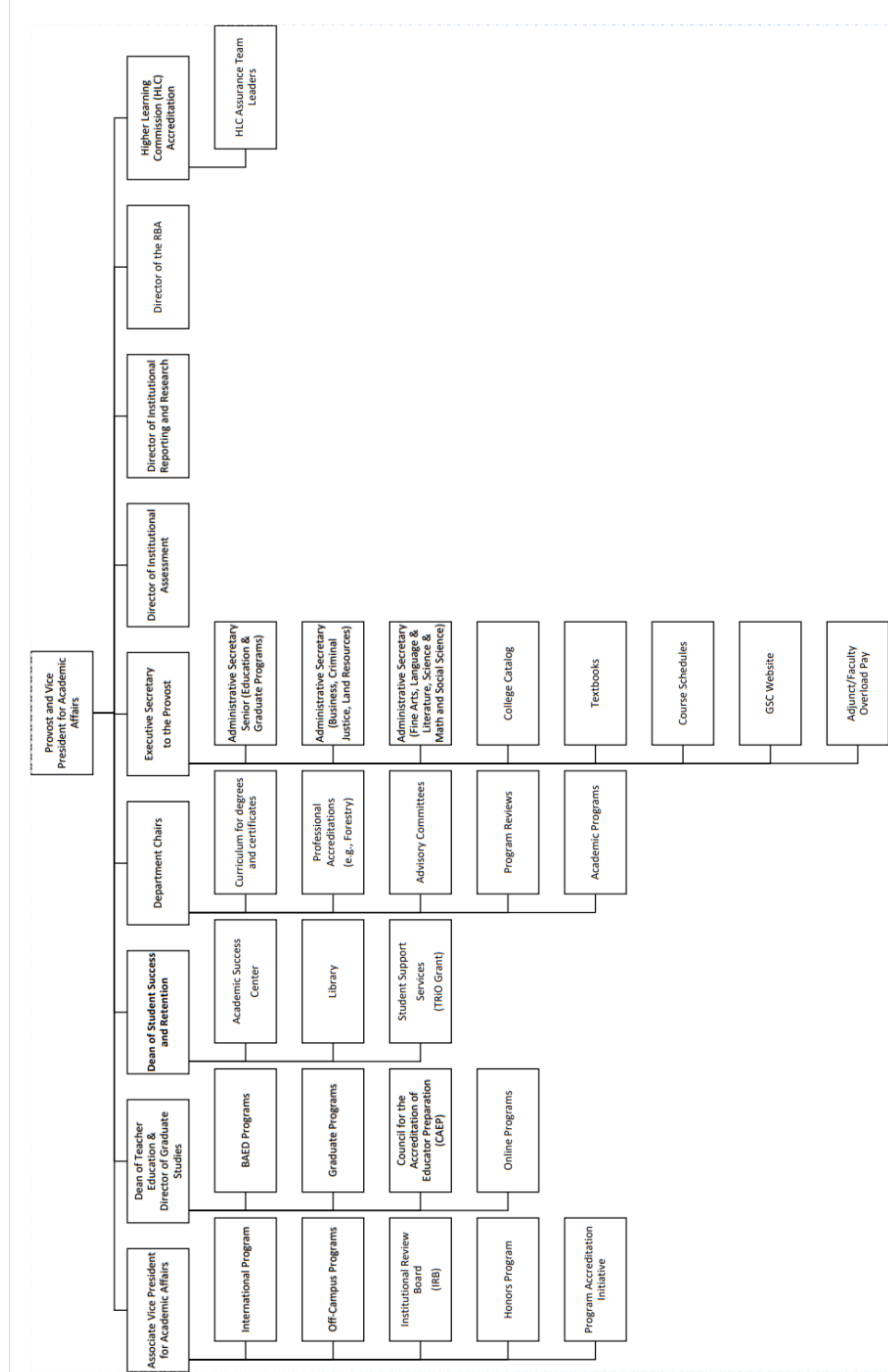
Social Responsibility

I will contribute to the Glenville State University community and leave our University a better place for my having been here.

Consideration of Others

I will demonstrate concern for the welfare of others and I will respect the dignity of all persons.

APPENDIX A: ACADEMIC AFFAIRS ORGANIZATIONAL CHART



APPENDIX B: ACADEMIC SUCCESS CENTER SERVICES

The Academic Success Center provides an array of services and programs to enhance the academic and overall development of all students while impacting student success, retention, and graduation rates. These services include targeted Academic Advising, Peer Tutoring, Peer Mentoring, Accommodations and Accessibility Services, Veteran Support Services, First Year Experience coursework, and Career Services, as well as the Hidden Promise Scholars Program.

The Academic Success Center is located on the third floor of the Robert F. Kidd Library and office hours are Monday through Friday from 8:00 a.m. to 4:00 p.m. Students who wish to meet with an ASC staff are encouraged to do so by scheduling an appointment (contact information located online) or simply dropping by. The Center offers many services for students including Accommodation and Accessibility Services, Tutoring Center, Advising, and Career Services.

Accommodations

Career Services

The Academic Success Center Career Services offers assistance with career exploration and planning, resume writing, networking, interview skills, and graduate school preparation. Students are encouraged to make an appointment, but drop-in visitors are always welcome.

Tutoring Services Information

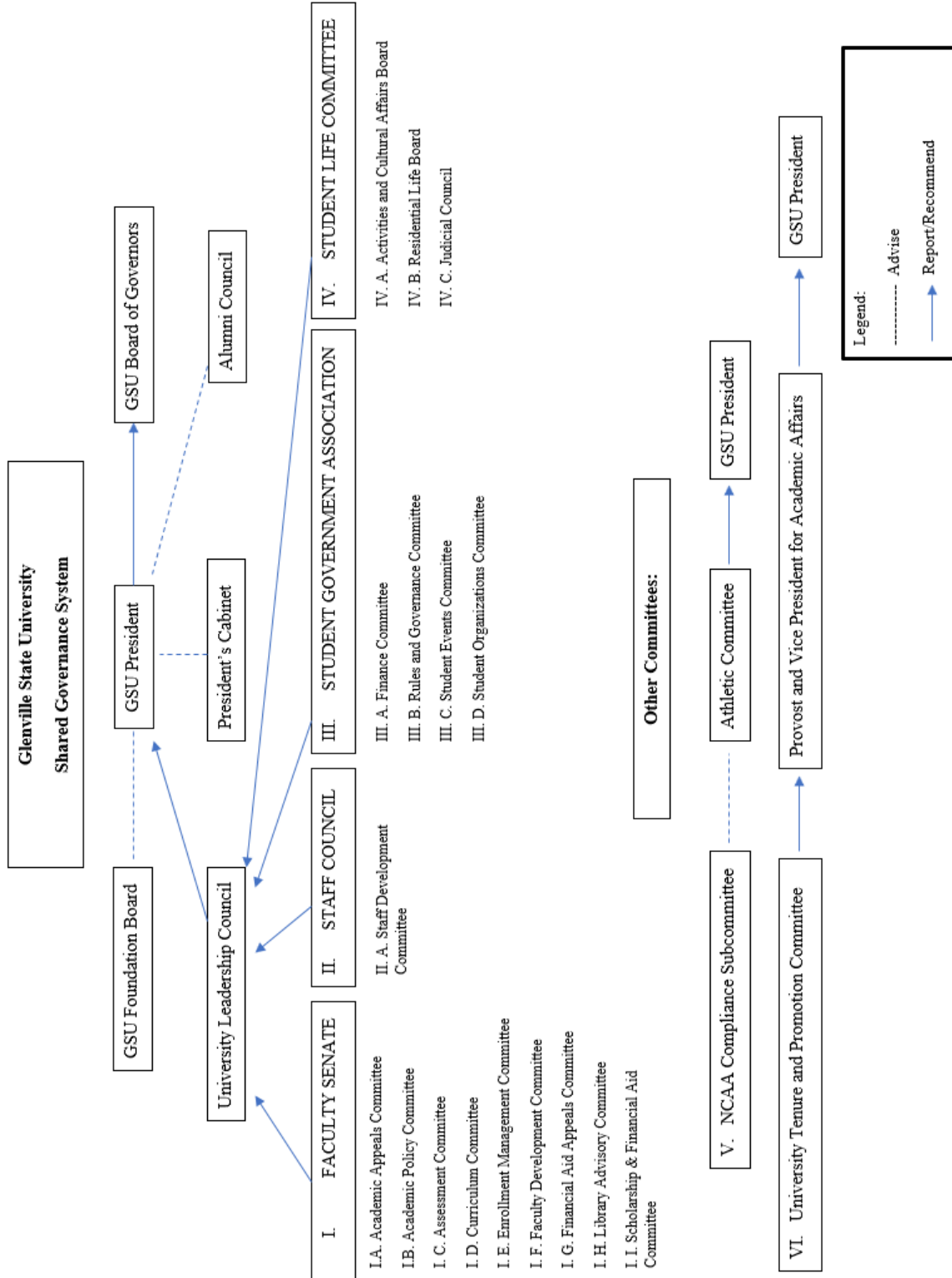
- **Math Center - Science Hall - Room 209**
 - Support is available for most math courses on a walk-in basis. (For virtual/online services please submit a request form using the green button above.)
- **Writing Center - Administration Building - Room 300**
 - Support is available for most English classes and for papers from any discipline. (For virtual/online services please submit a request form using the green button above.)
- **ASC Course-Based Tutoring Services – Academic Success Center - Library 3rd Floor**
 - We have tutors available for most courses across campus. Submit a tutor request form for all tutoring needs not covered by the Math or Writing Centers. - You will be contacted by a tutor to arrange a time for in-person (ASC location) or online tutoring. Contact will be made based on information from your request form (phone and/or email).

Any online tutoring will take place using Microsoft Teams located within each student's GSC Microsoft 365 account. The chat, call, and meeting features will be used for tutoring. Screen sharing in calls and meetings will be a good way to work with Cengage and Math Lab questions. This can be done within your internet browser, no downloading needed. However, there is an app available for your phone. If you are not familiar with Microsoft Teams, click on the blue link below, "How to Use Microsoft Teams Overview". Also, once you are logged in to your Teams account, there is a help button in the bottom left-hand corner.

- **NetTutor** - We currently partner with NetTutor to provide supplemental online tutoring. This service is available 24/7 for subjects such as Math, English & Writing, ESL, Literature, Music History & Theory, and Communications. Other subjects are scheduled daily - click here to view

the schedule - [NetTutor Schedule](#). NetTutor can be accessed through your Blackboard class menu. *Please make sure to close out of the NetTutor session once you are done.*

APPENDIX C: SHARED GOVERNANCE MODEL



APPENDIX D: DAILY SCHEDULE OF CLASSES

Academic Year 2022-2023

Monday, Wednesday, Friday

8:00 – 8:50
9:00 – 9:50
10:00 – 10:50
11:00 – 11:50
12:00 – 12:50
1:00 – 1:50
2:00 – 2:50
3:00 – 5:00 (Friday; No classes, reserved for campus meetings)
3:00 – 3:50 (MW only) (2 hour classes)
4:00 – 5:15 (MW only)
5:30 – 6:45 (MW only)
4:00 – 6:50 (MTWR) (one day per week)
7:00 – 9:50 (MTWR) (one day per week)

Tuesday, Thursday

8:00 – 9:15
9:30 – 10:45
11:00 – 12:15
12:15 – 1:30 (No classes, reserved for campus meetings)
1:30 – 2:45
3:00 – 4:15
4:30 – 5:45
6:00 – 7:15 (Multiple sections only)

APPENDIX E: TEACHING TIPS

As a part-time faculty member, you have been selected to teach because of your particular base of knowledge. To teach effectively, the teacher must continue to grow and remain dynamic, much as the students you teach will grow. Some qualities of good teaching (as described by Grieve, 1990) are very simple:

Knowing your subject content,
Knowing and liking students,
Understanding our culture,
Possessing command of professional teaching skills and strategies.

Your students expect to be treated as adults. They are more self-directed and they are more demanding of relevance and immediate application of the knowledge they acquire. You may consider using the instructional approach suggested by Wendell (1989) in six steps:

Review of previously learned skills,
Presentation or demonstration using previous knowledge that adults possess while at the same time presenting new knowledge,
Guided practice to develop mastery,
Corrected feedback to obtain correct responses,
Independent work by students, and
Frequent review.

In an article in *The Chronicle of Higher Education*, staff writer Stacy E. Palmer quotes William E. Cashin, an educational-development specialist in higher education, who says that faculty members can improve by observing other teachers and analyzing why they are effective. “How do they organize the lectures, for example,” says Mr. Cashin, “and how much attention do they pay to students’ responses?” These and other helpful hints may be found in the suggested reading that follows.

Suggested Reading:

Angelo, Thomas A. (1991). *Classroom Research: Early: Lessons from Success*. San Francisco, CA: Jossey-Bass, Incorporated.

Boice, Robert. (2000). *Advice for New Faculty Members*. Needham Heights, MA: Allyn and Bacon.

Boyer, Ernest L. (1990). *Scholarship Reconsidered*. New York, NY: The Carnegie Foundation for the Advancement of Teaching.

Davis, Barbara Gross. (1993). *Tools for Teaching*. San Francisco, CA: Jossey-Bass, Incorporated.

Duffy, Donna Killian and J. W. Jones. (1995). *Teaching Within the Rhythms of the Semester*. San Francisco, CA: Jossey-Bass, Incorporated.

Magnan, Bob. (1990). *147 Practical Tips for Teaching Professors*. Madison, WI: Magna Publications, Incorporated.

McKeachie, Wilbert J. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. New York, NY: Houghton Mifflin Company.

Weimer, Maryellen. (1990). *Improving College Teaching*. San Francisco, CA: Jossey-Bass, Incorporated.

APPENDIX F: POLICY AND PROCEDURES FOR PROVIDING SERVICES TO STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the Office of Accommodations and Accessibility Services (OAAS). This office provides a number of services for students with physical, sensory (including auditory), vision, speech, psychological, and other disabilities not listed above. The OAAS is located in the Academic Success Center on the third floor of the Robert F. Kidd Library.

Policy

In accordance with provisions of the Americans with Disabilities Act of 1990, Glenville State University:

- does not deny any qualified person admission or the opportunity to participate in the University's programs or activities based solely on the fact that the person has a disability;
- provides programs and services in an integrated setting, unless separate or different measures are necessary to ensure equal opportunity;
- eliminates eligibility standards or rules that deny individuals with disabilities an equal opportunity to participate in the services, programs, or activities unless "necessary" for the provision of the service, program, or activity;
- ensures that any "necessary" eligibility standards or rules are not based on speculation, stereotypes or generalizations about individuals with disabilities;
- makes reasonable accommodations in policies, practices, or procedures to provide equal access to persons with disabilities;
- does not place special charges on students with disabilities to cover the costs of reasonable accommodations necessary to ensure nondiscriminatory treatment;
- explains in the *University Catalog* and *Student Handbook* the specific procedures students with disabilities should use to identify themselves and request accommodations;
- operates all programs so that, when viewed in their entirety, they are readily accessible to persons with disabilities.

Definitions

Under the ADA, an **individual with a disability** is a person who has:

- a physical or mental **impairment** that **substantially limits** one or more **major life activities**;
- a **record** of such an impairment; or
- is **regarded as** having such an impairment.

A **qualified student with a disability** is an individual who, with or without accommodations, meets the academic standards requisite to admission or participation in the University's programs and activities.

Reasonable Accommodation. A modification or adjustment that enables a qualified individual with a disability to participate in the University's programs and activities without creating undue hardships for the University. Such accommodations generally fall into one of two categories:

- **physical modifications**, which entail removal of physical and architectural barriers from existing and planned facilities to make them accessible to and usable by persons with disabilities;
- **programmatic modifications**, which are alterations provided to enable such individuals to access programs, services or activities that would otherwise not be available to persons with disabilities. Examples that might apply to academic programs are note takers, written materials, assistive listening devices, telecommunication devices, qualified readers, taped texts, audio recordings of classroom instruction and large print materials.

Accommodations that cause **undue hardship** are those that are excessively costly, extensive, substantial, and disruptive or that would fundamentally alter the nature or operation of the University or its programs.

Identifying Essential Functions

The University informs students in advance of the standards they must meet and the functions they must be able to perform, with or without accommodations, to complete its programs of instruction.

Identifying Students with Disabilities

The University is obligated to make accommodations only to the known limitations of an otherwise qualified student with a disability. *It is the student's responsibility to notify the University of disabling conditions and to request accommodations.*

The **procedure** for so doing is as follows:

- Students wishing to self-identify must do so by contacting the Office of Accommodations and Accessibility Services (OAAS) and completing a Self-Identification form and a Request for Accommodations and Services. Students must supply appropriate documentation. Such documentation includes Individual Education and 504 Plans, psychological assessments, and/or medical records. These reports need to validate the disabling condition and must be as recent as possible. An original signature must be present either in the records or in a letter from an authorized representative of the organization from which the records originate in order to be complete.
- OAAS will maintain a separate, confidential file of this information, and will use the information for the exclusive purpose of arranging the necessary accommodations for the student. The accommodations will be arranged directly with the people (e.g., individual faculty instructors, residence hall directors, director of the physical plant, etc.) who will

make them, and will maintain, in the student's separate file, a complete record of the accommodations provided.

- Students with disabilities who elect not to identify themselves immediately, or who develop disabilities after being admitted, may identify themselves and request accommodations at any time. The student may do so by contacting OAAS.
- If testing is required to document the disability, the OAAS will refer the student to an appropriate party to be tested. Any costs of such testing will be the responsibility of the student requesting accommodation.

Confidentiality of Medical Information

All information obtained concerning the medical condition or history of a student with a disability will be maintained by the OAAS in separate files and will be treated as confidential information that will be disclosed only as necessary for the following purposes:

- to identify and arrange the specific accommodations required;
- to inform appropriate University personnel about necessary restrictions on the work or duties of a student worker;
- when appropriate, to inform first aid and safety personnel if the disability might require emergency treatment, or if any specific procedures are needed in the case of fire or other evacuations;
- to provide relevant information to government officials investigating compliance with the provisions of the ADA.

Complaint Procedure

Any qualified student with a disability who believes his or her rights under the Americans with Disabilities Act have been violated is urged to seek redress as follows:

Report the concern immediately to the Dean of Student Success and Retention. If the Dean cannot alleviate the concern, he or she will refer the matter to the Provost and Vice President of Academic Affairs within three working days. If the case is such that the complainant is not satisfied with the response of the Dean, he/she may appeal the Dean's decision to the Provost and Vice President of Academic Affairs, in writing, within three working days.

The Provost and Vice President of Academic Affairs will address the issue within ten working days of having received the concern. If the Provost and Vice President of Academic Affairs cannot alleviate the problem to the satisfaction of the complainant, he or she will alert the University President within three working days.

If the complainant is dissatisfied with the response received from the Provost and Vice President of Academic Affairs, they may appeal the matter, in writing, to the President within three working days of receiving the Provost and Vice President of Academic Affairs response. The President or President's designee will review the appeal and render a decision within ten working days from the date the appeal is received. This decision will be in writing to the student and will be binding.

If the student is unsatisfied with the response, they have the right to contact the Office of Civil Rights for further assistance. Students should check the Office of Civil Rights webpage for contact information.

APPENDIX G: HARRASSMENT/INAPPROPRIATE CONDUCT POLICY

Harassment or inappropriate conduct of any type is not tolerated at Glenville State University. Glenville State University is committed to maintaining a work environment that is free of unlawful harassment as well as other inappropriate conduct, regardless of whether the conduct rises to the level of unlawful harassment.

Any negative or stereotypical comment or action, whether welcome or unwelcome, aimed at an individual's race, color, religion, sex, national origin, disability, age, physical appearance, or sexual orientation will not be tolerated.

Employees who engage in any type of harassment or inappropriate conduct at Glenville State University will be subject to disciplinary action up to and including termination.

Employees who are subjected to conduct prohibited under this policy are to report their concern to their immediate supervisor and the Office of Business and Finance immediately. Prompt action will be taken and no retaliation will occur against an employee making the complaint. All allegations of harassment will be investigated.

Bringing a Complaint

Any employee who has observed or feels that he or she has been directly affected by the conduct described above may bring a complaint of harassment. Complaints should be filed within 30 days of the occurrence of the act in question. This time limit may be extended by the Affirmative Action Officer. Any form of retaliation against an individual who brings such a complaint in good faith is strictly prohibited. However, any employee who knowingly and with malicious intent brings a false charge of harassment against another employee will be subject to severe sanctions.

Responsibilities

Whenever possible, the complainant should attempt first to resolve the complaint through an immediate or next-higher-level supervisor. If this is not feasible or possible, the complainant should contact the Affirmative Action Officer for advice and/or assistance. If the complaint cannot be resolved informally, the Affirmative Action Officer will assist the complainant in defining the charge and completing the complaint form.

The Affirmative Action Officer will, if a formal complaint is filed, take the following actions:

- inform the persons named in the complaint of the allegations against them and notify them that no retaliation may occur;
- assist the individuals named in the complaint in defining the charge;
- obtain a response to the complaint within ten working days of the day the complaint is filed;

- after receiving the response, investigate the complaint further if appropriate and necessary [NOTE: The Affirmative Action Officer will have access to all the necessary documents, the authority to call and interview witnesses, and the authority to bring together the complainant and respondent if desirable.];
- within 20 working days of receiving the response of the person(s) named in the complaint, issue a finding to all such individuals. If the Affirmative Action Officer finds insufficient evidence to substantiate a charge of harassment, h/she will inform the complainant of this and advise the complainant that the case is closed.

If the evidence substantiates a finding of harassment, the Affirmative Action Officer will make recommendations for the resolution of the complaint, and ensure that appropriate action is taken. Examples of sanctions that may be taken include, but are not limited to: a letter of reprimand to be placed in the wrongdoer's personnel file; negative performance evaluation; suspension without pay for a designated period of time; or dismissal of the wrongdoer.

The person named in the complaint (the respondent) will:

- provide a written response to the allegations within ten working days of receiving notice of the complaint from the Affirmative Action Officer;
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The respondent's supervisor will:

- provide a response to the Affirmative Action Officer within seven working days of receiving the recommendation from the Affirmative Action Officer concerning action to be taken;
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The Affirmative Action Officer of Glenville State University is the Director of Human Resources, Heflin Administration Building.

APPENDIX H: POLICY ON CONSENSUAL RELATIONSHIPS

Section 1. There are inherent risks in any romantic or intimate relationship between individuals in unequal positions. Thus, except as otherwise provided in Section 10.2, any romantic or intimate relationships in which power differentials are inherent are prohibited, which include, but are not limited to, the following:

- Relationships between students or applicants for admission and administrators, faculty, coaches or any University employee where a direct power differential exists between the student or applicant for admission and the employee;
- Relationships between a University employee holding a direct or indirect supervisory and/or evaluative role over the other person in the relationship; or
- Any other romantic or intimate relationship between students or applicants for admission and employees or between employees where any employment-related power differential exists between the persons in the relationship.

Section 2. Notwithstanding the prohibitions in Section 1, any romantic or intimate relationship prohibited in Section 1 that exists prior to the creation of a power differential between the individuals involved in the romantic or intimate relationship shall not violate this policy if: (i) the individuals in the relationship report the existence of the relationship as required in Section 4 before the power differential is created and (ii) the individuals consent to the removal of any potential power differential that could exist, which may require appropriate administrative action, including but not limited to, shifting or otherwise relocating an employee within a separate department or reporting capacity from the other individual involved in the relationship or the shifting of grading or other decision-making responsibilities of a faculty member which affect a particular student in the case of a pre-existing relationship with that student.

Section 3. Issues may also arise in the educational setting or workplace from romantic or intimate relationships between students or applicants for admission and University employees or between University employees where a direct or indirect supervisory and/or evaluative role or other power differential does not exist between the persons in the relationship. Thus, while not prohibited, such relationships are highly discouraged.

Section 4. If a relationship develops that falls under Sections 2 or 3, the employee(s) involved in the relationship must timely report the existence and termination, if any, of such relationship to the Title IX Coordinator.

Section 5. Once a relationship is reported under Section 4, the Title IX Coordinator shall inform the persons involved in the relationship of the University's standards concerning consensual relationships, may set parameters while the persons are on campus, and may take other steps as appropriate.

Section 6. Persons who engage in any relationship prohibited by Section 13.1 of Glenville State University Administrative Policy 6A or who engage in any relationship listed in Policy 6A Sections 13.2 and 13.3 and who fail to timely report shall be subject to administrative action, up to and including termination of employment or dismissal from the University, as applicable.

APPENDIX I: INSTRUCTOR CREDENTIALING FORM



Instructor Credentialing Form

Criterion A

What is the highest degree you hold *in the subject area for which you teach* (or wish to teach) for Glenville State College? (Please arrange for official transcripts to be sent to the Academic Affairs Office.)

Bachelors Masters Doctorate Other: _____

In what, specifically, is that degree? _____

From what educational institution did you receive that degree? _____

Criterion B

If you do not hold a masters or higher degree in the subject area in which you teach, have you completed at least 18 graduate hours in that discipline or subfield? yes no

Criterion C

If neither Criterion A (Masters or higher in subject area) or Criterion B (18 graduate hours in the subject area) are met, significant experience in this subject area (beyond high school teaching experience) must be demonstrated (e.g., National Board Certification, licensure in the field). Please describe such experience in detail below.

AP Experience

If you have taught AP courses in this subject area, please describe your training and experience below.

APPENDIX J: QUALITY ASSURANCE FORM



Quality Assurance Form

This form must be completed prior to hiring any faculty person (full-time, part-time, regular, or adjunct) to teach in any program (on-campus, hybrid, online, second chance Pell, or dual enrollment) at Glenville State College.

Section A

Prospective Faculty

Member Name: _____ Department/Unit: _____

Section B (To be completed by Academic Affairs)

Please choose from the following options:

- I have reviewed the credentials of the prospective faculty person named above, and he/she possesses a master's degree in the subject area of the courses to be taught.
 - I have reviewed the credentials of the prospective faculty person named above, and he/she has completed 18 hours of graduate credit in the subject area of the courses to be taught.
 - I have reviewed the credentials of the prospective faculty person named above, and he/she does not possess the appropriate academic credentials to teach at the collegiate level.
 - I have reviewed the credentials of the prospective faculty person named above, and he/she does not possess the academic credentials to teach in the area listed above, but I believe that he/she should be approved to teach because of the reasons listed below. (An approved qualification plan will be required for approval.)
-

Recommend Approval: Your signature indicates (1) that this person is qualified to teach at GSC and (2) Academic Affairs support.

Do **Not** Recommend Approval: Your signature below indicates this person does not meet HLC requirements to teach at GSC.

APPENDIX K: EVALUATION FORM

GLENVILLE STATE UNIVERSITY FACULTY OBSERVATION INSTRUMENT

Instructor:	<input type="text"/>	Dept-Course-Section:	<input type="text"/>
Date:	<input type="text"/>	Time:	<input type="text"/>

	Yes	No
1. The faculty member establishes positive rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>
2. The faculty member demonstrates an in-depth understanding of content.	<input type="checkbox"/>	<input type="checkbox"/>
3. The lesson is well organized/prepared.	<input type="checkbox"/>	<input type="checkbox"/>
4. The faculty member communicates effectively with students.	<input type="checkbox"/>	<input type="checkbox"/>
5. The faculty member is respectful to students.	<input type="checkbox"/>	<input type="checkbox"/>
6. The faculty member utilizes a variety of questioning skills, including higher level questioning, critical thinking and/or problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty member utilizes appropriate technology in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
8. The faculty member creates a learning environment in which individual opinions are respected.	<input type="checkbox"/>	<input type="checkbox"/>
9. The faculty member is enthusiastic/dynamic while teaching.	<input type="checkbox"/>	<input type="checkbox"/>
10. The faculty member varies instruction throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
11. The faculty member demonstrates effective classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
12. The faculty member demonstrates professionalism in his/her lesson.	<input type="checkbox"/>	<input type="checkbox"/>
13. The faculty member moves appropriately around room engaging all students during lesson.	<input type="checkbox"/>	<input type="checkbox"/>
14. The students are actively involved throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
15. The lesson has good flow.	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Department Chair's Signature

Date

APPENDIX L: PROMOTION AND TENURE COMMITTEE CHARGE



CHARGE TO THE PROMOTION/TENURE COMMITTEE:

Committee members should review all documents presented to them prior to making a recommendation. When making promotion and/or tenure recommendations, the committee should consider the following factors:

- excellence in teaching;
- accessibility to students;
- adherence to professional standards of conduct;
- effective service to the institution, college, or the highest earned degree appropriate to the teaching field;
- continued professional growth;
- publications and research;
- professional and scholarly activities/recognition service to the people of the State of West Virginia and the community.

APPENDIX M: FACULTY EVALUATIONS

I. There are five components to faculty evaluations:

1. Student evaluations
2. Faculty accomplishment report
3. Teaching observation
4. Conference with department Chair
5. Evaluation by Academic Affairs administrator

II. Assignment distribution for faculty evaluations:

Faculty Appointment	FAR Evaluation
Lecturers	Chair
Adjunct	Chair
Tenure-track	AVPAA/Dean
Tenured, Associate	AVPAA/Dean
Tenured, Professor	Provost

III. Teaching observation cycle for all faculty (tenure-track, adjuncts, lectures, tenured):

Years at Glenville State University	Frequency	Observation Responsibility
1-3	Every semester	Chair
4-6	Once a year	AVPAA/Dean
7-10	Once every three years	AVPAA/Dean
11+	Once every three years	Provost

IV. The Chair Conference

The intent of this is for the chair to have a discussion with the faculty member based on what the chair has observed on the faculty for the year.

V. Proposed timeline

FAR is due academic affairs no later than the week after spring finals. Academic Affairs will meet with each faculty member beginning the week before classes start to go over FAR.

APPENDIX N: FACULTY ACCOMPLISHMENT REPORT

Faculty Accomplishment Report Form

Name of Faculty Member: _____
(Please print/type)

Faculty Member's Rank: _____

Dates Covered by Report: **Fall through Summer**

I. Teaching and Administrative Assignments

A. Teaching Load (Provide course titles, credit hours, contact hours, and enrollment figures)

Fall Courses	Credit Hours	Contact Hours	Enrollment
--------------	--------------	---------------	------------

Spring Courses	Credit Hours	Contact Hours	Enrollment
----------------	--------------	---------------	------------

Summer Courses	Credit Hours	Contact Hours	Enrollment
----------------	--------------	---------------	------------

B. Administrative Assignments*

Fall _____

Spring _____

Summer _____

*Administrative assignments as defined here are limited to appointments made by the Vice President for Academic Affairs or President and for which some form of compensation is provided for assuming administrative responsibilities and duties.

II. Instructional Activities

A. Course Delivery and Development (during evaluation period)

List and discuss changes, if any, made in the content of specific courses and how these changes are related to improving student learning. Explain what prompted the changes to be made.

List and discuss changes, if any, in specific assignments within a particular course and how these changes are expected to promote student learning. Explain what prompted the changes to be made.

List changes, in any, in the delivery method of course content and assignment submission and the benefits of the changes in delivery method in terms of student learning. Explain what prompted the changes to be made.

List newly developed courses and describe the contribution of these courses to student learning and meeting the learning objectives of the program in which the courses are offered. Explain what prompted the changes to be made.

Any other changes made that are relative to course delivery and development.

B. Teaching Evaluations

Provide a narrative summary of student evaluations of instruction during the review period. Note specific areas of strength and weakness as suggested by scores and comments. Describe changes to be made in course delivery, organization, content, and assignments designed to address areas of needed improvement in instruction and/or student learning.

III. Service to the College

Indicate the number of students you advise. Include all students who were assigned as your advisees during any part of the year. List specific advising activities or practices you performed and any changes in advising strategies, and why changes were made.

List and describe your service to the academic department.

List the committees on which you served and state specific contributions to the work of these committees.

List and describe your involvement in student organizations and organized student activities, including student musical and theatrical performances.

List the recruitment and/or retention activities in which you were involved and describe the specific form of your involvement.

List and describe your involvement in any off campus functions as a representative of the College.

Describe your participation in campus celebrations, special events, and other notable campus functions.

IV. Professional Development and Scholarship

A. Professional Development

Provide a list of the conferences of professional associations attended during the review period. Note the form of participation in each case such as officer, panel chair, panel participant, discussant, or attendee. Briefly describe how your participation has contributed to your teaching, college service, and/or scholarship.

Provide a list of other profession-related meetings and workshops which you attended. Note the form of participation in each case and how each activity has contributed to your teaching, college service, and/or scholarship.

B. Scholarship

List your scholarly presentations, productions, performances, and publications during the evaluation period. Indicate which of your scholarly works were peer reviewed. Briefly describe how these scholarly activities have contributed to your teaching, college service, and/or development as a scholar.

C. Grants

List grants proposals submitted during evaluation period. Note if grant was funded.

APPENDIX O: SYLLABUS TEMPLATE



GLENVILLE
STATE UNIVERSITY

CRN-Subject-Course Number-Section Number
Course Title
Fall 2022
Course Format (face-to-face, online, hybrid)

INSTRUCTOR INFORMATION

Instructor:

Title:

Office:

Phone:

Office Hours:

E-mail:

Expected Response Time: *Within 24 hours except holiday and weekends*

Other Pertinent Information: *Fax, Personal website, etc.*

COURSE DESCRIPTION

Catalog Description: *Insert catalog description as stated in the GSU catalog, include credit hours, prerequisites and/or co-requisites*

Credit Hours:

Co-requisites: *not applicable or include co-requisites*

Prerequisites: *none or include pre-requisites*

Course Objectives/Learning Outcomes: *copy from course outline*

General Education Outcomes:

The general education outcomes section should only be included for courses that satisfy general education requirements.

1. Students will demonstrate effective written and oral communication skills.
2. Students will demonstrate the ability to think critically and analytically and to formulate informed, reasoned opinions.
3. Students will demonstrate a logical approach to solving mathematical problems.
4. Students will logically apply scientific concepts and methods.
5. Students will respond critically and aesthetically to literary and artistic works.

6. Students will demonstrate an understanding of cultural diversity and societal processes in current and historical contexts.
7. Students will demonstrate proficiency in use of technology.

Course Content:

NATIONAL STANDARDS

As applicable, the instructor should make specific reference to the national curriculum guidelines of the appropriate professional association. How does this course address these curricular standards? This will be useful to students, colleagues, and program reviewers.)

DISTANCE LEARNING (ONLINE) REQUIREMENTS

This section for hybrid or online only classes.

Overview of Online Course Activities:

Online Communication Guidelines:

Technical Requirements:

What hardware/software will students need (i.e. webcam)?

Course Access and Navigation: If you need assistance with Brightspace, please contact the GSU Help Desk at 304-462-6145.

Server Unavailability or Other Technical Difficulties:

- From time to time you may have issues with Brightspace; to resolve those issues check the Help link within Brightspace, You may also call the help Glensville help desk at 304-462-6145 between 8:00 am and 4:00 pm Eastern (GMT – 4:00). Help after hours and over the weekend, please call 304-293-5192.
- Contact the Office of Technology for support with Brightspace, passwords, email, EdNet, and campus systems by calling 304-462-6140 between 8:00 a.m. and 4:00 p.m. Eastern (GMT – 4:00) on regular U.S. work days.

Privacy Policy:

Note that Glensville State University complies with the HLC policies regarding distance education including those related to student authentication. Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users.

COURSE REQUIREMENTS

Text(s)

Other Materials

-
-

Methods of Evaluation

You will be evaluated based on a mixture of participation, discussions, quizzes, exams, homework, and lab exercises.

Method of evaluation	Weight or Points Possible
1. Type in each for of evaluation	Type in the weight percentage or points possible for each

Standard Grading Scale

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	00-59

Credit-No Credit

Certain classes may be offered for which a grade of credit (CR) or a grade of no-credit (NC) is given. In such cases all students enrolled in that class will be given a grade of either “CR” or “NC”. Neither of these grades will be used in the computation of a grade point average. Approval for a class to be offered on a credit-no credit option must be granted by the Curriculum Committee.

Schedule of Course Assignments

Major Assignments/Exams	Due Date
1. Type in each form of evaluation	Include dates of examinations and the due dates of any written assignments.**

Weekly Schedule of Reading and other Assignments

Week	Dates	Assignment
1	8/15-8/19	Enter this week’s assignments here.
2	8/22-8/26	Enter this week’s assignments here.
3	8/29-9/2	Enter this week’s assignments here.
4	9/5-9/9	Enter this week’s assignments here.
5	9/12-9/16	Enter this week’s assignments here.
6	9/19-9/23	Enter this week’s assignments here.

7	9/26-9/30	Enter this week's assignments here.
8	10/3-10/7	Enter this week's assignments here.
9	10/10-10/14	Enter this week's assignments here.
10	10/17-10/21	Enter this week's assignments here.
11	10/24-10/28	Enter this week's assignments here.
12	10/31-11/4	Enter this week's assignments here.
13	11/7-11/11	Enter this week's assignments here.
14	11/14-11/18	Enter this week's assignments here.
15	11/21-11/25	Thanksgiving break – NO CLASSES
16	11/28-12/2	Enter this week's assignments here.
17	12/5-12/8	Final Exams

***Note: Course assignments during the first four weeks of the term should provide the instructor with sufficient information on student performance for assigning four-week grades.*

Make-Up Work Course Policy:

Insert your policy for making up work

Class Attendance Policy:

Instructors must insert their own attendance policy and explain whether / under what circumstances they initiate Administrative Withdrawal due to non-attendance in an in-person class / non-participation in an online class. Instructors must operate within the institutional policies outlined below, the policies below can be removed from this syllabus once you have detailed your own policies here]

[Attendance is required for all classes. To be in compliance with federal guidelines, students are expected to be present at all class sessions to be eligible for financial aid through Title IV of the Higher Education Act of 1965. It may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to a student's absence are to be arranged between the student and the instructor, including making up missed work. The student is responsible for the academic consequences of any absences. The standard of practice is to allow one hour absence per credit hour; however, each instructor may choose an alternate attendance policy. Instructors are required to state their attendance policies in the course syllabus.

Occasionally, students may be absent from scheduled classes to participate in officially sanctioned university activities referred to hereafter as institutional absences. Instructors are obligated to respect institutional absences and may not penalize a student for such an absence if said student makes up any graded work missed due to the absence in a timely manner as determined by the instructor. An institutional absence does not change deadlines for submitting assignments, but faculty will allow students to make up exams, quizzes, presentations, or any other course requirements that have an impact on the course grade conducted during the missed class(es). Students are responsible for all coursework missed due to absences and must initiate any request to make up coursework in a timely manner, as stipulated by the instructor on their syllabi. Instructors must allow students missing class for institutional absences to make up any work conducted in class but, at the discretion of the instructor, may assign alternate, equivalent work. Instructor accommodations for requested make-up work must be reasonable and timely; such accommodations may be made prior or subsequent to the institutional absence at the discretion of the instructor. A list of students who are excused during a specific time period will be maintained by the Office of Academic Affairs and circulated to instructors.

In addition, instructors may excuse absences due to extenuating circumstances beyond student control, as though they are institutional absences. However, if an instructor chooses to excuse such absences, they must excuse them consistently for all students. Furthermore, at the instructor's discretion, an instructor may require the student to provide documentation of the circumstances leading to the absence and approve or deny the request for an excused absence based on said documentation.

At the beginning of each semester, all instructors will provide in the course syllabi a clearly written statement to all their classes regarding their policies in handling absences. Students and instructors are obligated to adhere to the stated requirements of each course. An instructor's attendance policy may not contradict institutional policy.

Additionally, attendance is required for all online courses. Attendance is defined as active and timely participation and submission of assigned coursework, discussions, exams, or other materials as defined by course instructors. Logging into a course does not constitute attendance. In order to document attendance for financial aid purposes, students must submit an assignment during the first week of scheduled classes. Students who stop attending an online course after week one may remain enrolled in the course or instructors may initiate policy procedures for Administrative Withdrawal as outlined in the Glenville State College Catalog. Guidelines for the duration of non-attendance will be outlined in the course syllabus. Students must complete the proper withdrawal procedures if they wish to withdraw from the course prior to the last day to withdraw from an individual course with a grade of W. Students who stop attending a course or courses after the first week and who do not officially withdraw or who are not administratively withdrawn will receive a grade of FIW (Failure due to Irregular Withdrawal).

Online students may have approved institutional absences that conflict with the due date of assigned work. Students are responsible for keeping track of assignment deadlines that may occur during institutional absences and make prior alternative arrangements with their instructor to complete these assignments.

***Note: Faculty are expected to report excessive absences to the Office of the Registrar on a regular basis.**

Academic Integrity

Instructors should include statements of their expectations regarding cheating on exams, plagiarism, unauthorized assistance on homework assignments, and disruptive behavior in the classroom. In this regard, instructors may wish to reference the University's Oath of Academic Excellence.

ADA Students Statement

"It is the policy of Glenville State University to provide reasonable accommodations for qualified individuals with documented disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations with regard to affording equal educational opportunities. It is the student's responsibility to provide documentation of a disability to the Academic Success Center located on the third floor of the Robert F. Kidd Library. The staff will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990."

Other pertinent information: (optional)

Class decorum, teaching methods, class structure, tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations

Course evaluations are completed electronically by the student for all courses during the specified time period before final exams.

University-wide Policies

All university policies are in effect during this course for relevant policy and procedures in the classroom.

Reserve Clause

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / e-mail of any such changes.

Force Majeure

The duties and obligations of Glenville State University may be modified or suspended immediately and without notice because of force majeure causes beyond Glenville's reasonable control and occurring without its fault or negligence including, but not limited to, acts of God, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students, faculty, or staff. If such an event occurs, Glenville's duties and obligations may be modified, suspended, or postponed until such time as Glenville, in its sole discretion, may safely resume operations. Glenville may, at its option, and in its sole discretion, alter the academic year schedule or provide alternate means of instruction, including, but not limited to, distance or remote learning.

APPENDIX P: COMMITTEE BYLAWS

BYLAWS OF THE ACADEMIC POLICY COMMITTEE OF GLENVILLE STATE COLLEGE January 29, 2021

Article I. Name

The name of this committee is “The Academic Policy Committee of Glenville State College.”

Article II. Membership

The membership of this committee shall be comprised of a faculty representative from each Academic Division or Department appointed by the Faculty Senate, and two student representatives appointed by the Student Government Association. Each appointed member will serve for a term designated by the appointing body. Members are encouraged and permitted to send a proxy in their place for meetings they cannot attend. The proxy will have the privileges of a member as outlined in these bylaws.

Article III. Liaisons

The Provost and Vice President for Academic Affairs or their designee and the Registrar shall be administrative liaisons to the committee. The liaisons shall communicate issues or proposals for consideration by the committee from administrative officers of the college. The liaisons shall have full privileges of discussion of all issues which come before the committee. The liaison, however, is not a voting member of the committee and may not serve as a committee officer.

Article IV. Duties of the Committee

The responsibility of the Academic Policy Committee is to advise the Faculty Senate on the development and revision of academic policies.

Article V. Officers and their duties

Section 1. The officers of the Committee shall be the Chair of the Academic Policy Committee and the Vice-Chair of the Academic Policy Committee. The Chair and Vice-Chair shall be elected by a majority vote of those members present at the first meeting of the Committee each fall semester. However, officers shall first be elected upon adoption and approval of these bylaws. In order to assist in orderly and efficient flow of information between the committee and the liaison and to provide clerical assistance, the Executive Secretary for the Provost will serve as secretary to the Academic Policy Committee.

Section 2. The Chair of the Committee shall ordinarily preside at all meetings. The Chair, in collaboration with the Provost and Vice President for Academic Affairs or their designee, shall prepare the agenda for the meeting and shall assemble the documents necessary for the committee members to use. The Provost and Vice President for Academic Affairs or

their designee, in collaboration with the chair, shall be responsible for communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to the individuals or groups with an interest in the work of the committee.

Section 3. The Vice-Chair serves in the Chair's absence. In the Vice-Chair's absence, the Committee shall select a member present to serve as Chair for that meeting.

Section 4. The Secretary of the Committee shall maintain adequate minutes of the work of the Committee. The minutes of the Committee shall be shared with the college community in an efficient manner to be determined by the Committee. A copy of all minutes of the Committee shall be maintained in the office of the Provost and Vice President for Academic Affairs or their designee. The Secretary shall also assist the Chair in the preparation of communications from the committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the committee.

Section 5. In the event that a vacancy shall occur in the office of the Chair, the Committee shall elect a replacement at its next meeting after the vacancy occurs.

Article VI. Procedures for Meetings

Section 1. A quorum for meetings shall consist of a simple majority of the Committee where membership is as defined in **Article II**.

Section 2. Meetings shall be called as needed by the Chair. The Chair shall always honor requests from the President of the College, the Faculty Senate, or the Liaison to call a meeting. Also, the Chair shall honor the request of any three members of the Committee to call a meeting. In the event of a vacancy in the office of the Chair, any three of the current members of the Committee may call a meeting.

Section 3. Normally the Chair shall give at least 48 hours' notice of the date, time, place for, and agenda of meetings to the membership and to the campus community. Notice shall be given in an efficient manner to be determined by the committee. Emergency meeting may be called by the Chair with less than 48 hours' notice.

Section 4. Meetings of the Committee will be open, unless the Committee is dealing with privileged information regarding employment, personnel development and/or specific student academic issues. Persons present other than members of the Committee and the liaison to the Committee may be recognized to speak to issues before the Committee by the Chair.

Section 5. Meetings shall be conducted according to generally accepted principles of Parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

All actions taken by the Committee relative to policy changes will be forwarded to the Faculty Senate for review and comment and to College Leadership Council for action.

Article VIII. Amendment Procedure

These bylaws may be amended from time to time as needed when they have received a majority vote of the Academic Policy Committee of Glenville State College at a meeting where voting on the bylaws has been listed on the official agenda.

Article IX. Ratification

These Bylaws shall be officially adopted when they have received majority vote of the Academic Policy Committee of Glenville State College, and have been approved by the Faculty Senate, the College Leadership Council, and the President of the College.

_____ Dr. Schuyler J. Chapman, Chair, Academic Policy Committee	_____ Date
_____ Dr. Brian R. Perkins, President, Faculty Senate	_____ Date
_____ Dr. Gary Z. Morris, Chair, College Leadership Council	_____ Date
_____ Dr. Mark A. Manchin, President of the College	_____ Date

**BYLAWS OF THE ACADEMIC POLICY COMMITTEE
OF GLENVILLE STATE COLLEGE
(CLC-3/21)**

Article I. Name

The name of this committee is “The Academic Policy Committee of Glenville State College.”

Article II. Membership

The membership of this committee shall be comprised of a faculty representative from each Academic Division or Department appointed by the Faculty Senate, and two student representatives appointed by the Student Government Association. Each appointed member will serve for a term designated by the appointing body. Members are encouraged and permitted to send a proxy in their place for meetings they cannot attend. The proxy will have the privileges of a member as outlined in these bylaws.

Article III. Liaisons

The Provost and Vice President for Academic Affairs or Associate Vice President for Academic Affairs shall be administrative liaison to the committee. The Provost shall communicate issues or proposals for consideration by the committee from administrative officers of the college. The Provost shall have full privileges of discussion of all issues which come before the committee. The liaison, however, is not a voting member of the committee and may not serve as a committee officer.

Article IV. Duties of the Committee

The responsibility of the Academic Policy Committee is to advise the Faculty Senate on the development and revision of academic policies.

Article V. Officers and their duties

Section 1. The officers of the Committee shall be the Chair of the Academic Policy Committee and the Vice-Chair of the Academic Policy Committee. The Chair and Vice-Chair shall be elected by a majority vote of those members present at the first meeting of the Committee each fall semester. However, officers shall first be elected upon adoption and approval of these bylaws. In order to assist in orderly and efficient flow of information between the committee and the liaison and to provide clerical assistance, the Executive Secretary for the Provost will serve as secretary to the Academic Policy Committee.

Section 2. The Chair of the Committee shall ordinarily preside at all meetings. The Chair, in collaboration with the Provost and Vice President or Associate Vice President for Academic Affairs, shall prepare the agenda for the meeting and shall assemble the documents necessary for the committee members to use. The Provost and Vice President or Associate Vice President for Academic Affairs, in collaboration with the chair, shall be responsible for communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to the individuals or groups with an interest in the work of the committee.

Section 3. The Vice-Chair serves in the Chair's absence. In the Vice-Chair's absence, the Committee shall select a member present to serve as Chair for that meeting.

Section 4. The Secretary of the Committee shall maintain adequate minutes of the work of the Committee. The minutes of the Committee shall be shared with the college community in an efficient manner to be determined by the Committee. A copy of all minutes of the Committee shall be maintained in the office of the Provost and Vice President or Associate Vice President for Academic Affairs. The Secretary shall also assist the Chair in the preparation of communications from the committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the committee.

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Section 3. Normally the Chair shall give at least 48 hours' notice of the date, time, place for, and agenda of meetings to the membership and to the campus community. Notice shall be given in an efficient manner to be determined by the committee. Emergency meeting may be called by the Chair with less than 48 hours' notice.

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Section 5. Meetings shall be conducted according to generally accepted principles of Parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

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_____	_____
Dr. Schuyler J. Chapman, Chair, Academic Policy Committee	Date
_____	_____
Dr. Brian R. Perkins, President, Faculty Senate	Date
_____	_____
Dr. Gary Z. Morris, Chair, College Leadership Council	Date
_____	_____
Dr. Mark A. Manchin, President of the College	Date

**BYLAWS OF THE CURRICULUM COMMITTEE
OF GLENVILLE STATE COLLEGE
November 17, 2011**

Article I. Name

The name of this committee is “The Curriculum Committee of Glenville State College.”

Article II. Membership

The members of the Curriculum Committee shall be: the Department Chairpersons, the Dean of Teacher Education, the Director of the Academic Center, four faculty members (each from a different department) appointed by the Faculty Senate, and two students appointed by the Student Government Association. The Certification Analysis is an ex-officio member.

Article III. Liaison

The Provost and Senior Vice President will serve as Administrative liaison. After review for completeness and accuracy of all documentation, the Provost will submit all proposals for curricular consideration to the Committee. The Provost shall have full privileges of discuss of all issues which come before the Committee. The liaison, however, has no voting rights and may not serve as an officer.

Article IV. Duties of the Committee

1. Review, study, and approve any requested curricular changes.
2. Review, study, and approve all courses and programs offered by the College.

Article V. Officers and their duties

Section 1. The officers of the Committee shall be the Chair of the Curriculum Committee and the Vice-Chair of the Curriculum Committee. The Chair and Vice-Chair shall be elected by a majority vote of those members present at the first meeting of the Committee each fall semester. However, officers shall first be elected upon adoption and approval of these bylaws.

Section 2. The Chair of the Committee shall ordinarily preside at all meetings. The Chair, in consultation with the Provost, shall prepare the agenda for the meeting and shall assemble the documents necessary for the Committee members to use. The Chair shall be responsible for communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the Committee.

Section 3. The Vice-Chair serves in the Chair’s absence. In the Vice-Chair’s absence, the Committee shall select a member present to serve as Chair for that meeting.

Section 4. The office of the Provost will provide the secretarial duties for the Committee. The Secretary of the Committee shall maintain adequate minutes of the work of the Committee. The minutes of the Committee shall be shared with the college community in an efficient manner to be determined by the Committee. A copy of all minutes of the Committee shall be maintained in the office of the Provost. The Secretary shall also assist the Chair in the preparation of communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the Committee.

Section 5. In the event that a vacancy should occur in any office, the Committee shall elect a replacement at the next meeting after the vacancy occurs.

Article VI. Procedures for meetings

Section 1. A quorum for meetings should consist of seven (7) members of the Committee where membership is defined in **Article II**.

Section 2. Meetings shall be called as needed by the Chair. The Chair shall honor requests from the President of the College, the Faculty Senate, or the Liaison to call a meeting.

Section 3. Normally the Chair shall give at least 48 hours notice of the date, time, place, and agenda of meetings to the membership and to the campus community. Notice shall be given in an efficient manner to be determined by the Committee. Emergency meetings may be called by the Chair with less than 48 hours notice.

Section 4. Meetings of the Committee will be open. Persons present other than members of the Committee and liaison to the Committee may be recognized to speak to issues before the Committee by the Chair.

Section 5. Meetings shall be conducted according to generally accepted principles of parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

All action taken by the Committee relative to policy and curricular changes will be forwarded to the Faculty Senate for review and comment and to the College Leadership Council for action.

Article VIII. Amendment Procedure

These bylaws may be amended from time to time as needed when they have received a majority vote of the Curriculum Committee of Glenville State College at a meeting where voting on the bylaws has been listed on the official agenda.

Article IX. Ratification

These bylaws shall be officially adopted when they have received a majority vote of the Curriculum Committee of Glenville State College, and have been approved by the Faculty Senate, the College Leadership Council, and the President of the College.

Dr. Joe Evans, Chair, Curriculum Committee

Date

Dr. J. David O'Dell, President, Faculty Senate

Date

Dr. John M. Peek Chair, College Leadership Council

Date

Dr. Peter B. Barr, President of the College

Date

**BYLAWS OF THE ENROLLMENT MANAGEMENT COMMITTEE
OF GLENVILLE STATE COLLEGE
(CLC – 3/12/21)**

Article I. Name

The name of this committee is “The Enrollment Management Committee of Glenville State College.”

Article II. Membership

The membership of this committee shall be comprised of five staff members’ appointment by the Vice President for Enrollment Management representing athletics, financial aid, student life, business & finance and admissions; four faculty representatives appointed by the Faculty Senate, and two student representatives appointed by the Student Government Association. Each appointed member will serve for a term designated by the appointing body.

Article III. Liaison

The Vice President for Enrollment Management will serve as Administrative liaison. The Vice President for Enrollment Management shall have full privileges of discussion of all issues which come before the Committee. The liaison, however, has no voting rights and may not serve as an officer.

Article IV. Duties of the Committee

The Enrollment Management Committee will be an advisory committee to the Vice President for Enrollment Management in the areas of student recruitment and retention. It will advise the Vice President on such matters as:

- Develop target enrollment numbers for in-state, out-of-state, transfer, veteran and international students
- Admission and financial aid policies and procedures
- Recruitment marketing strategies and materials
- New student orientation programs, including the first-year experience course (GSC 100).
- Academic and student life support services for at risk students
- Early intervention programs
- Collection and analysis of recruitment and retention related data
- Annually summarizing the data on the Withdrawal from College and report the reasons for withdrawal on an annual basis, with attention to improving the effectiveness of retention.
- Updating and implementation of short-term and long-term recruitment and retention strategies.

The preliminary work of the committee will be assigned by the Chair of the Committee to one of two subcommittees: the recruitment subcommittee and the retention subcommittee. The subcommittees report to the full committee. Each subcommittee will include a minimum of two faculty and two staff members of the full committee.

Article V. Officers and their duties

Section 1. The officers of the Committee shall be the Chair, the Vice-Chair and the Secretary of the Enrollment Management Committee. All shall be elected by a majority vote of those members present at the first meeting of the Committee each fall semester. However, officers shall first be elected upon adoption and approval of these bylaws.

Section 2. The Chair of the Committee shall ordinarily preside at all meetings. The Chair shall prepare the agenda for the meeting and shall assemble the documents necessary for the Committee members to use.

Section 3. The Vice-Chair serves in the Chair's absence. In the Vice-Chair's absence, the Committee shall select a member present to serve as Chair for that meeting.

Section 4. The Secretary of the Committee shall maintain adequate minutes of the work of the Committee. The minutes of the Committee shall be shared with the college community in an efficient manner to be determined by the Committee. A copy of all minutes of the Committee shall be maintained in the office of the Provost.

Section 5. In the event that a vacancy should occur in any office, the Committee shall elect a replacement at the next meeting after the vacancy occurs.

Article VI. Procedures for meetings

Section 1. A quorum for meetings shall consist of six (6) members of the Committee where membership is defined in **Article II**.

Section 2. Meetings shall be called as needed by the Chair. The Chair shall honor requests from the President of the College, the Faculty Senate, or the Liaison to call a meeting.

Section 3. Normally the Chair shall give at least 48 hours notice of the date, time, place, and agenda of meetings to the membership and to the campus community. Notice shall be given in an efficient manner to be determined by the Committee. Emergency meetings may be called by the Chair with less than 48 hours notice.

Section 4. Meetings of the Committee and its subcommittees will be open. Persons present other than members of the committees and the liaison to the committees may be recognized to speak to issues before the committees by the presiding officer.

Section 5. Meetings shall be conducted according to generally accepted principles of parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

All action taken by the Committee relative to policy changes will be forwarded to the Faculty Senate for review and comment and to the College Leadership Council for action.

Article VIII. Amendment Procedure

These bylaws may be amended from time to time as needed. These bylaws shall be officially amended when they have received majority vote of the Enrollment Management Committee of Glenville State College, and have been approved by the Faculty Senate, the College Leadership Council, and the President of the College.

Article IX. Ratification

These bylaws shall be officially adopted when they have received a majority vote of the Enrollment Management Committee of Glenville State College, and have been approved by the Faculty Senate, the College Leadership Council, and the President of the College.

_____ Mr. Jason L. Yeager, Vice President for Enrollment Management	_____ Date
_____ Dr. Brian R. Perkins, President, Faculty Senate	_____ Date
_____ Dr. Gary Z. Morris, Chair, College Leadership Council	_____ Date
_____ Dr. Mark A. Manchin, President of the College	_____ Date

**BYLAWS OF THE FACULTY DEVELOPMENT COMMITTEE
OF GLENVILLE STATE COLLEGE
January 2021**

Article I. Name

The name of this committee is “The Faculty Development Committee of Glenville State College.”

Article II. Membership

The members of this committee shall consist of one representative selected by each Department and one appointed by the Provost and Senior Vice President for Academic Affairs. Faculty Senate will be notified of the Committee membership by the end of the first week of classes during the Fall semester. Members will serve for a term of two academic years and may be reappointed. Terms will be staggered to maintain committee continuity.

Article III. Liaisons

The Provost and Senior Vice President for Academic Affairs shall be the administrative liaison to the committee. The Provost and Senior Vice President for Academic Affairs shall communicate issues or proposals for consideration by the committee from administrative officers of the college. The Provost and Senior Vice President for Academic Affairs shall have full privileges of discussion of all issues which come before the committee. The liaison, however, is not a voting member of the committee and may not serve as a committee officer.

Article IV. Duties of the Committee

1. To promote professional development, including effective teaching, research and scholarship, and service, of the faculty of Glenville State College.
2. To provide recommendations to the Provost and Senior Vice President for Academic Affairs concerning, but not limited to:
 - a. Development funds
 - b. Sabbatical applications
 - c. Other
3. To provide recommendations and assistance to the Provost and Vice President of Academic Affairs and the Vice President of College Advancement for Faculty Development Workshops, Seminars, and other events.

Article V. Officers and their Duties

Section 1. The officers of the committee shall be the Chair, the Vice Chair and the Secretary of the Faculty Development Committee. The officers shall be elected from the membership of

the committee by plurality vote of those members present at the first meeting of the committee each Fall semester – provided, however, that officers shall be elected upon the adoption and approval of these bylaws.

Section 2. The Chair of the Committee shall ordinarily preside at all meetings. In the Chair’s absence, the Vice Chair shall preside. The Chair shall be responsible for communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the Committee.

Section 3. The Secretary of the Committee shall maintain adequate minutes of the work of the Committee. The minutes of the Committee shall be shared with the college community in an efficient manner to be determined by the Committee. A copy of all minutes of the Committee shall be maintained in the office of the Provost and Senior Vice President for Academic Affairs. The office of the Provost and Senior Vice President for Academic Affairs will forward a copy of the minutes to the Glenville State College Board of Governors. The Secretary shall also assist the Chair in the preparation of the communications from the Committee to administrative officers of the College, to the Faculty Senate, to subcommittees of the committee, to other committees, or to other individuals or groups with an interest in the work of the Committee.

Section 4. In the event that a vacancy shall occur in the office of the Chair, the Committee shall elect a replacement at its next meeting after the vacancy occurs.

Article VI. Procedures for Meetings

Section 1. A quorum for meetings shall consist of greater than 50% of the members of the Committee where membership is as defined in **Article II**.

Section 2. Meetings shall be called as needed by the Chair. The Chair shall always honor requests from the President of the College, the Faculty Senate, or the Liaison to call a meeting. The Chair shall also honor the request of any three (3) members of the Committee to call a meeting. In the event of a vacancy in the office of the Chair, any three (3) of the current members of the Committee may call a meeting.

Section 3. Normally the Chair shall give at least 48 hours notice of the date, time, place for, and agenda of meetings to the membership and to the campus community. Notice shall be given in an efficient manner to be determined by the committee. Emergency meetings may be called by the Chair with less than 48 hour notice.

Section 4. Meetings of the Committee will be open, unless the Committee is dealing with privileged information regarding employment, personnel development and/or specific student academic issues. Persons present other than the members of the Committee and liaisons to the Committee may be recognized to speak to issues before the Committee by the Chair.

Section 5. Meetings shall be conducted according to generally accepted principles of parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

Section 1. After review, the Faculty Development Committee forwards its recommendations to the Provost and Senior Vice President for Academic Affairs for his/her consideration.

Article VIII. Amendment Procedure

These bylaws may be amended from time to time as needed. The procedure for amendment shall be the same as the procedure for the original ratification of these bylaws.

Article IX. Ratification

These bylaws shall be officially adopted when they have received a majority of the vote of the Faculty Development Committee of Glenville State College at a meeting where voting on the bylaws has been listed on the official agenda, been approved by the Faculty Senate, the College Leadership Council and by the President of the College.

**BYLAWS OF THE LIBRARY ADVISORY COMMITTEE
OF GLENVILLE STATE COLLEGE
(CLC – 4/21)**

Article I. Name

The name of this committee is “The Library Advisory Committee of Glenville State College”.

Article II. Membership

The members of this committee shall be one faculty member elected from each academic division, one staff appointed by Staff Council, two students appointed by the Student Government Association, the Director of the Academic Success Center, the Director of Information Technology, and the Library Director. Faculty, staff, and student members will serve for a term of two-years and may be reappointed for one additional term for a total of four-years.

Article III. Liaisons

The Provost or designee shall be the administrative liaison to the committee and serve as an ex officio member of the committee, with voice but no vote. He/she shall communicate issues or proposals for consideration by the committee from administrative officers of the college. The Provost or designee may not serve as a committee officer.

Article IV. Duties of the Committee

1. To make recommendations regarding:
 - a. Incorporation of Library resources and Information Literacy in the curriculum
 - b. Book and periodical selection/deselection
 - c. Online resources selection/deselection
 - d. Non-campus affiliated use of the Library
 - e. Budgetary allocations in correlation with faculty/student needs
2. To review and make recommendations for the development and revision of Library policies.
3. To assist in interpreting Library policies and procedures.
4. To act as faculty/staff/student liaisons who involve their constituency in understanding library issues and in working with library personnel to improve library services.

Article V. Officers and their duties

Section 1. The Director of the Library shall chair the committee.

Section 2. The Vice-Chair shall be a faculty member nominated and elected from within the committee at the first meeting of each new academic year.

Section 3. The Chair of the Committee shall ordinarily call and preside at all meetings. Any request for a meeting from a committee member will be honored. In the Chair’s absence, the Vice-Chair will serve as Chair for the meeting. The Chair shall prepare the agenda for the

meeting and shall assemble the documents necessary for the committee members' deliberations. The Chair shall be responsible for communications from the Committee to administrative officers of College, to the Faculty Senate, to the Staff Council, to Student Government, and to other individuals or groups with an interest in the work of the Committee.

Section 4. The Chair will appoint an elected member of the Committee to serve as secretary at the first meeting of each new academic year. This individual will develop and maintain minutes of all Committee meetings. The minutes of the committee shall be posted on the Library Advisory Committee's section of the Library webpage.

Section 5. In the event that a vacancy shall occur on the committee, another member from the appropriate academic division, staff, or student body shall be permitted to fill the position for the remainder of the unexpired term.

Article VI. Procedures for Meetings

Section 1. A voting quorum for meetings shall consist of a simple majority of members on the Committee where membership is defined in **Article II**.

Section 2. Meetings shall be called as needed by the Chair. The Chair shall always honor requests for the President of the College, the Vice President for Academic Affairs, or the Faculty Senate to call a meeting. Any current members of the Committee may request that the Chair call a meeting.

Section 3. Normally the Chair shall give at least 48 hours' notice of the date, time, place for, and agenda of meetings to the membership. Notice shall be given by e-mail. Emergency meetings may be called by the Chair with less the 48 hours' notice.

Section 4. Meetings of the Committee will be open. Persons present other than the members of the Committee may be recognized to speak to issues before the committee by the Chair.

Section 5. Meetings shall be conducted in an informal collegial manner, except that formal action shall be taken upon approval of a motion duly seconded and appropriately recorded according to generally accepted principles of parliamentary law for committees. Decisions of the Committee shall be made by majority vote of those present and voting on a motion.

Article VII. Lines of Reporting

Section 1. In a timely manner, the Library Advisory Committee shall forward its recommendations to the Faculty Senate, Staff Council, and Student Government for their consideration. Minutes of the meeting will be officially recorded and maintained on the library webpage.

Article VIII. Amendment Procedure

These bylaws may be amended from time to time as needed. The procedure for amendment shall be the same as the procedure for original ratification of these bylaws.

Article IX. Ratification

These bylaws shall be officially adopted when they have been approved by the Library Advisory Committee of Glenville State College, been approved by the Faculty Senate, the Staff Council, the Student Government Association, the College leadership Council, and the president of the College.

**BYLAWS OF THE PROMOTION AND TENURE COMMITTEE
OF GLENVILLE STATE COLLEGE
September 13, 2016**

Article I. Name

The name of this committee is “The Promotion and Tenure Committee of Glenville State College.”

Article II. Membership

Section 1: The members of this committee, elected by the faculty for two year terms, shall be five tenured faculty members and one tenured alternate faculty member. Terms will be staggered to maintain committee continuity. Each year, three members will be replaced from the committee.

Section 2. No more than two of the six faculty members may be from the same department.

Section 3. Three of the five members must hold the rank of Full Professor and two members must hold the rank of Associate Professor. On odd numbered years two Full Professors and one Associate Professor will be elected from the faculty. On even numbered years one Associate Professor and one Full Professor will be elected from the faculty. Also on even numbered years the alternate member shall be the Full Professor who received the next highest number of votes from the faculty. All members elected to serve on the committee are subject to the provisions of Section 2 of this article.

Section 4. The members may serve no more than two consecutive years on the committee and are eligible for re-election following a one year absence from the committee.

Article III. Duties of the Committee

1. To review the portfolio credentials of all faculty applying for tenure and/or promotion.

2. To make recommendations to the Provost and Senior Vice President for Academic Affairs on the applications of faculty applying for tenure and/or promotion.

3. Members of the Committee are required to sign a confidentiality agreement regarding review of tenure and/or promotion applications.

Article IV. Officers and their duties

Section 1. Each year the committee will select a chairperson from the elected membership. If The chair, for whatever reason, is unable to serve, the committee shall select another chair.

Section 2. The Chair of the Committee shall call and preside at all meetings. The Chair shall have the responsibility to assemble the documents necessary for the committee members' deliberations. The Chair shall be responsible for communicating, in writing all committee recommendations to the Provost and Senior Vice President for Academic Affairs.

Section 3. The Chair will appoint an elected member of the committee to serve as secretary. This individual will develop and maintain minutes of all committee meetings.

Section 4. In the event that a vacancy shall occur on the committee once the review process has begun, a replacement will fill the vacancy and assume full voting membership on the committee. The replacement will be the qualified faculty member of appropriate rank who received the next highest number of votes, subject to the provisions of Article II, Sections 2 and 3. The replacement will serve for the remainder of the outgoing committee member's term.

Article V. Procedures for Meetings

Section 1. A quorum for meetings shall consist of five (5) members of the Committee where membership is as defined in Article II.

Section 2. Normally the Chair shall give at least 48 hours notice of the date, time, place for, and agenda of meetings to the membership. Notice shall be given in an efficient manner to be determined by the Committee. Emergency meetings may be called by the Chair with less than 48 hours notice. In order to allow for adequate consideration of a faculty member's credentials, no votes may be taken on a recommendation for tenure and/or promotion in an emergency meeting.

Section 3. Committee meeting minutes involving policies and processes will be maintained. Due to the sensitive nature of the review process, meetings of the Committee will be closed to noncommittee members during review, discussion, and resolution of applications for promotion and tenure. The committee shall retain no written records of these proceedings, other than the formal recommendations.

Section 4. Meetings shall be conducted according to generally accepted principles of parliamentary law for committees. No vote may be taken unless a quorum has been established as indicated in Section 1. For routine business and recommendations of promotion and/or tenure, motions will be carried by simple majority voting in favor of a motion. Each recommendation of the Committee regarding promotion or tenure shall require a separate motion and a separate vote.

Section 5. Any department chairperson who is a member of the Promotion and Tenure Committee will be replaced by the alternate member during the review of a faculty member from his or her department.

Section 6. When recommendations are developed, each participating member of the committee shall sign the letter to the Provost and Senior Vice President for Academic Affairs.

Article VI. Lines of Reporting

Section 1. According to the approved timelines, the committee will forward its recommendations of promotion and/or tenure to the Provost and Senior Vice President for Academic Affairs. The Provost and Senior Vice President for Academic Affairs will provide faculty under review with a copy of the recommendations by the Committee, also following approved timelines. The President will notify the faculty member of the final tenure and promotion decision, based on the approved timelines.

Article VII. Amendment Procedure

These bylaws may be amended from time to time as needed. The procedure for Amendment shall be the same as the procedure for the original ratification of these bylaws. However, the Committee may, by approved motion of the Committee, approve changes to titles of positions in these bylaws.

Article VIII. Ratification

These bylaws shall be officially adopted when they have been approved by the Faculty Senate, the College Leadership Council and the President of the College.
(Revised April 23, 2012)

**BYLAWS OF THE UNIVERSITY LEADERSHIP
COUNCIL OF GLENVILLE STATE UNIVERSITY
February 23, 2022**

Article I. Name

The name of this committee is "The University Leadership Council of Glenville State University."

Article II. Membership

The committee shall consist of fourteen members;
President of the Faculty Senate
President of the Staff Council
President of the Student Government Association
Three Faculty Members (elected by the faculty)
Two Students:
President of Student Government Association
Vice President of Student Government Association
Two Department Chairs (selected by Chairs)
Two Staff Members (elected by the staff)
One Administrator (appointed by the President)
Provost and Senior Vice President
Director of Athletics

No faculty or staff member serving on the Board of Governors may serve on the College Leadership Council.

Article III. All terms of elected/appointed faculty, staff and administrators will be for three years (terms will be staggered in a random fashion). Student terms will be for one academic year and may be reappointed by the Student Government Association.

Section 1. Duties of the Council

The Council has the responsibility of making recommendations to the President on items under its consideration. These include, but are not limited to the following matters: institutional policies, degree program changes and other issues affecting the entire University.

Section 2.

The President may request the College Leadership Council to consider other matters that may affect the University.

Section 3.

The College Leadership Council will receive information and recommended action items from: Faculty Senate, Staff Council, Student Government Association, Task Forces, Special Committees, and officers of the University.

Article IV.

Section I.

The Council may review adopted policies as necessary for updates and non-substantive changes.

Section 2.

Officers and their duties

The Provost and Senior Vice President will serve as Chair with the President of the Faculty Senate serving as Vice Chair.

The Chair of the Council shall call and preside at all meetings. The Chair shall have the responsibility to assemble the documents necessary for the committee members' deliberations. The Chair shall be responsible for communicating, in writing all committee recommendations to the President.

**Bylaws of the College Leadership
Council** Page 2 of 2

Section 3. The Chair will appoint a staff member who is not a member of the Council to serve as the Secretary. This individual will develop and maintain minutes of all Council meetings and be responsible for distribution of these across campus.

Article V. Procedures for Meetings

Section 1. The Council will meet at least once each academic semester. A quorum for meetings shall consist of eight members of the Council where membership is as defined in **Article II**.

Section 2. Normally the Chair shall give at least one week's notice of the date, time, place for and provide the agenda and supporting documentation to the membership. Notice shall be given in an efficient manner to be determined by the committee.
Emergency meetings may be called by the Chair with less than 48 hours notice.
Emergency meetings may also be called by a collective of at least eight members or by the President of the University.

Section 3. Meetings shall be conducted according to generally accepted principles of parliamentary law for committees/councils. No vote may be taken unless a quorum has been established as indicated in Section I. Decisions of the Committee shall be made by majority vote of those present and voting on a recommendation.

Section 4. All meetings are open to the campus community. There will be no executive sessions. The President of the University is welcome to attend all meetings and, if present, will be invited to address the Council.

Article VI. Lines of Reporting

Section 1. Within the established timelines, the committee forwards its recommendations to the President of the College.

Article VII. Amendment Procedure

These bylaws may be amended from time to time as needed. The procedure for amendment shall be the same as the procedure for the original ratification of these bylaws.

Article VIII. Ratification

These bylaws shall be officially adopted when they have received a majority vote of the College Leadership Council of Glenville State University at a meeting where voting on the bylaws has been listed on the official agenda.

_____	_____
Chairperson, Provost and Vice President	Date
_____	_____
Vice Chairperson, President of Faculty Senate	Date
_____	_____
President, Glenville State University	Date

APPENDIX Q: CALCULATION OF CONTACT HOURS FOR FACULTY OVERLOAD



Academic Affairs

TO: Brian Perkins, Ph.D.
Faculty Senate President

FROM: Gary Z. Morris, Ph.D.
Provost and Vice President for Academic Affairs

DATE: October 14, 2021

SUBJECT: Calculation of credit for higher than normal faculty contact hours and overload payment schedule

Effective with the 2021-2022 academic year, the normal teaching load for tenured or tenure-track faculty is 24 credit hours per academic year, and for lecturers is 30 hours per academic year. Overload payment for teaching above this normal teaching load will be calculated and issued early in the spring term after classes have started.

It is recognized that some courses require that the instructor meet with students more than the standard one hour per week per course credit hour. Therefore, for the purpose of calculating a faculty member's teaching load, the following adjustments will be made for contact hours (one contact hour represents 50 minutes of instruction each week):

1. Supervising student teacher interns:
 - a. General Supervisor (four visits per placement for two placements) – 2/3 credit hour per intern toward teaching load
 - b. Special Subjects Supervisor (two visits per placement) – 1/6 credit hour per intern per placement toward teaching load
2. Teaching science laboratories:
 - a. 2/3 credit hour per weekly laboratory contact hour toward teaching load
3. Teaching applied music classes:
 - a. 2/3 credit hour per weekly contact hour per student toward teaching load
4. Directing music ensembles:
 - a. 2/3 credit hour per weekly rehearsal hour per student toward teaching load
5. Internship/~~Workshop~~/Practicum:
 - a. 2/3 credit hour per student up to 3 credit hours

I request that this memo be shared with the Senate and that the Senate recognize the memo and any relevant discussion in the minutes, so that there is an official record of it being shared with Faculty Senate.

APPENDIX R: FACULTY MARSHAL DUTIES & RESPONSIBILITIES

Glenville State College

FACULTY MARSHALS



Faculty Marshals at Glenville State College serve as official Ambassadors at College events including Convocation and Commencement.

The Faculty Senate recommends Faculty Marshal appointments to the President. They are senior members of the faculty who are nominated by the Department Chairs and the Vice President for Academic Affairs for their outstanding service to the institution, excellence in teaching, and respect by their colleagues on the faculty.

Duties and Responsibilities

1. Coordinate faculty participation and the activities of Student Marshals at the Convocation and Commencement exercises in the following ways:
 - (A) Organize the faculty for the processional and recessional portions of events and distribute copies of the program to faculty
 - (B) Organize the platform party for the processional-recessional portions of events
 - (C) Coordinate the efforts of the student marshals
 - (D) Monitor audience arrival and departure
 - (E) Assist people with disabilities and special guests
2. Periodically review protocols for Convocation and Commencement.
3. Represent Glenville State College at Presidential Inaugurations at colleges and universities as requested by the President

Chief Marshal

- The Chief Marshal is selected by the College Marshals and serves a three-year term.
- The Chief Marshal leads the processional and recessional and assigns responsibilities to the other Faculty Marshals.
- The Chief Marshal communicates with faculty regarding details prior to Convocation and Commencement exercises.
- The Chief Marshal is responsible for the Ceremonial Mace of Glenville State College.

Qualifications

- Marshals are senior members of the faculty (associate professor or professor) and tenured.
- Marshals are those faculty who are recognized among peers and students for teaching excellence.
- Marshals have a record of exceptional service to the College.
- Marshals are respected by both colleagues and students.

Selection Process and Term of Office

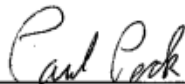
1. There will be a total of eight Faculty Marshals including the Chief Marshal.
2. The term will be five years. Incumbent faculty marshals may be reappointed.
3. When an opening occurs in a faculty marshal's position or in multiple faculty marshal positions, the President of the Faculty Senate will request from the Vice President for Academic Affairs candidates for selection. In discussion with the department chairs, the Vice President for Academic Affairs will recommend the new Marshal(s) to the Faculty Senate. The Vice President for Academic Affairs will recommend at least one more faculty member and not more than three more faculty members than the number of Marshals to be recommended by the Senate. The Faculty Senate will recommend to the President names of acceptable faculty for approval of appointment.
4. Approximately two months before the end of the term of an incumbent faculty marshal, the President of the Faculty Senate shall determine if the marshal is willing to be reappointed. The President of the Senate shall report the marshal's response to the Vice President for Academic Affairs. The Vice President for Academic Affairs shall then compile a list of candidates by the procedure outlined in the previous paragraph. That list shall include the incumbent marshal unless the marshal has indicated that reappointment is not desired.

Symbols, Rewards, Acknowledgments

- Faculty Marshals will be appointed officially by the President.
- At the time of his/her appointment, each Faculty Marshal will be presented a specially designed "Faculty Marshal" pin.
- Faculty Marshals will be invited to the luncheon that follows the Commencement programs.
- Faculty Marshals will be listed in the college catalog and in all programs for official ceremonies.

Original policy adopted on January 31, 2000 and signed by Thomas Powell President

Revised policy approved by the Glenville State College Faculty Senate on December 7, 2004.



Paul Peck, President of the Glenville State College Faculty Senate

And approved by the College on 1-21-05



Robert N. Freeman, President of Glenville State College