



GLENVILLE

STATE UNIVERSITYTM

Faculty Handbook

February 2025 Revision

The *Faculty Handbook* provides guidelines, policies, and procedures relating to the faculty. It is not intended to be an exhaustive listing, but rather a guide book and reference source that also points to other relevant documents, including but not limited to the [Undergraduate Catalog](#), the [Graduate Catalog](#), [Board of Governors' Policies](#), and the [university website](#). Taken together, these resources will provide invaluable information to support the truly exceptional faculty of Glenville State University.

Among other helpful information, material concerning faculty evaluation, promotion, tenure, and retention; committee structures, responsibility, and procedures; and the university's shared governance structure, model, and responsibilities can be found here. The *Faculty Handbook* is a living document and is updated as needed to reflect changes in policies and procedures.

This handbook reflects the efforts and review of several individuals and groups. Special thanks are due to the Faculty Senate for their careful discussion of the content and to the Office Administrator Senior in Academic Affairs for assistance in formatting and organization.

Although every effort has been made to ensure that this document is as complete and correct as possible, faculty may discover areas in which guidance is not provided or requires additional explanation. In those cases, faculty are asked to use their best judgment and to bring those concerns to the Provost and to the Faculty Senate for clarification.

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History, Mission & Strategic Plan

1.1 History

Founded in 1872 to serve the higher education needs of Central West Virginia, Glenville State University is West Virginia's only centrally located public university.

In an 1873 letter to the editor of the *Weston Democrat* a writer said, "No place on earth could have been found more suitable for the establishment of the State Normal School than Glenville. The place is retired, healthy and possesses every qualification requisite for a place of study and thought. The inhabitants are civil, moral, refined, religious, and generous to a fault."

In the early years, Glenville Normal School was obliged to devote resources almost exclusively to secondary studies because of the absence of high schools in the area. Later, as high schools became more numerous, secondary offerings were gradually reduced, and more college-level courses were developed.

On May 1, 1930, the State Board of Education authorized the school to award the Bachelor of Arts in Education Degree, and on March 4, 1931, the Legislature changed the school's name to Glenville State Teachers College.

The name of the school was changed to Glenville State College in 1943. Subsequent revisions of the curriculum provided an increased emphasis on teacher preparation and pre-professional courses. The rapid growth in enrollment in the post-World War II years spurred an accelerated building program.

In February 2022, the Legislature changed the name of the institution once more, this time to Glenville State University. The new name reflects Glenville State's authorization to offer advanced degrees.

Over the years, the campus became known as the "Lighthouse on the Hill" for both the quality of the teaching and the quality of its graduates. Today, GSU still maintains a focus on teacher preparation, while offering additional degree programs in business, health and human services, land resources, and more.

Throughout its history, Glenville State has maintained a tradition of teaching excellence by professors who care about each student as an individual, who take the time to get to know each student's goals, and who are committed to helping students get an education that will prepare them for a successful career. Professors are very approachable and willing to give personal support to help students succeed.

1.2 Mission Statement

Glenville 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.

1.3 Vision

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

1.4 Values

The values below were identified in the university's strategic planning process for the 2021-2026 Strategic Plan.

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.

1.5 Objectives

The objectives below were identified in the university's strategic planning process for the 2021-2026 Strategic Plan.

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.

1.6 Goals

The goals below were derived from the objectives in the university's 2021-2026 Strategic Plan as part of the university's strategic planning process.

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

General Organization & Governance

2.1 Governing Boards

2.1.1 Board of Governors

Purpose Statement: [§18-23](#) and particularly [subsection 4](#) of [§18B-2A](#) of the West Virginia Code sets forth powers, duties and responsibilities of the Board of Governors of public higher education institution in the state. This document enumerates those powers, duties and responsibilities that the Glenville 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 Glenville 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 linked on the GSU Board of Governors webpage (<https://www.glenville.edu/about-us/board-governors>).

Board of Governors Policies: At the September 21, 2001 meeting of the West Virginia Higher Education Policy Commission (WVHEPC), 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 WVHEPC.

Policies transferred to Glenville State are also linked on the Board of Governors webpage, with the direct link at <https://www.glenville.edu/about-us/board-governors/policies>.

2.1.2 West Virginia Higher Education Policy Commission (WVHEPC)

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 nine members; seven of whom are appointed by the governor, and two ex-officio members: 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 WVHEPC rules and policies web site – <http://www.wvhepc.edu/resources/rules-and-policies/>. These policies govern higher education institutions in West Virginia.

2.2 Administrative Structure

2.2.1 Administrative Officers & Responsibilities

Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs is the administrative officer responsible for all the academic affairs of an institution. The Provost reports directly to the President, serves as the chief academic officer for the institution, and has within their purview the entire educational concern including all academic programs and academic personnel. The Provost is responsible for general policy-direction powers in academic areas of the institution. The Provost works directly with the Dean of Teacher Education, the Dean of Health Sciences, all Department Chairs, the Director of Institutional Research and Effectiveness, the Institutional Assessment Coordinator, the Director of the Honors Program, the Registrar, the Library Director, the Prison Education Manager, the Director of Dual Enrollment/Dual Credit, the Director of the Regents Bachelor of Arts program, the Director of Interdisciplinary Studies, the University Instructional Designer, the Online Program Services Specialist, and the Chair of the Graduate Council and in collaborations with the Chairs of certain university committees, including but not limited to the Faculty Senate. 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.

Dean of Health Sciences

Under the supervision of the Provost, the Dean of Health Sciences is responsible for the leadership of the College of Health Sciences. The Dean oversees all health science related

academic programs and initiatives, including the creation of new programs, the approval and maintenance of accreditation for health science related programs, and oversight of the faculty and staff supporting all health science related programs.

Dean of Student Success and Retention

Under the supervision of the Vice President of Enrollment Management and Student 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 Deans is tasked with ensuring that all programs comply with the Council for the Accreditation of Educator Preparation (CAEP) guidelines for the continuation of national accreditation. Additional responsibilities include leadership of oversight of recruitment of students, contributions to public education through involvement in statewide activities and committees, and leadership and supervision of program offerings and faculty within the Department of Education. The Dean of Teacher Education is the public relations agent for Teacher Education. The Dean reports to the Provost.

Vice President of Administration and General Counsel

The Vice President of Administration and General Counsel 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 guidance in the matter of compliance with American with Disabilities and Title IX polices. The VP for Administration is also involved in university policy and oversees facility scheduling.

Chief Financial Officer

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, Financial Aid, Housing Corporation, Payroll, Purchasing, the Research Corporation, and Food Services contracts.

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.

Vice President of Advancement and Government Affairs

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

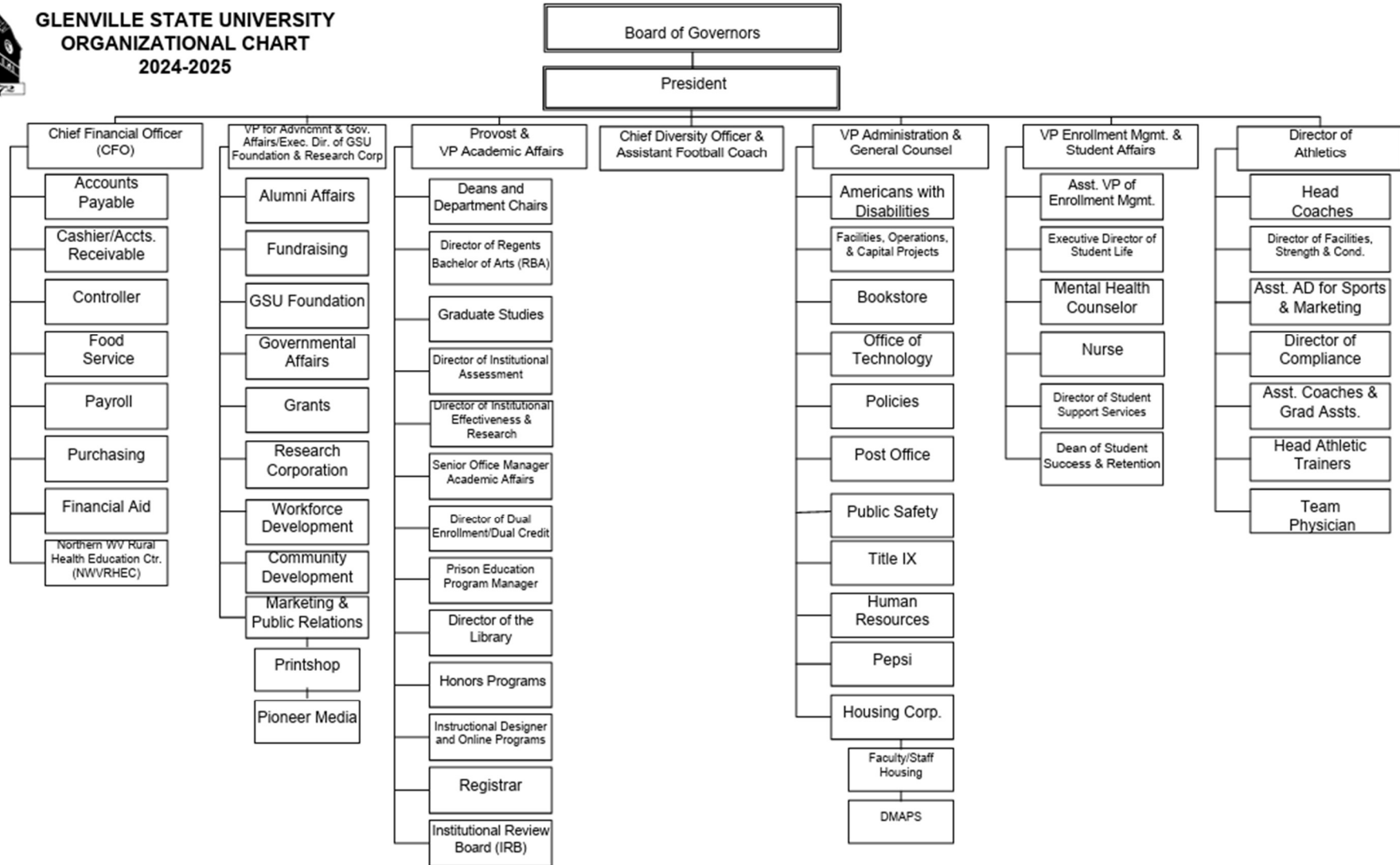
Vice President of Enrollment Management and Student Affairs

The Vice President of Enrollment Management and Student Affairs is responsible for the development of an institution-wide recruitment plan as well as the recommendation of policies for, coordination of, 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, Pioneer Support Center, Student Support Services, Mental Health Counselor, Nurse, Residence Life, and Student Life report to this position.

2.2.2 Glenville State University Administrative Structure



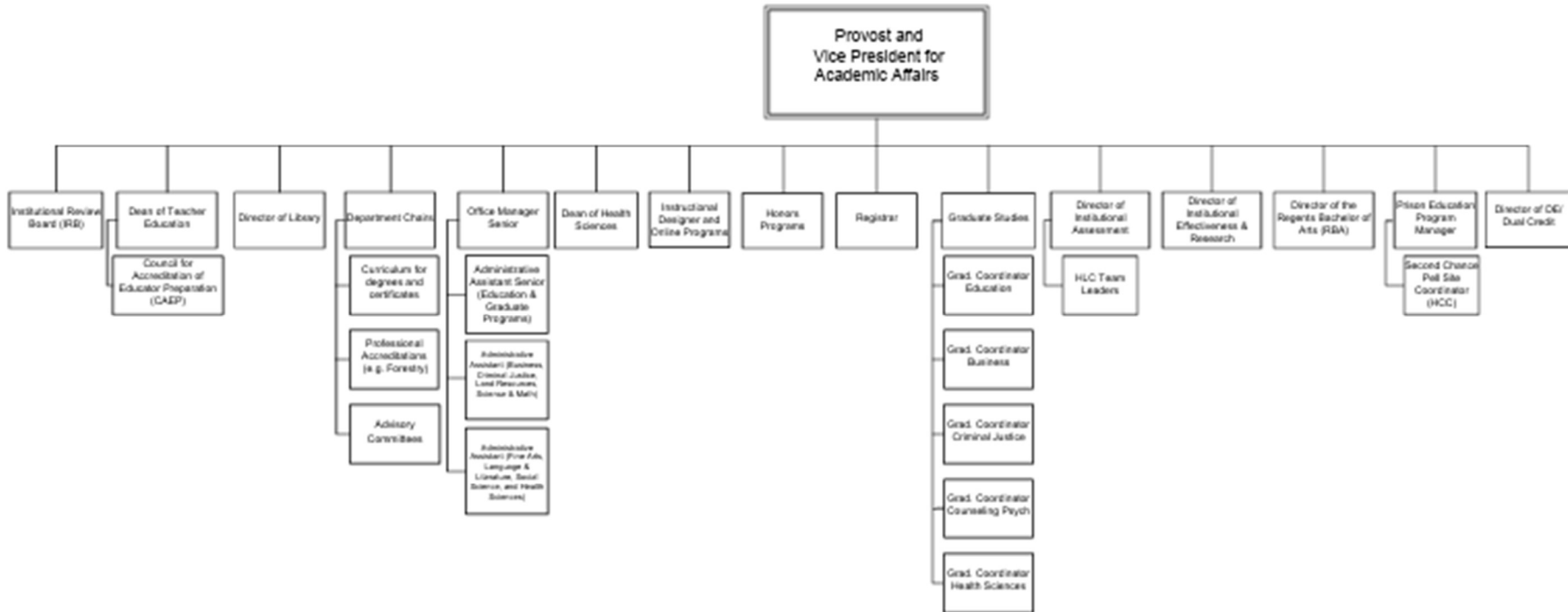
GLENVILLE STATE UNIVERSITY ORGANIZATIONAL CHART 2024-2025



2.2.3 Academic Affairs Administrative Structure



GLENVILLE STATE UNIVERSITY ORGANIZATIONAL CHART Provost & VP for Academic Affairs 2024-2025



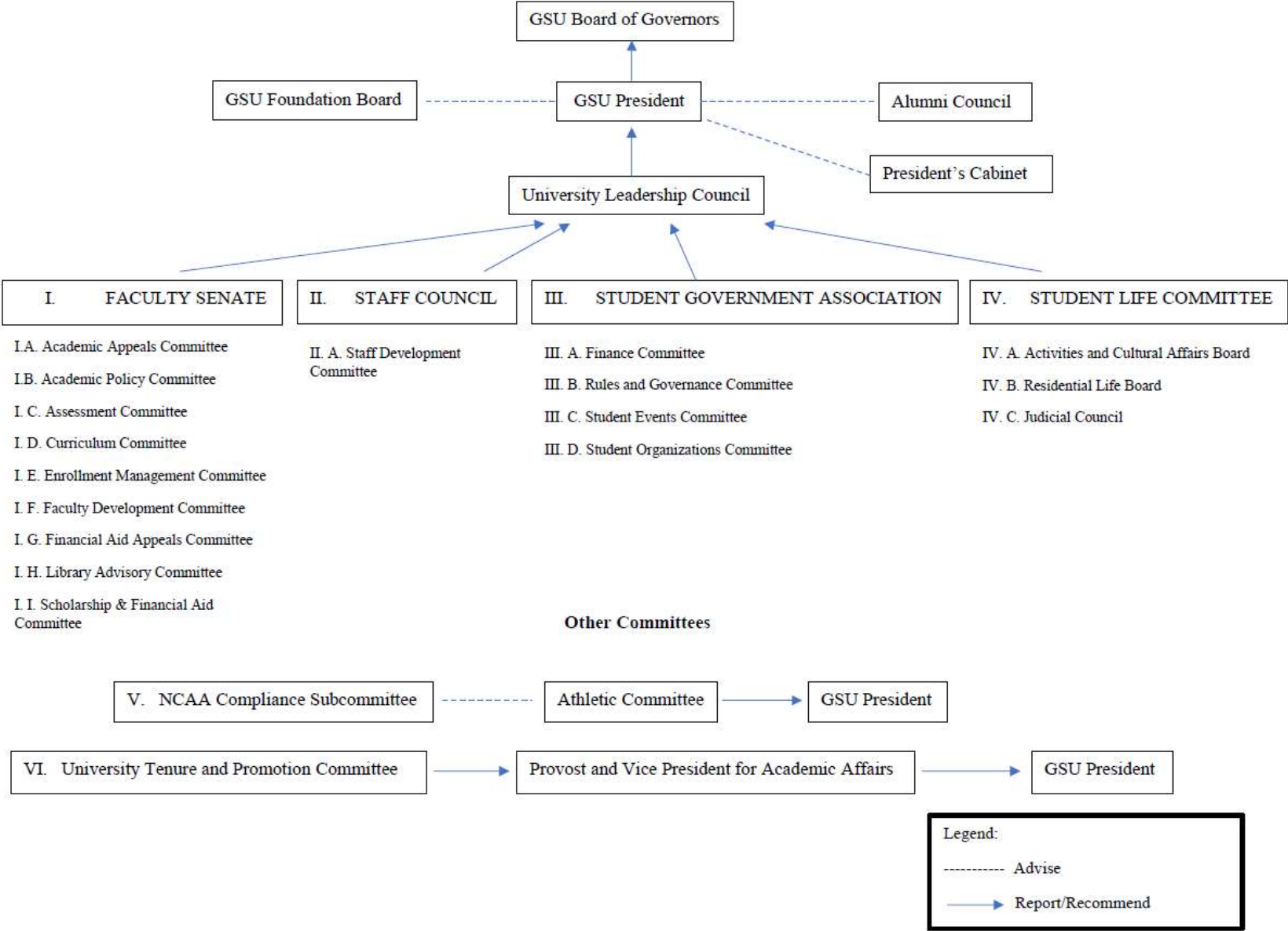
2.2.4 Campus Governance, Shared Governance & Committees

2.2.4.1 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.

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 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.

Glennville State University Shared Governance System



2.2.4.2 Campus Committees

Bylaws of university committees are available online, from the Office of Academic Affairs and from the President's Office.

Academic Appeals Committee

Jurisdiction and responsibilities: The responsibility of the Academic Appeals Committee is to receive, evaluate, and make recommendations to the Provost 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. any other 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 the Faculty Senate and will serve a term designated by the appointing body.

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 member will serve for a term designated by the appointing body. The Provost or his/her designee shall be administrative liaison to the committee.

Assessment Committee and General Education Assessment

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 and a representative from Institutional Research and Effectiveness. Ad hoc and ex officio

members may be approved by the Faculty Senate as needed. Each appointed member will serve for a term designated by the appointing body. The Provost or proxy 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.

A separate committee, the General Education Assessment Committee, is tasked specifically with assessment of the General Education curriculum. This group is responsible for the annual review of General Education courses and requirements, and its membership represents academic areas comprising General Education.

Athletic Administration Team

Jurisdiction and responsibilities:

1. To advise the Director of Athletics in conducting a program of 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 for athletic events

Membership: The members of this Committee shall be two members from the Student Athletic Advisory Committee, the Faculty Athletic Representative to the NCAA, the NCAA Compliance Coordinator, NCAA Senior Woman Administrator, Athletics Academic Oversight Officer, the Director of Health Services for Athletics, Director Performance, Director of Student Engagement and Retention, Associate Athletic Director, Game Day Administrator, Sports Information Director, and Administrative Assistant for Athletics Business Operations. 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.
3. Specific duties are outlined in the most current interpretive memo agreed upon by the Curriculum Committee, which will be held in the Office of Academic Affairs.

Membership: The members of the Curriculum Committee shall be Department Chairs and Deans, four faculty members (each from a different department) appointed by the Faculty Senate, and one student appointed by the Student Government Association. The

Certification Analyst is an ex officio member. The Provost will serve as Administrative liaison.

Educational Personnel Preparation Committee (EPPAC)

Jurisdiction and responsibilities:

1. consider and act on new programs
2. consider and act on revisions of programs
3. propose and make recommendations regarding requirements for certification in various programs
4. make recommendations regarding content of general and professional education programs required for certification
5. initiate and recommend policies related to admission of students to the teacher education program
6. recommend policies regarding student teaching
7. study and make recommendations concerning all facets of teacher education
8. 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 of the four academic units with preparation programs
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
4. Representative of the Academic Success Center
5. Two GSU students admitted to Teacher Education
6. One Elementary School teacher
7. Representative from the community
8. One Elementary School principal
9. One Middle School or Secondary teacher
10. One Middle School or Secondary principal
11. One Central Office administrator

Enrollment Management Committee

Duties of the Committee: The Enrollment Management Committee will be an advisory committee to the Vice President of Enrollment Management and Student Affairs in the areas of student recruitment/enrollment. It will advise the Vice President on such matters as:

- Evaluating enrollment numbers for in-state, out-of-state, transfer, veteran and international students

- Creating and analyzing all admissions and financial aid policies and procedures
- Creating all GSU recruitment marketing strategies and materials
- Applying new student orientation programs
- Analyzing all recruitment/enrollment related data
- Creating and implementing all short and long-term recruitment and retention strategies
- Evaluating and organizing on-campus events and scheduling all prospective student tours
- Analyzing housing assignments with Residence Life
- Creating enrollment strategies for all re-admit and transfer students and managing transcripts for those groups
- Understanding the importance of advising and registration of all first-time freshmen

Membership: The members of this committee shall be comprised of five staff members appointed by the Vice President of Enrollment Management and Student Affairs 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. The Assistant Vice President of Enrollment Management will serve as the chair of this committee.

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 concerning but not limited to development funds and sabbatical applications.
3. To provide recommendations and assistance to the Provost and the Vice President of Advancement for Faculty Development Workshops, Seminars, and other events.

Membership: The members of this committee shall consist of one representative from each academic unit appointed by the Faculty Senate and one faculty member appointed by the Provost. Members will serve for a term of two academic years and may be reappointed. Terms will be staggered to maintain committee continuity. The committee shall annually select a chair from among its members.

Financial Aid Appeals

Jurisdiction and responsibilities: The Financial Aid Appeals Committee shall review appeals from any student who has 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 chair), three faculty selected by Faculty Senate, one staff member selected by Staff Council, and the Registrar or designee. The Financial Aid Administrator, as committee chair, 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 recognizing 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 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:

To make recommendations regarding:

1. Incorporation of Library resources and Information Literacy in the curriculum
2. Book and periodical selection/deselection
3. Online resources selection/deselection
4. Non-campus affiliated use of the Library
5. Budgetary allocations in correlation with faculty/student needs
6. To review and make recommendations for the development and revision of Library policies

7. To assist in interpreting Library policies and procedures
8. 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 unit, one staff member 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 on the applications of faculty applying for tenure and/or promotion.

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

Membership: The seven members of this committee, elected by the faculty for two-year terms, shall be three tenured full professors, two tenured Associate Professors, and one Senior Lecturer. In addition, one tenured full professor shall be elected by the faculty to serve as an alternate in the case of conflicts of interest between a committee member and an applicant for tenure (e.g., if a Department Chair has been elected to the committee and a member of that department is under review). Terms will be staggered to maintain committee continuity.

Scholarship Task Force

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.

Membership: The members of this committee shall be the Vice President for Advancement Financial Aid Administrator who will serve as the chair, the Vice President

for Enrollment Management, the Provost, the Director of Athletics, the Director of Financial Aid, and the Director of Admissions.

Student Life Committee

Duties of the committee are

1. To advise the Vice President for Enrollment Management and Student Affairs and the Student Life staff in the development, review, and revision of Student Life policies and procedures.
2. To select two student members and two faculty members from the membership of the Student Life Committee to serve on the Glenville State University Judicial Council.
3. To provide input as requested during the screening process when vacancies occur in Student Life personnel positions.

Membership: the 12 members of this committee shall be four students appointed by the Student Government Association, four faculty appointed by the Faculty Senate, the Director of Residence Life or designee, the Director of Student Life or designee, the Director of Student Activities or designee, the Director of the Pioneer Support Center or designee. The Director of Student Life shall serve as the Chair of the committee.

University Leadership Council

Jurisdiction and responsibilities: 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.

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

Membership: The committee shall consist of fourteen members:

- President of the Faculty Senate
- Chair of the Staff Council
- President of the Student Government Association
- Three Faculty Members (elected by the faculty)
- One Student (appointed by the Student Government Association for a one-year term but may be reelected)
- Two Department Chairs (selected by Chairs)
- Two Staff Members (elected by the staff)
- One Administrator (appointed by the President)
- Director of Athletics
- Provost

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 will serve as Chair with the President of the Faculty Senate serving as Vice Chair.

2.2.5 University Councils

President's Cabinet

In addition to the President, the President's Cabinet is comprised of the Provost, CFO, Vice President for Advancement, Vice President for Administration, Vice President for Enrollment Management and Student Affairs, the Director of Athletics, President of Faculty Senate, Chair of Staff Council, and the President of Student Government Association.

Faculty Senate

The Faculty Senate of Glenville State University is the elective representative body empowered by West Virginia Code, [§18B-6-3, Institutional Faculty Senate](#). The Senate shares information and discusses issues affecting faculty and/or the operations of the university. Agendas, minutes, committees, and the Senate constitution are all linked at <https://www.glenville.edu/about-us/shared-governance/faculty-senate>.

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>.

2.2.6 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 roles of the Department Chair are to foster quality educational programs, mentor junior faculty, ensure quality of curriculum in academic programs, observe and review department faculty performance (including evaluating faculty requests for absence and professional development funds), and serve as a communication conduit and point of contact between academic departments and the Office of Academic Affairs. The expectation of this position is that responsibilities are concentrated in the academic year but extend throughout the entire calendar year.

Department Chair responsibilities include:

- Serve as liaison between their respective departments, the Office of Academic Affairs, and other GSU offices (Academic Success Center, GSU 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, including but not limited to performing faculty observations, FAR review, and professional development fund request evaluations for department faculty
 - With approval from the Provost, chairs may request designees to assist with faculty observations
- Serve as departmental point-of-contact for part-time faculty and adjuncts (at both on-campus and off-campus locations delivering GSU courses)
- Attend Department Chair meetings and report back to department faculty
- Serve as backup advisor to department students during the summer and other university breaks
- Supervise and approve work schedules of department student workers and any other workers assigned exclusively to the department
- In consultation with the Office of Academic Affairs, collaborate with their faculty on the development of course schedules
- Oversee department budgets, serving as the point of contact for budget updates and the department signatory for requisitions

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 the year in which 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 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.

2.2.7 University Directors

Director of Admissions and Assistant Vice President for Enrollment Management

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 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 the 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.

Director of Dual Enrollment/Dual Credit

The Director of Dual Enrollment/Dual Credit facilitates, coordinates, and obtains approval for curriculum, adjunct faculty, in-school facilitators, and course schedules with each partner high school. The Director, in coordination with GSU Department Chairs and high school personnel, works to increase course offerings, educational pathways, and enrollment at established

locations. The Director also develops additional partnerships within the secondary school system in the state of West Virginia and assists Glenville State University in communicating with high school counselors, principals, other administrators, and program participants. The Director is responsible for submitting registrations of Dual Enrollment/Dual Credit students and overseeing billing for those registrations to the student, the student's high school, or West Virginia Higher Education Policy Commission, as appropriate. The Director reports directly to Provost.

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 Chief Financial Officer.

Director of Fundraising

The Director of Fundraising is responsible for identifying, cultivating, and soliciting 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.

Senior Director of Grants and Compliance

The Senior Director serves as a grants and compliance officer for the university. The Senior Director of Grants and Compliance shares knowledge and provides guidance to faculty and staff regarding proposal development, award management, and project deliverables. Working in conjunction with the grant writing team, the Senior Director oversees the submission of electronic and paper grant proposals; negotiates, accepts and executes complex agreements from grant sponsors; and provides oversight, support for, and compliance checks of grant awards and reporting. The Senior Director manages a specialized portfolio for research, public service, and training projects supported by government and nonprofit entities.

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 Provost.

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 the 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 and Effectiveness

The Director of Institutional Research and Effectiveness is responsible for the collection, retention, analysis, and dissemination of data required for reports to federal and state agencies, accreditors (e.g., 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. The Director reports to the Provost.

Director of Interdisciplinary Studies Program

The Director coordinates the Interdisciplinary Studies program, coordinating with the student, the student's content advisors, and the Certification Analyst to design an innovative program of study that combines curricular areas offered by GSU in individualized ways to meet student goals. The Director reports to the Provost.

Associate Director of International Student Services

The Associate Director provides leadership to coordinate all international student services including services for the F-1 student population. The Associate Director serves as the primary International Student Advisor on campus serving as the liaison and source of information for international students throughout their stay on matters of legal status related to their visa, personal and academic progress, and cultural adjustment. This position ensures that programming and services are readily available to meet the unique needs of international students, and that consistent communication is provided to students about their special requirements as international students. The Associate Director reports to the Vice President for Enrollment Management and Student Affairs.

Director of Library

The Director of the Library directs the operations of the Robert F. Kidd Library. Under the supervision of the Provost, 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 and Public Relations

The Director of Marketing and Public Relations 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 Counsel.

Executive Director of Operations

The Executive Director of Operations oversees the day-to-day operations of the university, with responsibility for the physical plant (including classrooms, university offices, facilities, and dormitories), university transportation (including student shuttles and fleet vehicles), and the housing corporation (including faculty and staff rentals). The Executive Director of Operations also has oversight of the university's threat assessment process.

Director of Pioneer Support Center

The Director of the Academic Success Center provides leadership in a holistic, developmental approach to students' academic success through a dynamic student-advisor-based relationship that encourages students to integrate their interests and abilities with Glenville State University's academic programs. The director manages the day-to-day operations of the Academic Success Center's comprehensive advising programs. These programs encourage students to achieve their educational, professional, and creative goals through institutional and community resources. This position reports to the Dean of Student Success and Retention. The director will work closely with faculty and staff advisors who engage students in an inquiry and intervention-based process that challenges them to do their best work, become self-directed, and complete their educational goals.

Chief Director of Public Safety

The Chief Director of Public Safety is responsible for ensuring the safety and security of the GSU Community, its property and people, by enforcing WV state law and institutional policies regarding safety. The Chief Director supervises the Administrative Chief of Public Safety, as well as four full-time and five part-time Security Guards. The Chief Director also aids in providing an atmosphere free from crime, protecting individual rights, and reducing opportunities for the commission of crimes through prevention and patrol. The Chief Director is

also responsible for ensuring that the GSU Public Safety Department remains in full compliance with the Jean Cleary Act which makes available all crime statistics to the general public and anyone wishing to enroll or become employed at GSU. The Chief Director also serves on various university committees as needed.

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.

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 Engagement and Retention

Reporting to the Vice President of Enrollment Management and Student Affairs, the Director of Student Engagement and Retention has responsibility for initiatives designed to resource and support students. The Director is charged with facilitating an environment that brings out the best in all people, leads to positive contributions to the campus community, and assures equal access to the resources, opportunities, and education available to the university.

Director of Student Life

The Director of Student Life works in collaboration with the Director of Student Activities and the other Directors under the Student Life umbrella to create and support an enriching student life experience for all GSU students. The Director of Student Life will promote retention-centered activities and student engagement across campus while implementing and facilitating opportunities for co-curricular learning and student leadership development. As a primary student advocate, the Director of Student Life will respond directly to student needs and any issues affecting the well-being of our student population, both on and off campus. The Director reports to the Vice President of 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 fieldtrips, dining etiquette training, and attending theatre productions, to list but a few. The Director reports to the Vice President of Enrollment and Student Affairs.

Director of Teacher Education Field Placement

In consultation with the Dean of Teacher Education, the Director of Teacher Education Field Placement oversees students' field experience and practicum hours, as well as Residency I and Residency II placements. The Director of Field Placement serves as a liaison between the university, the public school placements, and the students. The Director of Teacher Education Field Placement secures and provides professional development for residents during the Residency I and II semesters. Trainings for assessment evaluations for partner teachers and GSU content faculty is also provided by the Director. In collaboration with the Dean of Teacher Education, the Director of Teacher Education Field Placement oversees remediation plans for students experiencing difficulties during both field experiences and residency.

Contractual Statements

3.1 Appointment to Faculty Rank

At the time of initial appointment, the Provost in consultation of with the leader of the academic unit, recommends to the University President an assignment of rank to the new faculty member. Criteria are the same whether the person is full-time or part-time. Part-time faculty ranks are preceded by the term “adjunct.”

3.2 Qualifications for Appointment to Faculty Rank

Lecturer: hold an appropriate master’s degree, except in technological or other specialized fields (see Faculty Credentialing, Section 3.6.4). Lecturers are expected to teach 30 hours per year.

Senior Lecturer: hold an appropriate master’s degree, except in technological or other specialized fields (see Faculty Credentialing, Section 3.6.4), as well 5 years of service at Glenville State in the rank of Lecturer. Senior Lecturers are expected to teach 30 hours per year.

Assistant Professor: hold an appropriate terminal degree or professional equivalency

Associate Professor and Professor: have the appropriate experience and credentials as defined under Faculty Credentialing (Section 3.6.4)

3.3 Faculty Status of Professional Librarians

To be considered for faculty status, professional librarians must meet the following criteria:

- Possess appropriate graduate degree(s)
- Have regular interaction with faculty and students in direct support of teaching and research
- Be involved, on a regular basis, in a teaching function with faculty and students
- Possess specialized knowledge of their field and about literature of various academic disciplines

Once appointed, the teaching responsibilities of Professional Faculty Librarians include

- The provision of guest lectures in relevant courses at faculty request
- Teaching one course (normally 3 credit hours) in each 18-month period

Professional Faculty Librarians are not eligible for tenure, but periodic evaluations for promotion of rank will still take place. Professional librarians who are granted faculty status may fully participate in the Faculty Senate, to include eligibility for election to Senate, election to an officer position within Senate, and the voting rights accompanying election to the Senate.

3.4 Emeritus/Emerita Status

The awarding of the title *Emeritus Professor* or *Emerita Professor* is a great honor in the profession 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 designation of this status if the faculty member has met all the following conditions:

- Has 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 or Dean, and Provost.

Selection

Faculty do not apply for this title. Ordinarily, faculty colleagues in the department will initiate the recommendation in the form of a written, detailed description of the service and contributions of the candidate. The Department Chair or Dean will write a letter of support, and both recommendations will be forwarded to the Faculty Senate. The Faculty Senate will make a recommendation on the award to the Provost, who will make a recommendation to the President. The President will consider the recommendations and decide whether to confer the honor.

Conferring of the Title

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

Rights and Privileges

All emeriti 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, and their portraits will be displayed in the Fine Arts 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.

3.5 Personnel Policies & Procedures

3.5.1 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, Glenville State University faculty and administration designed a system for reviewing all instructors. This review includes a self-completion of the Faculty Accomplishment Report, student evaluations of instruction, the Department Chair or Dean's observation of faculty teaching, the Department Chair or Dean's review of the Faculty Accomplishment Report, and administrative evaluation by the Provost or his/her designee. The period that is considered during this review is the previous academic year and, if desired by the faculty person, that subsequent summer.

Faculty Accomplishment Report

The faculty accomplishment report is based on the premise that most faculty will be operating at a 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 Faculty Accomplishment Report (FAR) should be limited to six pages of narrative and/or itemization.

The FAR should provide a candid evaluation of the faculty member's strengths and areas for growth from the previous year. Significant deficits identified in the FAR will be addressed by an improvement plan until the area(s) of needed improvement are fully addressed as determined by the Department Chair or Dean and the Provost. Improvement plans must state the nature of the needed improvements and be approved by the Provost. Progress on the plan will be jointly reviewed at least quarterly by the faculty person and Department Chair, Dean, and/or Provost.

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

Faculty members are to submit their Faculty Accomplishment Reports and supporting materials for annual evaluations to their Department Chair or Dean no later than the **second Friday in September**.

Review by Department Chair or Dean

A faculty member's supervisor will complete comments in Parts 1-4 of the FAR by providing feedback on the narrative provided by faculty, by the **fourth Friday in September**.

The supervisor will then discuss accomplishments and goals with the faculty member, including progress on previous academic year FAR goals, by the **second Friday in October**. Faculty should be sure to schedule an appropriate amount of time with their supervisor. (If faculty member is completing their first FAR, there would be no previous academic year FAR goals to discuss.)

The faculty member and supervisor will establish new goals for the upcoming academic year (part 5 of FAR) and discuss career path (part 6 of FAR).

The completed FAR should be submitted to the Office of Academic Affairs by the **second Friday in October**.

Review by the Provost

During the Fall Semester each faculty member will be evaluated by Provost. The review encompasses the Faculty Accomplishment Report, student evaluations, and any prescribed classroom observations. The basis of this evaluation will be the professional responsibilities and expectations delineated in the Faculty Handbook.

Results of these annual evaluations will be normally provided to faculty members by the **second Friday in November**.

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. Either of the latter two options should be taken only after discussing the evaluation with the Dean or Department Chair.

If the faculty member desires a review by a review committee, the faculty member must submit a letter requesting a review to the Provost 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 will then form a review committee comprised of three Department Chairs or Deans 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 amending the evaluation of the Faculty Accomplishment Report. The review committee will present its recommendation in writing to the Provost within 15 working days of the Provost's creation of the review committee. The Provost 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 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 sufficient enrollment to ensure student confidentiality. Most students will complete evaluations online through the university LMS; students in correctional facilities will complete evaluations in hardcopy form. Evaluations are completed using a set of questions adopted by the faculty and administration. Reports are produced for faculty members for each class taught that has sufficient responses to ensure student anonymity.

These reports as well as a departmental level report are also provided to the Provost and the relevant Department Chair or Dean. The Office of Academic Affairs is responsible for distributing and maintaining copies of the evaluations. Course evaluations are part of the cumulative faculty evaluation and are included in annual evaluations and in recommendations regarding retention, tenure, and promotion.

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 or Dean.
- From their fourth year until they are tenured or until promoted to Senior Lecturer, faculty members will be observed in at least one course each year by the Department Chair or Dean.
- After the sixth year, faculty members will be observed in at least one course every three years by the Department Chair, Dean, Provost, or their designee.

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

Observers will use the approved Faculty Observation Form located in Appendix B on each occasion. Observations may occur with or without advance notice. Additionally, faculty observations may be required 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 Department Chair, Dean, or Provost 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 at 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.

3.5.2 Employment of Relatives

University employees may not initiate or 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 the 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, stepparent, 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).

3.5.3 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 Dean or Department Chair one week prior to the intended absence and forwarded to the Provost for approval. A fillable version of this form is linked on the [academics forms page](#) of the university website. 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, Department Chair, or Dean must be informed in private conversation. Forms must be signed by the Provost prior to absences from campus.

For absences encountered due to emergency situations, the Report of Absence or Requisition to be Absent from Duty must be submitted to the Department Chair or Dean within two days of the day the individual returns to active duty and promptly forwarded to the Provost.

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 academic area.
2. Additional instructor-directed activities (e.g., recorded lecture) are scheduled (and listed on the Report of Absence form) to compensate hour-for-hour for the instructional time missed. An additional out-of-class assignment that is not instructor directed does not meet this requirement.

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 covered by Departmental colleagues or online materials provided by the instructor.

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

3.5.4 Faculty Credentialing Guidelines

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) will hold a terminal degree in the discipline from an accredited institution or have completed a master’s degree with at least 18 hours of graduate semester hours in the discipline to be taught. Each faculty member (adjunct or full-time) 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). In addition, applicants for part-time faculty positions must complete the Instructor Credentialing Form located in Appendix A. Department Chairs or Deans must complete the Quality Assurance Form for new faculty. This form is also located in Appendix A. For proposed faculty persons teaching Dual Enrollment/Dual Credit courses, the Director of Dual Enrollment/Dual Credit will consult with the Department Chair, Dean, and/or Provost in completing the Quality Assurance Form.

- 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 Department Chair or Dean and the Provost for verification of credentials. This notification must precede submission of a new course proposal to the Curriculum Committee and the request to Academic Affairs for inclusion in the course schedule.

Tested Experience

When a faculty has neither a graduate degree in the subject area to be taught nor 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, may be considered to be equivalent credentialing if that experience is accompanied by at least one of the six additional qualifiers listed below. Work experience must be documented by either supervisor, administrator, or owner confirmation on agency letterhead; human resources paperwork; references from clients (if experience was autonomous and self-supervised); commendations; or IRS documentation.

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. For undergraduate courses in business, the University has determined that a Master of Business Administration constitutes a terminal degree. To teach graduate courses in business, a doctoral degree is required.

Interdisciplinary programs may encompass multiple disciplines: e.g., Appalachian Studies and Natural Resource Management. 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.
- A master's or doctoral degree in a different area accompanied by a narrative that describes three learning objectives for each course and the proposed instructor's specific qualifications that credential the instructor to meet each of those 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 for relevant instructional areas.

Master of Fine Arts. Glenville State University recognizes a Master of Fine Arts as a terminal degree for relevant instructional areas.

Music ensembles. Individuals credentialed to direct music ensembles or teach applied music lessons must hold at least bachelor's degree in the area and three years of experience in choral direction, instrumental direction, or performance with an instrument.

Role of the Provost and Office of Academic Affairs

Upon recommendation of a prospective faculty member from the Department Chair or Dean, the Provost or designee is responsible for approving the credentials of the faculty member, verifying that the credentials are consistent with university and accreditor expectations, and maintaining such information in the appropriate personnel file in the Office of Academic Affairs.

The following documentation must be included in the personnel file of all teaching faculty and reviewed by the Provost and kept on file in the Office of Academic Affairs.

Education

- a. Official transcripts of the degree qualifying the faculty member to teach
- b. A current Curriculum Vitae

Faculty Credentialing

- c. Instructor Credentialing Form
- d. Quality Assurance Form
- e. Tested Experience credentialing documents for each faculty if needed

Credentialing Verification dDuring the Hiring Process

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 addition, 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.

3.5.5 Faculty Grievance & Appeal

As a state institution, Glenville State University follows the West Virginia state 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 West Virginia Public Employees 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.

3.5.6 Faculty Office Hours

The term “office hours” as used here indicates the hours when instructors would be in their university offices for consultation with students. Each instructor should keep a minimum of five office hours each week with the following modifications:

Some classes or University activities require an instructor to have assignments for longer than a 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 Department Chair or Dean.

Remote faculty must maintain regular virtual office hours, and these hours must be communicated to their advisees and students in their classes. Remote faculty should be available for consultation during those hours via phone or videoconference.

During the first week of class, all instructors should inform students of their office hours schedules. The schedule of office hours should be noted on the instructor’s course syllabus. Resident faculty should also post their office hours on their office door. A copy of the instructor's office hours is also to be filed with the Office of Academic Affairs. Remote faculty schedules, including office hours, should be held in both the faculty member’s department and in the Office of Academic Affairs.

3.5.7 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 Department Chair or Dean as well as the Provost.)
2. Distribute to each student a written course syllabus. For online courses, the syllabus must be posted in the university LMS by 12:01 a.m. Saturday prior to the beginning of the semester. For seated courses, the syllabus must also be provided in the university LMS, but if a hardcopy syllabus is also provided, the hard copy should be provided to students on the first meeting of the class. A copy of the syllabus must be also submitted to the Office of Academic Affairs at the beginning of each semester.
3. Provide timely information to students about their grades by regularly updating the course gradebook within the university LMS. The gradebook must be visible to students.
4. Be available to students for advising.
5. Establish and keep regularly scheduled office hours of at least five hours per week.
6. Award course grades based on the professional evaluation of students' academic performance.
7. Present subject matter in the course as specified in the respective course outline and syllabus.

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 community.
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/or the Department Chair or Dean.

In addition to these responsibilities, remote faculty have additional responsibilities due to the nature of their appointment. Additional responsibilities of remote faculty are as follows:

1. The faculty member is expected to attend all department meetings via videoconference or teleconference.
2. Unless other arrangements are approved by the Provost, the faculty member is expected to be on campus at least once per year, usually for spring commencement. This visit will normally include department meetings and/or other university activities scheduled at that time.
3. For remote education faculty, in-person expectations include at least 50% live student observations per intern per placement (with the remainder to be conducted virtually as worked out with the student, partner teacher, school district, and the Director of Teacher Education Field Placement). Remote education faculty are also expected to perform in-person observations for student teachers in their proximity, regardless of subject area. Remote education faculty will work closely with the Dean of Teacher Education and the Director of Teacher Education Field Placement in determining intern/resident supervision. On a case-by-case basis, exceptions may be made for student teacher observations for remote faculty who do not live within a reasonable distance for travel to host schools.
4. The faculty member is expected to maintain working hours and be available for meetings generally corresponding to east coast business hours (i.e., either 8 am to 4 pm eastern or 9 am to 5pm eastern time), with additional allowance made for office hours for working students and/or students in time zones other than Eastern. That is, the faculty member must ensure that their scheduled office hours include at least one hour accessible to working adults and individuals in other time zones.

3.5.8 Faculty Workload Statement

The state universities in West Virginia are undergoing transformations of major consequence. Universities are pressed by a growing demand for improved academic standards and increased services; requirements for greater accountability, especially in the allocation of limited state financial resources; and the realities of shrinking numbers of West Virginia students seeking a university education. Quality post-secondary education is central to meeting these diverse challenges, and it is imperative that GSU maintain excellence in teaching.

Teaching is the central role of the faculty members, and it has long been recognized as the primary mission of Glenville State University. The GSU 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 University missionally serves the largely rural area of central West Virginia.

Post-secondary teaching is a highly regarded profession. Professors are experts in their fields of teaching, and it is an inherent requirement that they remain current in the professional literature. Professors are also employees of Glenville State University, and thus it is expected that they will meet the workload guidelines of the institution.

Like other professionals, 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. Post-secondary teaching requires the individual'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 requires activity outside of normal working hours.

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) – $\frac{2}{3}$ credit hour per intern toward teaching load
 - b. Special Subjects Supervisor (two visits per placement) – $\frac{1}{6}$ credit hour per intern per placement toward teaching load
2. Teaching science laboratories:
 - a. $\frac{2}{3}$ credit hour per weekly laboratory contact hour toward teaching load
3. Teaching applied music classes:
 - a. $\frac{2}{3}$ credit hour per weekly contact hour per student toward teaching load
4. Directing music ensembles:
 - a. $\frac{2}{3}$ credit hour per weekly rehearsal hour per student toward teaching load

5. Internship/Workshop/Practicum:
 - a. $\frac{2}{3}$ credit hour per student up to 3 credit hours

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

1. It is a primary goal of all public servants, including GSU faculty and staff, 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 about quality undergirds faculty initiatives.
10. Diversity is a strength that all faculty understand.

Individual and Departmental Responsibilities

The academic units 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 areas and colleges, however, have diverse missions. There are two- and four-year programs, professional and pre-professional majors, undergraduate and graduate programs, field and classroom requirements. There should thus be corresponding flexibility in instructional efforts. 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 units in how faculty responsibilities are allocated and met. Individual workload assignments should reflect the strengths and needs of faculty, the department or college, 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 Chair or Dean and approved by the Provost in consultation with the President.

3.5.8.1 Overload Pay Policy

Department Chairs and Deans will collaborate with their faculty to assign faculty course schedules each semester based on the curricular needs of the academic program as jointly determined by Academic Affairs and the academic unit. The current 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:

- To be considered for overload pay, faculty members must demonstrate that they are 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 part-time faculty member would receive for teaching the same course. Eligible faculty may opt to receive this compensation upon exceeding their contractual obligations to the institution each semester or choose to defer overload compensation for the year to the spring semester. Faculty members who do not defer fall overload pay will indicate in writing which of three options they prefer if they fall under load for the academic year in spring. These options are to teach an additional course in the following summer or fall to make up the credit hours that they are below load or to have received overload pay deducted from spring pay.

Adjunct and Overload Policy

Workload

Adjunct (part-time) instructors are typically limited to nine credit hours in each of the Fall and Spring semesters and six hours for the Summer sessions. Full-time faculty members should be 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 Provost in conversation with the Department Chair or Dean.

Minimum Enrollment

The University has no obligation to offer lower-level undergraduate courses (100 and 200 level) with enrollment of less than 15 credit-seeking students for fall and spring terms and of less than 10 credit-seeking students for summer terms. If the course is offered, the University will compensate courses with fewer students on a pro rata basis. Each student in an under enrolled course will be credited at $\frac{2}{3}$ of a credit hour, up to the credit a normally subscribed course would receive.

That is, if an under enrolled 3-credit hour course is offered, a faculty person would be compensated at $\frac{2}{3}$ credit hour for one student, $1\frac{1}{8}$ credit hour for two students, 2 credit hours for three students, and $2\frac{2}{3}$ credit hour for four students. At five or more students, the faculty person would receive the full 3 credit hours. As a second illustrative example, if a faculty person is teaching an under enrolled laboratory course for which five credits of teaching load would normally be counted, the faculty person will be compensated as follows: $\frac{2}{3}$ credit hour for one student, $1\frac{1}{8}$ credit hour for two students, 2 credit hours for three students, $2\frac{2}{3}$ credit hour for four students, $3\frac{1}{8}$ credit hours for five students, 4 credit hours for six students, and $4\frac{2}{3}$ credit hours for seven students. At eight or more students, the faculty person would be compensated for the full 5 credit hours.

Base Pay

For 2024-25, 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	\$1,400	\$1,200	\$1,000
3	\$2,100	\$1,800	\$1,500
4	\$2,800	\$2,400	\$2,000

*Instructors teaching graduate-level courses will receive \$1,000 per credit hour.

**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, Land Surveying, Forestry).

For 2025-26, the compensation of adjunct faculty and full-time faculty teaching overload is anticipated to be as follows:

Credit Hours	Adjunct and Overload Rate (regardless of degree)
1	\$750
2	\$1,500
3	\$2,250
4	\$3,000

Faculty teaching at the graduate level will continue to be compensated at \$1,000 per credit hour in 2025-26 and in 2026-27.

In 2026-27, this rate is planned to increase to \$875 per credit hour for all faculty:

Credit Hours	Adjunct and Overload Rate
1	\$875
2	\$1,750
3	\$2,625
4	\$3,500

In 2027-28 and beyond, this rate is planned to increase to \$1,000 per credit hour for all faculty:

Credit Hours	Adjunct and Overload Rate
1	\$1,000
2	\$2,000
3	\$3,000
4	\$4,000

Stipends for Instruction at Correctional Facilities

Instructors at Federal Correctional Institution Gilmer (FCI Gilmer) and Huttonsville Correctional Center and Jail (HCC&J) require the instructors to pass additional background checks, complete required training about teaching in the facility, and to assume additional responsibilities vis-à-vis their courses. 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

The Correctional Facility stipend is paid per semester (not per course) taught.

3.5.9 Leaves

Sabbatical Leaves

Applications for Sabbatical Leave must be submitted to the Faculty Development Committee Chair on or before November 1 for the following academic year. The faculty member must have a letter of support from the Department Chair or Dean who will submit to the Provost 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 for consideration. The Provost makes a recommendation on the sabbatical leave request to the President who then reviews the request and makes the final recommendation.

Eligibility

The applicant must have reached the rank of an Assistant Professor or higher 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 sabbatical leaves 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 a one-semester leave or half salary for a 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 academic years upon completion of the leave. Failure to return will oblige 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 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 covering studies, research, or writing while on leave.

Leaves of Absence

The West Virginia Higher Education Policy Commission [Series 38](#) provides for employee leaves of absence for specific purposes. In addition, Glenville State University [Policy 17](#) authorizes certain types of leaves of absence, specifically Medical Leave of Absences Without Pay, Parental Leave, Catastrophic Leave, Personal Leave of Absence Without Pay, Military Leave, Special Emergency Leave With Pay, and Witness and Jury Leave. 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.

Sick Leave for Faculty

Glenville State University has no sick leave policy for faculty serving on 9- or 10-month contracts. However, there are certain assumptions about 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 for the faculty member involved. The assumption is made that the specific times during which a faculty member performs 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 satisfactory proof of illness or injury (i.e., doctor's statement) to 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) of fitness 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, 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.

3.5.10 Leaving Glensville 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.
2. Receive a “check-out sheet” from the Office of Human Resources for signatures.
3. Submit the following to the Department Chair or Dean:
 - a. Class records (to include copies of electronic grade books)
 - b. Course outlines
 - c. Desk copies of textbooks belonging to the Department
 - d. Advisee folders and records
 - e. Instructions about any “I” grades pending
 - f. Keys to offices, buildings, files, etc.
 - g. Computer equipment and software
 - h. Any other materials belonging to the Department
4. Submit all web course materials to the Office of Technology. Courses are the property of Glensville 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 (i.e., an appropriate departure automatic response).
9. Complete exit interview with the Provost and/or Department Chair or Dean, or survey prior to separation

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

3.5.11 Outside Employment

Section 4.3 of [Glensville State University Policy 18](#), “Academic Freedom, Professional Responsibility, Promotion, and Tenure” states the expectation that faculty members render full-time service to the campus to which appointed and refrain from outside employment that interferes with the faculty members ability to render that service. Outside employment that interferes with the faculty member’s assigned responsibilities or the assignment of such full-time responsibilities may be (a) required to be discontinued, (b) result in adjustments to compensation commensurate with services lost to the institution, and/or (c) be grounds for dismissal for cause.

Each year, the Provost 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 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.

3.5.12 Student Retention & Recruitment

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 Pioneer Support 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 with the guidance needed to successfully navigate their degree program through completion.

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

3.5.13 Discontinuance or Major Reduction of an Academic Program

Faculty members have a responsibility to participate in annual reviews and five-year program reviews within their curricular areas. One possible outcome of the five-year program review is major reduction or discontinuance of a program. Information on this may be found under the Glenville State University Board of Governors [Policy 26](#) and the Higher Education Policy Commission [Series 10](#) and [Series 11](#) (see particularly §133-11-8. Termination of a Program). If a program has been subject to major reduction or discontinuance, the faculty members teaching in that program may be terminated.

3.6 Guidelines and Procedures for Faculty Promotion

3.6.1 Faculty Rank & Performance Expectations

The professional ranks of lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and professor are typically linked with the different stages of career development and accomplishments for university faculty. Faculty at 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 holding terminal degrees whose accomplishments reflect an early stage of academic career development, whereas the rank of professor is reserved for experienced and highly

accomplished university faculty. Lecturers are individuals who do not hold the terminal degree, and at an early stage in their academic career development, whereas Senior Lecturers are expected to be accomplished teachers who do not hold the terminal degree.

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. For example, 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. Similarly, expectations for the rank of lecturer include evidence of increasing teaching proficiency, and expectations for the rank of Senior Lecturer exceed those of lecturer. Neither lecturer rank, however, is expected to demonstrate accomplishments in research.

These general differences in expectations by rank and faculty type are outlined in detail in the information which follows. These differing expectations 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 the 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, but not contradict, the University's general expectations for faculty performance. These guidelines, once approved by the Provost, 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 All GSU Faculty

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. 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 subject to continuous refinement and improvement. The achievement of highly

effective teaching at GSU encompasses the development of a well-stated philosophy of teaching and learning, educational goal setting, regular updates and revisions of course materials, pedagogical experimentation and innovation, systematic assessments of teaching and learning, and the use of assessment results for professional growth and improvement.

In addition to establishing excellence and effectiveness in teaching, all faculty are expected to fulfill basic obligations in both scholarship and service as defined by their department. Expectations for productivity in scholarship and/or service are differentiated by faculty rank. That is, lecturers are expected to fulfill basic obligations in service, advancing to excellence in service for promotion to Senior Lecturer. Similarly, Assistant Professors are expected to become highly productive in either scholarship or service while fulfilling at least basic obligations in the other area prior to application for Associate Professor. For advancement to full professor, the faculty member must demonstrate excellence in teaching, scholarship, and service. 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.

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 service, as applicable. All faculty members are expected to perform their responsibilities and assignments in a productive, professional, and constructive manner.

General Expectations for Lecturers

The rank of lecturer is awarded to faculty who are interested in teaching in higher education but who are not interested in pursuing a terminal degree or performing scholarship. Tenure is not available to faculty with the rank of lecturer, but promotion to Senior Lecturer is possible for an experienced lecturer. In addition to the general expectations for all faculty delineated above, the lecturer is expected to fulfill responsibilities as described below.

In place of scholarship, lecturers are expected to teach additional sections beyond the expectations of assistant, associate, and full professors. Adapting to the expectations of the institution and its instructional and service roles are typically the primary concerns of a 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 while also initiating and establishing professional service records. 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 depends on how well the lecturer establishes and demonstrates effectiveness, productivity, and potential for continued development in teaching, with a smaller focus on professional service.

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 effectiveness in teaching, lecturers are also expected to fulfill basic obligations in service as defined by their department.

General Expectations for the Senior Lecturer

The rank of Senior Lecturer is awarded to an experienced faculty member who has established a solid foundation for continued success in the academy. Whereas lecturers often focus their energies on getting their academic careers established, Senior Lecturers 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. Establishing strong and accomplished records of highly effective teaching and service are the principal concerns of Senior Lecturers.

The specialty areas, expertise, and professional identities of Senior Lecturers should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. As the Senior Lecturer 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 Senior Lecturer is expected to maintain a record of highly effective teaching, supervision, and mentoring that reflects their commitment to continuous improvement as an effective teacher and facilitator of learning. As an experienced faculty member, the Senior Lecturer 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; adapting the curriculum to meet changing student needs; and adapting instructional technology for the enhancement of teaching and learning.

In addition to performing their instructional obligations in a highly effective manner, the Senior Lecturer is expected to demonstrate a strong record of highly productive contributions in service. The university expects the faculty member's record of service contributions that began while a lecturer to expand in breadth, depth, and significance. Highly productive professional service for Senior Lecturers 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. As the Senior Lecturer's experience grows, the contributions, leadership roles, and initiatives in service are expected to increase within and beyond the campus.

1. Degree Expectation. A Senior Lecturer is expected to hold the appropriate credentials as outlined in the Faculty Handbook. A Senior Lecturer is expected to strive to maintain the

up-to-date knowledge, skills, and credentials needed to fulfill assigned responsibilities satisfactorily.

2. Experience. A lecturer can be reviewed and recommended for promotion in rank only in the fifth or later year of creditable service on the campus.
3. Teaching Effectiveness. To be eligible for promotion to Senior Lecturer, the candidate must document a strong record of highly effective teaching that forms a solid foundation for continued success as Senior Lecturer.
4. Service. The candidate for the rank of Senior Lecturer 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 and may also include service beyond the institution.

Other fundamental factors are also considered in the review process for promotion, such as the faculty member's credentials, years of service at Glenville State, the acceptability of performance in 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.

General Expectations for the Assistant Professor

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. 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.

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 its specific 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.

In addition, as promotion requires not only excellence in teaching, but also excellence in either scholarship or service, many Assistant Professors also devote substantial energy to a continuation of their scholarship activities or establishment of their professional service records. 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.

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.

3.6.2 Promotion & Tenure Policy & 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 normally 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. That is, if a faculty member was initially appointed at the University as a full, associate, or advanced Assistant Professor, credit toward tenure may be granted at the time of appointment.

A faculty member may also elect to have a tenure review in the fifth (rather than sixth) 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 tenure track. Unless tenure is awarded by the President, a terminal employment contract must be issued for the seventh year. An earlier review for tenure is permitted during the first through fifth years of service at the University if sufficient prior service credit toward tenure was granted in writing 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 or tenure until their fifth year.

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.

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.

Criteria for Promotion

Promotion is to be based on a cumulative evaluation of the faculty member over the entirety of the time at Glenville State University. There are no maximum time limits by which a lecturer is

expected to be or must be promoted to Senior Lecturer, by which an Assistant Professor is expected to be or must be promoted to Associate Professor, nor by which an Associate Professor is expected to be or must be promoted to full professor.

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.

Promotion and Tenure Review

The guidelines presented herein establish the procedures for being evaluated and promoted in professional rank and tenure, as set forth in West Virginia Higher Education Policy Commission [Series 9](#) and Glenville State University [Policy 18](#). In evaluating applications for promotion, the Promotion and Tenure Committee members will review all documents presented to them prior to making a recommendation. When making promotion and/or tenure recommendations, the committee considers the following factors:

- excellence in teaching
- accessibility to students
- adherence to professional standards of conduct
- effective service to the institution
- possession of the highest earned degree appropriate to the teaching field
- continued professional growth
- publications and research
- professional, scholarly, and service activities for the people of the State of West Virginia and the local community

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 as well as professional service and/or scholarship. Advancement to full professor requires demonstrated and sustained achievement in all three areas. Promotion to Associate Professor requires demonstrated excellence in teaching and in either service or scholarship. Advancement to Senior Lecturer requires demonstrated excellence in teaching and in service.

Promotion is to be based on a cumulative evaluation of the faculty member over the time at Glenville State University. Although experience prior to Glenville State should be considered by the committee, particularly for candidates hired as associate or full professors or granted credit toward tenure for prior achievement, those prior experiences must be validated by continued achievement in teaching as well as service and/or scholarship at GSU, depending upon the rank sought. 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.

It is the responsibility of the faculty member who desires a promotion in rank or conferral of tenure to make a written request for the promotion review to the Office of Academic Affairs.

Academic Affairs will then initiate the established review procedure for granting or denying the request for promotion. The faculty member should routinely provide all appropriate supporting data for the consideration of the promotion.

Review Procedure

1. During the Fall Semester, Glenville State University faculty will elect members of Promotion and Tenure Committee for a two-year, staggered terms. The Promotion and Tenure Committee consists of five tenured members of the faculty, one senior Lecturer, and one tenured alternate. This committee will review all applicants for promotion and tenure, including applicants for Senior Lecturer.
2. The elected committee is comprised as follows: three of the five tenured members must hold the rank of Full Professor, two members must hold the rank of Associate Professor, and the alternate member shall be a Full Professor. The lecturer members must hold the rank of Senior Lecturer.
3. Terms of all members will be staggered to maintain committee continuity. A member may serve no more than two consecutive years on the committee. After one year's absence, a faculty member is again eligible for membership. The Provost will call an organizational meeting of the panel by the second Friday in January. They will designate an appropriate meeting place for the panel to conduct its deliberations and elect a committee chair.
4. The initial step in the review process is for the Department Chair or Dean to complete an evaluation for each faculty member. The Chair or Dean will use the faculty portfolio submitted by the faculty member, to include Faculty Accomplishment Reports, results of previous student evaluations, and other support materials submitted by the faculty members. At the discretion of the Chair or Dean, classroom visitations may be incorporated into the peer review process.
5. The Department Chair or Dean will make recommendations regarding promotion in rank and/or conferral of tenure. Faculty members are given the opportunity to respond to the evaluation of the Chair or Dean. The faculty member will have at least three calendar days to respond. The review by the Chair or Dean, including any response by the applicant, should be completed by the first Friday in February.
6. All evaluation materials and the required support materials for those faculty members applying for promotion are sent to the Office of Academic Affairs no later than the second Friday in February.
7. By the third Friday in February, the pertinent support materials for promotion will be available to the Promotion and Tenure Committee in 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 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 period under consideration. (For example, for a faculty member seeking promotion, 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 period must be submitted.)

8. The Promotion and Tenure Committee will conduct a full review of all recommendations for promotion and, in turn, recommend approval or disapproval of the Chair or Dean's recommendation to the Provost by the second Thursday in March. Any Department Chair who is a member of the Promotion and Tenure Committee will be replaced by an alternate member during the review of a faculty member from their department.
9. The Provost will review the recommendations of the Promotion and Tenure Committee and will provide both his/her own recommendation as well as the recommendation of the Promotion and Tenure Committee to the President by the last Thursday in March. The President will act upon the recommendation and notify the candidate of this decision by the first Thursday in April. The faculty member desiring to appeal a decision of the President will utilize the appeal procedure in West Virginia Code [§6C-2](#) as described in the Higher Education Policy Commission Procedural Rule [Series 9](#) and GSC [Policy 18](#).

Promotion Principles

Promotion in rank is awarded by the President at Glenville State University following a review process which includes recommendations from department colleagues, the Department Chair or Dean, the Promotion and Tenure Committee, and the Provost. 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.

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.

Promotion to Senior Lecturer

Promotion in rank to Senior Lecturer is awarded to a faculty colleague whose career development has advanced to the stage where the performance expectations for an experienced lecturer are being achieved, and the individual's performance and accomplishments in teaching and service have risen to achieve the University's expectations for a beginning Senior Lecturer. Such individuals can document a strong record of highly effective teaching and service that forms a solid foundation for continued success as Senior Lecturers. 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 five required), 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.

Promotion to Rank of Associate Professor and the Award of Tenure

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, as well as in scholarship or service have risen to achieve the University's expectations for a beginning Associate Professor. Normally, the evaluation for and award of tenure accompany the promotion to Associate Professor.

Individuals promoted to Associate Professor are those who have documented a strong record of highly effective teaching as well as scholarship or 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 five required), the acceptability of performance in scholarship or service (i.e., in 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.

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.

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 fifth 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.

Teaching Effectiveness. To be eligible for promotion to Associate Professor, the candidate must document a strong record of highly effective teaching as well as of scholarship or service that forms a solid foundation for continued success as Associate Professor.

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.

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.

Faculty members 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.

Promotion to Rank of Professor

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 full 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 GSU, 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.

Degree Expectation. A Professor is expected to hold the appropriate earned terminal degree(s) for his/her particular position. Faculty members who do not hold an earned doctorate or acceptable terminal degree are not eligible for promotion to the rank of Professor at Glenville State unless they were hired prior to 2012, when the expectation for the terminal degree was implemented.

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 to be eligible for promotion to Professor.

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.

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.

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.

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 GSU 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.

3.6.3 Promotion & 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 Promotion and Tenure Committee in accordance with the bylaws of the committee. The Provost 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 or Dean to complete an evaluation for each faculty member. The Chair or Dean will use the faculty portfolio, including the Faculty Accomplishment Report, previous student evaluations, and other support materials submitted by the faculty member. All materials must be submitted by the faculty member to the Department Chair or Dean by the **second Friday in January**. At the discretion of the Department Chair or Dean, classroom visitations may be incorporated into the peer review process.
 - (a) If the faculty member being reviewed for promotion and/or tenure is a Department Chair or Dean, the faculty member will consult with the Provost to identify a full professor within the academic department or college to provide the review and written recommendation (see 4 below).
4. The Department Chair or Dean will provide a written recommendation regarding promotion in rank or tenure, which will then become part of the faculty member's portfolio. Faculty members are given the opportunity to respond to the evaluation of the Chair or Dean. The faculty member will have at least three calendar days to respond. The Department Chair or Dean 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 Promotion and Tenure 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.
 - (b) All Faculty Accomplishment Reports, Faculty Observation Forms, and any other evaluations completed during the period under consideration. (For example, for a faculty member seeking tenure, the decision is based on the total period of employment. Thus, the Faculty Portfolio, including copies of all annual Faculty Accomplishment Reports completed by the candidate, all student course evaluations completed during the review period, and any Faculty Observations or Evaluations completed during the review period must be submitted. For the tenured faculty member seeking promotion in rank, all materials since the last promotion are submitted.)
7. The Promotion and Tenure Committee will conduct a full review of all recommendations for promotion and/or for tenure and, in turn, indicate agreement or disagreement with the recommendation of the Department Chair or Dean to the Provost by the **second Thursday in March**. Any Department Chairs who are members of the Promotion and Tenure Committee will be replaced by the alternate member during the review of a faculty member from their

department.

8. The Provost will forward the recommendations of the Promotion and Tenure Committee, along with the Provost's own recommendation, to the President by the **first Thursday in April**. The President will make the final promotion and/or tenure decision, and the faculty member will be notified by the Provost and/or President.
9. The faculty member desiring to appeal a decision of the President will utilize the appeal procedure set forth in GSU [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 may 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 Faculty Accomplishment Reports
- 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 Chairs or Deans, or other faculty members

C. Scholarship and professional activities (This section is not required for applicants for Promotion to Senior Lecturer):

- 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 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

3.7 Faculty Professional Development

Glennville 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. Pending the availability of funds, each faculty person has access to \$1,000 per academic year for professional development. Individual faculty members may also voluntarily elect to donate any unused funds to their faculty colleagues in any academic area for approved professional development purposes. Donations of unused funds must be requested by a faculty member, and faculty persons have the option to decline donation of unused funds for any reason. To avoid the appearance of pressure to donate, the Provost and other members of the Academic Affairs team will neither solicit donations of unused funds nor share information about used or unused funds.

Professional Development Funding supports professional development activities such as research; writing and publication; participation in professional meetings, conferences, or workshops; continuing education; artistic production, performance, or composition; and other activities that enhance teaching and learning. Professional development activities should develop or enhance teaching, research, and service capabilities of faculty that directly impact the quality of instruction and learning at Glennville State University.

Proposals should be submitted to the Office of Academic Affairs for approval, using the [Professional Development Request Form](#) linked on the [Academics Forms](#) webpage. Donations of additional funds must be indicated on this form as well, with the amount donated and the signature of the faculty person donating the funds.

3.8 Salary & Benefits

Salary Guidelines

The award of faculty salary at Glenville State University is governed by [GSU Policy 24](#). Initial salaries are informed by factors such as market factors, faculty rank, salary range of existing faculty, and specialized or particular factors.

Promotion

Pending budget availability, a 10% salary increase is awarded at each promotion in rank within the tenure track series (i.e., a 10% salary increase for promotion from assistant to Associate Professor and a 10% salary increase for promotion from associate to full professor). Within the lecturer series, a 15% salary increase is awarded for promotion in rank from lecturer to Senior Lecturer.

Personnel moving from a non-tenure track position to a tenure-track faculty position will be considered as an initial hire rather than a promotion. If the Board of Governors believes that a 10% salary increase due to promotion in academic rank is not financially feasible for a given fiscal year, the faculty member earning promotion in that year may choose to defer acceptance of promotion until the level of salary increase for promotion in rank is acceptable to the faculty member.

Equity Adjustments

In the event a faculty member feels that a salary inequity exists, the recommendation for remediation is forwarded to the Provost. The recommendation must include (1) the faculty member's current salary; (2) years of service; (3) faculty member's Faculty Accomplishment Report for the past three years; and (4) specific examples of other faculty members with similar years of service and preparation on which the inequity recommendation is based. The Provost 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. Forms to implement or change this option should be obtained from and filed with the Senior Payroll Representative. 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.

Because 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 days after payday.

Please note that any changes in base pay (e.g., additional pay received for overload teaching or for grants) affect the faculty member's Federal and State income taxes.

Policies

University policies are found in the four locations: the [Undergraduate catalog](#), the [Graduate catalog](#), the Board of Governors [Policy](#) webpage and other pages on the [university website](#), and spelled out below. The actions of the university community, including faculty, are governed by these policies, as well as parallel policies of the [West Virginia Higher Education Policy Commission](#). For reference, key policies from the catalogs and BOG policies are listed below, but faculty are urged to review all BOG academic policies and the catalogs in their entirety.

4.1 Policies Contained in Academic Catalogs

Policies of particular relevance to faculty from the academic catalogs include those covering

- Academic Misconduct
- Administrative Withdrawal
- Arranged Courses
- Bookstore (see also [BOG Policy 11](#))
- Change of Advisors
- Change of Majors or Minors
- Class Attendance
- Consensual Relationships (see also BOG [Policy 6](#))
- Declaration of Degrees and Majors
- Electronic Communication Devices
- Examinations
- Faculty Advisors
- Final Examination Period
- Oath of Excellence
- Online/Hybrid Courses (see also BOG [Policy 32](#))
- Probation and Suspension
- Semester Credit Hour
- Sexual Harassment (see also [Title IX](#) on the university website)

4.2 Policies from the Board of Governors

[Board of Governors policies](#) of particular relevance include

- Administrative Policies
 - [3: Drugs and Alcohol Policy](#)
 - [4: Ethics and Conflicts of Interest](#)

- [6: Social Justice: Discrimination, Harassment, Stalking, Retaliation, Nondiscriminatory Hostile Environment Harassment, Consensual Relationships, Reasonable Accommodations](#)
- [6A: Social Justice: Sexual Harassment and Title IX Sexual Harassment Procedures](#)
- [8: Administrative Policy 8: Regulating Speed, Flow, Parking of Vehicles on Campus](#)
- [11: Bookstores and Textbooks](#)
- [12: Deadly Weapons and West Virginia Campus Self-Defense Act Policy](#)
- Personnel Policies
 - [14: Sabbatical Leave](#)
 - [18: Academic Freedom, Professional Responsibility, Promotion and Tenure](#)
 - [20: Faculty Development](#)
 - [21: Travel](#) as implemented by the Travel Policies & Procedures linked on the [Business & Finance Office](#) webpage
 - [24: Faculty Salaries](#)
 - [25B: Overload Pay](#)
- Academic Policies
 - [26: Program Review](#)
 - [32: Online Courses](#)
- General Policies
 - [49: Shared Governance](#)
 - [52: Intellectual Property Rights](#)

4.3 Policies Residing on the University Website

University websites delineating important policies and information include

- [Accommodation and Accessibility Services](#) (for provision of services to students with disabilities)
- [Business and Finance Policies and Procedures](#) (for travel and purchasing regulations)
- [Institutional Review Board](#) (for research involving humans and animals)
- [Pioneer Support Center](#) (formerly Academic Success Center, for information about tutoring, access services, proctored examinations, and other supports available to students)
- [Title IX](#) (for issues of discrimination, sexual harassment, and sexual violence)

4.4 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. Faculty absences must be excused by the Provost.

Convocation

Convocation at Glenville State University is the entry of a new class of scholars into the academic community. During the fall Orientation program, the Freshman class is officially welcomed into Glenville State and invited to take the Oath of Excellence pledging dedication to the pursuit of intellectual, cultural, personal, and social growth. Faculty attendance is required at Convocation. Faculty absence must be excused by the Provost.

Robing

Faculty wear full academic regalia for both the Convocation and Commencement at Glenville State University. Mortarboards or tams are fully optional for Convocation. If a faculty member does not own academic regalia from the graduate degree granting institution, robes may be ordered online. As a temporary measure, a limited supply of academic regalia may be available from the Office of Alumni Affairs. Borrowed robes must be returned promptly, and a cleaning fee will be assessed.

4.5 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, faculty members should complete a [Business Card Request form](#) (linked on the university [Human Resources](#) webpage) and obtain the signature of the Department Chair or Dean. Completed and signed forms should be submitted to the departmental administrative assistant in the Office of Academic Affairs.

4.6 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 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.

4.7 Changing Schedules

A student must have the approval of the advisor and the instructor of the class to add a course after regular registration. Only the approval of the advisor is necessary to add or drop a course during the university drop/add period.

4.8 Copyright and 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. This includes materials posted on the university LMS. Please see the [Copyright on Campus](#) video linked on the [Library](#) webpage for more information and seek assistance from Library staff as needed.

In addition, specific cautions are in play for software programs. 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. The following are some guidelines on computer software use:

Unless only the author and copyright holder are permitted to make and distribute copies of programs without specific written permission.

- 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.
- 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.
- “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.

4.9 Course Scheduling

Courses are to be scheduled during the following university time slots. Deviations from these timeframes create scheduling difficulties for students and will only be approved for lab or other specialty courses.

Courses Scheduled on Monday, Wednesday, and/or Friday (MWF)

Monday, Wednesday, Friday (MWF)

8:00 – 8:50 am

9:00 – 9:50 am

10:00 – 10:50 am

11:00 – 11:50 am

12:00 – 12:50 pm

1:00 – 1:50 pm

2:00 – 2:50 pm

3:00 – 3:50 pm (MW only; two-hour classes)

3:00 – 4:15 pm (MW only; three-hour classes)

(No classes are held between 3:00 – 4:00 pm on Fridays; this time is reserved for campus meetings)

4:00 – 5:15 pm (MW only)

5:30 – 6:45 pm (MW only)

4:00 – 6:50 pm (M or W; one day per week)

7:00 – 9:50 pm (M or W; one day per week)

Courses Scheduled on Tuesday and/or Thursday (TR)

8:00 – 9:15 am

9:30 – 10:45 am

11:00 am – 12:15 pm

(No classes between 12:15 and 1:30; this time on both T and R is reserved for campus meetings)

1:30 – 2:45 pm

3:00 – 4:15 pm

4:00 – 6:50 pm (T or R; one day per week)

4:30 – 5:45 pm

6:00 – 7:15 pm

7:00 – 9:50 pm (T or R; one day per week)

4.10 Course Syllabi

Guidelines

The syllabus for each course should be prepared using the syllabus template in Appendix D. Consistency across the course syllabi not only aids students in finding and complying with critical course information but also ensures that the following required elements are always included in the course syllabus:

- A concise statement of the overall purpose of the course. This statement should match the course description found in the catalog. If a faculty member determines that the course description is inadequate (e.g., outdated, inclusive of or exclusive of course content, or otherwise in error), the faculty member should work with the Department Chair or Dean to bring needed corrections to the Curriculum Committee.
- A clear statement of the primary learning outcomes for the course. These should match those listed on the course outline approved by the Curriculum Committee.
- 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 the grading system to be used in the course, including the value of each course requirement. The grading information in the syllabus must match the gradebook in the university LMS.
- 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 or other consequences (i.e., administrative withdrawal from the course) due to excessive absences.
- A statement of academic integrity expectations including specification of permissible and prohibited student collaboration and artificial intelligence use. The statement of artificial intelligence use must use the approved university wording. Faculty are encouraged to reference the statement in the undergraduate or graduate catalog on academic integrity but may add further constraints on student work in this statement.
- 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.

4.11 Faculty Marshals

Faculty marshals are members of the faculty selected by their peers to serve specified roles during the academic year. The selection process for and responsibilities of faculty marshals, including the Chief Faculty Marshal, are delineated in Appendix E.

4.12 Grades and Attendance

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). 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 only through the university LMS rather than by posting grades publicly.

Grade and Attendance Records

Faculty are required to keep records of student attendance in EdNet and of student grades within the university LMS. Faculty are required to submit four-week, midterm and final grades electronically through EdNet.

4.13 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. Faculty members who wish to pursue external funding must follow a structured process to ensure alignment with institutional priorities and compliance with funding requirements. The first step is for the faculty member to discuss the proposed project with the Department Chair or Dean to obtain initial approval and confirm departmental or college support. Once approved at that level, the faculty member will consult with the Senior Director of Grants and Compliance to discuss key aspects of the proposal, including project deliverables, funding requirements, and compliance considerations. The Senior Director of Grants and Compliance will then seek approval from the Provost, the Chief Financial Officer, and any other Vice Presidents overseeing potentially impacted areas. Upon receiving institutional approval, the Director of Grants and Compliance will work closely with the faculty member to develop and finalize the necessary components of the proposal, ensuring that all requirements, including Institutional Review Board (IRB) approval (if applicable), are met. Once the proposal is complete, the Director of Grants and Compliance will submit it to the funding agency on behalf of the university.

4.14 Identification (ID) Cards

The Glenville State University faculty ID card grants access to the Robert F. Kidd Library and other university resources. 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 for the initial issuance of an ID card; however, there is a fee for all replacement cards.

4.15 Instructional Technology

Glennville State University currently utilizes Brightspace as the Learning Management System (LMS). All faculty will be provided with a course shell for each course they are teaching. Faculty must post their course syllabi and grades for all courses, including face-to-face courses, on the university LMS. Content within the course must adhere to all policies linked on the [Office of Technology](#) webpage. Online and hybrid courses, as well as face-to-face courses, are all subject to peer review.

To assist faculty in applying best practices to their online courses, a variety of [Quality Matters](#) (QM) workshops are available to faculty throughout the academic year. The courses must be registered for through the university and course fees are paid by GSU once prior approval for enrollment has been granted.

A full-time, professional Instructional Designer employed by the university is available to consult with all faculty members on elements of their online instruction, including but not limited to assistance with general online best practices, Universal Design for Learning, and other accessibility issues. At the direction of the Provost, the Instructional Designer also reviews online courses, provides faculty training, and works directly with those faculty needing assistance with their online courses. Such intervention is ideally initiated by the faculty member, but student complaints may spark a review of a given course or courses. Department Chairs and Deans may also request the assistance of the Instructional Designer for observation of online faculty teaching.

Faculty also have access to a 24/7 Brightspace support team by calling 1-304-293-5192. Additional support may be obtained during normal work hours by calling the university help desk at 1-304-462-6449.

4.16 Keys

Upon employment at Glennville State University, faculty receive a key to an assigned office and any other key(s) necessary to execute faculty member responsibilities (e.g., keys to labs, copy and mail rooms, exterior doors). Keys may be requested through the departmental administrative assistant. A [Key Request Form](#) (available on the [Human Resources](#) webpage) must be completed (including the signatures of the relevant Department Chair or Dean and of the Provost) 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 any GSU key is lost, contact the Office of Academic Affairs immediately.

4.17 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 seven days for audiovisuals, such as DVDs. Note: Digital materials have separate and varying loan periods (seven, 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 GSU domain.

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 one to three hours of "in-library use only" to overnight, one-, three-, seven- or 14-day checkouts. Reserve arrangements are at the Library Circulation Desk.

Databases, eBooks, and other e-Materials - Access is available to numerous subscription databases for research from the library webpage. These include over 47 EBSCOhost supplied databases, all JSTOR holdings, the Project MUSE Humanities Collection, and ProQuest Criminal Justice. Collectively, these subscriptions provide access to over 32,000 serial titles. Other digital materials include over 67,000 eBooks, 23,000 audiobooks, and 5,000 contemporary magazines from the library webpage via the WVDELI icon.

Interlibrary Loans (ILL) - 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.

4.18 Mail Service

A full-service U.S. Post Office is 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 shipping and receiving services are also available. Next Day Air letters or packages require advance notification to the postal staff and must be in the mailroom before 12:00 p.m. for processing. Letters or packages received after 12:00 p.m. cannot be guaranteed for next-day delivery.

Only official university business mail may be submitted for university paid 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 if possible. 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 the lowest priority for processing.

Multiple envelopes bearing the same account number should be bound with a rubber band. When mailing 250 or more similar pieces, postal service personnel should be contacted in advance to determine if the mailing meets the criteria for standard or first-class pre-sort mailing. The postal staff will provide instructions for proper preparation of such mailings, which result in substantial savings over regular first-class mail.

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.

Departmental mail should be collected regularly by faculty, student workers, or departmental assistants. It is not the responsibility of campus postal service personnel to hand out mail, and the Glenville State Station does not have sufficient space to store packages for any length of time. A dolly is available for transporting packages and can be borrowed by contacting postal service personnel.

4.19 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 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](#) must be followed in the design of all publications and promotional materials. The Style Manual is linked on the [Marketing and Public Relations](#) webpage.

4.20 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 is best reached at the departmental cell phone number: (304) 904-2041.

4.21 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 WVHEPC for a university 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.

4.22 Textbook Adoptions

Faculty must adopt textbooks and/or publisher-provided course materials each semester through the bookstore portal linked on the university [faculty and staff webpage](#). Faculty members have the option to request either conventional textbooks or ebooks for their classes.

Textbook adoptions are reviewed by the Office of Academic Affairs. Bookstore staff will work with faculty to finalize textbook requirements which will then be made available to students on the first day of class.

4.23 Web Guidelines

The Office of Marketing and Public Relations is responsible for the GSU website. 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 Chair or Dean, who will be responsible for any departmental or college content on the site. A link to the department or college web page will be created from the main website by the Director of Public Relations.

Requests for additions to, changes to, or deletions of web content should first be made to the faculty member's Department Chair or Dean, who will work with the university's Web Developer and the Director of Marketing and Public Relations on such requests.

The Office of Technology and the Director of Marketing and Public Relations are authorized to interrupt access to any part of 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 on request of the Department Head or Dean of the academic area, of Provost, or of the President of the university.

4.24 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. Requests 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, including those located in computer labs, at Glenville State University, faculty must have a valid account. This account is set up during the onboarding process, and the Office of Technology provides written instructions for accessing the account.

4.25 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 person 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 people 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 improper storage or hazardous substances.

Workers' Compensation

Glennville State University employees are protected against job-related injuries by the Encova (formerly BrickStreet) Insurance Company which administers Workers' Compensation in West Virginia, and to which Glennville 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 Glennville State University Accident Report Form. The employee should secure a [First Report of Injury—Employee Physician Claim Form](#) (BI-1) Form from the medical provider which should be submitted to Encova Insurance Company. This form is linked on the [West Virginia Division of Personnel Workers' Compensation](#) webpage. The time limit for filing a Workers' Comp Claim for job-related injury or illness is six months.

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 workday.

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 Encova a timely way.

APPENDIX A: INSTRUCTOR CREDENTIALING REVIEW FORMS



Name _____

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 University? (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 master’s 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 (master’s 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.



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 University.

Section A

Prospective Faculty

Member Name: _____ Department/Unit: _____

List all courses the faculty person is anticipated to teach:

Prefix	Course Number	Course Title
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section B (To be completed by Department Chair, Dean, or Provost)

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 (or higher) 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 a master’s as well as 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 that this person is qualified to teach at GSU.

Do not recommend approval: Your signature indicates that this person is not qualified to teach at GSU.

APPENDIX B: FACULTY OBSERVATION FORM

GLENVILLE STATE UNIVERSITY FACULTY OBSERVATION INSTRUMENT

Instructor: _____ Dept-Course-Section: _____
Date: _____ Time: _____

	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 C: FACULTY ACCOMPLISHMENT REPORT

Faculty Accomplishment Report Form

Name of Faculty Member: _____

Faculty Member's Rank: _____

Dates Covered by Report: Fall 20____ to Spring 20____

FAR Purpose

The FAR is a reflective discussion of a faculty member's specific accomplishments in designated areas during an academic year. It serves as part of a continuous improvement model that is built upon planning, adapting, and developing. It incorporates concepts valuing faculty accomplishments and ideas, faculty ownership, and a reflective process. The combination contributes to promotion and tenure, and the advancement of professional growth.

FAR Process and Timeline

- Step 1. FAR available to faculty (Any changes in the FAR communicated to Faculty.)
- Step 2. Faculty completes reflections in Parts 1 – 4 by writing brief narratives responding to the prompts. (Due by the fourth Friday in September.)
- Step 3. Dean or Department Chair completes the comments in Parts 1 – 4 by providing mentoring feedback on the narrative provided by faculty. (Must be completed in time for Step 4 below.)
- Step 4. Dean or Department Chair discusses accomplishments and goals with the faculty member, including progress on previous AY FAR goals. Be sure to schedule an appropriate amount of time. Note that if this is the first year of completing the FAR there would be no previous AY FAR goals to discuss. (Due by the second Friday in October.)
- Step 5. During the meeting in Step 4, the faculty member and Dean or Department Chair establish new goals for the upcoming AY in Part 5.
- Step 6. Also during the meeting in Step 4, the faculty member and Dean or Department Chair discuss career path in Part 6.

Please limit your responses to each Part 1 – 4 to 500 – 1,000 words.

Progress on Previous AY FAR Goals / Accomplishments

Summary of goals established from previous FAR: (If this is your first year completing FAR skip this section and proceed to Part 1.)
Teaching Goal(s): (list)
Scholarship Goal(s): (list)
Service Goal(s): (list)

Please note that details of specific achievements covered by the following sections to provide written evidence of professional growth. It should include curricular and co-curricular activities accomplished in each section.

I. Part 1: Teaching

I.1. Please describe your activities and experience as an instructor during the year. Elaborate on pedagogical activities, and transformation or revision of course(s) (such as moving a course to completely online).

--

I.2. Please consider how assignments and course activities ensure that students learn and achieve the learning objectives in your classes. Do you envision making any changes in your courses?

--

I.3. Please read your teaching evaluations for both semesters of the past academic year and comment on them here. Which suggestions do you find useful and intend to incorporate into your courses in the future? Are there any comments which you wish to refute or explain?

--

Faculty:	(Summary Reflection)
Reviewer:	(Discussion/Comment)

II. Part 2: Scholarship

II.1. What scholarship have you accomplished over the past academic year? Note that each department has defined acceptable concepts of scholarship; please refer to the document maintained by your Department Chair or Dean for specific categories of scholarly activity.

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II.2. List grants you have submitted and their funding status.

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Faculty:	(Summary Reflection)
Reviewer:	(Discussion/Comment)

III. Part 3: Service

III.1. How have you contributed service to your department or to the university at large over the last academic year? Detail committee participation, curricular development, and anything else that has contributed to strengthening GSU's learning environment and/or profile.

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III.2. Describe your service to the university in terms of recruiting, retention, and student advising. Describe any administrative assignments.

--

III.3. Please elaborate on any extra-curricular or co-curricular activities such as study trips, mentoring of student clubs, oversight of student publications, etc.

--

III.4. Please discuss areas of community service or involvement you have engaged over the past year.

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Faculty:	(Summary Reflection)
Reviewer:	(Discussion/Comment)

IV. Part 4: Professional Development

IV.1 List your professional development activities and reflect on how they have aided in developing your role as a faculty member.

Faculty:	(Reflection)
Reviewer:	(Discussion/Comment)

V. Part 5: Goals

Goal Setting: Based on faculty accomplishment analysis as part of the discussion with supervisor/reviewer.

Goals established based on reflective analysis and discussion. (Does not require a goal under each category.)
Teaching Goal(s): (list)
Scholarship Goal(s): (list)
Service Goal(s): (list)

VI. Part 6: Career / Future Path:

(Discussion notes on career and future academic/professional development.)

Signature of Faculty Member

Date

Signature of Department Chair or Dean

Date

Signature of Provost

Date

APPENDIX D: SYLLABUS TEMPLATE



CRN-Subject-Course Number-Section Number
Course Title
Semester Year
Course Format (*face-to-face, online, hybrid*)

INSTRUCTOR INFORMATION

Instructor:

Title:

Office:

Phone:

Office Hours:

E-mail:

Expected Response Time: *Within 24 hours except on holidays 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: *ONLY include if this is a specified GenEd course, and if so, only include the RELEVANT GenEd outcomes.*

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 *ONLY include if the course is aligned with specific national curriculum guidelines. Otherwise, omit.*

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 is ONLY for hybrid or online classes.*

Overview of Online Course Activities:

Online Communication Guidelines:

Technical Requirements:

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

BRIGHTSPACE INFORMATION *ALL courses, according to GSU policy, must have the syllabus and gradebook posted on the LMS. As such, please retain this section whether your course is online or not.*

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:

- If issues arise with Brightspace, check the Help link within Brightspace, You may also call the help Glenville help desk at 304-462-6145 between 8:00 am and 4:00 pm Eastern (GMT – 4:00) Monday through Friday. For 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. workdays.

Privacy Policy:

Note that Glenville 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 *In the table below, list each category of evaluations included in the grading for the course (e.g. quizzes, participation, etc.) and specify what percentage of the final grade each category counts for or how many points each category is worth. Consider including above or below the table a brief description of the work involved in each grading category.*

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 *Include only if this is a credit-no credit class. Approval for a class to be offered on a credit-no credit option must be granted by the Curriculum Committee.*

This class will be graded as credit (CR) or no-credit (NC) is given. All students will earn a grade of either “CR” or “NC.” Neither of these grades will be used in the computation of a grade point average.

Weekly Schedule *For each week, list all assignments, (e.g. readings, quizzes, etc.) and deadlines (date and time) for each assignment.*

Week	Dates	Assignment
1		Enter this week’s assignments
2		Enter this week’s assignments
3		Enter this week’s assignments
4		Enter this week’s assignments
5		Enter this week’s assignments
6		Enter this week’s assignments
7		Enter this week’s assignments
8		Enter this week’s assignments
9		Enter this week’s assignments
10		Enter this week’s assignments
11		Enter this week’s assignments
12		Enter this week’s assignments
13		Enter this week’s assignments
14		Enter this week’s assignments
15		Enter this week’s assignments
16		Enter this week’s assignments
17		Final Exams

Note that week 15 is Thanksgiving break (fall) and week 9 is Spring Break (spring). No assignments should be due in those weeks.

Note also that online courses should have a graded activity due before Friday at 4 pm in week 1 and that 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 operate within the institutional policies outlined below; the policies below can be removed from this syllabus once you have detailed your own policies here (which may be stricter but may not be more lenient). Instructors are required to state their attendance policies in the course syllabus. The standard of practice is to allow one hour absence per credit hour; however, each instructor may choose an alternate attendance policy. **Faculty***

are required to document attendance in WVNet and are expected to report excessive absences to Pioneer Support Center and the Office of the Registrar on a regular basis.

Choose either online or seated (in-person) policy and delete the other.

FOR SEATED COURSES:

Attendance is required for all classes. To comply 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.

Occasionally, students may be absent from scheduled classes to participate in officially sanctioned university activities (known as institutional absences). Instructors are obligated to respect institutional absences and may not penalize a student for such an absence if the 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 the instructor 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 promptly, as stipulated by the instructor on their syllabi. The instructor is free to assign alternate, equivalent work for any in-class work a student missed due to an institutional absence. Instructor accommodations for requested make-up work must be reasonable and timely; such accommodations may be made prior or after 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 if they were 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.

Students and instructors are obligated to adhere to the stated requirements of each course. An instructor's attendance policy may not contradict institutional policy.

FOR ONLINE COURSES ONLY

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. To document attendance for financial aid purposes, students must submit an assignment during the first week of scheduled classes. 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). 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.

Online students may have approved institutional absences (i.e., absences due to participation in officially sanctioned university activities) 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.

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.

*In addition to your statement on academic integrity, one of the four statements should be included on your syllabus. Include the introductory statement alongside **one** of these statements below. Please **do not** include all four statements, as that would be very confusing to your students.*

The use of artificial intelligence (AI) in each Glenville State University course is governed by the individual course syllabus. Use of AI in this course outside acceptable AI use as defined by this course syllabus will constitute academic dishonesty.

THEN ONE (not ALL) of the following four options should be included, in bold type:

Unless otherwise specified, the use of Automated Writing Tools (including but not limited to chatGPT and other AI tools) is strictly prohibited in this course, even when properly attributed. The use of automated writing tools will be considered plagiarism and will be handled in accordance with university policy on academic dishonesty.

OR

Students must obtain permission from the course instructor prior to using Automated Writing Tools (including but not limited to chatGPT and other AI tools) for any assignment in this course. The use of AI tools in this course without the instructor's permission violates the university policy on academic dishonesty and will be handled in accordance with that policy.

OR

The use of Automated Writing tools (including but not limited to chatGPT and other AI tools) is permitted in this course for students who wish to use them. However, students must cite all AI-generated material that informed their work (this includes in-text citations and/or quotations and in the reference list of each assignment). Using an AI tool to generate content without proper attribution in this course violates the university policy on academic dishonesty and will be handled in accordance with that policy.

OR

The use of Automated Writing tools (including but not limited to chatGPT and other AI tools) is unrestricted in this course. All written work will be assumed to be co-authored or entirely written by such tools. All assignments will be graded using existing course standards. As such, grades on AI-assisted work will reflect the student's ability to harness these emerging technologies in a world that will increasingly require proficiency with AI-assisted work.

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 regarding providing reasonable accommodations for 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; delete if not relevant)*

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 sessions)

Course Evaluations

Course evaluations will be available at the end of the course. Student feedback is important; as such, all students are expected to provide their candid and constructive feedback for all courses taken.

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. Note also that the duties and obligations of Glenville State University may be modified or suspended immediately and without notice because of 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. Such events may require the university to alter the academic year schedule or provide alternate means of instruction, including distance or remote learning.

APPENDIX E: FACULTY MARSHAL DUTIES & RESPONSIBILITIES



FACULTY MARSHALS

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

The Faculty Senate recommends Faculty Marshal appointments to the President. The recommendations are senior members of the faculty who are nominated by the Department Chairs, Deans, and the Provost 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, Commencement exercises, and other official ceremonies, such as GSU Presidential Inaugurations 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 University at other colleges and universities' Presidential Inaugurations as requested by the President.

Chief Marshal

1. The Chief Marshal is selected by the University Marshals and serves a three -year term.
2. The Chief Marshal leads the processional and recessional and assigns responsibilities to the other Faculty Marshals.
3. The Chief Marshal communicates with faculty regarding details prior to Convocation and Commencement exercises.
4. The Chief Marshal is responsible for training Student Marshals. Student Marshals are selected by the Office of Student Life and their terms are from April to April.

5. The Chief Marshal shall appoint a Chief Student Marshal and Alternate Chief Student Marshal.
6. The Chief Marshal shall meet with Student Marshals prior to Convocation, Commencement exercises, and other official university ceremonies to discuss responsibilities and walk through the processes.
7. The Chief Marshal is responsible for the Ceremonial Mace of Glenville State University.
8. The Chief Marshal shall remind the Faculty Senate President and Provost near the end of the spring semester to contact Faculty Marshals with expiring terms to see if they want to continue.
9. The Chief Marshal makes and places reserved signs in seating for special guests, faculty, staff, Student Marshals, graduates, 50-year Grads, etc. prior to Convocation and Commencement activities.
10. The Chief Marshal will participate in planning meetings for Convocation, Commencement, and other official university ceremonies.
11. The Chief Marshal will sit with the Platform Party and will serve as the Master of Ceremony with the opening and closing remarks unless otherwise instructed by the President.

Qualifications

1. Marshals are senior members of the faculty (Associate Professor or professor) and tenured.
2. Marshals are those faculty who are recognized among peers and students for teaching excellence.
3. Marshals have a record of exceptional service to the University.
4. 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 three 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 Provost candidates for selection. In discussion with the Department Chairs and Deans, the Provost will recommend the new Marshal(s) to the Faculty Senate. The Provost 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 Provost. The Provost shall then compile a list of candidates by the procedure outlined in the previous paragraph. The list shall include the incumbent Marshal unless the Marshal has indicated that reappointment is not desired.

Symbols, Rewards, Acknowledgments

1. Faculty Marshals will be appointed officially by the President of the University.
2. Faculty Marshals' terms begin in June.
3. At the time of his/her appointment, each Faculty Marshal will be presented a specially designed "Faculty Marshal" pin.
4. Faculty Marshals will be listed in the University catalog and in all programs for official ceremonies.

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

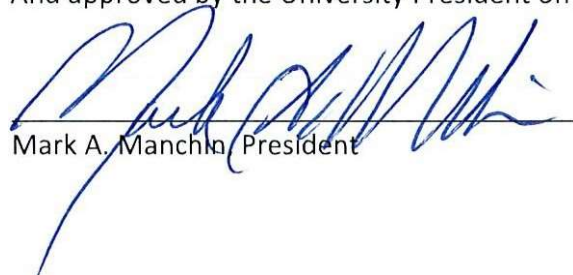
-Revised policy approved by the Glenville State College Faculty Senate on December 7, 2004 and approved by the College President on January 21, 2005.

-Revised policy approved by the Glenville State University Faculty Senate on August 20, 2024.



Schuyler Chapman, Faculty Senate President

And approved by the University President on August 21, 2024



Mark A. Manchin, President