Policy Manual
Faculty Handbook

Approved by the Virginia Wesleyan College Board of Trustees May 11, 2016

Updates: July 1, 2016

Changes in this version of the Faculty Handbook will be incorporated, as they are made, to the electronic copy that appears on the College website at http://www.vwc.edu/administration/human-resources/pdfs/FacultyHandbook.pdf.
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INTRODUCTION

The *Virginia Wesleyan College Faculty Handbook* is issued under the authority of the President of the College by the office of the Vice President for Academic Affairs and Dean of the College. This edition of the faculty handbook was developed in consultation with members of the Faculty Standards and Welfare Commission and Faculty Assembly.

The purpose of this handbook is to enumerate the mutual obligations assumed by the college and the faculty member toward one another. It describes the college’s academic organization, faculty governance, conditions of employment, benefits, programs of development and evaluation, and support services.
Mission Statement

The mission of Virginia Wesleyan College is to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, we employ a wide range of approaches to teaching and learning and provide opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, we aspire to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Endorsed by the Faculty, October 1998
Endorsed as amended by the Board of Trustees, January 1999
I. ACADEMIC ORGANIZATION AND ADMINISTRATION

Board of Trustees

The governing body is the Board of Trustees, consisting of from 22 to 36 members. The trustees hold three regular meetings each year, in October, January and May. When the Board is not in session, the Executive Committee acts in its behalf. The descriptions of duties of administrative officers listed below, as approved by the Board and listed in the college bylaws, include currently delegated responsibilities.

The President

The President is the chief administrative officer of Virginia Wesleyan College. The President is a member, *ex officio*, of the Board of Trustees and the Executive Committee thereof but is not empowered to vote. The President is responsible directly to the Board of Trustees for the promotion, maintenance and operation of the college in accordance with the policies established by that governing body. The President presents to the Board at each meeting a report on the work, condition and needs of the college. Some specific duties involved in the President's general responsibility for the total life and program of the college are: appointing and dismissing all administrative personnel and, in consultation with the Vice President for Academic Affairs/Dean of the College, appointing and dismissing all educational personnel; appointing committees of the faculty; presiding at faculty meetings except when he or she designates someone else to preside in his or her stead; representing the college at various educational meetings and other occasions; interpreting the college to its constituencies: students, faculty, alumni, parents, local community, Church, general public; planning, with the Development Officer, and participating in fund raising efforts, particularly with reference to the cultivation of potential donors; collaborating with the comptroller in the preparation of the annual budget and reviewing regularly the fiscal affairs of the college.

ACADEMIC AFFAIRS

Vice President for Academic Affairs and Kenneth R. Perry Dean of the College

The Vice President for Academic Affairs and Dean of the College (VPAA/DC) is the principal academic officer of the college. The VPAA/DC performs a leadership role in designing and implementing the total academic program of the institution. In addition, the VPAA/DC represents the administration in working with the faculty in establishing and maintaining acceptable standards for student academic performance, revising the curriculum, and overseeing the total academic life of the college. The VPAA/DC is responsible for determining and publishing the academic calendar. The VPAA/DC represents the faculty in preparation of the annual operating budget and other areas of college policy making.

As Dean of the College, the VPAA/DC presides at meetings of the Community Council and of the Academic Council (i.e., division chairs, associate deans and others as designated by the VPAA/DC). The VPAA/DC has general oversight of the recruiting of faculty and recommends to the President the appointment of new members of the faculty. Working with appropriate committees of the faculty, the VPAA/DC also recommends to the President promotions in rank, the granting of tenure, and the granting of sabbatical leave. The VPAA/DC joins the President in determining matters of salary, and in overseeing programs of faculty development. The VPAA/DC administers the budget for faculty travel and development, assigns faculty offices and maintains faculty personnel files.
The associate deans, the division chairs, Registrar, Library Director, Executive Director of the Lighthouse, the Joan P. and Macon R. Brock, Jr., Director of the Center for the Study of Religious Freedom, Director of the Center for the Study of Sacred Music, Chief Assessment Administrator for Academic Programs, and Faculty Chair of the Academic Effectiveness Committee report directly to the VPAA/DC. The Learning Center Director and the Academic Advising Support Manager report to the Associate Dean for Academic Support. The directors of First-Year Experience, the General Studies Program, the Winter Session, the Women’s Resource Office, the Honors and Scholars Program, PORTfolio, report to the VPAA/DC or to her or his designee (either the Associate Dean of the College, the Associate Dean for Academic Support). The organizational chart provides additional details on reporting lines.

**Associate Dean of the College**

The VPAA/DC selects the Associate Dean from among faculty applicants for a three-year term. The Associate Dean assists the VPAA/DC in developing a strategic plan for academic affairs, formulating and managing an annual budget, and superintending the curriculum. The Associate Dean oversees faculty development funds (that support travel to professional conferences and various research projects), articulation agreements, and distance learning initiatives. The Associate Dean also coordinates the work of the faculty directors of academic programs. The Associate Dean represents the VPAA/DC at various events.

**Associate Dean for Innovative Teaching and Engaged Learning (INTEL)**

The VPAA/DC selects the INTEL Dean from among faculty applicants for a three-year term. The INTEL Dean’s broad mandate is to foster pedagogical and community service initiatives in and beyond the classroom. To this end, the INTEL Dean conducts faculty workshops on teaching innovation, promotes community partnerships, and supervises enhancement funds that support the College’s new “4 x 4” curriculum, launched in fall 2011.

**Associate Dean for Academic Support**

The Associate Dean for Academic Support is a full-time administrator who superintends academic advising and the Learning Center (including Writing Services), academic policy exceptions, and various special projects, which include, but are not limited to, faculty advising, development of freshman advising files, summer new student orientation, web registration, living-learning communities, academic alert, and student success.

**Chief Assessment Administrator for Academic Programs**

The Chief Assessment Administrator is a full-time, tenured faculty member, appointed by the VPAA/DC, to organize and oversee the college’s comprehensive system of program assessment, particularly as it relates to learning outcomes. The director serves on the college’s Accreditation Leadership Team and on the Academic Effectiveness Committee and coordinates the college’s compliance with the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which is the college’s regional accrediting agency. The director reports to the VPAA/DC and serves a five-year term.
Director of the Learning Center and Disabilities Services

The Director of the Learning Center manages disabilities services, which includes evaluating relevant documentation, training faculty on disability law and accommodations, selecting appropriate assistive technology, and supervising the Disability Services Specialist in setting up accommodations, addressing special situations, and meeting with students. The director oversees professional and peer subject tutoring, study skills workshops, and responding to student referrals for services. Also reporting to the director is Writing Services Coordinator.

Coordinator of Writing Services

The Coordinator of Writing Services oversees the work of professional and peer tutors who provide Writing Center services in two major areas: support for students enrolled in freshman composition courses, and assistance for all students wishing to improve their writing skills. The coordinator, who also teaches one section of English 105 each semester, reports to the Director of the Learning Center.

Registrar

The Registrar is responsible for the registration processes and for the preparation of the schedule of course offerings. The Registrar is the official interpreter of transfer credit and is responsible for maintaining the official academic record for each student, including collecting, recording, and reporting course grades. Student registrations and grades are monitored by the Registrar's Office to ensure compliance with academic policies of the college. The Registrar approves all requests for off-campus study (cross registration, transient registration, and study abroad). The final certification of all graduates and the determination of honors eligibility is handled by the Registrar. The Registrar serves as editor of the Virginia Wesleyan College Catalog, as an ex officio member of the Educational Programs Commission, and as chair of the Committee on Academic Standing. As appropriate, the Registrar accumulates and presents various statistical data regarding student performance for internal college use.

Joan P. and Macon R. Brock Jr., Director of the Center for the Study of Religious Freedom

The Director of the Center for the Study of Religious Freedom implements the activities of the center, working with the Faculty Steering Committee to coordinate program planning and development. The director holds faculty rank and offers courses periodically. In addition, the director interprets and promotes the mission of the center, serves as a resource for media, coordinates fund-raising for the center and maintains regular contact with the center’s national advisory board.

Director of the Library

The Director of the Library is responsible for coordinating and overseeing all library functions, including collection selection, purchasing and cataloging; staff hiring and supervision; budget preparation; patron services and education; and applications of technologies. The director represents the college at professional meetings. The Director of Instructional Technology reports to the Library Director.

Director of the Center for Sacred Music

The director is a full-time staff member with some teaching responsibilities. The director oversees the center and also serves as Artistic Director of the Virginia Wesleyan College Concert Series. For both endeavors, the director establishes the strategic goals; plans and manages programming (e.g., recruiting
lecturers, adjunct instructors and student interns, and negotiating fees for guest artists); and evaluates their activities. Activities encompass the Church Music Certificate program, the Sacred Music Summer Conference, the Sound & Symbol Lecture Series, the Fall Hymn Festival, and the performances of the Wesleyan Festival Chorus, as well as both the evening concert series and the daytime series, “A World of Music.” The director also serves as a classroom instructor and resource to the campus and Hampton Roads community as a guest speaker and artistic advisor.

Executive Director of The Lighthouse: Center for Exploration and Discovery

The Lighthouse is VWC’s Quality Enhancement Plan (QEP), presented to SACSCOC in 2015 as part of the College’s ten-year reaffirmation of accreditation. The Lighthouse brings together three formerly separate programs—study away, internships, and undergraduate research—that are fundamental to the academic experience at the college. Established in 2015 as part of the ten-year reaffirmation of regional accreditation, the QEP created a center to unite and advance these programs. It aims to increase the number of students who participate in these high-impact practices and to improve the learning associated with them. The Executive Director is a tenured faculty member who serves a renewable three-term. The Executive QEP Director reports to the Vice President for Academic Affairs and Dean of the College. The Executive Director’s primary charge is to provide leadership to help the College achieve the Quality Enhancement Plan’s objectives. The following positions report to the Executive Director:

- The Deputy Director is a full-time staff member who assists the Executive Director in the development, implementation, and promotion of the strategic vision for the Quality Enhancement Plan. This includes overseeing the day-to-day operations of the Center.

- The Director of the Undergraduate Research Program (URP) is a tenured or tenure-track faculty member who serves a renewable three-year term. The Undergraduate Research Director develops and communicates the strategic vision for the college’s URP. The director’s primary responsibility is to work with faculty to integrate research into courses and academic major programs. The director also coordinates research programming and administers student research grants. The director also promotes and coordinates students’ applications for external research grants and scholarships, such as the Rhodes, Marshall, and Truman. The director convenes and collaborates with the College’s Undergraduate Research Committee, composed of representatives from each academic division and the library.

- The Director of the Career Development and Internship Program (CDIP) is a full-time staff member whose primary charge is to develop and communicate a strategic vision for students’ professional development, with special attention to internships and career advancement. The position collaborates with faculty to integrate internship, externship, and career development instruction into courses and major programs. The director also provides career counseling to students and alumni, cultivates relationships with employers, and implements policies for externships, internships, and professional development programs.

- The Director of the Study Away Program (SAP) is a full-time staff member whose main responsibility is to develop and implement a strategic vision for the College’s SAP. This includes collaborating with faculty instructors to develop study away courses and providing logistical assistance to instructors. The director also works with students as they undertake study away, including managing study away applications, processing required paperwork, and conducting workshops. The director serves on the Global Scholars Program (GSP) Committee and provides logistical support to the GSP. Finally, the director is responsible for the orientation of international exchange students.
Faculty Directors of Academic Programs

The following positions are held by faculty who carry out their administrative duties in addition to teaching; the directors (or, in one case, chair) report to the VPAA/DC or her/his designee. Directors are full-time faculty who serve three-year terms as part-time administrators; they are appointed by the VPAA/DC in consultation with Academic Council and can be reappointed.

- **Director of First-Year Experience Program.** The director administers all aspects of the First-Year Experience (FYE) Program, including; identifying and implementing the inquiry goals of the program; recruiting and training faculty for the First-Year Seminar; planning co-curricular programs and common elements and tying them to the inquiry goals; coordinating with librarians on information literacy training for students and faculty; measuring, reporting, and using results to improve the program; compiling data for inclusion in SACSCOC reports; and adapting the program to integrate with comprehensive curricular reform.

- **Director of the General Studies Program.** The director chairs the General Studies Committee; coordinates and generally supervises the program of general studies, receives faculty proposals for general studies courses and makes recommendations accordingly; screens and approves student appeals concerning general studies; reviews, devises, and recommends general studies guidelines and policies; facilitates on-going evaluation of the general studies program; and is a member of the Educational Programs Commission. The director, in consultation with division chairs and departmental coordinators, monitors the scheduling of general studies courses in order to ensure that, in relation to students’ needs, there is a sufficient number of courses within the different components of the General Studies program.

- **Director of the Winter Session.** The director chairs the Winter Session committee, which has the responsibility for establishing and disseminating the criteria for Winter Session courses. The director also promotes the Winter Session and works with the Registrar on catalog descriptions of Winter Session offerings and on classroom assignments. The director also encourages the development of a wide array of Winter Session offerings in the interest of making the Winter Session attractive to a large number of students.

- **Director of the Honors and Scholars Program.** The director works closely with the Honors Committee and the VPAA/DC to provide administrative support for the Honors and Scholars Program. Responsibilities of the Director include assisting in the recruitment of new scholars, providing guidance for scholars in such matters as designing H-graded course proposals, and working with faculty members to develop honors courses.

- **Director of PORTfolio and Student Engagement.** The PORTfolio Director coordinates the selection of instructors and development of course preparation for the program, works with the Admissions Office in the recruitment of PORTfolio participants, and participates with the Director of Career Services in the placement of program students in field experiences.

- **Director of the Women’s Resource Center.** The director oversees the operation of the Women’s Resource Center, the mission of which is to promote a campus community that is safe, equitable and supportive for women; that celebrates their achievements; and recognizes and welcomes their diversity. The Women’s Resource Office works with other campus organizations to promote programs important to women’s scholarship and development. The office provides educational programs on health, financial issues, and domestic violence. It publishes artistic
work by students, supports research about women’s and gender issues and recognizes the senior women who has exemplified excellence in a variety of areas with the S. Diane Guadalupe Memorial Award.

- Faculty Chair of the Academic Effectiveness Committee. The Chair, along with the Chief Assessment Administrator for Academic Programs, guides the work of the Academic Effectiveness Program, whose purpose is “to ensure ongoing demonstration of student learning as well as continuous improvement in the curriculum and educational support services.” The Chair and Chief Administrator lead the Academic Effectiveness Committee, whose members assist faculty and staff “to annually collect, assess, analyze, evaluate, and report on program-specific learning outcomes” and other aspects of academic assessment. (Please see Appendix A-1 for additional details on the operation of the AEC.)

ACADEMIC DIVISIONS AND DEPARTMENTS

Divisional Structure

Virginia Wesleyan’s academic program is administered through the Division of Humanities, the Division of Natural Sciences and Mathematics, and the Division of Social Sciences. The divisional structure affords opportunities for inter-disciplinary communication and action beyond that normally afforded by the departmental structure.

Division Chairs

Chairs of the three divisions are appointed by the President of the College, following endorsement by the respective division, and are persons who hold faculty status. Normally, chairpersons serve for three years. They carry a two-thirds teaching load in order to provide time for their administrative functions. It is the responsibility of the division chairs to call and to preside at divisional meetings. They serve ex officio on the Educational Programs Commission. Where matters of curriculum are concerned, including such items as which courses shall be offered in a given semester and the instructors for the courses, the chairpersons make final recommendations to the Dean after discussion in the divisions. The three chairpersons, meeting with the VPAA/DC, review the college’s total offerings. The appropriate division chair receives proposals from faculty for new courses to be acted upon by the division and submits the recommendation of the division, along with a personal appraisal, to the Educational Programs Commission for final action. Division chairs, after constituting the committee to identify faculty positions to be filled in a given year, assist the VPAA/DC and departmental faculty in the initial screening and interviewing of applicants for faculty positions in their respective divisions, and make recommendations as to final selection and rank. They also interview all faculty candidates for positions in other divisions, alternate in presiding at Faculty Assembly meetings, and attend meetings of the college’s Board of Trustees.

The division chairs prepare periodic written evaluations of all members of their respective divisions for the President and the Dean of the College and identify those members of their divisions who are especially deserving of recognition where merit stipends and salary increments are concerned.

Academic Council

This group consists of the Division Chairs, the Associate Dean of the College, the Associate Dean for Academic Support, the Associate Dean for Innovative Teaching and Engaged Learning, Chief
Assessment Administrator for Academic Programs, the Executive Director of the Quality Enhancement Plan, the Faculty Chair of the Academic Effectiveness Committee, and the VPAA/DC, who presides. The group typically meets weekly and considers all matters having to do with academic affairs.

**Departmental and Program Coordinators**

Departmental faculty select one of their members to serve as coordinator for a three-year term, subject to approval of the President of the College. Program coordinators are selected by the VPAA/DC to serve a three-year term, subject to the approval of the President of the College. Coordinators are responsible for facilitating teaching schedules, overseeing instructional budgets, supervision and evaluation of adjunct faculty members, requests for new faculty positions, and program review and assessment.
DIRECTORY OF SELECTED NON-ACADEMIC ADMINISTRATIVE OFFICES
(Positions in bold are direct reports to the President of the College)

Executive Assistant to the President and Chief of Staff
Director of Marketing and Communications

Vice President for Finance
Director of Human Resources
Director of Financial Aid
Dining Services, General Manager
Payroll Manager

Vice President for Facilities and Operations
Director of Physical Plant Operations
Director of Purchasing
Bookstore Manager

Vice President for Student Affairs
Dean of Freshmen and Director of the Jane P. Batten Center
Director of Residence Life
College Chaplain
Director of Community Service
Director of Counseling Services
Director of Health Services
Director of Campus Security

Vice President for Enrollment Services

Vice President for Advancement
Associate Vice President for Advancement
Director of Alumni Relations

Executive Director of Intercollegiate Athletics

Chief Information Officer

Senior Researcher and Policy Analyst

*Adaptation of College Organizational Charts*
Organization of Academic Affairs
April 19, 2016

Vice President for Academic Affairs & Kenneth R. Perry Dean of the College**

Directors Reporting to VPAA/DC
Chief Assessment Administrator for Academic Programs*
Registrar**
Library Director** (oversees Instructional Tech. Dir.**)
Brock Center for Study of Religious Freedom Director*
Center for Sacred Music Director**


*Full-Time Faculty Member with Administrative Duties
**Full-Time Administrator

The divisions together comprise 22 academic departments (listed under each Division Chair); each department is headed by a Coordinator or Director; the chart omits some major programs, which total 33.
II. FACULTY GOVERNANCE

THE FACULTY ASSEMBLY

The Bylaws of the college provide for faculty enactment of regulations deemed necessary for the carrying out of its duties (see College Bylaws, Article 8). That article of the Bylaws also defines the membership of the faculty to include the President of the College, officers designated by the President as primarily responsible for instruction and research, all persons at the rank of full-time instructor or above who are engaged in teaching, and members of the faculty emeriti.

Background Information

Those categories of faculty membership function collectively as the Faculty Assembly to carry out the duties identified in the Bylaws and other functions necessary for the creation and implementation of the academic program. The Faculty Assembly in turn functions through two standing commissions, designated as the Educational Programs Commission and the Faculty Standards and Welfare Commission. Members of the Faculty Assembly also meet three times each year with representatives of the Student Government Association and the Administrative Council to deal with issues which affect campus life in its broader context.

Meetings

The Faculty Assembly meets from 1:15 - 3:30 p.m. on the first Friday of October, November, December, February, March, and April and the last Friday of April. Special sessions may be ordered by the Assembly or called by its chairman, the President of the College. Normally, the President will designate the division chairs to take turns as presiding officer of the Faculty Assembly on a rotating basis.

Agenda

Notices of Faculty Assembly meetings will be distributed by the Secretary of the Faculty. Commissions or individuals who have business to be brought to the faculty may contact the Secretary of the Faculty. Division Chairs, in consultation with the Secretary of the Faculty and the Vice President for Academic Affairs (VPAAA/DC), will set the agenda for Faculty Assembly meetings.

Liaison with Student Government

The Community Advocate elected in the spring by Faculty Assembly serves as the liaison working with students/faculty/administration. Any issue the faculty wants to take to the student organizations shall be scheduled through the Community Advocate.

The Secretary

The Secretary of the Faculty is elected at the April meeting of the Faculty Assembly. This secretary, assisted by a clerical secretary, records the proceedings of the Faculty Assembly as well as Community Council. It is the duty of the Secretary of the Faculty to publish notices of meetings and to be a primary contact for persons wishing to bring matters before the Faculty Assembly.
The Parliamentarian

The Parliamentarian is elected at the April meeting of the Faculty Assembly. The duties of the Parliamentarian are 1) to serve as an adviser to the chair and any other member of the Faculty Assembly on parliamentary procedure and 2) to maintain a current list of all special rules of order and amendments to the Bylaws of the Faculty Assembly. Meetings of the Faculty Assembly shall be conducted in accordance with the Bylaws of the Faculty Assembly and any special rules of order adopted by the body. In lieu of any other authority, the current edition of Robert’s Rules of Order Newly Revised shall be used.

THE COMMISSIONS

Each of the two commissions reporting to the Faculty Assembly operates within its articulated mission statement. Members will elect their chair, who must have obtained tenure before the first organizational meeting of the commission (this becomes effective with the 2015-16 academic year), determine their organizational structure, and create their agenda for each academic year.

Academic Governance

The purpose statement for each commission identifies those faculty memberships which are elective and those which are appointive. Three year staggered terms shall be served by those elected or appointed to commissions. Elections shall take place in a spring meeting of the Faculty Assembly. In the spring of each year, faculty members complete a form in which they indicate their preference for appointive commission assignments. Willingness to serve should be a major criterion for considering any faculty member for appointment, selection, or election to any commission. The Division Chairs will consult with the VPAA/DC in making recommendations for assignments of persons who will serve for the coming
year. Commissions select their chairpersons each year from among the faculty members serving on a given commission.

At the Fall Faculty Workshop, the two commissions will convene to organize for the semester. Each Commission Chairperson will present a brief report, identifying agenda items to be considered during the year.

All subunits and individuals within a commission will have the responsibility of reporting in writing to the Commission Chairperson in time for the Chairperson to prepare reports for Faculty Assembly meetings, including context for any action sought from the Faculty Assembly.

The following is the outline which guides the two commissions as they organize for carrying out responsibilities in their assigned areas.

The Commission on Educational Programs

Mission:

–to review and interpret academic policies and, where appropriate, develop modifications or new policies for consideration by the Faculty Assembly.

–to establish guidelines for faculty members wishing to introduce new or modified course proposals.

–to review and act on new course proposals which have gone through the divisional review process.

–to review and recommend to the Faculty Assembly new program proposals and major requirements, or revisions in existing programs and major requirements.

–to initiate periodic review of the general studies requirements and to review any proposed changes before submission to the Faculty Assembly.

Membership:

Fifteen faculty and staff:
VPAA/DC
Division Chairs
Registrar
Eight Faculty (four to be elected by the faculty, at least two of whom must be tenured and elected in alternating years (becomes effective with the 2015-16 academic year), and three to be elected by divisions, all for staggered three-year terms; and one education faculty member selected by that department)
Director of the Adult Studies Program
Director of the General Studies Program
Student members as determined by the commission
The Commission on Faculty Standards and Welfare

Mission:

to consider issues pertaining to faculty welfare and professional development, to conduct hearings and to make recommendations when appropriate.

Membership:

Eleven faculty members:

One faculty member elected from the Advancement & Tenure Committee, three year term

Three faculty members elected to Faculty Hearing Committee

Three faculty members elected by their divisions

Four at large members of the faculty selected by the divisional chairs for staggered three-year terms, at least two of whom must be tenured and appointed in alternating years (becomes effective with the 2016-17 academic year. Elections to positions filled by the rotation of faculty members shall be held each March.

Committees:

Two standing committees contribute members to this commission. The committees are organized as follows:

The Committee on Advancement and Tenure

It is the responsibility of this committee to give regular and systematic consideration to faculty candidates for advancement and tenure in consultation with the VPAA/DC, to promote high standards of faculty performance as expressed in the standards of faculty excellence described in Section III, Faculty Evaluations, and to bring recommendations for faculty advancement and tenure to the VPAA/DC.

Membership:

The committee has five members and one alternate elected from the full-time teaching faculty. Members serve a three-year term, and these terms are staggered so that one member is elected in the spring of each year. Only tenured members of the full-time teaching faculty with the rank of professor are eligible to serve on this committee. At any one time, no more than two members of the committee may be from the same division, and no department may have more than one person serving on the committee.

Duties:

The duties of the committee are:

a. To identify qualified candidates for promotion and tenure;

b. To evaluate these candidates according to the college's established criteria for excellence;

c. To bring recommendations for faculty advancement and tenure to the VPAA/DC;

d. To make recommendations for revision of policies and procedures for faculty promotion and tenure.
Procedures:

a. New members for a current academic year are elected by the faculty in the previous spring.

b. Each spring, the office of the VPAA/DC reminds the faculty of the requirement to make use of student evaluation forms in their courses each semester since these will become an important part of the committee's data.

c. Early in October, the committee draws up an initial list of candidates, reviews this list with the VPAA/DC, and then formulates the final list of candidates for consideration.

d. In proceeding with its deliberations, the committee then has available to it the resources listed under Section III Faculty Evaluations.

e. All candidates may request individual interviews with the committee.

f. During the spring semester, the committee brings a written report on each candidate to the President of the College and the VPAA/DC, making its recommendations and indicating the main considerations guiding its decision.

g. These summary reports are retained in a cumulative Advancement and Tenure file for each candidate. In this file the committee at its discretion may also retain other documents which it has used. The candidate may, on request, examine the committee's summary report.

h. The President of the College makes final recommendations to the Board of Trustees which has authority to grant promotion and tenure.

The Faculty Hearing Committee*

Membership:

Three members of the full-time teaching faculty, (one of whom shall be from the rank of professor, one from the rank of associate professor, and one from the ranks of assistant professor or instructor) elected annually by a majority vote of the faculty.

Duties:

This committee shall consider any charges brought against a faculty member which are transmitted to it by the VPAA/DC. In addition, the committee shall receive appeals from faculty members under the provisions of the harassment policy (faculty) and make its recommendations to the President of the College.

Vacancies or disqualification of members of the committee shall also be filled by a majority vote of the faculty from persons of the same rank as the member who has been disqualified.

*Please see the section on Termination of Employment for a full description of this committee’s responsibilities.
Standing Committees of the Faculty Assembly

Agenda Committee

The committee shall consist of the Vice President for Academic Affairs (VPAA/DC), Secretary of the Faculty Assembly, and the chairs of each division.

Nominating Committee

The membership of the committee shall consist of the Secretary of the Faculty Assembly and the chairs of each division.

Committee on Academic Computing

The committee shall consist of eight members of the faculty and staff plus any student members as determined by the committee. These members shall be the Chief Information Officer; the Vice President of Academic Affairs (VPAA/DC); the Registrar, the Instructional Technology Director; one librarian; and three members of the faculty, one selected by each division.

Other Committees

Ad hoc or standing committees may be created by the Faculty Assembly whenever the body finds them necessary to conduct its business, and they may be created at any meeting by a majority affirmative vote of the members present.

THE COMMUNITY COUNCIL

Definition and Purpose

The Council acts as one of the two agencies of the faculty--the other being the Faculty Assembly--in the faculty's efforts to carry out its duties as stated in Article 8, Section II (a), and (c), of the Bylaws of the College, and as such its actions are subject to review by the faculty. The Community Council serves primarily as an occasional forum for the dissemination of information and for discussion by the college community of issues of interest to the entire community. The Agenda Committee will identify in advance, and communicate to Council members, the topic(s) for in-depth discussion at each Council meeting. The Agenda Committee will arrange for any background presentations which would be helpful in establishing a context for that topic. The Council may recommend various actions and/or policies to the Faculty Assembly, the Administrative Council, or Student Government, but it is not empowered to determine policy directly.

Membership

The Council is composed of all members of the campus community – faculty, students, administration and staff.
Organization

A. Structure

1. Meetings: The Community Council meets only when a meeting is called by the Agenda Committee. Any member of the college community may petition the Agenda Committee to call a meeting of the Council to discuss an issue of interest. A simple majority of the Agenda committee must approve said petition in order to call a meeting of the Council.

The secretary of the Faculty Assembly also serves as the secretary of the Council.

The parliamentarian of the Faculty Assembly also serves as the parliamentarian of the Community Council.

Unless otherwise stated below, meetings shall be conducted in accordance with the current edition of Robert’s Rules of Order Newly Revised.

The President of the College is empowered to preside at meetings of the Council. Ordinarily, however, the VPAA/DC, acting in the President's stead as chairperson of the faculty, shall preside. In the absence of both the President and the VPAA/DC or at their discretion, the VPAA/DC may designate a faculty member to preside at a meeting of the Council.

2. Standing and Periodic Committees: If a recurring need is perceived by the Council, then it may designate a standing committee or create a new committee to address the need. The definition of a new committee shall include a title that reflects the committee's area(s) of responsibility, a designation of the committee's membership and a delineation of the specific duties of the committee. Unless otherwise indicated, each member of a committee has a vote. The President of the College is ex officio on all committees, with a vote where indicated.

3. Task Groups: If a non-recurring need is perceived by the Council, a task group may be designated to address the need. The definition of the task with which the group is charged should include a statement of the problem to be considered, a designation of the membership, the number and types of reports that the group should make to the Council, deadlines for reports and the date upon which the task group is to disband.

4. Community Advocate: The Faculty Assembly shall elect each spring one faculty member to serve as Community Advocate during the next academic year. The duty of the Advocate shall be to maximize the effectiveness of the Council in serving the Wesleyan community by providing information about the Council and aiding individuals or groups in dealing with the Council. The Advocate shall make himself/herself readily available to any member of the campus community to aid the member in attaining access to the Council. Also, the advocate will help to orient new members to the working of the Council.

5. Relationships:
   a. Committees and Task Groups: Introduction of a motion into a Council meeting to create a committee or task group does not necessarily require
prior notification of members of the Council. The Council may change the membership of a new committee or task group, re-define its task or dissolve it and re-assign the task to a standing committee. Approval by a majority of the members present and voting is required for any of these actions by the Council. Unless otherwise indicated in this document, task groups and committees shall elect their own chairpersons.

b. **Community Advocate:** The Community Advocate shall keep the Council informed of his/her activity.

c. **Administrative Officers:** At the request of the Agenda Committee, the Administrative Officers of the college may be called upon at each meeting to make a report.

B. **Committees:**

1. **Agenda Committee:**

   **Membership:**
   
   VPAA/DC, Secretary of the Faculty, Community Advocate, three faculty members (one from each division), and the Student Advocate who is selected by the SGA. Faculty members are elected by the faculty of the divisions they represent.

2. **Student Welfare Commission (S.W.C.):**

   **Membership:**
   
   Vice President for Academic Affairs (VPAA/DC), the Vice President for Student Affairs and Dean of Enrollment Services, Dean of Students Affairs, the Associate Dean of Students and Director of Student Activities and Greek Life, the Director of Recreational Sports and Outdoor Activities and Coordinator of the Batten Center Operations, the Vice President for Finance, the Chaplain, the Director of Student Counseling Services, the Assistant Dean of Students and Director of Residence Life, the President (with vote), three faculty members representing the three academic divisions (one of whom shall be elected chairperson by the SWC membership) and (all elected and appointed members of the Student Government Association) eight of whom must be present for the SWC to have a quorum. The three faculty members are elected by the faculty of the divisions they represent.

   **Specific Duties:**
   
   a. To advise the Dean of Students and the Council on matters related to Freshman orientation, academic advising and the residence halls.
   
   b. Advises the Dean of Students on matters to be brought before the Student Affairs/Athletic Committee of the Board of Trustees.
   
   c. Studies continuously all facets of student life for the purpose of creating the best possible conditions.
   
   d. Assists in the development of policies on all non-academic facets of student life including the protection of student rights.
e. Assists the Dean of Students in incorporating these and other policies, along with pertinent information in a Student Handbook to be published with the opening of the College each fall.

f. Cooperates with the Dean of Students in implementing policies concerning student life.

g. Hears concerns and ideas that student may have about any facet of student life.

OTHER COMMITTEES

While the two committees listed below do not report directly to the Community Council, they are important entities in the life of the college. For further details on the Community Arbitration System, see the "Student Handbook."

Community Arbitration Board (CAB)

The Dean of Students, a faculty member (who will preside as chair) and the President of the Student Government Association shall convene to hear the following matters: when the Village Hall Council or the CRC are unable to establish a remedy or sanction mutually satisfactory to all parties involved; when, in special circumstances, it is agreed by all parties involved that the CAB should be the original hearing body; or when a student is currently under sanction for previous infractions of the Community Standards. A senior senator will be appointed as an alternate member of the CAB by the S.G.A. The CAB will organize itself internally and will proceed according to the arbitration process. The overtones of a courtroom are to be avoided and the procedural rules held to the minimum consistent with efficient proceedings and due process. The major distinction between this level of discussion and those preceding is that the CAB will develop its own decision which will be binding on the parties concerned. The CAB has the authority to impose sanctions, levy financial penalties, require campus work service, make a counseling referral, and require compliance with other specific requests subject to review by the Community Review Board.

Community Review Board (CRB)

Membership:
Two full-time teaching faculty, and two students, one resident and one commuter, appointed by the S.G.A. A senior senator will be appointed as an alternate member of the Community Relations Board by the S.G.A.

Specific Duties:

a. To organize itself, select its own chairman, and establish its own procedures for properly executing its functions.

b. Automatically affirms the actions of the CAB or directs it to reconsider a matter under review. In the latter case, the CRB must provide the CAB with a set of explicit directions to be met in performance of its reconsideration. The CRB may determine that CAB findings are not supported by the evidence and/or inconsistent with College policy or that a sanction is excessive, but it may not take any evidence, make a finding of fact or direct the specific decision which the CAB is to make on reconsideration. Upon receiving a specific direction from the CRB, the CAB will determine whether an additional hearing is necessary.

c. The CRB will notify the Dean of Students of their decision.
d. **Administrative Action.** Administrative action is an option available to students who have acknowledged their policy violation, have accepted responsibility for their misconduct, and do not chose to utilize the arbitration process. The student and a member of the Residence Life Professional Staff or the Dean of Students or his designee is then involved in a discussion and an agreement is reached regarding appropriate sanctioning.
III. POLICIES RELATING TO EMPLOYMENT, ACADEMIC FREEDOM, AND ADVANCEMENT AND TENURE

1. Academic Freedom and Protection Against Discrimination

Virginia Wesleyan College is committed to the free expression and exchange of ideas, without which education in the liberal arts tradition is impossible. All members of the faculty, regardless of rank or tenure, are guaranteed full academic freedom, subject to the definitions and restrictions below:

a. Faculty are entitled to free expression in their classrooms and other teaching venues, provided that the material they introduce is related to the subject of the class.

b. Faculty are entitled to freedom in research and in publication related to it, as long as they adequately perform their other academic duties. The terms for any research or publication that may produce a significant pecuniary return should be established in advance with the administration.

c. When faculty speak or write outside of their role as teachers and researchers, they will be free from institutional censorship or discipline, but they should take care to be accurate, exercise appropriate restraint, and show respect for the opinions of others. They should also make clear that they are not speaking for the institution.

All members of the faculty are entitled to protection from discrimination not demonstrably related to academic performance, including but not limited to race, sex, religion, national origin, age, disability, marital status, or sexual orientation.

2. Types of Faculty Appointments

Except in circumstances that are both unusual and temporary, all full-time faculty appointments are of four kinds: tenured or tenure-track (probationary) teaching faculty, discussed in sections 3-4 below; full-time lecturer, described in section 3-a below; visiting faculty, discussed in section 5 below; and library faculty, discussed in section 6 below. In addition to these full-time faculty, the College may hire part-time adjunct faculty to teach individual courses, as described in section 5 below.

3. Statement of Terms of Appointment to the Tenure-Track and Tenured Faculty

a. The guidelines for the initial assignment to a rank are as follows:

   Professor: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given, and a minimum of ten years of distinguished experience in college teaching.

   Associate: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given, and at least 6 years of full-time teaching experience at the Assistant Professor rank.

   Assistant: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given.

   Instructor: Earned master's degree in the teaching field.

Faculty who are ABD at the time of appointment may be appointed at the Assistant or Instructor level, at the discretion of the VPAA/DC. If hired at the Instructor level, the new faculty member will automatically be promoted to Assistant Professor as soon as his or her doctorate has been awarded. In this one instance, an Instructor will be considered a probationary appointment, and
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unless the VPAA/DC specifies otherwise in writing, all of the faculty member’s time at Virginia Wesleyan will count toward the seven-year limit.

Lecturer – Earned master’s degree in the teaching field.

In contrast to the above named ranks, “lecturer” is a full-time non-tenure track position for a one-year term that is renewable without limit; thus, a lecturer is not subject to the five-year limitation applicable to visiting positions (see section 5-b below). The course assignments of lecturer shall be primarily lower level. The number of lecturer positions for the College as a whole shall not, at any time, exceed six percent of the number of full-time tenured and tenure-track faculty members. Because lecturer is non-tenure-track, a person in this position is expected to perform teaching duties principally, along with such limited service responsibilities as are agreed upon in writing at the time of the appointment. A lecturer will be evaluated for teaching effectiveness on an annual basis by the division chair. If a lecturer’s appointment is not to be renewed, the faculty member will be notified no later than March 1 in the first year of service and December 15 in the second; thereafter, a non-renewed faculty member will be offered a full academic year before termination from the institution. The termination of a lecturer’s appointment shall be only for financial exigency as defined in section 8 or for cause, which means failure to meet the standards for effective teaching (see 4-e), and/or violation of College policies. In a case of dismissal before the end of the period appointment, the administration will set forth cause for the action and the faculty member will have the right to a hearing before the Faculty Hearing Committee.

At the discretion of the President, administrators with the appropriate credentials can hold faculty status that is coterminous with their administrative appointments. Such faculty are not subject to the rules of visiting or probationary faculty. This provision does not apply to administrators who are hired with tenure or on the tenure track.

Under extraordinary circumstances, the President may appoint new faculty with immediate tenure or in other ways go outside the above guidelines. Such proposed appointments will be presented to the Committee on Advancement and Tenure and VPAA/DC for immediate review, though the final authority rests with the President.

Any college teaching experience accrued at an institution other than Virginia Wesleyan College which is to be counted toward the years of experience required for promotion and/or tenure will be stated in a written agreement reached between the faculty member and the college prior to initial appointment, as stated below.

Accumulation of time toward tenure shall be suspended, but previously accumulated time shall not be lost, during leaves of absence. Tenure shall terminate at resignation or retirement. If a previously tenured faculty member VPAA/DC hired, tenure may be reinstated by the Board of Trustees upon recommendation of the VPAA/DC and the President.

b. The terms and conditions of every appointment will be stated in writing, with a copy provided to the faculty member. Any extensions, modifications, or special understandings, or any notices incumbent upon either party to provide, must also be in writing, with a copy given to the faculty member.

c. Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing of the renewal of the appointment and of all matters relative to eligibility for the acquisition of tenure.

d. **Probationary appointments.** Faculty hired at the Associate Professor or Professor rank but without tenure must present themselves for tenure review in their fourth year unless otherwise stated in the initial contract or mutually agreed with the VPAA/DC at a later date. Such faculty
are not required to have mentoring committees, but will have a pre-tenure review half way through the agreed period.

The appointments of all Assistant Professors will be probationary. Such appointments are subject to annual renewal, but they may only be terminated for cause as explained below. Except as stated below, the total period of full-time service prior to the granting of tenure will not exceed seven years at the Assistant Professor rank, including any years of previous service at other institutions. The number of years of service at other institutions that will be counted toward the seven-year probationary period will be stated in writing at the time of appointment, as will the year that the faculty member will submit materials for his or her pre-tenure review.

The VPAA/DC and the faculty member may mutually agree to extend the probationary period for no more than four years. Extensions can be granted either at the time of appointment or, if circumstances so dictate, at a later date, but in either case the extension will be stated in writing. Examples of appropriate circumstances include but are not limited to care of a newborn or newly adopted child or of a sick family member.

A tenure-track faculty member who becomes the parent of a child by birth or by adoption will be entitled to an automatic one-year extension of the probationary period. The VPAA/DC will grant the extension in writing upon formal request by the faculty member, provided that the faculty member makes the request within one year of the child’s arrival in the family and prior to September 1st of the academic year in which the faculty would have been required to apply for tenure. A faculty member is limited to one automatic extension of term during the time she or he is serving in tenure track status, although the faculty member may request an additional extension of the probationary period for a new birth or adoption. A faculty member who declines to request an automatic extension remains eligible to request an automatic extension for a subsequent birth or adoption. Multiple births or multiple adoptions at the same time constitute the same right to a one-year extension as single births or adoptions. Faculty who qualify for the automatic extension also may seek extension of the clock for other reasons, as set out in the preceding paragraph, provided that automatic and discretionary extensions cannot exceed four years.

The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member’s department or division will also be transmitted. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made, and will be given the opportunity to submit materials believed to be helpful to an adequate consideration of the faculty member’s circumstances.

If a probationary appointment is not to be renewed, the faculty member will be notified no later than March 1 in the first year of service and December 15 in the second; thereafter, non-renewed faculty will be offered a full academic year before their termination from the institution.

The decision not to renew a probationary appointment up to the tenure evaluation year will be made by the president upon the recommendation of the VPAA/DC. The VPAA/DC will provide the faculty member an explanation in writing for his or her recommendation. The faculty member may request a reconsideration by the Committee on Advancement and Tenure, in which case the committee will evaluate all of the available materials, including any new material offered by the faculty member.

If the faculty member believes that the recommendation of the Committee on Advancement and Tenure was based on inadequate consideration of the materials, the VPAA/DC will appoint an ad-hoc committee of at least three full professors not on the Committee on Advancement and
Tenure to review the allegation. The ad-hoc committee will determine only if the decision was the result of adequate consideration of the relevant materials; it will not substitute its judgment for that of the Committee on Advancement and Tenure on the merits of the material. If the ad-hoc committee believes that parts of the faculty member’s materials have been inadequately considered it will request a new evaluation by the Committee on Advancement and Tenure, and will in any case provide copies of its findings to the faculty member, the Committee on Advancement and Tenure, and the VPAA/DC.

c. **Tenured appointments.** There is no cap on the percentage of tenured appointments, but every five years the Board of Trustees will reexamine this policy to see if some limitations on the number or percentage of such appointments should be imposed.

A tenured appointment is one that cannot be terminated or reduced in rank except for adequate cause as defined below or because of extraordinary financial exigency as defined below.

Ordinarily, tenure is granted to faculty engaged full-time in teaching services upon promotion to Associate Professor after the sixth year of the probationary period served as an Assistant Professor. Any promotion or appointment to the rank of Associate Professor or Professor that does not confer tenure must be so specified in writing at the time of the promotion or appointment. Under special circumstances tenure can be granted at the time of initial appointment or any time thereafter.

4. **Advancement and Tenure**

a. Decisions regarding promotions will be made by the President upon the recommendation of the VPAA/DC and the Committee on Advancement and Tenure. The Committee on Advancement and Tenure will base its recommendations on the policies and criteria defined below.

b. The Committee on Advancement and Tenure will consist of five tenured full professors with one member selected by and representing each of the three academic divisions at the college. The remaining two members will be elected by the Faculty Assembly. Each member will serve for three years, with the terms staggered to allow for continuity. The Committee will elect two co-chairs annually, one to oversee promotion decisions and the other to direct pre-tenure and post-tenure reviews. The full committee will participate in all evaluations. No more than two members of the committee may serve from the same division at any one time and no more than one individual from a specific department may serve on the committee at the same time. The VPAA/DC will not participate in the deliberations of the Committee, but the Committee may solicit him or her to provide necessary information.

c. To be promoted to Associate Professor, Assistant Professors must demonstrate that they meet the Virginia Wesleyan standard in three assessed categories: a) teaching effectiveness, b) professional development, and c) service. To be promoted to Professor, Associate Professors must demonstrate that they significantly exceed the standard for professional development as well as that of one other category, while demonstrating that they continue to meet the standard for the remaining one.

d. The VPAA/DC will periodically convene an ad-hoc Standards Committee composed of him or herself, the Division chairs, and two additional elected representatives from each division. This committee will be charged with determining or adjusting the standards for teaching effectiveness, service, and professional development, which will be college-wide and based on college-wide assessment. The faculty through vote of the faculty assembly will approve the adjusted standards before they are officially entered into the Faculty Handbook.
e. **The standard for teaching effectiveness.** Teaching that engages, challenges, and transforms students is the centerpiece of the Virginia Wesleyan academic experience. As a general matter, an effective teacher exudes a passion for the subject matter and the quest for truth, sparks students’ intellectual curiosity, draws them into the research enterprise, pushes them to work hard and think creatively, and serves as a model of integrity, commitment, compassion, and a life of learning. A faculty member who meets the standard of effective teaching possesses current knowledge in the content area and familiarity with recent research on teaching and learning; exhibits careful preparation in syllabi, assignments, and classroom presentations; effectively draws students into the learning process through a variety of pedagogical approaches; establishes high expectations for student performance consistent with prevailing standards in the relevant academic discipline; develops assignments that stress conceptual understanding, critical thought, student engagement, inquiry, and research; is accessible to students for guidance outside class; grades assignments in a timely fashion; displays civility inside and outside the classroom; is open to teaching, as departmental needs require, across the major and General Studies curriculum; responds constructively to student evaluations and peer observations; and revises and updates courses to keep them current and compelling. The tangible evidence of teaching effectiveness can include, but is not limited to, (i) syllabi, tests, and other instructional materials; (ii) peer observations of classroom performance; (iii) student course evaluations; (iv) testimonial letters from students; (v) objective data on student success at the program level (such as passing required state examinations, admission to graduate school, and immediate hiring in a chosen professional field); (vi) participation in cross-curricular and other teaching initiatives and workshops; (vii) creation of new courses; (viii) teaching awards; and (ix) conspicuous student successes (e.g., placement in internships or graduate school). Teaching effectiveness focuses primarily on the quality of a faculty member’s instruction within the domain of her or his regularly assigned courses; teaching overloads, therefore, neither adds to, nor detracts from, teaching effectiveness. With respect to tenure and promotion, the pattern of student course evaluations over time will show, in the absence of special circumstances (such as courses dealing with unusually difficult material), that the faculty member is teaching near or above the departmental average. In addition, an effective mentor combines the teaching, research, and service roles of a faculty member in guiding or supervising students in, among other activities, independent studies, research presentations, art exhibitions, musical recitals, theatrical performances, and journalistic endeavors; an effective mentor may offer highly specialized advice on such matters as choice of career or graduate school. A faculty member who regularly receives a positive evaluation (either meeting or exceeding) from the division chair and the mentoring committee’s optional teaching observation summaries, along with a positive assessment in pre-tenure review, enjoys a presumption that he or she has met the standard for teaching effectiveness.

f. **The standard for professional development.** Virginia Wesleyan recognizes that the professional vitality of its faculty nourishes the curriculum and enhances the quality of the classroom experience: scholarly activities of faculty inform and enliven what they teach and provide a model for undergraduate research that is an increasingly important component of students’ intellectual development. As a general matter, a faculty member who meets the standard for professional development maintains a pattern of scholarly activity. A common thread in such professional development is that the faculty member achieves recognition as an engaged scholar or creative artist among her or his disciplinary peers at a state, regional, or national level. Depending on a faculty member’s discipline, examples of notable professional vitality can include, but are not limited to, (i) chairing a panel at a professional conference, (ii) presenting a paper at a professional meeting, (iii) mentoring a student paper presentation at a regional or professional conference, (iv) supervising undergraduate research presentations, (v) holding office in a scholarly organization, (vi) writing a scholarly article or book chapter for
publication, (vii) writing a textbook or scholarly book for publication, (viii) performing or displaying artistic work, (ix) receiving an honor or award for scholarly or artistic achievement, (x) writing a grant proposal, and (xi) taking a significant role in the organization of a scholarly conference. The list is not intended to be exhaustive. Nor is it intended to establish a rank-ordering of activities of more or lesser importance. To be sure, greater acclaim usually will attach to scholarly-artistic endeavors subject to peer review, but the standard imposes no per se requirement for some, or some number of, peer-reviewed works. The core value to be assessed here is sustained professional engagement beyond the campus setting, consistent with the norms of one’s discipline and the limitations of a teaching-centered institution. A professionally engaged faculty member will show that she or he, as a threshold matter with regard to tenure and promotion, averages one or two significant activities every two years. The engaged faculty member seeking promotion to full professor, in addition, will be able to document, via three letters from external evaluators, that she or he has achieved significant recognition of peer professionals beyond the campus setting. A faculty member who regularly receives a positive evaluation (either meeting or exceeding the standard) from the division chair and the mentoring committee’s optional support letters, along with a positive assessment from the pre-tenure review, enjoys a presumption that he or she has met the standard for professional development.

g. **The standard for service to the college and community.** A faculty member who exhibits effective campus citizenship is collegial; demonstrates concerns for the aims and purposes of the College; assumes a fair share of assignments to general departmental and college-level committees and commissions; takes part in admissions, advancement, and co-curricular activities; participates, on a selected and rotating basis, in First Year Experience, summer orientation, Winter Session, PORTfolio, the Adult Studies Program, and other collaborative programs; serves as a faculty advisor or consultant to student organizations; and serves, as appropriate, as a member of a faculty mentoring committee. A faculty member who participates in area civic, cultural, and religious organizations—as a speaker, lay leader, academic expert, and/or ordinary volunteer—builds vital connections between campus and community and, thus, contributes to the enrichment of both. An effective advisor is, above all, actively committed to the well-being of every student and, beyond the mechanics of class schedules and degrees, seeks to guide each advisee toward sound habits of action, mature judgment, and a meaningful life and career beyond college. An effective advisor is conversant with, and follows, the academic regulations of the College, knows how to access on-line advising information, attends advising workshops, assumes a fair share of advisees, schedules an appropriate amount of time for meeting with advisees during the semester, renders sensitive guidance designed to help students succeed in the curriculum and career, and, as necessary, refers students to support services (such as the Learning and Counseling centers) within the College. The tangible evidence of service can include, but are not limited to, (i) an enumeration of committee and organizational credits, (ii) a description of particularly time-consuming and consequential assignments (e.g., heading a search committee, chairing the Educational Programs Commission), (iii) testimonials to one’s service activities, and (iv) service awards. (v) data on the number of students advised, (vi) student evaluations of advising sessions, (vii) testimonial letters from students, and (viii) participation in advising workshops. A faculty member who regularly receives a positive evaluation (either meeting or exceeding) from the division chair and the mentoring committee’s optional support letters, along with a positive assessment in pre-tenure review enjoys a presumption that he or she has met the standard for effective service with regard to promotion or tenure.

h. **Mentoring committees.** Each new assistant professor with a probationary appointment must, by March 31st of his or her first year of employment, form a mentoring committee composed of two or three associate or full professors, at least one of whom is from within his or her department. It is the faculty member’s responsibility to ask each of the chosen mentors if he or she is willing to serve. The composition of the mentoring committee may change over time, but must always
have at least two members. Faculty members serving as Division Chair in the same division as the faculty member may not serve on the mentoring committee. Faculty serving on the Committee of Advancement and Tenure must recuse themselves from voting on an application from a candidate upon whose mentoring committee they have served, though they may participate in deliberations on that candidate.

The purpose of these committees is to provide mentoring to faculty as they progress through pre-tenure review and the tenure application process. In the first year, the committee’s primary responsibility is to work with the new faculty member to compose a blue print for success, or pre-tenure plan. This pre-tenure plan includes an articulation of professional development in his or her field and records the faculty member’s plan of action. The initial meeting should be in response to the Division Chair’s annual evaluation of the faculty member’s performance outlined in the PAF. The pre-tenure plan will be submitted as another supporting document with the following year’s PAF.

i. The Mentoring Committee Schedule. The committee meets according to the schedule outlined below. Faculty with a typical tenure clock should follow the schedule below. Faculty who have contracted an abbreviated tenure clock are advised to work with their mentoring committees to adjust this schedule accordingly.

Year 1: After the mentoring committee has formed it must meet at least once during the probationary faculty member’s first year to discuss VWC’s faculty promotion standards, the probationary faculty member’s plan to meet those standards, and any issues of adjustment to VWC’s culture that may come up. The committee works with the faculty member to compose a pre-tenure plan. The committee members sign off on the plan.

Year 2: Committee meets any time during the second year. The probationary faculty member is responsible for circulating the division chair’s evaluation among committee members prior to, or at, this meeting. The committee works with the faculty member to update the pre-tenure plan as necessary. The committee members sign off on the plan.

Year 3: Prior to the probationary faculty member’s pre-tenure review, the faculty member may request that the mentoring committee write a letter to the Committee on Advancement and Tenure that addresses the faculty member’s progress toward tenure over the span of time since being hired by the college.

Year 4: The committee meets to discuss the pre-tenure review.

Year 4, 5, 6: The committee meets as deemed necessary to discuss the probationary faculty member’s progress toward tenure, updating the pre-tenure plan as needed.

Year 6: Prior to the probationary faculty member’s application for tenure, the faculty member may request that one or more members of the mentoring committee write a letter of support to the Committee on Advancement and Tenure.

In addition to prescribed meeting times, the new faculty member is also encouraged to consult informally with members of the mentoring committee throughout the academic year.

Teaching observations will be completed on a voluntary basis.

j. Pre-tenure review. Faculty who have served their entire probationary period at Virginia Wesleyan must present materials for a pre-tenure review in the spring of their third year of service. Faculty who have received written credit for service elsewhere will submit materials in the year agreed upon at the time of initial appointment. In the case of extensions granted after initial appointment or other extenuating circumstances, the VPAA/DC and the faculty member may agree to change the time the faculty member presents materials for pre-tenure review.
The materials required for the pre-tenure review are the same as those required for tenure review, except that an outside letter is not required.

After consideration of the submitted materials, the Committee on Advancement and Tenure will prepare a report on the faculty member’s progress toward meeting the required standards for promotion and will provide copies of this report to the faculty member, the mentoring committee, and the VPAA/DC.

If the mentoring committee disagrees with any part of the pre-tenure review assessment by the Committee on Advancement and Tenure, they may request a meeting with the Committee on Advancement and Tenure to discuss and clarify the progress of the faculty member.

k. **Tenure review.** Probationary candidates must present an application portfolio by November 1 of their sixth year at the college, or in whatever year has been previously specified. Failure to do so without the express written consent of the VPAA/DC automatically defines the following year as the terminal year of employment. No further notice is required of the college.

l. The application portfolio must contain items i through xi; items xii through xv are optional:
   
i. a letter of application, including a narrative statement
   
   ii. a current curriculum vitae
   
   iii. the college’s standard teaching evaluation forms for all classes
   
   iv. copies of all syllabi and other relevant teaching materials
   
   v. all of the faculty member’s PAF forms
   
   vi. all of the division chair’s annual evaluation letters
   
   vii. copies of all publications
   
   viii. letters of recommendation by the division chair and at least one member of the faculty member’s department (unless there are no other members), preferably the coordinator
   
   ix. at least one letter of support from outside the institution
   
   x. the pre-tenure review letter(s) of the Committee on Advancement and Tenure
   
   xi. if the faculty member has been credited with years of service at another institution, that service should be documented in the portfolio and should be considered, and credited along with service at VWC, by the Committee on Advancement and Tenure.
   
   xii. all of the annual evaluation letters of the mentoring committee
   
   xiii. all of the teaching evaluations of the mentoring committee
   
   xiv. the pre-tenure review letter(s) of the mentoring committee
   
   xv. the tenure review letter of the mentoring committee
The portfolio can contain any other materials the faculty member sees as useful.

m. The Committee on Advancement and Tenure will base its evaluation of whether the submitted materials meet (or in the case of applications for full professor, exceed) the published criteria for each standard. If the faculty member has been credited with years of service at another institution, that service will be considered, and credited along with service at VWC. The Committee on Advancement and Tenure will produce a written letter summarizing their evaluation for each candidate and recommending either promotion to associate professor and tenure or the issuance of a terminal contract, then present their findings to the VPAA/DC and the President, who will then make the final decision.

Faculty denied promotion and tenure will be offered their current position for the full next academic year, after which they will no longer be employed by Virginia Wesleyan College. They will not have any claim to tenure.

Faculty denied promotion who believe the decision was based on other than their professional performance have grievance rights under section 13 below.

Faculty granted promotion to Associate Professor will at the same time be granted tenure, beginning the following academic year.

n. **Promotion to Professor.** To be promoted to Professor, a faculty member must have an earned doctorate or its equivalent and have served on the Virginia Wesleyan faculty for at least four years as an Associate Professor. Exceptions must be agreed in writing at the time of hire.

Faculty who meet the degree and length of service requirements listed above and who can demonstrate that in the period since becoming an Associate they have substantially exceeded the published standard for professional development and at least one of the other two standards, while at least maintaining the standard of the remaining one, can apply for promotion to professor by submitting a portfolio by November 1. This portfolio must include a letter of application, items 1-9 from “l” above, and any other items the faculty member wishes.

o. **Post-tenure review.** The Committee on Advancement and Tenure will examine each tenured faculty member every five years to evaluate that she or he continues to meet the published criteria for the three standards. In general, reviews will occur five years after the award of tenure or the most recent promotion, whichever is more recent.

The basis for the post-tenure evaluation will be the yearly Professional Activities Forms submitted by the faculty member and the annual letters written by the appropriate division chair. The evaluation will be based on the totality of the faculty member’s contributions to the college, and on the standards in place at the time of his or her hire. Faculty themselves do not need to submit any materials. Should these forms suggest a possible problem, the Committee on Advancement and Tenure may solicit the faculty member’s teaching evaluations, and if it feels it necessary, materials directly from the faculty member. In the case of a tenured faculty member who has applied for and received a promotion in rank, the promotion will be viewed as satisfying the requirement for post-tenure review, and the next post-tenure review will be in five years from the time of promotion to Full.

If the Committee on Advancement and Tenure determines that the faculty member continues to meet the appropriate criteria for each of the three standards, it will so inform him or her, as well as the VPAA/DC. If there appears to be a deficiency in one or more of the standards, it will inform the faculty member and allow him or her to provide additional information.

If the faculty member does not provide more information or the provided information does not establish that she or he is meeting the standard or standards, the Committee on Advancement and
Tenure will report the deficiency to the VPAA/DC. The VPAA/DC will then meet with the faculty member to develop a plan for addressing the deficiency. The plan will establish in writing a set of specific objectives with respect to the faculty member’s performance and a timetable, not to exceed two years, for reaching those objectives. If the faculty member objects to the plan, she or he may appeal to the Faculty Hearing Committee, which may approve the plan or ask the VPAA/DC to modify the plan. Otherwise, the plan shall be considered binding on the faculty member and the faculty member’s failure to satisfy the terms of the plan shall be grounds for the bringing of charges under the provisions of section 9.

Nothing in this subsection shall be read to limit the authority of the VPAA/DC to address issues of non-performance that arise outside the regular timetable for post-tenure review. If the VPAA/DC believes that a tenured faculty member is failing to meet one or more of the performance standards, the VPAA/DC may ask the Committee on Advancement and Tenure to conduct a post-tenure review during the current academic year, provided, however, that the faculty member shall have the opportunity to present evidence to the Committee that such a review should not take place.

5. Visiting and Special Faculty; Adjunct Faculty

a. Visiting faculty appointments are annual appointments. Their renewal is entirely at the discretion of the VPAA/DC, provided, however, that the VPAA/DC shall give notice of non-renewal by March 31st preceding the start of the fall semester. Except under extraordinary circumstances, the assignment of rank for visiting faculty shall follow the standards set out in section 3-a above and shall include “visiting” in the title.

b. The maximum for any full-time, visiting appointment is five years, but the maximum for a given appointment will be established in writing at the time of employment.

c. Visiting faculty may apply for tenure-track positions, but their position as a visiting faculty does not confer any special status in the search for a permanent position. If hired for a permanent position, the number of years to be counted toward the seven-year probationary period must be agreed in writing by the VPAA/DC and the faculty member at the time of appointment.

d. Special appointments, such as for a faculty member temporarily returning from retirement, will have the same provisions as visiting appointments.

e. Adjunct (part-time) faculty may be hired to teach individual courses or a cluster of courses for one semester; renewal of an adjunct teaching arrangement is entirely at the discretion of the VPAA/DC and no notice of non-renewal is required. Except under extraordinary circumstances, the assignment of rank for visiting faculty shall follow the standards set out in section 3-a above and shall include “adjunct” in the title. The terms and conditions of every appointment to a part-time non-tenured faculty position will be stated in writing, including the length of service. A copy of the appointment document will be provided to the part-time faculty member.

f. In a case of dismissal before the end of the period of appointment, the administration will set forth cause for the action and the visiting or adjunct faculty member will have the right to a hearing before the Faculty Hearing Committee.

g. In a case of non-reappointment, if a part-time faculty member establishes a prima facie case, to the satisfaction of the Faculty Hearing Committee, that considerations that violate academic freedom or governing policies against improper discrimination significantly contributed to his or her non-retention, it is incumbent on those who made the decision to come forward with evidence in support of that decision.
h. Service as a part-time faculty member does not count toward tenure, nor is it subject to the term limitations of visiting appointments.

6. Library Faculty

a. Guidelines for initial assignment of professional rank

b. Librarian I / Instructor Librarian (correlates to Instructor.) Entry-level rank for Librarians; earned terminal degree; potential for continued commitment to academic librarianship, professional development, and academic service with the expectation of successful overall performance.

Librarian II / Assistant Librarian (correlates to Assistant Professor.) Earned terminal degree or equivalent; three years of full-time professional experience at VWC or elsewhere; demonstrated continuing commitment to academic librarianship, professional development, and academic service through participation in continuing education, professional associations, and service to the College.

Librarian III / Associate Librarian (correlates to Associate Professor.) Earned terminal degree or equivalent; six years of full-time professional experience at VWC or elsewhere; demonstrated record of achievement to academic librarianship, professional development, and service to the College.

Librarian IV / Senior Librarian (correlates to Professor.) Earned terminal degree or equivalent and doctorate; ten years of full-time professional experience at VWC or elsewhere; service at the Associate Librarian level at VWC for at least four years; demonstrated excellence in position effectiveness and significant contributions to the library profession and College.

c. Salary Determination. Taking into consideration their twelve-month schedules, without extra pay for Winter or Summer Sessions, librarians merit salaries equivalent to their correlating academic ranks. After salaries are initially brought to an equitable level, librarians will be held to the same procedures and policies outlined in the Faculty Handbook regarding ordinary and extraordinary salary increases.

d. Annual evaluations. Librarians will submit a Professional Activity Form to the Library Director, who will then submit the form to the VPAA/DC along with an annual evaluation for each librarian.

e. Promotion policy. Requests for promotion will be submitted to the Director of the Library, who will then forward requests and relevant material to the Committee on Advancement and Tenure. Following these submissions, the process outlined in the Faculty Handbook will be followed, utilizing the following criteria: Candidates for promotion must rigorously demonstrate their proficiencies in the areas of faculty excellence for librarians, and they must also meet the minimum standards as set forth in the professional ranks. Exceptions, such as the application of equivalent professional experience to degree or teaching experience

* Statement on the terminal professional degree for academic librarians.

“Approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975. Reaffirmed by the ACRL Board of Directors, June, 2001 and June, 2007. Modified and reaffirmed by the ACRL Board of Directors at the Spring Executive Committee Meeting, May 11, 2011. The masters degree from a program accredited by the American Library Association or from a program in a country with a formal accreditation process as identified by ALA’s Human Resource Development and Recruitment Office is the appropriate terminal professional degree for academic librarians.” [http://www.ala.org/acrl/standards/statementterminal](http://www.ala.org/acrl/standards/statementterminal), visited March 1, 2013.
requirements, should be agreed upon in writing at the time of appointment. When a librarian is being considered will sit in on the deliberation of the Committee on Advancement and Tenure to provide information to the committee, as needed, about current practices in the library profession.

Items to be submitted in the portfolio include:

1. a letter of application, including a narrative statement
2. current curriculum vitae
3. all of the faculty member’s Professional Activity Forms (PAFs)
4. all of the library director’s/Vice President for Academic Affairs annual evaluation letters
5. copies of all publications
6. letter of recommendation by the library director/Vice President for Academic Affairs
7. a letter of recommendation from at least one VWC faculty colleague with whom the librarian has worked closely and a librarian colleague outside of VWC who can speak to contributions within the profession. For those seeking the rank of Senior Librarian at least three letters of support noting that the applicant has achieved significant recognition by peer professionals from outside the institution are required.
8. if the faculty member has been credited with years of service at another institution, that service should be documented in the portfolio and should be considered, and credited along with service at VWC, by the Committee on Advancement and Tenure.

The portfolio can contain any other materials the faculty member sees as useful.

f. Criteria for Advancement of Library Faculty.

1. Decisions regarding promotions will be made by the President upon the recommendation of the VPAA/DC and the Committee on Advancement and Tenure. The Committee on Advancement and Tenure will base its recommendations on the policies and criteria defined below.

2. To be promoted to Associate Librarian, Assistant Librarians must demonstrate that they meet the Virginia Wesleyan standard in three assessed categories: a) teaching and research assistance effectiveness, b) professional development, and c) service. To be promoted to Senior Librarian, Associate Librarians must demonstrate that they significantly exceed the standard for teaching effectiveness as well as that of one other category, while demonstrating that they that they continue to meet the standard for the remaining one.

3. The standard for teaching effectiveness. Teaching that engages, challenges, and transforms students is the centerpiece of the Virginia Wesleyan academic experience. As a general matter, an effective teacher exudes a passion for the subject matter and the quest for truth, sparks students’ intellectual curiosity, draws them into the research enterprise, pushes them to work hard and think creatively, and serves as a model of integrity, commitment, compassion, and a life of learning. A library faculty member who meets the standard of effective teaching possesses current knowledge of information literacy standards and best practices in library instruction; exhibits careful preparation in classroom presentations; effectively draws students into the learning process through a variety of pedagogical
approaches; works in close collaboration with course instructors to develop learning outcomes for library sessions that are relevant to the course assignments and learning goals; develops assessments that evaluate student learning related to the library session; develops activities that stress conceptual understanding, critical thought, student engagement, inquiry, and research; is accessible to students for guidance outside the library session; displays civility inside and outside the library; responds constructively to student feedback, peer observations by library faculty and feedback from instructional faculty; and revises and updates library instruction to keep it current and compelling. Tangible evidence of teaching effectiveness could include the number of instruction sessions taught; the number of research consultations held with individual students or faculty; post-instruction feedback from faculty and students; feedback from instructors and other librarians on lesson plans; creation of instructional tools (research guides, tutorials, etc.); student learning assessment.

iv. The standard for professional development. Virginia Wesleyan recognizes that the professional vitality of its library faculty nourishes the curriculum and enhances the quality of the classroom experience. Examples of notable professional vitality for library faculty can include, but are not limited to, participation on a panel at a professional conference, presenting at a professional meeting, serving as a committee member or committee chair in a professional organization, writing an article or book chapter for publication, receiving an honor or award from a professional association, writing or co-authoring a grant proposal, taking a significant role in the organization of a professional conference or meeting, acceptance in a competitive professional development program or institute, completion of an online course related to professional development for librarians, and supervising/mentoring of graduate student interns from Library/Information Science Master’s programs. The core value to be assessed here is sustained professional engagement beyond the campus setting, consistent with the norms of librarianship and the limitations of a teaching-centered institution. A professionally engaged library faculty member will show that she or he, as a threshold matter with regard to promotion, averages one significant activity every two years. The engaged librarian seeking promotion to Senior Librarian, in addition, will be able to document, via three letters from external evaluators, that she or he has achieved significant recognition of peer professionals beyond the campus setting.

v. The standard for service to the college and community. A faculty member who exhibits effective campus citizenship is collegial; demonstrates concerns for the aims and purposes of the College; assumes a fair share of assignments to general departmental and college-level committees and commission; takes part in admissions, advancement, and co-curricular activities; participates, on a selected and rotating basis, in summer orientation advising, SIE assessment activities, service-learning initiatives and other collaborative programs; serves as a faculty advisor or consultant to student organizations. A faculty member who participates in area civic, cultural, and religious organizations—as a speaker, lay leader, academic expert, and/or ordinary volunteer—builds vital connections between campus and community and, thus, contributes to the enrichment of both. An effective member of the library faculty is, above all, actively committed to the well-being of every student and, beyond the mechanics of class schedules and degrees, seeks to guide each advisee toward sound habits of action, mature judgment, and a meaningful life and career beyond college. An effective librarian is conversant with, and follows, the academic regulations of the College, knows how to access on-line advising information, attends academic workshops, renders sensitive guidance designed to help students succeed in the curriculum, and, as necessary, refers students to support services (such as the Learning and Counseling centers) within the College. The tangible evidence of service can include, but are not limited to, a listing of committee/task force participation, a description of particularly time-consuming and consequential
assignments (e.g. strategic planning, search committees, etc.) testimonials to one’s service activities, and service awards, participation in academic workshops.

7. Termination of Appointment by Faculty Members

Faculty members may terminate their appointments effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than May 15, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

8. Termination of Appointments by the Institution

a. Except in the case of financial exigency or the bona fide discontinuance of a program or department, adequate cause for the dismissal of tenured or probationary faculty will be related, directly and substantially, to their fitness in their capacities as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

b. Financial exigency or discontinuance of departments or programs. Where termination of appointment is based upon financial exigency, or bona fide discontinuance of a program or department of instruction, faculty members will be entitled to have the issues reviewed by the faculty, or by a committee of the faculty, with ultimate review of all controverted issues by the Board of Trustees. The dismissal of any tenured faculty member, including under this clause, must be specifically approved by the Board of Trustees.

If a dismissal or dismissals under this clause are necessary for the health of the institution, the faculty member or members concerned will be given notice as soon as possible, and never less than twelve months notice, or in lieu thereof, will be given severance salary for twelve months or a combination of notice and severance salary equaling twelve months. Before terminating an appointment because of the abandonment of a program or department of instruction, the college will make an effort to place affected faculty members in other suitable positions. If an appointment is terminated before the end of the period of appointment, because of financial exigency, or because of the discontinuance of a program of instruction, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

c. Probationary faculty. Probationary faculty whose performance falls so seriously below the criteria required for promotion that they are unlikely to be able to reach them by the time of their tenure review may be dismissed according to the procedures in section 3.d.

A probationary faculty member who is not to be reappointed will be notified in writing by the President, not later than March 1 of the first year of academic service (or three months prior to termination of an appointment that ends during the academic year) and not later than December 15 of the second year of service (or six months prior to the end of a contract terminating during the academic year). Probationary faculty members in their third or subsequent year of service who are not to be reappointed will be given written notice of non-renewal twelve months prior to the end of their contract.

d. Tenured faculty. Except in cases of financial exigency or the discontinuance of departments or programs, tenured faculty may only be dismissed for justifiable cause and through the procedures in section 9.
9. Dismissal and Sanction Procedures

a. **Faculty Hearing Committee.** There will be a Faculty Hearing Committee consisting of three members of the full-time teaching faculty, (one of whom will hold the rank of professor, one at associate professor, and one at assistant professor or instructor rank), elected annually by the faculty. This committee will consider any charges brought against a tenured faculty member which are transmitted to it by the VPAA/DC. Vacancies or disqualification of members of the committee will also be filled by a majority vote of the faculty by persons of the same rank as the member who has been disqualified.

b. **Charges against a faculty member.** Charges which could result in termination may be brought by an interested party by delivering a written complaint to the VPAA/DC who will immediately transmit the charges to the Faculty Hearing Committee. Specific charges in writing will be sent promptly to the faculty member. The faculty member will within five (5) days of receipt of the charges notify the VPAA/DC of any challenge for cause of a member or members of the faculty committee, together with the reasons therefore. Within five (5) days of receipt of the notice, the VPAA/DC will notify the faculty member of his decision on the challenge, and, if the challenge is upheld, the faculty will promptly elect a substitute for any disqualified member. The substitute will serve during any hearing related to the charges for which the regular member of the committee was disqualified. A member of the committee will remove himself or herself from a case, either at the request of a party or on their own initiative, if the faculty member deems himself or herself disqualified for bias or interest.

c. **The Hearing.** Notice of a hearing will then be given the charged faculty member at least 20 days prior to the faculty committee hearing. Prior to the hearing, the faculty member will have the right to know who is to testify against him/her, provided that after the hearing begins the faculty member will be entitled to receive reasonable notice of any additional witnesses. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him/her or asserts that the charges do not support a finding of adequate cause, the faculty committee will evaluate all available evidence and rest its recommendation upon the evidence before it. The faculty committee, after consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private. A verbatim record of the hearing or hearings will be taken and a typewritten copy will be made available to the faculty member without cost to him or her, at her or his request. During the proceedings, the faculty member will be permitted to present witnesses, to be heard in his or her own behalf and to be accompanied by an academic advisor of his or her own choice. The administration may have an academic representative, and this representative will have the right to present evidence and examine witnesses.

The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence and the administration of the college will, insofar as it is practicable for it to do so, secure the cooperation of such witnesses and will make available necessary documents and other evidence within its control. The faculty committee will not be bound by strict rules of legal evidence, and may hear any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. If the Faculty Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence, it will so report to the President. If the President rejects the conclusion, he will state in writing to the faculty member and the Faculty Hearing Committee his reasons for doing so, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the hearing committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.
d. Review by the Board of Trustees. If dismissal or other severe sanction is recommended, the President will, if requested by the faculty member, transmit to the Board of Trustees the record of the case. The Board of Trustee’s review will be based on the record of the Faculty Hearing Committee, and it will provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. The decision of the Faculty Hearing Committee will either be sustained or the proceeding returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of Trustees will make a final decision only after study of the committee’s reconsideration.

Until the final decision upon termination of an appointment has been reached, the faculty member may be suspended or assigned to other duties. Salary will continue during the period of suspension. Except for such simple announcements as may be required, covering the time of the hearing and similar matters of fact, public statements and publicity about the case will not be provided by either the faculty member or the administration so far as possible until a final decision has been rendered.

e. Imposition of major sanctions other than dismissal. If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in b, c, and d above will govern such a proceeding.

f. Imposition of minor sanctions. If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the faculty member with an opportunity to persuade the administration that the proposed sanction should not be imposed.

A faculty member who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may appeal the decision of the Faculty Hearing Committee. The hearing on the appeal need not follow all the forms outlined b and c above, but the hearing must be on the record and must allow for both sides to introduce evidence and witnesses. The Faculty Hearing Committee will make its recommendation to the VPAA/DC and the President, the latter of whom will make the final decision.

g. Terminal salary or notice. If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months, if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure. This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. On the recommendation of the Faculty Hearing Committee or the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

10. Complaints of Violation of Academic Freedom or of Discrimination In Non-reappointment

If a faculty member in a probationary or other non-tenured appointment alleges that a decision against reappointment was based significantly on considerations that violate (a) academic freedom or (b) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation, the allegation will be given preliminary
consideration by the Faculty Hearing Committee, which will seek to settle the matter by informal methods. The allegation will be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the faculty committee, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter will be heard in the manner set forth in section 9 above, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based, and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision against reappointment to come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a prima facie case.

11. Political Activities of Faculty Members

Faculty members, as citizens, are free to engage in political activities. Where necessary, leaves of absence may be given for the duration of an election campaign or a term of office, on timely application, and for a reasonable period of time. The terms of such leave of absence will be set forth in writing, and the leave will not affect unfavorably the tenure status of a faculty member, except that time spent on such leave will not count as probationary service unless otherwise agreed in writing.

12. Administrative Personnel and Other Academic Staff

a. Administrative staff. The foregoing regulations apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. Administrators who allege that a consideration that violates academic freedom, or governing policies against improper discrimination as stated in section 8 above, significantly contributed to a decision to terminate their appointment to an administrative post, or not to reappoint them, are entitled to the procedures set forth in section 9.

b. Other academic staff. In no case will a member of the academic staff who is not otherwise protected by the preceding regulations that relate to dismissal proceedings be dismissed without having been provided with a statement of reasons and an opportunity to be heard before a duly constituted committee. (A dismissal is a termination before the end of the period of appointment.)

With respect to the non-reappointment of a member of such academic staff who establishes a prima facie case to the satisfaction of a duly constituted committee that considerations that violate academic freedom, or of governing policies against improper discrimination as stated in Section 8, significantly contributed to the non-reappointment, the academic staff member will be given a statement of reasons by those responsible for the non-reappointment and an opportunity to be heard by the committee.

13. Grievance Procedure

If any faculty member alleges cause for grievance in any matter not covered by the procedures described in the above regulations, the faculty member may petition the Faculty Hearing Committee for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain any factual or other data that the petitioner deems pertinent to the case. Statistical evidence of improper discrimination, including discrimination in salary, may be used in establishing a prima facie case. The committee will decide whether or not the facts merit a detailed investigation; if the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision to come forward with evidence in support of their decision. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue(s) satisfactory to the parties. If in the opinion of the
committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer and faculty body, and the petitioner will, upon request, be provided an opportunity to present the grievance to them. The grievance committee will consist of three [or some other number] elected members of the faculty. No officer of administration will serve on the committee.
APPENDIX III 1. THE HIRING PROCESS

At the beginning of each academic session departments may submit requests for faculty positions, reflecting the need either to fill vacancies or to expand the number of departmental positions. A committee consisting of the Division Chairs will review the requests, incorporating interviews with requesting coordinators, and then make recommendations to the President and VPAA/DC, who in turn will make final recommendations to the Administrative Council. The Council determines how many positions can be funded in a given year but not which positions to fill.

When a new faculty position has been approved, the VPAA/DC confers with the appropriate division chair and department coordinator before naming a search committee. In addition to the persons just named, the committee normally consists of two or three additional persons from the department involved or from related departments. When appropriate, the Director of The Adult Studies Program serves on the committee also.

The screening committee develops a job description, a time table with deadline for receiving applications, and an announcement to be posted in/on venues such as the Chronicle of Higher Education, professional association websites, and professional journals. Frequently, position announcements also are sent to numbers of graduate schools. Potential candidates are requested to send a letter of application in which they state their philosophy of education; a resume; letters of reference; and other pertinent materials. Members of the committee review applications as they arrive.

Once the published deadline for receiving applications has passed, the VPAA/DC calls a meeting of the committee for the purpose of a final screening in which the top candidates are identified. Normally the top three candidates are invited to the college for interviews which take from one to one and one-half days. Included in the interview process are those faculty whose teaching fields are in some way related to that of the candidate, the three division chairs, the president, the VPAA/DC, and a representative group of students. Faculty members and students who have a particular interest in a given position may ask to be included in the interview process. The object is to allow those who participate in the interviews to have free exchanges with the candidates and to give the candidates a full understanding of the position and a strong "feel" for the nature of the college.

All who have participated in the interviews provide a written evaluation of each candidate. The Screening Committee meets again to review these responses and by consensus to pick the top candidate, to whom the VPAA/DC then makes an offer of appointment. If the Screening Committee cannot reach a consensus, or if none of the candidates is judged to be viable, the search process may be extended.

The precise terms and conditions of every appointment will be stated in writing and be in the possession of both institution and teacher before the appointment is consummated. In cases where prior experience at another institution or institutions is to be used as a basis for appointment at a rank higher than assistant professor or for fixing eligibility for consideration for promotion or tenure earlier than the guidelines in effect at the college, the years of previous service to be credited will be determined and set forth in writing at the time of initial appointment. The only previous service which will be taken into account is full-time faculty service at an institution of higher education that was accredited or was an official candidate for accreditation by a recognized United States accrediting agency.
APPENDIX III 2. TRANSITIONAL POLICIES FOR THE NEW ADVANCEMENT AND TENURE POLICY

1. Implementation of the new system

This transition system assumes the following: that the Trustees, College Administration, and Faculty Assembly, have approved a tenure and promotion policy as stipulated in AAUP guidelines prior to Spring of 2009; that the restructured promotion and tenure committee outlined above has been approved by the three constituencies named above prior to the Spring of 2009; and that a revised mentoring process as well as the definitions for the standards by which faculty will be evaluated also has been approved by the three constituencies named above prior to the Spring of 2009.

The current three-person Committee on Advancement and Tenure will expand to five members in the spring of 2009, constituted as stated in 4.b of the “Policies Relating to Academic Freedom, Faculty Evaluation, and Employment” document. The larger committee will begin evaluating faculty in the 2009-10 academic year.

In addition, before the new policy can go into effect, the faculty will have to establish the three standards it requires for promotion evaluation. The Standards Committee (defined in the Advancement and Tenure policy document) will present to the faculty a set of criteria for each of the three standards. Only upon approval by the faculty can the standards be placed in the faculty handbook. This process will insure that the criteria for the three standards are reasonable for all faculty and are consistent with administrative assessment of those standards.

If all of the above happen, the new system will be in force for new hires whose first year on campus is 2009-2010. For those in this class who are not granted time based on full-time service elsewhere, mandatory pre-tenure review based on all new requirements clearly stated in a revised faculty handbook will occur in the Spring of 2012 and Tenure review (up or out with Tenure and Associate being granted simultaneously) will occur in the Fall of 2014. The deadlines for pre-tenure review and/or tenure may be adjusted by mutual agreement of the faculty member and the VPAA/DC in the event of unusual circumstances, as specified in the permanent policy document.

For purposes of implementing the initial round of post-tenure review, the VPAA/DC shall establish a schedule of reviews so that approximately one-fifth of the tenured faculty are reviewed in each year, beginning in the 2009-10 academic year.

2. Rules for faculty employed before the implementation of the new system, but not yet promoted to Associate Professor or granted tenure

Faculty hired prior to the Spring of 2009 and who have not yet been promoted to Associate Professor and/or granted tenure may if they wish form mentoring committees, as described in section 4.i of the “Policies Relating to Academic Freedom, Faculty Evaluation, and Employment” document. Their advancement and tenure applications will be treated in the following manner:

a. Eligible for Promotion 2007-2008, 2008-2009 (either for first time or after being denied in a prior attempt): Old system, tenure and promotion considered separately, failure to achieve either promotion or tenure allows a faculty member to try again. If, in the unlikely event, a faculty member has not achieved tenure and/or promotion by the academic year 2009-2010, that member
must submit materials in the fall of 2009. A failure to achieve tenure and/or promotion at this point will result in the fall 2009 evaluation being treated as a pre-tenure review with the faculty member being mandated to apply within one-three years for tenure and promotion again. If the faculty member is not approved for tenure and promotion after that period of time, he or she will receive a terminal, one-year contract. Failure to reapply will result in a terminal, one-year contract. Criteria for promotion and tenure will be based on the requirements stated in the faculty hand book at the time of hire and as documented by the promotion and tenure standards committee in Fall 2008, which will serve as a guide to the transitional candidates and the Advancement and Tenure Committee alike.

b. Eligible for Promotion in 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014 (for first time only): New system -modified, faculty in these cohorts must apply for combined tenure and promotion when eligible, but if they are not granted tenure, their tenure application will be treated effectively as a mid-tenure review with the faculty member being mandated to reapply for tenure within one-three years. If the faculty member is not approved a second time, she or he will receive a terminal, one-year contract. Failure to reapply will result in a terminal, one-year contract. Criteria for promotion and tenure will be based on the requirements stated in the faculty hand book at the time of hire and as documented by the promotion and tenure standards committee in Fall 2008, which will serve as a guide to the transitional candidates and the Advancement and Tenure Committee alike.

c. The special case of faculty members who have met their eligibility requirements prior to 2007-2008 but have not chosen to submit tenure and/or promotion materials: Faculty who are eligible to go up for tenure under the old system but have not done so will be required to apply under the old system in 2008-2009. If tenure and/or promotion is denied under the old system, that faculty member will be required to submit materials in the fall of 2009. A failure to achieve tenure and/or promotion at this point will result in the fall 2009 evaluation being treated as a pre-tenure review with the faculty member being mandated to apply within one-three years for tenure and promotion again. If the faculty member is not approved for tenure and/or promotion after the period of time, he or she will receive a terminal, one-year contract. Failure to reapply will result in a one-year terminal contract. Criteria for promotion and tenure will be based on the requirements stated in the faculty hand book at the time of hire and as documented by the promotion and tenure standards committee in Fall 2008, which will serve as a guide to the transitional candidates and the Advancement and Tenure Committee alike.

d. Faculty whose employment at Virginia Wesleyan began before September 1, 1995 may choose to be exempt from the requirement to participate in the tenure and promotion process, in which case they may not move beyond their current rank. If they choose to participate, they must notify the VPAA/DC of that intention with the understanding that they have to comply with the process outlined in paragraph “c”. Criteria for promotion and tenure will be based on the requirements stated in the faculty hand book at the time of hire and as documented by the promotion and tenure standards committee in Fall 2008, which will serve as a guide to the transitional candidates and the Advancement and Tenure Committee alike.

e. The special case of faculty members who are in the category of exempt from contractual stipulations: Agreements between the administration and these faculty members should remain in place and be honored.

3. Rules for tenure track faculty whose initial appointment to the Associate or Full professor level was made prior to the implementation of the new system:
Faculty hired at or above the associate level who have not yet reached their eligibility year to apply for tenure must apply for tenure in the year stipulated by their contract. A failure to achieve tenure at this time will result in this evaluation being treated as a pre-tenure review with the faculty member being mandated to apply within one-three years for tenure again. If the faculty member is not approved for tenure after the period of time, he or she will receive a terminal one year contract. Failure to reapply will result in a terminal one year contract. Criteria for tenure will be based on the requirements stated in the faculty hand book at the time of hire and as documented by the promotion and tenure standards committee in Fall 2008, which will serve as a guide to the transitional candidates and the Advancement and Tenure Committee alike.
APPENDIX III 3. SALARY DETERMINATION

**Ordinary Salary Increases**
Each year, by the time that contracts are distributed, the administration will announce a standard increase, if any, for all faculty members.

**Extraordinary Salary Increases**
Faculty can receive extraordinary salary increases (above the standard percentage increase) on the basis of (a) merit, based on recommendations of division chairs, department coordinators and/or other faculty colleagues, the VPAA/DC and or the President; (b) equity that addresses compression, inversion, or other inequities; and/or (c) any other reason that the President and/or VPAA/DC deems worthy of consideration.

**Salary Petitions**
An individual faculty may submit a letter requesting special consideration for an extraordinary salary increase for any of the reasons listed above. Eligibility for an extraordinary increase does not depend, however, on the submission of a letter; further, submission of a letter does not ensure an extraordinary increase.

**Salary Increases for Promotion in Rank**
The salary increase for promotion will be commensurate with the standards of the faculty members’ new rank.

**Merit-based Stipends**
These guidelines do not preclude the awarding of merit-based stipends based on recommendations by division chairs, the VPAA/DC, the President, department coordinators and/or other faculty colleagues.
IV. PERIODIC EVALUATIONS AND FACULTY DEVELOPMENT

PERIODIC EVALUATIONS FOR ALL FACULTY MEMBERS

For purposes of periodic evaluation, faculty are required to annually submit to the Vice President for Academic Affairs (VPAA/DC) the following materials:

- in electronic form, via the Director for Institutional Research, a Professional Activities Form, due June 1st and recording the preceding year
- in electronic form, via the Director for Institutional Research, current course syllabi
- hard copies of examinations
- Student Course and Instructor Evaluation Forms, either hard copy or on Blackboard.

Optional materials include:

- peer evaluations
- a self-evaluation essay
- copies of publications, speeches or presentations
- letters of appreciation
- teaching portfolios
- other items documenting performance.

Division chairs review these submissions, along with any additional reports from the VPAA/DC which she or he deems appropriate, and evaluate each of the faculty in their divisions by producing and submitting periodic evaluation reports. Department director/coordinators shall have access to departmental colleagues’ PAF and student course evaluations for the limited purpose of evaluating departmental programs. For departments such as Education and Recreation and Leisure Studies that are subject to external accreditation, the relevant department director/coordinator shall consult with the division chair in preparing the evaluation reports for that department’s faculty. These reports are shared with the faculty and reviewed by the VPAA/DC of the College in preparation for making recommendations to the President for salary increments.

Professional Activities Forms are available online at the Faculty Forms link on the Academic Affairs homepage.

Reviewing the Performance of Professional Duties

In addition to many laudatory comments, the VPAA/DC of the College regularly receives concerns about faculty members from members of the campus community. Students may bring concerns about problems with availability of faculty, about classroom or grading issues, or about communication challenges. Faculty may bring concerns about departmental conflicts, organizational commitment, participation in governance, meeting deadlines, or issues of cooperation and authority. Coordinators and/or the registrar may bring concerns about class meeting and enrollment issues, or the submission of grades and related procedures. Division chairs may have concerns arising from conditions related to the evaluation of teaching or to the submission of records and student evaluations.
It is the responsibility of the VPAA/DC of the College to note and evaluate such concerns and, where necessary, to further investigate and take action. In cases where the VPAA/DC of the College deems there is sufficient cause to believe the faculty member is not meeting expectations, she/he will speak about those expectations with the faculty member in question, and as a follow up, write a report to be sent to the faculty member and to his or her division chair. The division chair shall consider and address this report in the periodic evaluation of the faculty member and in recommendation letters to the Committee on Advancement and Tenure.

Recognizing that the continuing effectiveness of our academic program depends on the vitality of the faculty, the college offers various means of promoting continuing professional development. See Chapter III 4-e, 4-f, 4-g, 4-h.

Professional Associations and Travel Funds

Faculty members are encouraged to join professional associations related to their disciplines and to participate in their meetings. The Office of the Vice President for Academic Affairs, acting through the Associate VPAA/DC of the College, administers Faculty Development funds to support the participation of full-time faculty in professional conferences, workshops, and other professional development opportunities. Faculty can apply for funds as early as July 1, but, in any case, should apply for support as soon as they identify the need and, for full consideration, they should apply no later than February 15. Applications made after February 15 will be considered, but may not be funded as fully as earlier applications; applications made later than April 30 are unlikely to be funded. Guidelines on the VWC website provide detailed information regarding the parameters and procedures for Faculty Development Funding applications, as well as the electronic form on which the application is submitted. To the extent that funds are available, conferences and professional memberships will be funded in relation to these limits:

- Faculty formally participating in a conference or seminar (that is, presenting a paper, giving a poster presentation, moderating or otherwise participating in a panel discussion, or acting as an officer of the professional organization): Up to $1,350.
- Faculty attending but not formally on the program, or seeking support for professional membership(s) or other development not involving presentation: Up to $350 (faculty filing a timely application for funding can expect to receive $350 for bona fide expenses).

Please note that the individual annual funding cap is $1,350, not $1350 plus $350. Funding beyond these prescribed limits, especially for participation in more than one conference in an academic year or for participation in international conferences that entail costs beyond the specified limits, will be considered on a case-by-case basis.

College-Wide Academic Initiative Funding

Funding has been available for individuals to attend conferences in support of the College's initiatives with its Quality Enhancement Plan and its First Year Seminar program. In addition, funding often has been provided for individual faculty members to invest time in developing and rethinking departmental curricula.

Leaves of Absence

Leaves of absence may be granted for continued academic study, research, or travel. Application for a leave must be made to the VPAA/DC of the College at the earliest possible date but no later than
February 1 of the academic year prior to the one in which leave is to be granted. The granting of leaves will depend upon the number of faculty making application, the proposed program to be undertaken during the leave (if applicable), and the rank and length of service of the applicant. Such leaves are without pay, and the leave time does not apply toward length of service for purposes of advancement or tenure consideration.

**Sabbatical Leave Policy**

Tenure-track faculty members who are in their sixth year of full-time teaching at Virginia Wesleyan College, and who have completed or are undergoing the tenure and review process become eligible to apply for a sabbatical which, if approved, would occur during their seventh year. Whether initially approved or not, no sabbatical can be granted for a terminal year of employment. Faculty members hired at the rank of associate or full professor become eligible to apply in their sixth year at VWC.

The sabbatical year counts as the first year of the next cycle. In the sixth year of this second cycle, faculty are eligible to apply for another sabbatical, which, if approved, would take place during the subsequent year (the thirteenth year, at the earliest); future applications would follow this model.

The applicant must present her or his departmental coordinator with a plan for covering courses, for taking care of advisees, and meeting the applicant’s other departmental obligations. The departmental coordinator in turn must certify that this plan has been received and that the department can meet its obligations during the proposed sabbatical.

Faculty members who are granted sabbaticals may be relieved of responsibilities at the college for one semester with full salary or two semesters with half salary. The faculty member is obligated to return to the college for one year after the sabbatical. Requests for leave should be submitted to the VPAA/DC of the College by November 1 of the academic year prior to the one in which the faculty member proposes to take leave and shall be granted after approval by a faculty committee and recommended by the VPAA/DC of the College, with the subsequent approval of the President and the Board of Trustees. Unless it was approved as part of the sabbatical project, a faculty member on sabbatical leave from Virginia Wesleyan may not teach at another institution or receive remuneration for other services performed. Unless approved by the VPAA/DC of the College, faculty members may not teach overload courses at VWC while on sabbatical.

Sabbatical request forms are available online at the Faculty Forms link of the Academic Affairs homepage.

**Summer Development Grants**

Each year the college provides funding for several faculty development projects. This funding is available as grants to individuals or for teams of faculty. The primary purpose of this program is to encourage a wide range of professional development activities.

Projects may include research aimed at publication, the enhancement of teaching effectiveness, development of interdisciplinary interests, the design of innovative and/or interdisciplinary courses, and experimentation with new instructional modes. Funds may be used to cover travel necessary for carrying out research. Projects may also include attending seminars, short courses, or similar activities. The full guidelines for developing a faculty development proposal and application forms may be obtained from the office of the VPAA/DC of the College. Each year a spring-time deadline for proposals
is announced, and an ad hoc peer committee is formed to review the proposals and to make
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recommendations to the VPAA/DC with respect to the awarding of grants.

**Virginia Wesleyan Pre-Session Faculty Workshops**

The Pre-session Faculty Workshops that precede the spring and fall semesters each year are
frequently built around themes that relate to professional development.

**The Virginia Tidewater Consortium**

Virginia Wesleyan is a member of the Virginia Tidewater Consortium of Colleges and Universities.
This organization sponsors numerous faculty workshops and seminars led by outstanding academicians
and practitioners. In most instances there is no cost to participating members of the Virginia Wesleyan
faculty. Announcements of the workshops are published by the VPAA/DC of the College.

The Virginia Tidewater Consortium also provides a summer workshop held at the College of
William and Mary on the improvement of teaching. Virginia Wesleyan annually provides funds for
participation by two or more members of our faculty.

**Virginia Foundation for Independent Colleges**

Virginia Wesleyan is one of the fifteen private colleges in the Commonwealth which have been
elected to membership in the VFIC. In addition to providing annual operating support for member
colleges, the VFIC seeks grants to fund workshops in teaching technologies and other areas of
support for faculty members. A VFIC endowment provides the opportunity for a Virginia Wesleyan
faculty member each year to receive a Mednick research fellowship.

**The Council of Independent Colleges Faculty Seminars**

Each spring and summer the Council of Independent Colleges sponsors regional faculty workshops,
which focus on themes of improving the quality of teaching and of curricula. In some years the
college sends faculty representatives to these workshops with all fees and travel paid. Participants in
these workshops often have provided leadership in our on-campus pre-session workshops.

**NEH, NSF, and Similar Grants**

The National Endowment of the Humanities and the National Science Foundation offer a wide array
of grants to individuals, extended summer seminars, and similar programs. Announcements of these
opportunities are provided through the office of the VPAA/DC of the College. Numbers of Virginia
Wesleyan College faculty have participated in these programs. Further information is available from the
VPAA/DC’s office.

**Fulbright Grants**

Persons who have an interest in pursuing a Fulbright Fellowship, or in bringing a Fulbright scholar to
Virginia Wesleyan, should contact the office of the VPAA/DC of the College.
Other Grants

Virginia Wesleyan's College Advancement Office provides assistance to faculty who are researching sources for project and study grants.
V. FACULTY OBLIGATIONS

As citizens, members of a learned profession, and officers of the college, faculty are expected to fulfill professional duties maintaining constructive and collegial relationships with faculty, students, and staff.

TEACHING AND ADVISING

Teaching, Independent/Guided Study and Student Mentoring

The normal teaching load for an academic year is 24 credit hours per school year, or the equivalent of six four-credit-hour courses. For teachers of natural science, laboratory contact hours are equated with course credit hours. Due to the shifting needs of a growing institution, inevitably the loads of given teachers will vary from this norm, and loads over 24 credits approved by the VPAA/DC will be compensated. Independent research/guided study supervision during the academic session is currently treated as part of one’s load, without additional compensation, but faculty members are encouraged to limit themselves to two or three such projects per semester. The Winter Session is a three-week program offered during January of each year that enables students to enroll in one four-credit course (or two courses for a maximum of five credits) and concentrate on that academic experience. Students and faculty members are not required to participate in the Winter Session, but faculty members who teach during the session could reduce their teaching loads during either the spring or fall semester of that school year. The teaching semester extends through exam period. Faculty are expected to treat the exam period as a week of class, whether or not an exam is given. It is unfair to students and to other instructors to schedule exams before the exam period.

Faculty and Students Outside of Class

To support student engagement, each faculty member must foster good relationships with the students both in and out of class. This does not mean that faculty members are always on call, but it does mean that they create an atmosphere of openness, that they are regularly available, and that they are knowledgeable about the college’s academic program.

Office Hours

Faculty are expected to be available (i.e., either on campus, by phone, or where appropriate by email), for advising, consultation, committee work, etc., on the days when college classes normally meet. They are expected to keep regular office hours, which are announced in their syllabi and posted near office doors. Colleagues are encouraged to add “and by appointment,” because a given student’s class schedule may conflict with a faculty member’s regular office hours. Faculty also should indicate under what circumstances students may contact them by phone at home and via email.

Academic Advising

Each full-time faculty member will be assigned academic advisees after one year of teaching at Virginia Wesleyan. Each faculty member is expected to become thoroughly familiar with the academic policies included in the catalog, with the General Studies and other graduation requirements, and with departmental requirements. Through WebAdvisor, each adviser has
access to grades, progress reports, general studies audits, academic standing, and other academic records.

Upon entering college, the student is assigned an adviser. A student desiring to change advisers secures the consent of a new adviser and notifies the Registrar’s office. When a student is reassigned, both the previous and the new advisers are notified; the previous adviser should then give to the new one the academic files of the student involved. When students declare a major, they select a faculty adviser in the area of their major. Again, both advisers are notified and the files should be sent to the new adviser. Faculty members should be aware of various confidentiality requirements imposed by the college and by federal laws, e.g. VIII. Confidentiality of Academic Records and the Family Educational Rights and Privacy Act of 1974 (“FERPA”).

Non-Academic Counseling

There are occasions when as an adviser you will need to refer students to one of the college’s professional counselors. To do so, please call counseling Services. Students should feel free to consult with college counselors. However, these counseling services do not replace the student-faculty adviser relationship; rather, the counseling service supplements this relationship and adds a further dimension of assistance to students. Matters discussed in counseling sessions are held in confidence. Only with the student’s permission are these issues shared with other people on campus. Students interested in services offered through external providers may contact the counseling office in the Batten Center. The chaplain of the college also is available for regular counseling with students.

COURSES, PROGRESS REPORTS, AND SUBMISSION OF GRADING

Course Syllabi

On the first meeting day of each course, faculty members are expected to provide a syllabus in either hard copy or electronic form. Syllabi must include:

1. an explanation of course requirements
2. a schedule for covering material
3. goals of the course, including those which address any general studies components
4. an accommodation/accessibility statement
5. an attendance policy
6. a clear statement on the grading assessment and grading policy
7. a schedule of office hours

Honor Code

Every VWC faculty member has the following rights and responsibilities:

- To resolve violations of the Honor Code by private discussion with the student(s) in question after first contacting the VPAA/DC to determine whether the student has a previous offense, and to report actions taken to the VPAA/DC.
The Faculty Handbook (April 2016)

- To refer matters involving a violation of the Honor Code immediately to the Honor Council if the faculty member feels the situation cannot be resolved between the student and the professor.

- To provide a written statement of the charges for the Chairperson of the Honor Council.

- To have written notice of the date, time and place of any hearing in which he/she has an official interest.

- To testify before the Honor Council.

- To request a continuance be granted for good cause.

Progress Reports

Early in each semester the Registrar will notify faculty members of the process and deadline for submitting progress reports so that progress information will be available to students and advisers via WebAdvisor beginning on the date published in the college calendar. The information also can be helpful to the Academic Standing Committee during its deliberations each semester.

Final Exams and Final Grades

Final exams are to be given on the date and during the time scheduled by the Registrar. Faculty are not to schedule exams during the final week of classes or before the exam period. A period of 2 ½ hours is scheduled for each exam. A copy of the final exam schedule is available on the Registrar’s home page. Faculty have agreed to submit final grades within 48 hours of the scheduled final exam. It is important that the deadline for submission of grades be met in order to allow time for necessary processing required to meet such subsequent deadlines as certification for graduation. Senior grades should be submitted first, to be followed by grades for the remainder of the students on the class roster. Grades should be submitted electronically using WebAdvisor: https://webadvisor.vwc.edu/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=672391276 (Copied from WebAdvisor site)

C-Reports

For students earning a final grade of C- or below, faculty must complete and submit a “C- Report.” C- reports will be available to students on WebAdvisor, and may also be used by the Academic Standing Committee during its deliberations each semester.

PROFESSIONAL RECORDS

Submission of Evaluation Records including Professional Activities Form

For purposes of periodic evaluation, faculty are required to submit to the VPAA/DC a professional activities form. This form is due June 1st and records the preceding calendar year. The materials to be submitted with this form are described in section IV of this document under the heading “PERIODIC EVALUATIONS FOR ALL FACULTY MEMBERS.”
Use of Evaluation Records including Professional Activities Form

At the end of each semester, all students will be asked to evaluate both the course and the instructor for all classes in an online system called SmartEvals. This process serves a faculty development purpose by generating information regarding instructional methods, reading materials, course pacing, and the professionalism of the instructor. Faculty are urged to review the SmartEvals feedback after final grades have been submitted to the Registrar.

Instructors are notified when the evaluations are available on SmartEvals to verify that all of their classes are listed and to allow faculty enough time to add any additional questions to the evaluation. We begin this process approximately one month before the end of the semester. Instructors will receive an email from the SmartEvals administrator, requesting that you log on and verify your evaluations. This will also provide advance warning that the evaluation process is about to begin. Instructors are asked to remind students to open the SmartEvals email and follow the hyperlink to complete their course and instructor evaluations before the beginning of final exams. It is the responsibility of the instructor to encourage student feedback through the SmartEvals system. Results are first available to instructors AFTER end of semester grades have been turned in for ALL classes. Evaluation results and cumulative reports as well as student comments are collected online and are available for download by the instructor for your permanent records. Course and instructor evaluations are retained on file electronically by SmartEvals.com and the College.

Overload/Adjunct Reporting

Faculty must ensure that before classes begin for any semester, the VPAA/DC’s office gets a written record of overload hours. These, as well as adjunct hours, are to be submitted through department coordinators.

Faculty Absences from Campus

Faculty members who plan to be absent from their regular duties for professional reasons should inform the VPAA/DC’s administrative assistant. The purpose of this is not to check on the faculty member or in any way cause him/her to seek permission, but to provide information in case of emergency or in case of calls for the particular professor. It is assumed that personal absences will be held to a minimum and that, in such cases, the same procedure will be followed. In cases of illness, the faculty member should have someone notify the VPAA/DC’s administrative assistant so that the affected classes may be informed.

Extra-Contractual Employment

Faculty must negotiate with the VPAA/DC terms for engaging in compensated employment outside what is specified in his or her contract with Virginia Wesleyan College and should update the VPAA/DC annually on the state of any such arrangements.

INSTITUTIONAL SERVICE

Participation in Faculty Governance

Faculty members are expected to attend Faculty Assembly, Community Council, and divisional meetings, and to attend meetings and perform duties associated with faculty commission
assignments. Faculty members are also expected to participate in departmental decision making and to share in departmental tasks and responsibilities.

**Attendance at Special Occasions**

Classes are scheduled to meet Monday through Friday. Occasionally, academic events take place on weekends. Special events such as Freshman Orientation, pre-session faculty workshops, Parents and Family Weekends, VWC Days, and commencement will be announced well in advance. Attendance by faculty (or in some instances by department representatives) is expected for these events.

**Identification with the College**

Individuals employed by Virginia Wesleyan College should avoid at all times the use of college stationery or other official identification with the college in their personal correspondence and possible commercial contracts. When VWC faculty members speak publicly, either as official representatives of the college or on their own, they should openly differentiate between their personal views and the views of the college.

**Forwarding Addresses**

Forwarding addresses for the summer months, for leaves of absence, and for other reasons of departure from the campus should be left with the office of the VPAA/DC.
VI. SERVICES

Library

Modernized in 2009, Hofheimer Library is both geographically and figuratively at the academic heart of Virginia Wesleyan College. As noted in its mission statement, the Library is “an integral component of [the College’s] educational curriculum.” Librarians support the academic mission by teaching students about the use of the library, its resources, and research strategies. Librarians collaborate with faculty on collection development and instruction, offering sessions tailored to specific courses, assignments and instructors.

Besides providing critical resources, equipment and services that enhance students’ on-campus learning experiences, the Library also serves as a link to the outside world and to resources beyond local collections. To ensure that the needs of our small liberal arts college community are met effectively and efficiently, the library’s dedicated professional staff continually evaluates library resources and services for quality, relevance, and accessibility, and strives to keep up with professional and technological advances.

Bookstore

The college bookstore is open six days a week during regular semesters. Faculty members are requested to submit book orders for their classes to the bookstore by the announced deadline each semester. Complimentary texts can be ordered on-line, e-mail or by phone.

Administrative Support and Photocopying Services

Each academic division is assigned an administrative assistant who is available to support the supervisory work of the division chair and to assist faculty members with the preparation of classroom instructional and other materials, according to protocols established by the division chair in consultation with divisional colleagues. Photocopying machines are available for faculty use in the Library and in academic buildings across campus.

Audio –Visual Equipment

The Library maintains and supervises the use of audio-visual equipment. This equipment is located in the Library, in classrooms and other locations around campus. Any faculty member, staff or student needing to use audio-visual equipment should contact the Media Coordinator to reserve the equipment in advance. The borrower is responsible for picking up the equipment, operating it, and returning it to the Library. Orders for purchases or rentals of DVDs, Videos and CDs should be placed through the Library to ensure that copyright laws are not violated by the College.

Computer Services

The Computer Services department provides, maintains and operates the administrative computer systems (Datatel, Web Advisor and MARSIS), Internet services, and access for the college, the college’s internal computer network including wireless access, student computer laboratories, computer classrooms, multimedia classrooms, email, and office computers for faculty and staff. It is currently the policy that the faculty member’s department will fund the office computer and software needed by the members of that department. Instructional Technology is not facilitated by Computer Services, but by the Coordinator of Institutional Technology under Academic Affairs.
Requests for specific technologies or computer/software upgrades in classrooms and faculty offices are made to the Committee on Academic Computing (CAC), a standing committee of the Faculty Assembly, during the year preceding the anticipated need and are paid for out of the Computer Services and Academic Affairs technology budgets.

The Computer Services staff provides support, including maintenance, some upgrades, and instruction on solving specific issues. This service is available by calling the Help Desk at x3111. In addition there are four general-purpose computer laboratories available to the students; Clarke 100 (open 24x7), the Hofheimer Library computer lab, the computer lab in Blocker Hall and the computers in the Learning Center on the second floor of Clarke Hall. These labs offer laser printing and there is scanning and color printing available in the Clarke 100 lab and the Library computer lab. The Marlins' Creative Bay in the first floor of the Library (near the circulation desk) has three computers, several scanners, and the 3D Printer, as well as a small conference area for faculty, staff and student use.

Multimedia

There are several classrooms with multimedia facilities available. These facilities include some or all of the following: a computer with connections to the Internet and the college’s network, document camera, VHS tape machines with cable TV access, projectors (or Plasma TV/monitor – Clarke 218), projection screens, DVD players, 35 mm slide projectors, 16 mm movie projectors, lighting control and audio systems. Requests for multimedia classroom are made to the Registrar’s office the semester preceding the semester in which the facilities are needed.

There are also a few laptop computers and projectors available to faculty members or staff for short term checkout for academic purposes.

Mail

Sending Mail
As a courtesy to the College, Campus Mail Service will pick-up any stamped personal mail from departments at the regular pick-up location. Personal mail must be sealed and have correct postage affixed. All stamped mail should be kept separate from all other mail. Personal mail cannot be billed to a departmental account: no exceptions.

Campus to Campus Mail
Mail Services will not accept personal packages sent from one campus address to another campus address. There is a liability risk associated with this practice.

Receiving Mail
The college requires all faculty and staff to receive their personal mail at an address other than Virginia Wesleyan College. All packages delivered to the campus are subject to being opened, especially if it is unclear who they are for. Virginia Wesleyan College should not be given as your permanent address. Persistent failure to comply with this policy could result in your personal packages being refused by the mail center and returned to the sender. If you have any questions regarding personal mail, please contact the Mail & Copy Center.
Telephone Messages

The college provides a phone mail option that allows faculty and staff to leave and receive messages. Faculty should avail themselves of this service and their message should provide the extension of the division’s administrative assistant for callers who need to talk with someone immediately and/or leave a detailed message. Faculty should provide division assistants with an up-to-date schedule of office hours.

Federal Work-Study Student Helpers

A limited number of work-study students are available for assignment as faculty assistants. Students usually are prepared to do routine office work, although they frequently lack typing skills. Requests for work-study help should be submitted to the Director of Financial Aid in July prior to the academic year for which such help is desired. Please note: due to limited federal funding for the program the assignment is not guaranteed.
VII. BENEFITS

The following is a synopsis of the benefits offered at Virginia Wesleyan College. In all cases, Virginia Wesleyan College will abide by any and all applicable federal and state laws. In addition, benefits are offered under the terms of each benefit plan. For more detailed information please review the appropriate plan document or contact Human Resources.

Health Insurance

The college currently offers two options for health insurance coverage. Each option offers a slightly different range of benefits with a corresponding range of monthly employee cost share premiums. A dental plan is offered with each of the two options. All full-time administrative and faculty personnel may enroll at the start of the month following commencement of employment. Full-time support staff and hourly personnel are eligible to receive this coverage at the start of the month following full-time employment. Open enrollment for health insurance is held annually, usually in October for a January 1st effective date.

Life Insurance

Group life insurance is available to all full-time college employees. Premiums are paid by Virginia Wesleyan. This benefit is available to administrative and faculty personnel on the first of the month following employment, and is available to staff and hourly personnel on the first of the month following full-time employment. This benefit provides life insurance coverage at the rate of one times annual base salary rounded up to the nearest thousand unless the annual salary falls on an even thousand. It is payable to the beneficiary, designated by the employee, upon death. At the termination of employment, all employees have the option of converting to an individual policy, at the policy holder’s expense.

Term Life and AD&D Insurance

Employees who are eligible for VWC benefits may purchase additional term life insurance and accidental death and dismemberment insurance (AD&D) for themselves and their eligible spouses and children. There are limits to this benefit. The employee pays the total premium for this additional life/AD&D insurance; however premiums may be paid through payroll deductions.

Long Term Disability (LTD)

Group long term disability insurance is available to all full-time Virginia Wesleyan employees. Premiums are paid by the college. This benefit is available to administrative and faculty personnel on the first of the month following employment, and is available to staff and hourly personnel on the first of the month following full-time employment. LTD income begins on the ninety-first day following continuous disability and can continue to age 65. The monthly income benefit is equal to 60 percent of base monthly salary, not to exceed $7,000 per month, less any benefits payable from Social Security or other sources. Under certain conditions, LTD income for partial disability is also available.

Short Term Disability (STD)

Virginia Wesleyan offers a self-funded short term disability plan to all full-time college employees with no monthly premium requirement. The length of time an eligible employee may receive STD income is
based upon total years of full-time employment with the college as follows: 0 - 1 year: not eligible; 1 - 2 years: 30 calendar days; 2 - 3 years: 60 calendar days; 3 or more years: 90 calendar days. After 90 days, the college's long term disability policy may then be in effect (In the case of faculty, short-term disability leave may be extended at the discretion of the College for a period not to exceed one semester.). For the duration of the short term disability, an employee will receive full pay and benefits. The college reserves the right to evaluate all requests for short term disability pay on an individual basis. Please see Staff Policy and Procedure Manual located at http://www.vwc.edu/hr/manual.php for more details.

Flexible Benefits Program

The flexible benefits program enables participating employees to take advantage of a unique IRS-approved program which allows reimbursement on a tax-free basis for eligible health care and/or dependent care expenses. All full-time employees are eligible to participate, at the start of the month following the beginning of employment. Open enrollment for this program is held annually, usually in the Fall.

Long-Term Care Insurance

Long-term care insurance covers the type of care received either at home or in a facility, when someone needs assistance with activities of daily living (bathing, dressing, toileting, transferring, continence, or eating) or suffers severe cognitive impairment. Each Virginia Wesleyan employee has a one-time opportunity to enroll in this insurance at VWC group rates without undergoing underwriting. This benefit is offered each summer to employees who were hired during the previous twelve-month period. The employee pays the total premium for this insurance; however it may be paid through (after-tax) payroll deduction.

Retirement Program

The college's retirement program is administered through TIAA-CREF. Virginia Wesleyan makes a monthly contribution to the employee’s retirement account and the employee makes a minimum of a five percent (5%) contribution of his or her gross monthly salary. Eligibility begins on the first of the month following employment for all full time administrative and faculty personnel, and on the first of the month after one year of employment for all full time support and hourly personnel. Participation in this program is a condition of employment and is mandatory for all eligible personnel at age 30. Participation is optional prior to that age.

Tuition Remission, Assistance and Exchange Programs

A full tuition waiver is granted to dependent children and the spouse of any full-time Virginia Wesleyan employee provided certain standards and criteria are met. Full-time College employees are eligible to enroll in classes on the basis of available space with full tuition waiver dependent upon the successful completion of the course. In addition, Virginia Wesleyan participates in Tuition Exchange Programs for dependent children of faculty and administrative staff. Faculty and administrative staff may apply for tuition grants for their dependent children who may be attending an institution other than Virginia Wesleyan and who is not eligible for coverage under the Tuition Exchange Program. Please see Staff Policy and Procedure Manual located at http://www.vwc.edu/hr/manual.php for details of this benefit. See appendix for the text of this benefits policy.
**Outside Employment**

The college discourages a full-time faculty member from accepting outside employment during the regular school session. It is suggested that the need for this be discussed with the VPAA/DC.

**Salary Payments**

Salary checks for full-time faculty members are distributed over a twelve month period, payable on the last working day of each month. Salary changes become effective September 1. Part-time faculty members normally receive monthly checks during the period in which they are actually teaching. See appendix for more information regarding payroll.

**Social Security**

According to Federal Law, the college is required to withhold FICA taxes for specified amounts from each employee unless an individual has special exemptions under the law. The amount of salary subject to FICA withholding taxes varies from year to year. The current schedule may be obtained from the Business Office.

**Maternity Leave:**

Maternity leave is treated as any other short-term disability and will be paid according to the terms of the Short Term Disability Policy. An employee may work for as long as is permitted by her physician. If it is medically necessary for her to stop working before her due date, Short Term Disability leave will begin at that time. The employee may return to work when medically approved to do so. If, at that time, or any time during the medically necessary leave, the employee runs out of Short-Term Disability and PAL, the employee will be granted leave without pay in accordance with the federal Family Medical Leave Act. For faculty members who deliver babies over the summer or winter vacation, maternity leave begins from the date of delivery. Short Term Disability, which is the pay part of the leave, runs concurrently with the maternity leave but begins on September 1 (the start of Fall semester) or February 1 (the start of Spring semester). In the case of faculty, Short Term Disability may be extended, at the discretion of the College, for a period not to exceed one semester.

**OTHER BENEFITS**

In addition to the above mentioned benefits which are available to full-time employees, Virginia Wesleyan offers a wide variety of benefits to its entire staff.

**Adult Studies Program**

Employees who are interested in taking courses through the Adult Studies Program have the opportunity to apply for tuition remission from Human Resources.

**Athletics**

Staff and their immediate family have FREE admission to all regular season VWC athletic events.
Bookstore

At the bookstore, staff and faculty receive 10% off their purchases, family members included.

Career Services

The Career Services Center maintains job search training handouts on various aspects of changing jobs or career fields. The handouts include: job search strategies, resume preparation, job search correspondence, effective interviewing. A resource library is also available for staff to use during business hours for researching careers, jobs and graduate schools. Current job listings and related links are maintained on Career Services' extensive website. Please contact Career Services for the job listing user name and password. Individual career and job search counseling is available only to employees who are also graduates of VWC.

Chaplain’s Office

The Chaplain offers pastoral care, counseling, spiritual direction, reflection groups, hospital and home visitation upon request.

The Chaplain is available to discuss plans for weddings, baptisms, funerals and memorial services. The office is located in Room 028 inside the Jane P. Batten Student Center.

Community Service

The Office of Community Service primarily engages students in service experiences off campus so as to develop their citizenship skills and empower them to be change agents in their communities beyond graduation. To that end, the Office invites faculty and staff members, and their families, to participate in these volunteer activities, often providing transportation and rewards for participation. Where faculty and staff members are engaging students in volunteer projects, our small community service van (seats 7) is available for scheduling and assistance is provided for community partner development and logistical arrangements.

Concert Series

The Virginia Wesleyan College Concert Series presents more than a dozen music performances throughout the academic year in Hofheimer Theatre. The concerts are FREE to staff and their guest.

Dining Services

Virginia Wesleyan College Dining Services provides food service to the Campus Community in the Boyd Dining Center Student Restaurant and the Marlin Grill Food Court in the Jane P. Batten Student Center. Use your Marlin Dollars account in either location or pay cash as you go. By using your Marlin Dollars account in the Dining Center, you receive the student meal discount. Many healthy options are available. Call x2120 for more information.

Health Services

The Office of Health Services is staffed by two registered nurses. The office provides first aid for simple injuries as well as treatment for minor health concerns such as sore throat, common cold, allergies etc.
Blood pressure checks, recommendations for local doctors and general health information can be provided.

Library

- Academic & Popular Books/Magazines
- CDs/DVDs/Videos and equipment rental (such as VHS players, camcorders, boom boxes, tape recorders, etc.)
- Research Assistance

Mail and Copy Center

Staff members can use our services for shipping packages out (but not in) through UPS, and we also can do UPS tracking. We will do personal copying, photograph copying, laminating, binding, etc. for staff for a charge, although any college work projects must take precedence over personal projects.

RECX Aquatics and Fitness

- MobileFit...A web based fitness program
- Lifeguard Classes...you can take classes for credit or just for certification
- SCUBA certification classes
- Personal Training certification classes
- Cardio/Weight training classes
- Open Swim
- Pool Movies and Games
- Fitness Assessments

Security

- 24 hr escort service for all campus community members from the parking lots to the office/dorm.
- Assistance with flat tires/bad batteries...will jump-start your vehicle or assist in changing a tire.
- Emergency rides...if you have a bona fide emergency and have no way to get back to campus, give us a call, we can help.

Student Activities

Virginia Wesleyan College faculty and staff can attend all Wesleyan Activities Council, Greek Life, Club and Organizations and Leadership events for FREE. The week and weekend events are listed on the website. Additionally, outside guests of our campus community may gain tickets to these events online at www.vwctickets.com. Many of these events are family friendly. Attending these events not only gives you a peek at what students are involved in out of the classroom but also builds our campus community.

Student Counseling Services

In Student Counseling Services, both clinicians are available to staff members and faculty for consultations and brief therapy. We are also able to suggest referrals in the community for anyone who needs ongoing treatment or would rather work with someone off campus.
Theatre Department

We offer FREE Admission to staff for VWC Theatre Productions.

Women's Resource Office

The Women's Resource Office exists as a place of support, service and education for all students, faculty, staff, and community members. The mission is to promote a campus community that is safe, equitable and supportive for women, that celebrates their achievements, and recognizes and welcomes their diversity. The Women's Resource Office co-sponsors Women's History Month events, and provides a lending library and information center containing a range of materials on topics including domestic violence, personal safety, relationships, and sexual health, available to the campus community at large.
VIII. MISCELLANEOUS INFORMATION

Confidentiality of Academic Records

Faculty members should protect the privacy of information with respect to student grades and academic performance. No grades should be posted with student names or other identifying information, nor should a faculty member release to a third party information on a student's performance without written permission of the student. In keeping with the provisions of the Family Educational Rights Act of 1974, the college subscribes to the following guidelines:

All educational records of students enrolled at the college are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Student consent is required for the release of records covered by the Act to outside parties (i.e., prospective employers), except for those agencies entitled to access under the provisions of the Act (i.e., college personnel with a legitimate educational interest, federal educational and auditing officials, and requests related to the application for or receipt of financial assistance.) Any other access must have written authorization from the student, with the exception of certain "directory information," which includes the name, address, and telephone number of the student, major field of study, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended.

Publicity, News Releases, Publications, and Speakers’ Bureau

Please coordinate all news releases and contacts with the press through the Office of College communications. Information concerning attendance at professional meetings, special projects, speaking engagements, articles published, research, etc., is solicited by that office for appropriate publication. This office not only coordinates relations with various news media, but edits the college newsletter and other special publications. Members of the college faculty who would be willing to participate in a speakers' bureau are asked to contact the office of College Communications.

The college has many opportunities to use speakers on a wide variety of subjects before civic, school, church, and social groups.

Campus Security

The safety of the college community and reasonable enforcement of its traffic regulations and the law are the goals of campus security. Moreover, campus security provides the college community with the following services:

- Security 24 hours a day, 365 days a year.
- Enforcement of campus traffic and parking regulations
- Personal escorts late at night
- Transportation in emergency situations
- Unlocking room and car doors
- Assistance with automotive difficulties
• Coordination of community emergency services
• Help with special campus social events
• Issuing campus identification cards, parking permits, and temporary parking passes
• Providing general information and assistance
• Registering off campus guests at the front gate
• Other special assistance to the campus community

Parking

Faculty parking is provided in designated lots. All faculty members are requested to register their automobiles with the Security Office upon arrival on campus. Registration normally runs from September to September.

Supplies

Please contact the purchasing department in the Business Office for all purchasing requests including paper, stationery, ink cartridges, and all other office supplies. Costs of supplies are charged against budgets for a given faculty member’s discipline.

Field Trips

In general, field trips which conflict with scheduled classes should be avoided, however there are times when a given course may be enriched by such activities. When a trip must be scheduled, a written request should be directed to the Office of the VPAA/DC/DC well in advance of the trip. Questions relating to college insurance coverage for off-campus activities should be directed to the Business Office.

Office Hours

Each faculty member is expected to post office hours so that students may know when faculty persons are available for appointments. The hours should be distributed as broadly as possible over the weekly schedule so that students with varying class schedules will be able to counsel with their advisers and instructors.

Keys

The VPAA/DC assigns faculty offices. After faculty members receive their assignments, they may pick up keys at the campus Security Office.
Appendices
ACADEMIC EFFECTIVENESS PROGRAM AND COMMITTEE
As Adopted by the Faculty Assembly, April 1, 2011

Charge Academic Year 2010 - 2011:
Through September 2011, the Academic Effectiveness Committee, through the review of evidence and ongoing assessments, shall respond to SACS Standard 3.3.1.1. The Committee shall also address a plan of action for Academic Effectiveness and the Academic Effectiveness Committee subsequent to the Interim Review.

Charge: September 2011 and forward
The Academic Effectiveness Committee shall create, implement, evaluate and enhance a comprehensive program of institutional effectiveness that assesses student learning outcomes continuously at the program level, the core competencies of General Studies, the General Studies Frames of Reference, and educational support services. The Committee will collect, assess, analyze, and evaluate evidence in order to improve student learning and educational support services.

Academic Effectiveness Program

Purpose:

In order to ensure ongoing demonstration of student learning as well as continuous improvement in the curriculum and educational support services, Virginia Wesleyan College will annually collect, assess, analyze, evaluate, and report on program-specific student learning outcomes, core competencies, the General Studies Frames of Reference, institutional success measures, and educational support services. The Academic Effectiveness Program includes ongoing faculty development initiatives and will foster the improvement of teaching and learning, and the use of assessment to validate that improvement, as a valid College activity in research and scholarship.

The core emphases of the Virginia Wesleyan College Academic Effectiveness Program are:
1. Continuous improvement in student learning across the curriculum;
2. Ongoing demonstration of student learning at the program level;
3. Ongoing demonstration of student learning relative to all General Studies Competencies;
4. Ongoing demonstration of student learning relative to all General Studies Frames of Reference;
5. Fostering the improvement of teaching and learning as a valid College activity in research and scholarship

As the Chief Academic Officer, the Vice President for Academic Affairs is uniquely accountable to ensure that the Institutional Effectiveness Program for Academic Assessment—to be known as Academic Effectiveness—is comprehensive and rigorous, and that the stated learning outcomes at the institutional and program level are being accomplished continuously.

The Academic Effectiveness Committee

Purpose:

The Academic Effectiveness Committee will guide the Academic Effectiveness Program for all educational programs and educational support services at Virginia Wesleyan College. The College
will use a variety of both direct and indirect measures to assess and evaluate student learning outcomes at the program level, in the core General Studies competencies, and in the General Studies Frames of Reference. Simultaneously, it will assess educational support services and collaborate with an administrative team to ensure that the Institution is engaged in a comprehensive program of institutional effectiveness.

Structure:

The Academic Effectiveness Committee will act on behalf of the Vice President for Academic Affairs to ensure that an ongoing comprehensive program of academic assessment is integrated across the curriculum. Because the curriculum and student learning are overwhelmingly the purview of the faculty and academic affairs, committee membership is primarily faculty and, as such, is faculty driven. Given current accreditation standards and to ensure appropriate levels of administrative support, the Committee chair will be shared collaboratively between an appointed faculty member and the Associate Vice President for Institutional Research and Effectiveness or a comparable staff member appointed by the Vice President for Academic Affairs.

Objectives:

Using multiple methods, the Academic Effectiveness Committee will annually collect, assess, analyze, evaluate, and report on program-specific student learning outcomes, core competencies, the General Studies Frames of Reference, institutional success measures, and educational support services.

Members:

The following represent the minimum membership that should serve on the Academic Effectiveness Committee:

- Faculty Chair: to be appointed by the Vice President for Academic Affairs
- Administrative Co-Chair: Chief Assessment Administrator for Academic Programs
- Elected Tenured Faculty Member, Humanities: Three Year Term
- Elected Tenured Faculty Member, Natural Sciences & Mathematics: Three Year Term
- Elected Tenured Faculty Member, Social Sciences: Three Year Term
- Director of General Studies Program

Three faculty elected at large: Three Year Terms
One Faculty Member: Representing Programs Earning Specialized Accreditation
Librarian

Election:

Faculty elected to the Academic Effectiveness Committee will serve three year terms. The election should provide for one tenured representative for each division and three faculty elected at large for a total of six faculty elected by the divisions/faculty assembly. Additionally, programs that have earned a specialized accreditation or state approval will elect one faculty representative for their programs combined. That term shall also be for three years and will rotate across the programs. Elections will occur at the first Faculty Assembly meeting in April.
2011 – 12:
One tenured faculty: Humanities: One Year Term
One tenured faculty: Natural Sciences and Mathematics: Two Year Term
One tenured faculty: Social Sciences: Three Year Term
Three faculty elected at large: One serving One Year Term; One serving Two Year Term;
    One serving Three Year Term
One faculty: Specialized Programs: Three Year Term

2012 – 13:
One tenured faculty: Humanities: Three Year Term
One faculty at large: Three Year Term

2013-14:
One tenured faculty: Natural Sciences and Mathematics: Three Year Term
One faculty at large: Three Year Term

2014-15:
One tenured faculty: Social Sciences: Three Year Term
One faculty at large: Three Year Term
One faculty: Specialized Programs: Three Year Term

Committee Service:

All faculty service and participation on the Academic Effectiveness Committee 1) shall be
recognized and credited as service applicable for promotion and tenure; and/or 2) is to be
recognized as fulfilling a faculty obligation that is comparable to service on a faculty
commission. Members are expected to be active participants in Academic Effectiveness
meetings, planning, and implementation.
AN ARTICULATION OF THE VIRGINIA WESLEYAN COLLEGE
ACADEMIC PROGRAM

CONTENTS

I. Introduction
II. Overview of The 4x4 Curriculum
III. Faculty Values & Practice
IV. Desirable Student Qualities
V. Summary

I. INTRODUCTION

This document attempts to articulate the central tenets of the academic program at VWC and the values which underlie them, first in terms of the curriculum, second in terms of faculty commitments, and third in terms of the type of student who will benefit most from our curriculum and academic values.

The document is intended to be descriptive. That is, it should accurately reflect enduring values of the VWC academic program and in particular those that the 4x4 curriculum makes manifest. The document is based on the 2008 4x4 report, a perusal of 4x4 enhancement modification forms and conversations with colleagues about their goals for and initial experiences with the 4x4.

The document’s central purposes are:

To articulate our current practices and values and perhaps serve as a starting-point for further faculty conversation about aspirations for the academic program.

To provide a document that explains the curriculum to VWC’s non-academic departments. This might be useful in particular for Admissions and Communications as they speak with prospective students about our academic mission and culture.

II. OVERVIEW OF THE 4x4 CURRICULUM

With the new 4x4 curriculum the faculty has undertaken a significant revision of the academic program. Its main features are very briefly summarized as follows:

The 4x4 reduces the average number of courses taken by students from five to four per semester. This allows students to concentrate on the four.

Each VWC course has been enhanced and in some cases re-imagined throughout. The new courses aim to deepen students’ understanding of the course material while simultaneously developing essential intellectual skills associated with a liberal arts education.

The following list describes the kinds of activities that faculty are incorporating into their courses:
The Faculty Handbook (April 2016)

- In-depth reading (and other materials) related to course topics
- Lab/practice work (including science labs, computer programming, language labs, math and logic problem sets)
- Hands-on artistic development and production work (e.g. studio art, photography portfolio, video production)
- High-level critical thinking work (analysis and synthesis rather than comprehension)
- Additional writing (e.g. reflective journaling, blogs, discussion groups)
- Multi-stage writing assignments
- Service learning & community service
- Guests from off-campus speaking to classes
- Off-campus field trips & cultural experiences (e.g. visiting museums and concerts)
- Externships & internships
- Individual and/or group projects, involving research skills & information literacy and/or oral presentation (with slides/handouts) and/or substantial written work.

Some specific examples of course modifications can be found here: (https://docs.google.com/document/d/1XfAOoTb2bwZOf3J0fFdAPkHojUIJ96CxsLcM3LKh47E/edit?hl=en_US).

III. FACULTY VALUES AND PRACTICES

The following academic values and practices underlie the 4x4 curriculum and the broader academic program. The faculty at Virginia Wesleyan College are committed ... 

To an academic experience which is student-driven. This means that the onus is on the student (more than previously) to pursue and achieve academic goals. The academic life of a student is fundamentally in the hands of that student. The 4x4 emphasizes inquiry-based learning in which students learn to develop intellectual interests and independent questioning skills that lead them to new knowledge.

To individualized attention. The small size of the student body relative to the number of faculty and academic staff at VWC allows faculty individual to assist students, by work-shopping with students on class projects and papers, by personally holding students accountable for regular work and other course responsibilities, by helping students to respond to intellectual and academic-related challenges, and perhaps in other ways.

To substantial pieces of student work, mentored by faculty and support staff. Many and perhaps most courses in the curriculum require substantial pieces of work. Further, independent research
opportunities, including those sponsored by the Undergraduate Research Program, are open to all students, not just the best students or those going on to graduate school. The academic program also provides financial support for student research through the Undergraduate Research Program and an annual undergraduate research symposium. The commitment to ‘substantial work mentored by faculty’ is a specific way in which points 1 (student driven) and 2 (attention from faculty), above, are combined.\(^1\)

To providing **experiential learning** opportunities through both the 4x4 and the wider academic experience. In addition to some course enhancements, the academic program offers an array of experiential learning opportunities, including the Portfolio program, travel abroad in Winter Session and semesters abroad, community service opportunities (such as the Homeless Shelter), internships and externships related to specific academic disciplines, and intercollegiate academic activity (such as Model U.N. and Ethics Bowl).

To an **intellectually multi-faceted educational experience**. Although faculty have their own specialties, the program as a whole manifests a commitment to a curriculum that demonstrates a variety of ways to approach intellectual questions. This is evident in the faculty’s support of FYE and the General Studies Program, as well as the various experiential opportunities mentioned under ‘experiential learning’.

To quality **faculty advising**. Faculty assist students as they make academic choices; they also mentor students as they make decisions about their careers after graduation.

To **civic engagement**. The curriculum encourages reflection on the ethical dimensions of human existence by asking students to think about their values and their role in the world. It also encourages students to become aware of their civic and human roles and responsibilities. While no specific cause or ideology is promoted, students should come to recognize and value their integration in various local, regional, national, and world communities.

*In brief, the VWC academic program requires the students to take responsibility for their learning, to embrace a wide variety of academic experiences, and to commit themselves to substantial intellectual and moral work, under the close guidance of faculty.*

**IV. THE STUDENT EXPERIENCE**

Where Section 2 describes the main features of the 4x4 Curriculum and Section 3 describes the underlying commitments of the faculty, this Section describes the experience of the curriculum from the students’ perspective. It describes the types of skills that students will find themselves being asked to develop and the type of effort they will find themselves being asked to make. Recognizing that the skill level of VWC students varies widely, the faculty is committed to guiding students and helping them advance their skills; this starts from the time students enter the college and continues throughout the academic program.

\(^{1}\) Light (2001) reports that when asked to identify a particular critical moment or unforgettable moment 61% of seniors “chose an experience that involved interacting with a faculty member around substantive academic work” and more than half of these described a task requiring the student to take responsibility (p. 119-20).
Practical Skills & Dispositions

Organization & Time Management. The 4x4 demands that students are able to prioritize academic work and balance school with other activities. College is a big step up for many students in this respect and entering students need to have the basic skills to be able to recognize quickly the increase in workload and adapt to it. The large projects and papers of many 4x4 courses require students to devote significant time to independent reading, researching, and writing, on top of other course-related work such as attendance, daily preparation, and smaller assignments.

Perseverance & Patience. The 4x4 requires that students enter with a record of and a disposition to developing their study and research skills. The intellectual work typical of the 4x4, such as writing research papers or completing individual or group projects, requires tackling more complex problems over longer periods of time. Students must be willing and able to put themselves through assignments with multiple stages, assisted by instructors who provide motivation in various forms.

Communication with Faculty, Staff, & Other Students. Many of the enhancements of the 4x4 leave students to their own devices, requiring them to seek information and assistance from other parties as well as to coordinate with other students. The 4x4 thus requires students to be pro-active and articulate in communicating with a wide variety of people—instructors, class peers, librarians, and people at institutions outside the college. This is a change for many students compared to their high-school experience. Instructors and advisors encourage and initiate one-on-one faculty-student interaction, hoping that students are capable of articulating their needs clearly while being polite and professional.

Academic Skills

The Ability to Read, Understand, & Respond to Complex Texts. The demands of the 4x4 require entering students to possess basic reading skills. During their career at VWC, students should advance to drawing on a wide cultural background in order to interpret texts according to their specific contexts, and to practicing engaged reading, which demonstrates the ability to recognize structural elements, understand arguments within texts, and detect assumptions and agendas that are not explicitly expressed within texts.

Developing, Synthesizing, & Responding to Ideas; Applying Theory to Practice. The 4x4 requires students to be able to respond creatively, critically, and independently to topics or texts they encounter in a course. The 4x4 is designed to be the opposite of ‘learning as collecting information’. Above all, it teaches students how to develop their own interpretations and arguments, resulting in greater cognitive development than learning that emphasizes memorization, understanding, and comprehension. The VWC

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2 AAC&U’s Reading benchmark (6 items): (i) Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates. (ii) Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways. (iii) Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit. (iv) Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks. (v) Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task. (vi) Comments about texts in ways that preserve the author's meanings and link them to the assignment. The rubric for Intercultural Learning also applies here.

3”[T]he crucial result from cognitive science is that students’ critical-thinking skills improve faster when instruction is based on argument mapping. ... Students in classes based heavily on argument mapping consistently improve their skills much faster than students in conventional classes. Indeed, one semester of instruction based on argument mapping can yield reasoning skill gains of the same magnitude as would normally be expected to occur over an entire undergraduate education.” van Gelder (2005).
curriculum encourages students to grapple independently with ideas, in contrast to merely mastering information conveyed by an instructor in class or in a textbook.4

**Writing & Presenting.** The 4x4 demands strong writing and presentation skills. Papers and projects must be of suitable length, and more importantly, of suitable quality. They require the synthesis of ideas and texts in the course of articulating and supporting novel ideas, sustained over the course of many pages or in presentations with multiple components. Entering students should be competent in mechanics and grammar and at the stage of developing their expository skills and a writing style appropriate to the discipline.5

**In sum, students who benefit from the VWC academic experience are well-organized and self-motivated.** They possess solid intellectual capacities and are determined to take advantage of opportunities to engage with intellectual problems, to participate in various kinds of experiential learning, and to interact with faculty.

V. SUMMARY

By way of a summary, here is a highly condensed articulation of current VWC academic values that might be used at VWC Days and during initial contact with prospective students and their parents.

Brevity causes many features mentioned in the Sections above to be omitted.

The VWC academic program fosters intellectual exploration and moral reflection. At VWC, the students are expected to take responsibility for their learning. They undertake substantial work and avail themselves of a wide variety of educational experiences, guided by faculty mentors. The students who will benefit most from VWC’s academic program are well-organized, self-motivated, and prepared to embark upon a journey of academic and ethical transformation.

July 2011-February 2012
Written/Compiled by Cathal Woods, Sara Sewell
With thanks to Rich Bond, Lisa Carstens, Linda Ferguson, Patrick Goold, Larry Hultgren, Tim O’Rourke, Margaret Reese, Adam Ruh, Craig Wansink

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4 Various of the AAC&U’s rubrics apply here: critical thinking, creative thinking, inquiry analysis, and integrative learning. The AAC&U rubrics (thanks to Rich Bond) can be found [here](#), along with others.

5 AAC&U’s Written Communication benchmark (5 items): (i) Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience). (ii) Uses appropriate and relevant content to develop simple ideas in some parts of the work. (iii) Attempts to use a consistent system for basic organization and presentation. (iv) Demonstrates an attempt to use sources to support ideas in the writing. (v) Uses language that sometimes impedes meaning because of errors in usage.

6 To this can be added non-academic features, such as that VWC offers great value for money when compared with other liberal arts institutions or that it is located in a geographical area that includes the Chesapeake Bay and the coast of the Atlantic Ocean (a.k.a. the beaches!).

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Bibliography


BYLAWS OF THE FACULTY ASSEMBLY
OF
VIRGINIA WESLEYAN COLLEGE

Article I - Purpose

The Bylaws of the College provide for the faculty to enact regulations deemed necessary to “... conduct instruction and research, promote faculty and student welfare, advance the standards of work, and otherwise further the aims of the College” (College Bylaws, Article 8, Section IIa). The Faculty Assembly shall carry out the duties identified in the Bylaws of the College and other functions necessary for the creation and implementation of the academic program.

Article II - Membership

The Bylaws of the College define the faculty as “. . .(a) the President of the College and such officers designated by the President as are primarily responsible for instruction and research, (b) all persons of the rank of full instructor or above who are engaged in work from which recognized college degrees are awarded, and (c) members of the faculty emeriti” (College Bylaws, Article 8, section I). Any person meeting this definition is a voting member of the Faculty Assembly.

Article III - Meetings

Section 1 - Regular Meetings

The Faculty Assembly shall meet on the first Friday of October, November, December, February, March, and April and the last Friday of April. The President of the College or his/her designate may alter the schedule of meetings of the Faculty Assembly to conform with the academic calendar and other contingencies.

Section 2 - Notice of Meeting

Notice of a meeting of the Faculty Assembly will be distributed by the Secretary of the Faculty Assembly no later than the Wednesday preceding the date of the meeting. Notice of the meeting will include the minutes of the preceding meeting and the agenda of the meeting. The agenda shall include the place, the time of call to order, the order of business, and the time of adjournment.

Section 3 - Order of Business

The order of business of all meetings shall be established by the Agenda Committee. Commissions or individuals who have business to be brought to the faculty may contact the Secretary of the Faculty Assembly or any other member of the Agenda Committee.

Section 4 - Quorum

The quorum of the Faculty Assembly shall be 50% of the members of the faculty, excluding faculty emeriti, plus one member. Members of the faculty who are on sabbatical
leave or on any other type of leave will not be included in determining the quorum during the semester or semesters of that leave.

The quorum shall be determined by the Vice President of Academic Affairs and Dean of the College before the beginning of each academic semester, and given to the Parliamentarian prior to the first meeting of that semester and announced by him/her or a representative at that meeting.

Section 5 - Voting

All members of the faculty attending a meeting of the Faculty Assembly may vote on any issue before the body. Votes in absentia or by proxy shall not be permitted.

Section 6 - Special Meetings

Special meetings may be ordered by the President of the College, or the Dean of the Faculty, or by vote of the Faculty Assembly. The place, the time of call to order, the order of business, and the time of adjournment must be published in advance of any special meeting. Notice of a special meeting and the agenda should be presented to the members of the Faculty Assembly at least two days before the date of the meeting.

Article IV - Officers and Their Duties

Section 1 - Chair

The President of the College is the chair of the Faculty Assembly. Normally, the President will designate the divisional chairs to take turns, on a rotating basis, as the presiding officer of the Faculty Assembly.

The duties of the chair or presiding officer are 1) to determine if a quorum is present; and 2) to conduct the meetings according to the Bylaws, special rules of order, and any other prescribed parliamentary authority.

Section 2 - The Secretary

The Secretary of the Faculty Assembly, assisted by a clerical secretary, shall record the proceedings of the Faculty Assembly as well as the Community Council. It is the duty of the Secretary of the Faculty Assembly 1) to publish notices of meetings; and 2) to be a primary contact for persons wishing to bring matters before the Faculty Assembly.

The Secretary of the Faculty Assembly shall be elected as prescribed by Article VI of these Bylaws.

Section 3 - The Parliamentarian

The duties of the Parliamentarian are 1) to serve as an adviser to the chair and any other member of the Faculty Assembly on parliamentary procedure and 2) to maintain a current list of all special rules of order and amendments to the Bylaws of the Faculty Assembly. This list will include the text of each special rule of order or amendment and its date of adoption. A copy of this list will be maintained in the Office of the Vice President of Academic
Affairs and Dean of the College along with a copy of the Bylaws. The Bylaws, any amendments, and special rules of order shall be made readily available to all members of the Faculty Assembly.

The Parliamentarian must be seen as an impartial observer; however, being a member of the faculty, he or she may have information that is important to an issue before the Faculty Assembly. Because of this possibility, the Parliamentarian has the full right of debate, but may not vote on a question except when a ballot is used.

The Parliamentarian of the Faculty Assembly shall be elected as prescribed by Article VI of these Bylaws.

Section 4 - Community Advocate

The Community Advocate serves as the liaison working with the students, the faculty, and the administration. Any issue the faculty wants to take to the student organizations shall be scheduled through the Community Advocate.

The Community Advocate shall be elected as prescribed by Article VI of these Bylaws.

Article V - Commissions and Committees

Section 1 - The Commissions and Committees of the Faculty Assembly

The Faculty Assembly shall have two commissions: the Commission on Educational Programs and the Commission on Faculty Standards and Welfare, which has two standing committees, the Committee on Advancement and Tenure and the Faculty Hearing Committee.

The Faculty Assembly shall have three standing committees: the Agenda Committee, the Nominating Committee, and the Committee on Academic Computing.

Missions, duties, and responsibilities of the commissions and committees shall be published in each edition of the Faculty Handbook. The Faculty Assembly may amend, change, or alter the missions, duties and responsibilities of any commission or committee at any meeting with consent of a majority vote of the members present.

Each commission reporting to the Faculty Assembly operates within its articulated mission statement. Members will elect their chair, who must have obtained tenure before the first organizational meeting of the commission; will determine their organizational structure; and will create their agenda for each academic year.

Section 2 - The Commission on Educational Programs

The commission shall consist of fifteen members of the faculty and staff plus any student members as determined by the commission. These members shall be Vice President of Academic Affairs and Dean of the College, the chair of each division, the Registrar, the Director of the Adult Studies Program, the Director of the General Studies Program, and nine members of the faculty. Four of the eight are to be elected by the Faculty Assembly, of
whom two must be tenured and elected in alternating years, and three are to be elected by the divisions, all for staggered three-year terms; and one faculty member selected by the Department of Education.

Section 3 - The Commission on Faculty Standards and Welfare

The commission shall consist of eleven members of the faculty. These members shall be one representative of the Committee on Advancement and Tenure, the three members of the Faculty Hearing Committee, three representatives elected by the divisions, and four at-large members faculty selected by the divisional chairs for staggered three-year terms, at least two of whom must be tenured and appointed in alternating years, all for staggered two-year terms.

The commission shall have two standing committees, the Committee on Advancement and Tenure and the Faculty Hearing Committee.

The Committee on Advancement and Tenure

The committee shall consist of five members elected from the full-time teaching faculty. Each division shall elect one person to represent the division, and two at-large members shall be elected by the Faculty Assembly as prescribed by Article VI of these Bylaws. Members shall serve a three-year term, and these terms shall be staggered. Only tenured members of the full-time teaching faculty with the rank of professor are eligible to serve on this committee. At any one time, no more than two members of the committee may be from same division, and no department may have more than one person serving on the committee.

The Faculty Hearing Committee

The committee shall consist of three members of the full-time teaching faculty. One member shall be from the rank of professor, one from the rank of associate professor, and one from the ranks of assistant professor or instructor. Members shall be elected annually by the Faculty Assembly as prescribed by Article VI of these Bylaws.

Vacancies or disqualification of members of the committee shall be filled by a special election, as prescribed by Article VI of these Bylaws, from persons of the same rank as the member who leaves the committee.

Section 4 - Committees of the Faculty Assembly

Agenda Committee

The committee shall consist of the Vice President of Academic Affairs and Dean of the College, Secretary of the Faculty Assembly, and the chairs of each division.

Nominating Committee

The membership of the committee shall consist of the Secretary of the Faculty Assembly and the chairs of each division.
Committee on Academic Computing

The committee shall consist of eight members of the faculty and staff plus any student members as determined by the committee. These members shall be the Chief Information Officer; the Vice President of Academic Affairs (VPAA/DC); the Registrar, the Instructional Technology Director; one librarian; and three members of the faculty, one selected by each division.

Other Committees

Ad hoc or standing committees may be created by the Faculty Assembly whenever the body finds them necessary to conduct its business, and they may be created at any meeting by a majority affirmative vote of the members present.

Article VI - Elections

Section 1 - Date of Elections

Election of the Secretary, Parliamentarian, Community Advocate, and elected members of commissions and committees shall be conducted during the first regular meeting in April. Special elections to fill unexpected vacancies may be called as necessary.

Section 2 - Selection of Candidates

Notification of upcoming elections shall be made at the meeting prior to the elections. The Nominating Committee shall call for nominations. Any member of the Faculty Assembly may place in nomination a name or names that shall be included in the slate of candidates created by the committee. Prior to announcing the names of the candidates, the Nominating Committee shall contact each person and verify that he or she is willing to stand for election.

The slate of candidates to appear on the ballot shall be published in the agenda for the meeting during which the elections are held.

Before the election is held, the chair must call for any nominations from the members of the Faculty Assembly who are in attendance.

If a special election is necessary, the Nominating Committee shall notify the faculty as soon as possible. The Nominating Committee may create a slate of candidates for a special election.

Section 3 - Method of Elections

Printed ballots shall be used in the election of all officers and elected members of commission and committees. The ballots will have the names of all candidates selected by the Nominating Committee. Space will be provided for nomination from the floor and write-in candidates. A candidate must receive a majority of the votes cast to be elected.
Section 4 - Voting

Only members of the Faculty Assembly who attend the meeting when elections are held may vote. Absentee ballots shall not be permitted. The Nominating Committee shall oversee the counting of the ballots.

Section 5 - Publishing Results

After they are determined, results of the elections will be sent to all members of the Faculty Assembly as soon as possible.

Article VII - Rules of Order

Rules of order are a way of conducting meetings in a systematic, expedient, and fair way. They allow for the will of the majority to prevail while protecting the rights and interests of the minority and those who are not present.

Meetings of the Faculty Assembly shall be conducted in accordance with the Bylaws of the Faculty Assembly and any special rules of order adopted by the body. In lieu of any other authority, the current edition of Robert’s Rules of Order Newly Revised shall be used.

Special rules of order may be adopted or amended at any meeting of the Faculty Assembly by a two-thirds vote, provided that the proposed special rule of order or the amendment has been submitted in writing at the previous regular meeting.

Article VIII - Amendments

These Bylaws may be amended at any meeting of the Faculty Assembly by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Article IX - Adoption of the Bylaws

The preceding Bylaws constitute the Bylaws of the Faculty Assembly of Virginia Wesleyan College, and they supersede any special rules adopted prior to their ratification. These Bylaws were adopted by the general meeting of the Faculty Assembly on December 7, 2007.

Signed:

Patrick A. Goold
Secretary of the
Faculty Assembly

Clayton J. Drees
Officer presiding over
the meeting of adoption
Special Rules of Order
Adopted by the
Faculty Assembly of Virginia Wesleyan College

Time of Meeting

Regular meetings of the Faculty Assembly shall be called to order at 1:15 and shall adjourn at 3:00. The President of the College or his/her designate may alter the time a meeting of the Faculty Assembly is called to order so as to conform with the academic calendar and other contingencies. The published length of a special meeting may not exceed that of a regular meeting.

Reports of Commissions, Committees, and Officers of the College

Regular reports by commissions are not required. Commissions may ask the Agenda Committee for time to give a report. Otherwise, reports of commissions shall be appended to the agenda for the meeting.

Reports of the officers of the College and the commissions shall generally not exceed five minutes. If a report may exceed that limit, the person giving the report may request, in advance, that additional time be allotted by the Agenda Committee.

Questions about a Motion

After the motion has received a second, the presiding officer shall open the floor for questions about a debatable motion. These questions shall be limited to the fundamentals (the who, what, where, when, why, or how) of the motion. No commentary or opinion shall be heard during this period.

Method of Elections

To eliminate the need for run-off elections, the “instant run-off” shall be used. When more than two candidates are on the ballot for a position, those voting shall indicate their preference by ranking the candidates. The most preferred candidate is given a “1,” the next preferred a “2,” and so on. The 1’s shall be counted first. If no candidate receives a majority, the candidate with the fewest votes shall be eliminated, and the candidates with the 2’s from those ballots shall be counted and added to the totals of the remaining candidates. This process shall be continued until a candidate is found to have a majority of votes.

The above special rules of order were adopted with the Bylaws of the Faculty Assembly on December 7, 2007.
COMPANION AND SERVICE ANIMALS POLICY

Goals

Virginia Wesleyan College is committed to providing full access to its programs, services, and facilities for all people, regardless of physical or other disability and/or other special needs. Virginia Wesleyan recognizes that the assistance of service or companion animals may be necessary for some individuals to gain access to programs, services, and facilities. Virginia Wesleyan also is mindful of the health and safety concerns of the campus community. The College seeks to balance the needs and rights of campus and community stakeholders in effectuating this policy on companion and service animal campus use.

This Policy seeks to encourage information flow and dialogue as necessary to assure the best possible environment for animal users, animals, and other Virginia Wesleyan community members.

General Rule Regarding Animals on Campus

The College generally enforces a “no-pet” policy on campus, allowing only fish in aquariums that are 10 gallons or less. Exceptions are made for service animals and may be made for companion animals with appropriate documentation. Additionally, at College sponsored events to which animals are invited, it is expected that the animal be secured on a leash at all times.

Definitions

Service Animal – A service animal is an animal individually trained to assist an individual with a disability.

Companion Animal – A companion animal is a pet owned by an individual and used by that individual to manage a disability.

Procedures

1. Individuals seeking to use a service or companion animal at the College should complete the steps of this Policy and the registration form included in this Policy. The registration form should be provided to the Assistant Dean of Students and Director of Residence Life (McCarren Caputa ext. 8709) if a residential student will be the animal user; to the Director of the Learning Center and Disability Services (Dr. Julia Shaw ext. 3246) if a non-residential student will be the animal user; and to the Director of Human Resources (Karla Rasmussen ext. 3316) if an employee will be the animal user. Any questions should also be directed to one of these individuals. Proof that the animal is current on all required vaccinations must be submitted at the time of request and annually thereafter.

2. The college will consider any request for use of a companion animal on a case-by-case basis. For companion animals, please provide a healthcare provider’s explanation for why the animal is a necessary companion. The College reserves the right to ask follow-up questions and seek clarifying information, as necessary, upon review of the healthcare provider’s statement. After receipt of the requesting party’s registration form, the relevant Director will consider the request; seek additional information, if necessary; and establish guidelines for the companion animal’s presence on campus. Such guidelines may vary from user to user, depending on the needs being addressed by the animal. Typically, companion animals will only be permitted in the Residence Halls and certain outdoor spaces. Unlike service animals, companion animals typically will not be permitted in classrooms, labs, and other non-residential areas of the campus. The college will notify the requesting party, in writing, of its decision regarding the companion animal and any guidelines attending the animal’s use. Should the requesting party wish to appeal or seek modification
of the Director’s written decision, he or she should provide a written explanation to the Disability Awareness Committee (“Committee”) to assist it in considering the appeal (Dr. Julia Shaw, McCarren Caputa or Karla Rasmussen). Should a requesting party appeal a Director’s decision and that Director be a current member of the Committee, that Director will not participate in the Committee’s deliberations with respect to the appeal. The Committee will consider the appeal on its merits, and seek clarifying information from the appealing party as well as the relevant Director. The Committee may meet with the appealing party and/or the relevant Director as part of the appeal process, but such meeting is not required. The requesting party will be notified of the appeal decision in writing.

3. The user of the animal must be in full control and in the presence of the animal at all times when outside of the user’s residential or office setting.

4. All animals must be housebroken. The user is responsible for any necessary clean-up and any property damage caused by the animal.

5. A service animal may be excluded from, or otherwise, limited in its access to a campus space if its presence creates an undue burden on the College, fundamentally alters the College’s services, or poses a direct threat to the health and safety of others. Such exclusions might occur in commercial kitchen areas, laboratories, and/or other spaces. The college will discuss such potential exclusions with the animal’s user. Where accommodations short of exclusion are reasonable, the college will consider alternate arrangements. Any decisions made under this section of this Policy will be made on a case-by-case, fact-specific basis.

6. Where a service or companion animal creates a conflict with another campus user, such as by triggering allergies, biting, etc., the relevant Director will collect information as to all concerns at hand and resolve the conflict consistent with the goals of this Policy and applicable law. A resolution may require the animal be removed from the campus.

The College reserves the right to exclude, or restrict use of, an animal where circumstances indicate that the animal is not an appropriate member of the campus community. To be clear, the College is committed to supporting users of service and companion animals, and any exclusion or restriction on the animal will be established after dialogue, gathering of information, and a decision by the Director that the animal’s continued use is not a reasonable use under the guidance of this Policy and applicable law. In his or her decision-making, the Director will consider the use of the animal, the needs of non-users, the relative costs associated with the use or non-use of the animal, and any other relevant circumstances. If any person wishes to appeal a Director’s decision under this section of this Policy, he or she should follow the appeal process in section 2 of this Policy.
REGISTRATION FORM FOR COMPANION/SERVICE ANIMAL

User Name: ________________________________
Phone: ________________________________
Address: __________________________________
Animal’s Name: _____________________________
Type of Animal: _____________________________

Description of Animal (breed, color, any other relevant identification):
________________________________________
________________________________________
________________________________________
________________________________________

Please attach proof that the animal is up-to-date on all required vaccinations. Such proof is required on an annual basis.

For companion animals, please provide a healthcare provider’s explanation for why the animal is a necessary companion. The College reserves the right to ask follow-up questions and seek clarifying information, as necessary, upon review of the healthcare provider’s statement.

“I have read and understand the Virginia Wesleyan College Companion and Service Animal Policy. I understand that the Assistant Dean of Students and Director of Residence Life, Director of the Learning Center and Disability Services or the Director of Human Resources is available to answer any questions I have about this Policy.”

Signature: ________________________________
Printed Name: ______________________________
Date: ________________________________
CONTINUATION OF BENEFITS REFORM ACT (COBRA)

Virginia Wesleyan College complies with the federal Continuation of Benefits Reform Act (COBRA) and as such, offers the same group benefits to employees and/or their dependents when they would otherwise lose their group coverage due to a qualifying event. Qualifying events are defined as termination of employment (unless termination is for gross misconduct), reduction of work hours, your death, your divorce or legal separation, loss of dependent coverage due to your eligibility for Medicare, your dependent child ceases to be eligible under plan guidelines.

In accordance with IRS guidelines, in coordinating COBRA with the Family and Medical Leave Act (FMLA), a qualifying event for an employee who is under FMLA leave occurs if the following three conditions are met:

1. The employee (or spouse or dependent) is covered by the employer’s group health plan on the day before the first day of FMLA leave.

2. The employee does not return to work at the end of FMLA leave.

3. The employee would, in the absence of COBRA, lose coverage under the health plan before the end of the maximum coverage period provided by COBRA.

If all three conditions are met, a qualifying event occurs on the last day of FMLA leave.

It is the employee’s responsibility to notify Human Resources of a COBRA qualifying event.

Once the employee has notified Human Resources of a qualifying event, it is the responsibility of Human Resources to send the appropriate notification and election forms to the employee (or spouse or dependent).
COURSE GRADE APPEAL PROCESS

A student who believes that he or she has received an unjust course grade may appeal the grade. The burden of proof of injustice rests with the student. A student pursuing an appeal must follow these steps:

- First, the student must review the course syllabus for the grading policy and calculate a legitimate grade, based on all tests, papers, and other work graded by the faculty member during the semester.

- If the student still believes the grade is in error, then no later than the end of the second week of the subsequent semester, summer not counting as a semester, the student must confer directly with the faculty member who assigned the grade, bringing to the meeting all graded work that was required for the course.

- If after this meeting the student is still not satisfied with the faculty member’s decision, then no later than the end of the fifth week of the same semester, the student must prepare and send to the Vice President for Academic Affairs, Dean of the College (VPAA/DC) a written appeal with all supporting evidence. At the same time, the student must send copies of all materials to the faculty member. After consultation with both the student and the faculty member, the VPAA/DC, if she or he believes the case so warrants, calls together the members of the department in which the course was taken. This process is intended to ensure fairness and to ensure that all supporting materials are seen by neutral parties. After this consultation with the dean and the other members of the department, the faculty member makes the final determination.
EMERITUS FACULTY POLICY

PROFESSOR EMERITUS STATUS

Those faculty members who have served at Virginia Wesleyan College--with full-time status and a full-time load--for at least 12 consecutive years, ending with retirement from VWC, are eligible for consideration for emeritus status.

Retiring faculty are named to emeritus status after a review by--and recommendation from--the FSW Commission, after subsequent approval by the Faculty Assembly, and upon the recommendation of the President to the Board of Trustees. Faculty members whose teaching, scholarship (defined broadly), and service are judged to have been well below that of their peers will not be awarded such status.

Should a member of the full-time teaching faculty switch to full-time administrative responsibility, the subsequent years in the administrative role will not count towards emeritus status, even though this person may continue to hold academic rank and, for example, teach one course.

The following represent the privileges of and responsibilities for those faculty who have achieved this status:

A. **Title and Recognition**
   1. Retention of title and the right to use it in appropriate correspondence, on “business” card, etc. It is understood that the responsibilities of the emeritus faculty member in this instance are comparable to those in effect for full-time faculty.
   2. Opportunity to march in academic processions.
   3. Emeritus faculty ID card with photograph. F/S parking sticker(s), if desired.
   4. Inclusion in certain mailings, such as the events calendar, magazine, CSRF, etc.
   5. Opportunity to have an on-campus mailbox (on a space available basis).
   6. Inclusion in campus directory and academic catalog listings.

B. **Employee Benefits**
   1. Tuition waiver at VWC. Emeriti faculty themselves, along with their spouses, could also choose to take or audit courses (on a space-available basis).
   2. Opportunity to apply for reimbursement for travel to professional meetings.
   3. Opportunity to utilize faculty secretaries’ services for professional work as approved by the Vice President for Academic Affairs.
   4. Opportunity to attend computer workshops (on a space-available basis).
   5. E-mail account.
   6. Free admission to campus events which are free to VWC faculty/staff/students.
   7. Opportunity to teach on a limited basis with office space provided on a space-available basis.
      (Note: EPC may preserve under the “IS” designation those courses unique to a particular instructor.)

C. **Library Privileges**
   1. Full VWC library privileges for self and family (but no extended charge courtesy).
   2. Opportunity to submit book selections to the library director.
   3. Opportunity to apply for a faculty carrel (when available).

*Approved by the Faculty 12/05/97, Revised 11/04/05*
EQUAL EMPLOYMENT OPPORTUNITY

Virginia Wesleyan College is an equal opportunity employer. The college offers employment, advancement opportunities, and benefits in a harassment-free environment on the basis of merit, qualifications, and competency to all individuals without regard to race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status.

The Director of Human Resources is responsible for formulating, implementing, coordinating, and monitoring all efforts in the area of equal employment opportunity. Any communication from an applicant for employment, an employee, a government agency, or an attorney concerning any equal employment opportunity matter is to be referred to the Director of Human Resources.

While the Director of Human Resources has the overall authority for implementing this policy, an equal opportunity program can only be achieved with the support of supervisory personnel and employees at all levels. Any employee who feels he/she is the victim of discrimination is responsible for reporting this fact to his/her supervisor, department head, and/or the Director of Human Resources.
FAMILY AND MEDICAL LEAVE (FMLA) POLICY

Virginia Wesleyan College recognizes that an employee may need time away from work because of certain major life events, such as becoming a parent; experiencing a serious health condition that causes incapacity or requires continuing treatment; caring for a family member who has a serious health condition or a service member with a serious injury or illness; or needing time with a family member called up for or on active duty in the Armed Forces. To balance these needs with Virginia Wesleyan’s need to have employees available to work, Virginia Wesleyan has established the following Family and Medical Leave Policy in accordance with the Family and Medical Leave Act of 1993 (FMLA). Exceptions to this policy will occur if necessary to comply with any applicable state or local laws.

This policy summarizes employee’s rights and responsibilities under Virginia Wesleyan College’s Family and Medical Leave Policy. More details about the FMLA may be obtained by contacting Human Resources.

EMPLOYEE ELIGIBILITY

Unless using military caregiver leave, an employee eligible for FMLA leave can take up to 12 weeks of unpaid leave during a rolling 12-month period, measured backward from the first day of each FMLA leave (“the 12-month leave year”). For military caregiver leave, an eligible employee can take up to 26 weeks of unpaid FMLA leave during a single 12-month period that begins on the first day of military caregiver leave.

To be eligible for FMLA leave, an employee must satisfy three conditions:

- Reports to a facility that
  - employs 50 or more employees or
  - is located within a 75-mile radius of other Virginia Wesleyan College facilities that have a combined total of 50 or more employees.
- Have been employed by Virginia Wesleyan College for at least 12 months.
- Have worked at least 1,250 hours in the 12 months before FMLA leave begins. (When determining whether this eligibility requirement has been met for an employee returning from military obligations, the employee will be credited with hours of service that would have been performed but for the period of military service).

CIRCUMSTANCES QUALIFYING FOR LEAVE

Parental leave related to a child’s birth or placement for adoption or foster care and to care for the child.

Eligible employees may take up to 12 weeks of unpaid FMLA leave during the 12-month leave year to bond with and care for a newborn or a child placed with the employee for adoption or foster care. This
leave also covers activities related to an adoption or foster placement, such as counseling sessions, court
appearances, consultations with lawyers or doctors, and/or travel. Spouses employed by Virginia
Wesleyan College are entitled to a combined total of 12 weeks of leave for this purpose. The leave(s)
must be completed within the first 12 months after the child’s birth or placement.

Medical leave for employee’s own serious health condition

Eligible employees may take up to 12 weeks of unpaid FMLA leave during the 12-month leave year if a
serious health condition leaves them unable to perform essential job functions. “Serious health condition”
means any illness, injury, impairment, or physical or mental condition that involves either

- any period of incapacity (such as inability to work, attend school or perform other regular daily
  activities) or treatment connected with inpatient care (that is, an overnight stay) in a hospital,
hospice or residential medical care facility, as well as any period of incapacity or subsequent
treatment in connection with such inpatient care; or

- continuing treatment by a health care provider that includes any period of incapacity
  - lasting more than three consecutive full calendar days that requires treatment by a health care
    provider within the first seven days and
    ▪ a second provider visit within the first 30 days after the first day of incapacity (unless
      circumstances beyond the employee’s control – such as the provider’s lack of available
      appointments – prevent the follow-up visit from occurring as planned) or
    ▪ a continuing regimen of treatment under the health care provider’s supervision;

  - caused by pregnancy or prenatal care (a visit to the health care provider is not necessary for
    each absence);

  - caused by a chronic serious health condition that requires treatment by a health care provider
    at least twice per year (not for each absence), continues over an extended period (including
    recurring episodes of a single underlying condition), and may cause episodic rather than
    continuing incapacity (as can happen, for example, with asthma, diabetes or epilepsy);

  - caused by a permanent or long-term condition (such as Alzheimer’s, a severe stroke or
    terminal cancer) for which treatment may not be effective (so only supervision rather than
    active treatment by a health care provider is required); or

  - involving absences to receive multiple treatments for restorative surgery or for a condition
    that would probably cause incapacity of more than three consecutive full calendar days if not
    treated (such as chemotherapy or radiation treatments for cancer).

Family leave for a family member with a serious health condition

Eligible employees may take up to 12 weeks of unpaid FMLA leave during the 12-month leave year to
care for a spouse, son, daughter or parent with a serious health condition, as defined above. A son or
daughter must be younger than age 18, unless incapable of self-care because of a mental or physical
disability. In-laws are not family members for this purpose. Spouses employed by Virginia Wesleyan
College are entitled to a combined total of 12 weeks of family leave to care for sick parents.
Military family leave for qualifying exigencies.

Eligible employees may take up to 12 weeks of FMLA leave during the 12-month leave year for one or more of the following qualifying exigencies related to a spouse, son, daughter or parent being on active duty or called to active duty status in the National Guard or Reserves in support of a contingency operation:

- military events and related activities (including official activities sponsored by the military, a military service organization or the American Red Cross and related to the covered military member’s active duty or call to active duty);
- child care and school activities (including arranging alternative child care, providing child care on an urgent or immediate-need basis, enrolling or transferring a child to a new school or day care facility, or attending meetings with staff at a school or day care facility);
- financial and legal arrangements (including making these arrangements because of a covered military member’s absence due to active duty or a call to active duty status);
- counseling (for benefit of the employee, a covered military member or a child of a covered military member if counseling is needed as a result of a covered military member’s active duty or call to active duty and is provided by someone other than a health care provider);
- post-deployment activities (including attending arrival ceremonies and reintegration briefings or addressing issues resulting from a covered military member’s death during active duty); and
- any other activities Virginia Wesleyan College and an employee agree constitute qualifying exigencies.

An eligible employee whose spouse, son, daughter or parent is on active duty or called to active duty may take the following amounts of FMLA leave for these qualifying exigencies:

- up to seven calendar days prior to the date of a short-term deployment, calculated from the date notified of an impending call or order to active duty in support of a contingency operation; and
- up to five days to spend time with a covered military member on each short-term rest and recuperation period during deployment.

The covered military member must be a member of the National Guard or Military Reserves or a retired member of the Armed Forces or Reserves. Active members of the Regular Armed Forces are not covered.

Military caregiver leave related to a servicemember’s serious illness or injury

Eligible employees may take up to 26 weeks of FMLA leave during a single 12-month period beginning on the first day of leave to care for a current member of the Armed Forces, the National Guard or Reserves or a member on the temporary disability retired list of the Armed Forces, the National Guard or Reserves (a “servicemember”) who has a serious injury or illness

- that was incurred in active duty and may render the servicemember unfit for duty; and
For which the servicemember is undergoing medical treatment, recuperation or therapy or is on either outpatient status or the temporary disability retired list.

To take this leave, an employee must be the servicemember’s spouse, parent, son, daughter or next of kin. An employee may not take more than one 26-week period of leave to care for the same servicemember, unless it is for a different serious illness or injury. Military caregiver leave, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12-month period. Spouses employed by Virginia Wesleyan College are entitled to a combined total of 26 weeks of family leave for this purpose.

**REDUCED-SCHEDULE OR INTERMITTENT LEAVE**

When medically necessary to address an employee’s own serious health condition, to care for a family member with a serious health condition, or to care for a servicemember with a serious illness or injury, an employee may take FMLA leave intermittently or on a reduced-schedule basis. The employee must make reasonable efforts to schedule medically necessary intermittent leave so it does not unduly disrupt Virginia Wesleyan College’s operations. An employee is also entitled to take reduced-schedule or intermittent leave for qualifying exigencies when necessary. Virginia Wesleyan College may transfer an employee to an alternative comparable position to accommodate intermittent or reduced-schedule leave and business needs.

**SUBSTITUTION OF PAID BENEFITS FOR UNPAID FMLA LEAVE**

An employee may elect, or Virginia Wesleyan College may require, use of appropriate accrued paid time off during some or all of the 12- or 26-week FMLA leave period, as long as the policy requirements for the paid time off are met. An employee may receive short-term disability or worker’s compensation benefits, if applicable, during FMLA leave. Virginia Wesleyan College and the employee may agree to use paid leave to supplement disability or worker’s compensation benefits, if permitted by applicable state laws and plan provisions. Remaining FMLA leave must be taken on an unpaid basis. An employee’s total FMLA leave, paid or unpaid, may not exceed 12 weeks (or 26 weeks to care for a servicemember with a serious illness or injury) in the applicable 12-month period.

**REINSTATEMENT AFTER LEAVE**

Unless an employee is a “key employee”, Virginia Wesleyan College will reinstate the employee returning from FMLA leave to the same or an equivalent position with equivalent benefits, pay, and other terms and conditions of employment; however, employees returning from leave have no greater right to reinstatement or other benefits and conditions of employment than if they had been working continuously.

If, while on a family or medical leave of absence, the employee pursues other employment or self-employment inconsistent with the stated need for time off, Virginia Wesleyan College will consider the employee to have resigned from employment.

Virginia Wesleyan College will not consider the use of FMLA leave as a negative factor in any employment decision.
NOTICE AND CERTIFICATION REQUIREMENTS

When an employee’s need for FMLA leave is foreseeable, the employee must provide Virginia Wesleyan College with 30 days’ advance written notice of the requested leave. Otherwise, the employee must provide as much notice as possible – generally within one to two business days of realizing the need for leave. The notice should be made in writing and state the reason for leave and the amount of time requested. Whenever possible, employees should schedule medical treatments so as not to unduly disrupt Virginia Wesleyan College’s operations.

To obtain FMLA leave, an employee needs to follow these basic steps:

- Inform the employee’s manager and Human Resources of the requested leave.
- Obtain a copy of an FMLA request form and the applicable FMLA certification form from Human Resources.
- Return the FMLA request form and the FMLA certification form as soon as possible to Human Resources.
- Continue to communicate with supervisor and Human Resources about the progress of the leave and return-to work date, providing additional medical certifications or obtaining additional medical evaluations as needed to justify the length of absence or as requested by Human Resources.

LEAVE–SPECIFIC OBLIGATIONS

Different notice obligations apply for different types of leave requests. Consistent with applicable laws, Virginia Wesleyan College may ask for additional information to support requests for qualifying exigency or military caregiver leave, including confirmation of family relationship. At minimum, however, employees should provide the following information when requesting FMLA leave for these purposes:

An employee’s own or a family member’s serious health condition

To qualify for an FMLA leave related to an employee’s own or a family member’s serious health condition, an employee must provide a written certification issued by a health care provider that includes the approximate date on which the serious health condition began, the probable duration of the condition and the appropriate medical facts about the condition. The information to include in the certification varies depending on the type and reason for leave:

- If the leave is for planned medical treatment and will be taken on an intermittent or reduced-schedule basis, the certification must include expected dates of treatments (or at least the frequency of treatments) and the duration of the course of treatments.
- If the leave is to care for a family member, the certification must state that the employee is needed to provide such care and estimate the amount of time needed for such care.
- If the leave is due to the employee’s own serious health condition, the certification must identify which essential job functions the employee is unable to perform and indicate any other work restrictions and their likely duration.
Qualifying exigency leave

If an employee is requesting “qualifying exigency” leave, the employee must submit a certification showing that the spouse, son, daughter, parent or next of kin who is a covered military member has been called to active duty or notified of an impending call or order to active duty.

Military caregiver leave

If requesting military caregiver leave, an employee must provide to Virginia Wesleyan College the certification form completed by one of the authorized health care providers identified on the form (for example, a provider affiliated the Department of Veteran Affairs, Department of Defense, DOD TRICARE, etc.).

VIRGINIA WESLEYAN COLLEGE’S PROCESS FOR EVALUATING LEAVE REQUESTS

Human Resources will review and grant leave requests for qualifying reasons and for the period of time certified, subject to the limits established by the FMLA or applicable state or local law. Failure to provide adequate certification(s) may result in denial of the requested leave and may result in other employment consequences if the employee’s absence is not otherwise authorized.

Within five business days of receiving a request for FMLA leave, Virginia Wesleyan College will notify the employee whether he or she is eligible for FMLA leave and whether the requested leave is designated and will be counted as FMLA leave.

Virginia Wesleyan College will advise an employee of any certification found incomplete or insufficient and will state in writing what information is needed to correct the problem. The employee will then have seven calendar days to provide a corrected certification (unless this deadline is impracticable under the circumstances). After the employee has had an opportunity to correct the certification, Virginia Wesleyan College may contact the health care provider for clarification and/or authentication. Contact with the health care provider will be made only with the employee’s written authorization and will never be handled by the employee’s direct supervisor.

An employee seeking additional FMLA leave for a previously certified condition must specifically mention the need for FMLA leave or the previous condition for which FMLA leave was used.

If a certification is in a language other than English, the employee must provide a written translation at his or her own expense.

RECERTIFICATIONS

Virginia Wesleyan College may require periodic recertification of a serious health condition and periodic reports during the leave regarding an employee’s status and intent to return to work. In addition, Virginia Wesleyan may request that the employee provide annual certifications for medical conditions lasting longer than a leave year. Finally, Virginia Wesleyan College may require certification of an employee’s ability to return to work at the end of a leave.
SECOND OR THIRD MEDICAL OPINIONS

In some cases, Virginia Wesleyan College may require periodic status reports and/or second and third opinions. To facilitate the process for a second or third opinion, an employee must authorize the release of relevant medical information to the health care provider supplying a second or third opinion, if that provider requests records related to the condition for which leave is sought. If the employee does not comply, Virginia Wesleyan College may deny FMLA leave.

BENEFITS DURING LEAVE

During FMLA leave, a Virginia Wesleyan College employee will continue the same benefits received before leave began. If the leave is running concurrently with paid leave, employee benefit contributions are deducted from the employee’s paycheck as usual. If the leave is unpaid, the employee is billed directly for the contribution. If an employee fails to pay required insurance premiums on time (within 30 days), Virginia Wesleyan College may elect to pay the employee’s premiums and later recover those amounts from the employee. Alternatively, Virginia Wesleyan College may elect to terminate coverage. In some cases, Virginia Wesleyan College may recover all premiums it paid for an employee’s health coverage during leave if the employee fails to return to work. To the extent required by law, all employee benefits will be unconditionally reinstated upon the employee’s return to work.

CONCLUSION

Questions relating to leave entitlements and/or the status of employee benefits or compensation during approved leaves should be directed to Human Resources.

Exceptions to this policy will occur if necessary to comply with applicable laws. All exceptions to this policy must be reviewed in advance and approved by the Director of Human Resources.
GUIDELINES FOR FACULTY RECRUITMENT

These guidelines are offered in order to make the faculty recruitment process comfortable and productive for all participants, and to insure that college personnel do not inadvertently violate federal guidelines involving privacy and avoidance of discrimination. This document is designed for recruitment of full-time faculty members, but the sections dealing with legal issues apply to recruitment of part-time instructors as well. Since the Vice President for Academic Affairs, Dean of the College (VPAA/DC) has ultimate responsibility for faculty recruitment, questions about any stage in the following guidelines should be addressed to him.

Announcement of Position and Initial Screening of Applications

a. Positions approved for recruitment will be determined by the process endorsed by the Faculty Assembly in Fall, 1997.

b. As soon as positions are approved, a screening committee consisting of the members of the relevant department, the appropriate division chair and possibly an additional faculty member or two will prepare an advertisement of the position. Once approved by the VPAA/DC, the advertisement will be submitted to the Director of Human Resources, who will review the notice for consistency with college policy and then place the ads. The usual venue is the Chronicle of Higher Education, although other publications may be considered. Screening committees often find it productive to mail copies of the notice to selected graduate schools. It also is customary to post the announcement on the Virginia Wesleyan home page.

c. As applications arrive, files are created in the VPAA/DC’s office and members of the screening committee are encouraged to review applications on a regular basis. It is important that no evaluative comments be written on the application materials, but separate note taking by screening committee members is encouraged so that candidate credentials will not blur with one another during subsequent meetings of the screening committee.

d. Once the published deadline for receiving applications has passed, screening committees should meet promptly to begin narrowing the list of viable candidates, with the goal of identifying three who would be invited to the campus for interviews. Normally the chairperson of the department involved will serve as convener of the screening committee. Screening committees also have made telephone contact with references listed on applications, and some use has been made of conference calls and video conference interviews involving prospective candidates.

e. Before the screening committee determines whom to invite to campus for interviews, it should identify the students, staff members and other faculty who will serve as participants in the interview process.

Preparation for Campus Interviews

a. Once the screening committee has identified a short list of persons to be invited for campus interviews, the VPAA/DC’s office will contact the candidates to extend the invitation and coordinate travel arrangements. The goal will be to allow enough time for reasonable airline fares to apply, to enable candidates to work around teaching or other commitments, and to
avoid having two candidates on campus at once, if possible. The VPAA/DC’s office will arrange for lodgings once candidate schedules are confirmed.

b. The VPAA/DC’s administrative assistant will coordinate a schedule of interviews and related activities, including details as to who will meet candidates at airports, hotels, etc.

c. In order to maintain budget accountability, arrangements for entertainment of candidates, including participation by persons other than those on the interview schedule, must be approved by the VPAA/DC.

d. Prior to participation in interviews, members of the college community should review the application materials in the VPAA/DC’s office for a given candidate. Again, no evaluative comments are to be written on the application materials. Interviewers also must read the materials on basic interviewing techniques which are provided by our Human Resources office and can be found in the Supervisor’s Handbook on the Human Resources website under faculty and staff information.

The Interview Process

a. The purpose of on-campus interviews is to gain insights about a candidate’s qualifications which cannot be ascertained or appreciated through written materials or even telephone and video conversations. Areas of legitimate concern would include the nature of one’s academic preparation, the value of relevant prior teaching experience, and the candidate’s level of appreciation for the kind of school and teaching/professional environment Virginia Wesleyan represents. Again, it is important to be familiar with the guidelines on appropriate questions as provided by the Human Resources office.

b. At the end of an interview session, interviewers should be sure to offer to escort the candidate to his/her next appointment.

c. All interviewers are asked to submit a written evaluation of each candidate to the screening committee within 24 hours of the interview. The evaluations may be left in the VPAA/DC’s office.

d. Interviewers involved in providing some form of hospitality (at meals, en route from motel to campus, on campus or community tours, etc.) are reminded that the same guidelines for appropriate questioning apply as for formal interviews.

e. During the interview process, it is the responsibility of the VPAA/DC to discuss with the candidate such personnel issues as salary ranges and benefits.

The Final Selection Process

a. The screening committee should meet as soon as possible after the final candidate’s visit. At that meeting the written evaluations of all interviewers are read and discussed. If comments by non-interviewers (faculty spouses, other faculty, etc.) are to be considered, those comments also should be in writing. An open and frank discussion is appropriate at this stage. By tradition, decisions are arrived at by consensus. If no one of the three interviewed candidates is deemed appropriate, the screening committee may consider inviting one or more additional applicants to the campus to be interviewed. The need for such action should be weighed against resources
available in the recruitment budget, but the ultimate goal is to select strong candidates who are likely to become valued, long-term colleagues.

b. Once consensus is reached on a candidate, the VPAA/DC will telephone the candidate to extend an offer of employment. Screening committee members should not discuss the results of their decision until a candidate has accepted an offer of employment. The VPAA/DC will notify all other applicants of the final outcome of the selection process.
HARASSMENT POLICY (FACULTY)

Definition

Virginia Wesleyan College is committed to providing its students, faculty, and staff a working and learning environment that is free from discrimination in the form of harassment by any member of the College Community and, in certain circumstances, agents and non-employees who have contact with our students and employees. Harassment on the basis of sex, race, color, age, disability, religion, national origin, or sexual orientation of students and employees at Virginia Wesleyan College is unacceptable conduct and will not be tolerated. In many cases it is also unlawful.

At the same time, Virginia Wesleyan College is firmly committed to the principles of Academic Freedom, and hence to the protection of the right of all members of the college community to engage in all forms of inquiry and debate.

Sexual harassment, in particular, encompasses a wide range of verbal, non-verbal, and physical behaviors. Although it includes any attempt to coerce an unwilling person into a sexual relationship, it is also unlawful to subject a person to unwanted sexual attention, to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive working or educational environment. Sexual harassment includes verbal and physical behaviors, from sexual assault to the unwelcome emphasizing of sexual identity. Violations may also be non-verbal as in the case of offensive gestures or the display of offensive pictures.

What constitutes harassment of any type, including sexual harassment, will be interpreted and applied with consistency and in accordance with prevailing law, accepted standards of mature behavior, academic freedom, and freedom of expression. It is especially likely that a faculty member who uses his or her position of authority in the course of prohibited conduct is guilty of unlawful harassment. In addition, the frequency and severity and the content of the behavior will be taken into account.

Speech or conduct is reasonably regarded as offensive if it substantially impairs the academic or work opportunity of students, colleagues, and/or co-workers. If it takes place in the teaching context, to be considered harassment it must also be persistent, pervasive, and not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Confidentiality

Complaints about harassment will be responded to promptly and equitably. The right to confidentiality of all members of the academic community will be respected insofar as is practical without jeopardizing the College’s duty to investigate.

Retaliation

This policy explicitly prohibits retaliation against individuals for bringing good faith complaints of harassment. Any person who retaliates against a complainant shall be subject to disciplinary action up to and including discharge.
False Charges

Purely malicious accusations of harassment are harmful to the personal and professional reputation of the person accused. The College regards harassment complaints made with malicious intent to be a very serious matter and subject to appropriate sanctions. They may also subject the complainant to civil liability.

Informal and Formal Procedures

Any Virginia Wesleyan College student or employee having a complaint of harassment may raise the matter informally and/or file a formal grievance. The informal process is an attempt to mediate between the parties involved and affect a mutually agreeable solution without entering into a formal hearing/grievance process. An informal complaint may result in disciplinary action only if the Vice President for Academic Affairs is aware of a pattern of complaints regarding harassment involving the accused faculty member.

A formal procedure will not be initiated without a written, signed complaint. A formal complaint may result in disciplinary action being taken against a person who, as a result of an investigative process, is found to have committed an act or acts of harassment against the individual filing the complaint.

Regardless of whether the complainant raises the matter informally or formally, any allegation of harassment at Virginia Wesleyan College will be taken seriously by the college and will be investigated in a timely manner.

Office of the President

Any individual who believes that a harassment complaint did not receive prompt and equitable response after pursuing the appropriate procedures, should inform the Office of the President.

PROCEDURES FOR A COMPLAINT OF HARASSMENT AGAINST A MEMBER OF THE FACULTY

Informal Complaint

If a member of the College Community believes that he or she has been a victim of harassment by a member of the faculty, he or she is encouraged to discuss the concern with the Vice President for Academic Affairs. As a result of that discussion, the individual initiating the complaint process may select one of three courses of action: Proceed with a formal complaint; ask the Vice President for Academic Affairs to attempt an informal resolution of the matter; or drop the complaint.

If the individual decides to drop the complaint, the Vice President for Academic Affairs will decide what, if any, further action shall be taken.

If a request for an informal resolution is made, the Vice President for Academic Affairs, along with the Director of Human Resources, shall meet with the complainant to document the complaint and to determine if the complainant is comfortable with having his/her identity revealed to the faculty member. Subsequent to this meeting, a meeting of the Vice President for Academic Affairs, the Director of Human Resources, and the faculty member being accused will be held to inform the faculty member of the informal charges being levied against him/her.
If it is necessary to effect an informal resolution, and with the agreement of all involved parties, the complainant will meet with the accused faculty member in the presence of the Vice President for Academic Affairs and the Director of Human Resources.

If, as a result of these discussions, all parties involved believe that a satisfactory resolution has been achieved, the Vice President for Academic Affairs shall decide what, if any, further action shall be taken. If the Vice President for Academic Affairs decides that some type of further action is needed, the accused faculty member may appeal this decision to the Faculty Hearing Committee. The Faculty Hearing Committee, after considering evidence presented by both sides of the issue, shall make a recommendation to the President of the College. The final determination of what action, if any, shall be taken shall be made by the President.

If a mutually agreeable solution is not achieved, the person bringing the complaint may elect to bring a formal complaint.

**Formal Complaint**

A formal complaint of harassment against a member of the faculty begins with a meeting of the person bringing the complaint, and the Vice President for Academic Affairs. To this meeting, the complainant brings a written and signed statement of the complaint.

**Procedure/Investigation**

The Vice President for Academic Affairs, in conjunction with the Director of Human Resources, shall meet with the faculty member to discuss the charge. The faculty member shall receive a copy of the written complaint at that meeting. If the faculty member requests, and the complainant agrees, the complainant may meet with the faculty member at an appropriate stage of the procedure. This meeting shall take place in the presence of the Vice President for Academic Affairs, and the Director of Human Resources. If the faculty member claims to be innocent of the charge, this shall be stated in writing to the Vice President for Academic Affairs.

If the Vice President for Academic Affairs and/or the Director of Human Resources decides at any time before resolution, that further investigation is necessary, this shall be pursued in the most timely manner possible. In addition, in the case of further investigation, wherever possible the confidentiality of all involved shall be maintained.

If the Vice President for Academic Affairs and the Director of Human Resources decide that the charges are to be upheld, the case shall be forwarded, with documentation, to the Faculty Hearing Committee. The Faculty Hearing Committee shall proceed as outlined in the Faculty Handbook.

**Counseling**

Harassment of students and employees at Virginia Wesleyan College on the basis of sex, race, age, color, disability, religion, national origin, or sexual orientation is unacceptable conduct that will not be tolerated. Therefore, the College offers, and encourages, any individual who might have been a victim of such harassment on its campus the use of the Virginia Wesleyan College Counseling Center.
IMMIGRATION REFORM AND CONTROL ACT OF 1986

Virginia Wesleyan College complies with the Immigration Reform and Control Act of 1986 and in doing so hires only employees who are legally employable and who provide the college with identity verification and/or work authorization in compliance with the Act.

It is the responsibility of the newly hired employee to provide the college payroll department with the necessary documents. This is to be done within three (3) days of the employee’s first day of work. The employee completes the Employee Section of the appropriate Eligibility Verification/I-9 Form. The Payroll department employee or his/her designee views the presented necessary documents and completes the Employer Section of the Form.

The payroll department files the completed Form in a file separate from the employee’s payroll file.
INSTITUTIONAL REVIEW BOARD

Virginia Wesleyan College’s Institutional Review Board (IRB) has been established to ensure that all research conducted at the college meets high ethical standards and complies with federal mandates regarding the treatment of human research participants. Any member of the campus community (faculty, students, or staff) wishing to conduct research that involves human participants should determine whether their research protocol is exempt from review or should be submitted for approval by the IRB. Exempt research would include (but is not limited to) research done for purely pedagogical purposes, research conducted with no intent to publish or present the results at conferences, and research involving oral histories. If your research will result in making inferences beyond your sample of collected data and you plan to publish or present these results in any form, then your research is not exempt and you should plan on submitting your proposal before collecting data. Additional information concerning specific procedures, exemption policy, as well as all forms needed for the application process may be found using the Institutional Review Board link on Blackboard. This link is available to all faculty members.
INNOVATIVE TEACHING AND ENGAGED LEARNING (INTEL) PROGRAM AND COMMITTEE
As Adopted by the Faculty Assembly, April 25, 2014

Innovative Teaching and Engaged Learning (INTEL) activities are central to the enhanced curriculum and student learning and to faculty development more broadly. One of the five strategic priorities of VWC’s emerging strategic plan - Support Innovative Teaching and Engaged Learning - is the direct focus, and partially an outgrowth, of the work undertaken by the initial current Innovative Teaching and Engaged Learning Advisory Group. A Center for Innovative Teaching and Engaged Learning is under development that will provide leadership and support for new academic initiatives and faculty development that promote our strategic institutional commitments to students’ intellectual inquiry, active learning and civic engagement.

The Innovative Teaching and Engaged Learning Committee will work to:

- advise and facilitate the activities of the Center for Innovative Teaching and Engaged Learning on core capacities necessary for experiential learning both in and outside of the classroom
- grow Innovative Teaching and Engaged Learning-related faculty knowledge and skills
- design an institutional infrastructure supporting Innovative Teaching and Engaged Learning
- cultivate an academic culture of Innovative Teaching and Engaged Learning
- nurture Innovative Teaching and Engaged Learning-related partner relationships with community organizations

Tasks undertaken by the current Innovative Teaching and Engaged Learning Advisory Group to date include but have not been limited to: initiatives and faculty development supportive of institutional strategic commitments to “inquiry,” active learning, service, and civic engagement; building capacity and sustainability; highlighting career connections; strengthening community-based learning programming and community partnerships; establishing assessment protocols; and facilitating a range of Innovative Teaching and Engaged Learning-related faculty development opportunities.

The Innovative Teaching and Engaged Learning Committee

Structure:

The Committee shall consist of eight faculty members. These members shall be the Associate Dean of Innovative Teaching and Engaged Learning, one librarian with faculty status, and six other members of the faculty, 2 of whom who are elected by each Division for staggered three year terms.

These changes become effective at the beginning of the 2014-2015 academic years.

Members:

- Eight faculty -
  Associate Dean of Innovative Teaching and Engaged Learning
  Six faculty members (2 from each Division, elected by Divisions, all for staggered three year terms)
  One librarian with faculty status
Election:

Members of the Innovative Teaching and Engaged Learning Committee will serve three year terms. Positions will be elected. The election should provide for 2 representatives from each division. The librarian faculty member will be appointed by the library director. Members may succeed themselves for consecutive terms if so elected or appointed.

In preparation for these changes, the first Committee members will be appointed by Division Chairs. Appointees would be those current members who volunteer to continue, plus any new members appointed to fill vacancies. Faculty elections will begin in the 2015-16 academic year.

Appointments 2014-15:

1 faculty, Humanities – 1 year term
1 faculty, Humanities – 2 year term
1 faculty, Natural Sciences and Mathematics - 2 year term
1 faculty, Natural Sciences and Mathematics - 3 year term
1 faculty, Social Sciences - 1 year term
1 faculty, Social Sciences - 3 year term
1 faculty librarian – 3 year term

Elections:

2015-16:
1 faculty, Humanities – 3 year term
1 faculty, Social Sciences - 3 year term

2016-2017:
1 faculty, Humanities – 3 year term
1 faculty, Natural Sciences and Mathematics - 3 year term

2017-18:
1 faculty, Natural Sciences and Mathematics - 3 year term
1 faculty, Social Sciences - 3 year term
1 faculty librarian – 3 year term
INTELLECTUAL PROPERTY AND TECHNOLOGY TRANSFER POLICY

INTELLECTUAL PROPERTY

Section I. Introduction

Virginia Wesleyan College is a community dedicated to teaching, scholarship, and research. The College seeks to encourage creativity and innovation among its faculty, students, and staff. To support this endeavor, the College provides equipment, facilities, information resources, and personnel. The College also seeks specific support for creative activity from external sources, both private and public.

Increasingly, intellectual property and technology transfer are matters of importance to Virginia Wesleyan because of their potential to advance the state of knowledge and contribute to the greater social good; to absorb substantial institutional resources in their creation; to generate income; and to raise ethical and legal questions of actual or perceived conflict of interest for the inventor and the College. Traditionally, in institutions of higher learning, the ownership of literary, artistic, and scholarly works has rested with the creator.

The policy exists to encourage creativity, innovation, and research, clarify ownership of intellectual property rights, create opportunities for public use of College innovations, and provide for the equitable distribution of monetary and other benefits derived from intellectual property. Its focus is on the determination of a property’s ownership and the equitable division of the rewards stemming from it. This policy does not reverse the traditional ownership by the creator of, for example, a poem, a painting, or a scholarly work.

Section II. Purpose

This policy is implemented as part of our mission as a not-for-profit institution. The specific aims of the policy are to:

1. Ensure that the traditional rights of scholars and researchers to the monetary and other benefits of their labor are respected;

2. Protect the rights of the College (which it might or might not choose to exercise) with respect to intellectual property created with substantial College resources beyond normal use, or with substantial resources dedicated to the creator’s use in the production of the property;

3. Encourage the development and dissemination of intellectual property by providing appropriate incentives to creators and the College;

4. Facilitate the wide transfer of useful inventions, writings and works of art to society; and

5. Protect the College’s name and trademarks.

Section III. Definitions

Subd. 1. Creator. “Creator” refers to the individual(s) who invent, author, create, or were otherwise responsible for the intellectual creation of the intellectual property, as defined in the applicable intellectual property statutes.
Subd. 2. Intellectual Property. “Intellectual property” refers to inventions, creations, new processes, etc. It includes any work eligible for copyright protection and any invention eligible for patent protection under U.S. or international law.

Subd. 3. Net Income. “Net income” means the gross monetary payments the College receives as a result of transferring rights in the intellectual property less the College’s out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that intellectual property.

Subd. 4. Regular Academic Work Product. “Regular academic work product” means any copyrightable work product which is an artistic creation or which constitutes, or is intended to disseminate the results of, academic research or scholarly study. Regular academic work products include, but are not limited to, books, class notes, theses and dissertations, course materials designed for the web, distance education and other technology-oriented educational materials, articles, poems, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic and sculptural works, or other works of artistic imagination. Software specifically needed to support a regular academic work product or which is designed to disseminate the results of academic research and scholarly study is also considered a regular academic work product.

Subd. 5. Covered Individual. “Covered individual” means persons who are:
   1. Employed by Virginia Wesleyan, including full-time and part-time faculty members, adjunct faculty, administrative officers, and staff members;
   2. Independent contractors or consultants;
   3. All Virginia Wesleyan students. For the purpose of this policy, a “student” is any individual who registers for a course at Virginia Wesleyan; and
   4. Anyone using College facilities or resources under the supervision or with the permission of College personnel, including, but not limited to, volunteers.

Subd. 6. Specially Commissioned Work. “Specially commissioned work” means a work specially ordered or commissioned by the College and which the College and the creator expressly agree in a written instrument signed by them shall be considered as such.

Section IV. Application

Subd. 1. Application. This policy applies to all intellectual property meeting the criteria for College ownership as described in Section VI, produced by covered individuals, acting individually or in groups, performing research or engaging in work or study at Virginia Wesleyan or in connection with a College program.

Subd. 2. Effective Date. This policy applies to intellectual property disclosed to the College after the effective date of this policy. The effective date of this policy is to be determined by action of the Board of Trustees pending necessary reviews and approvals. [The effective date is October 19, 2005.]

Section V. Administrative Procedures

The development of a work of intellectual property that might be copyrightable or patentable and meets the criteria for College ownership as described in Section VI should be reported fully and in writing, at the earliest time possible, to the Vice President for Academic Affairs and Dean of the College. S/he will promptly meet with the inventor to consider the issues of ownership, copyright, and patent, all aspects of the invention, including but not limited to the extent to which College resources have been used and the distribution of potential proceeds. It is assumed that in most cases a timely and amicable agreement will be reached.
If an agreement cannot be reached, the division chairpersons (or the appropriate vice president or supervisor in the case of a staff member) will review the circumstances attending the development of the intellectual property, including the prior investment of College resources, and make a recommendation to the Vice President for Academic Affairs and Dean of the College.

**Section VI. College Ownership**

The College shall own copyright only in the following three circumstances:

1. The College expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement.

2. The faculty author has voluntarily transferred the copyright, in whole or in part, to the institution. Such transfer shall be in the form of a written document signed by the faculty author.

3. The College has contributed to a “joint work” under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this agreement.

**Section VII. Exceptions to College Ownership**

Subd. 1. Regular Academic Work Product. A regular academic work product is owned by the creator and not the College.

Subd. 2. Course Requirement. Intellectual property created solely for the purpose of satisfying a course requirement is owned by the creator and not the College.

Subd. 3. Pre-Existing Rights. If the intellectual property referred to in subdivisions 1 and 2 is a derivative of or otherwise uses preexisting College-owned intellectual property, this section shall not prevent the College from asserting its preexisting rights.

Subd. 4. Contractual Agreements. For intellectual property created in the course of or pursuant to work done under agreement between the College and external sponsor(s), ownership will be determined in accordance with the terms of the College’s agreement with the external party and applicable law.

**Section VIII. Use of Intellectual Property**

Subd. 1. Rights to Publish. Nothing in this policy shall be construed as affecting the rights of a creator to publish, except that in cases when College ownership has been established the creator must agree to observe a brief period of delay in publication or external dissemination if the College so requests and such a delay is necessary to permit the College to secure protections for intellectual property disclosed to it by the creator.

Subd. 2. Use of Teaching Materials. In order to facilitate joint work on teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this policy, individuals who contribute teaching materials used in jointly developed and taught College courses
thereby grant a nonexclusive, nontransferable license to the College to permit other contributors to the course to continue using those jointly produced teaching materials in College courses.

**Section IX. Distribution of Income**

Subd. 1. In cases where no use has been made of College equipment, facilities, or employee and/or student time, or in traditional cases involving the creation of literary, artistic, and scholarly work, the College will have no claim of equity. In cases where this applies, the inventor is at liberty to pursue patent negotiations independently. However, in such cases, the name of the College may not be used in connection with inventions in which the College has no equity interest without prior written permission.

Subd. 2. In cases where the College does have equity rights according to Section VI and there has been normal use of College equipment, facilities, or employee and/or student time devoted to the invention, the College will be deemed to have a 40% of gross equity interest in the invention.

Subd. 3. In cases where the College does have equity rights according to Section VI and there has been significantly above normal use of College equipment, facilities, or employee and/or student time or College contributions, including additional salary, devoted to the development of the invention, the College will be deemed to have a 60% of gross equity interest in the invention.

Subd. 4. In cases that would normally be covered by Subd. 2 and Subd. 3, but where gross equity has been determined to be less than $5,000, the College shall assert no claim of a percent of gross equity interest.

**Section X. College Responsibilities**

The College shall have the responsibility to:

1. Provide oversight of intellectual property management and technology transfer;
2. Establish effective procedures for licensing and patenting intellectual property;
3. Promote effective distribution and marketing of intellectual property;
4. Protect the College’s intellectual property; and
5. Inform individuals covered by this policy about its provisions.

**Section XI. Responsibilities of Applicable Individuals**

Covered individuals have a responsibility to:

1. Adhere to the principles and procedures embodied in this policy;
2. Create, retain, and use intellectual property according to the applicable local state, federal, and international laws and College policies;
3. Disclose promptly in writing intellectual property owned by the College pursuant to this policy or created pursuant to sponsored research or other contractual arrangements with external parties that are governed by section VII, subdivision 4, and assign title to such intellectual property to the College or
its designee to enable the College to satisfy the terms of any applicable funding or contractual arrangement; and

4. Cooperate with the College in securing and protecting the College’s intellectual property, including cooperation in obtaining patent, copyright, or other suitable protection for such intellectual property and in legal actions taken in response to infringement.

Section XII. Compliance

Failure to comply with the provisions of this policy is a violation and may result in discipline of an employee in accordance with applicable College policies and procedures.
MATERNITY LEAVE POLICY

For all full-time salaried employees, maternity leave is treated as any other short-term disability and will be paid according to the terms of the Short-Term Disability Policy. An employee may work for as long as is permitted by her physician and may return to work when medically approved to do so. (The customary amount of time allowed is six (6) weeks for a vaginal delivery and eight (8) weeks for a Cesarian section.) If additional time off is requested, but is not medically required, an employee may then use any accumulated personal time or vacation time with supervisor’s approval.

Explanation of above policy

Regarding faculty: For deliveries that occur over summer vacation, maternity leave (6 or 8 weeks) begins from the date of delivery. Short Term disability, which is the pay part of the leave, runs concurrently with the maternity leave but begins on 9/1 (the renewal date for contracts.) As indicated in the Summary of Benefits, page 2, “short term disability leave may be extended, at the discretion of the college, for a period not to exceed one semester.”

In all cases, Virginia Wesleyan will abide by any and all applicable federal and state laws.
MOTOR VEHICLE RECORD POLICY

The administration of Virginia Wesleyan College takes seriously the safety of its employees and students and expects anyone driving a college-owned vehicle as well as employees using personal vehicles in the course of College business to have a current driver’s license and to maintain a safe driving record. The following guidelines have been established to include Motor Vehicle Record (MVR) acceptability levels for prospective drivers and current Virginia Wesleyan drivers. It is Virginia Wesleyan’s policy and a requirement that every employee and student with driving duties maintain an MVR that meets the requirements outlined in this policy.

Purpose

The purpose of this policy is to establish compliance with requirements of Virginia Wesleyan College’s liability insurance carrier. The insurance carrier determines what is an acceptable driving record (for insurance purposes) for an individual who drives College-owned or leased vehicles, or who routinely use personal vehicles in the course of College business. The insurance carrier uses Motor Vehicle Record (MVR) reports to determine if drivers meet the carrier’s criteria.

To be clear, this MVR policy applies both to drivers of College-owned and/or leased vehicles as well as employees routinely using personal vehicles in the course of College business. Routinely can be defined as the need to drive on a weekly basis. We appreciate the adjustments you will make to your plans to comply with this policy.

Driver Selection and Qualification

Virginia Wesleyan will examine MVR’s for all employees and students driving College owned vehicles and/or vehicles leased by the College prior to authorizing driving privileges and at least annually thereafter. Virginia Wesleyan College will examine MVR’s for all employees and students using personal vehicles routinely in the course of College business. Continued driving privileges in these positions requires maintenance of an MVR that meets the standards presented within this policy.

Procedure

1. Prior to making an offer of employment, for those positions whose job function may involve driving a College owned and/or leased vehicle for the College or driving routinely in the course of College business, an applicant will be required to provide a recent MVR, within the last 30 days, for review. An applicant who refuses to complete, sign and submit the form may not be offered employment.

2. For current employees and or students, prior to obtaining an MVR, the hiring supervisor, the Academic Dean, or Human Resources/Payroll will obtain consent from the employee or student. A current employee or student may personally provide a certified copy of their recent MVR, within the last 30 days, or may authorize the College to obtain the MVR on their behalf. A current employee or student who refuses to provide a recent MVR or who refuses to complete, sign, and submit the authorization form authorizing the College to obtain the MVR may not be allowed to continue as an employee should driving responsibilities be a part of the employee’s job description or may have driving privileges restricted, depending on the importance of driving to the position in question.
3. This written consent form will be forwarded to the Human Resources Department. Human Resources or Payroll will forward the request to the College’s third-party background service to obtain an MVR. The MVR will be obtained from the Virginia Department of Motor Vehicles and/or any other state in which the applicant, employee, or student is licensed or has recently been licensed to drive.

4. If the results of an individual’s MVR indicate that the applicant, employee, or student may be a driving risk, the Director of Human Resources will evaluate the findings and make a recommendation on hiring, continuing employment, or restricting driving privileges to the relevant supervisor if driving is pertinent to the position as written within the individual’s job description.

5. Questionable MVR’s will be forwarded to the College’s insurance carrier for final review.

General Information

1. MVR information will be used only for the purpose of this policy. All other Virginia Wesleyan policies will be observed when implementing this policy.

2. Offers of employment will be contingent on satisfactory results of the MVR check for those positions requiring employees to drive College owned and/or leased vehicles or personal vehicles routinely for College business.

3. Any MVR obtained during implementation of this policy will be maintained as confidential by the Human Resources Department.

4. The supervisor or the Director of Human Resources may verify or clarify any questions raised by the MVR with the relevant applicant, employee, or student.

Motor Vehicle Record Standards

Any applicant, employee, or student may be denied employment or continued employment if driving is pertinent to the individual’s responsibilities as defined in the job description while others may be restricted from driving a College vehicle or a personal vehicle for College purposes as part of the relevant position if any of the following combinations of offenses are found on the MVR:

1. One or more type “A” violations in the past 3 years
2. Three or more accidents in the past 3 years (regardless of fault)
3. Three or more type “B” violations in the past 3 years
4. Any combination of accidents and type “B” violations equaling four or more in the last 3 years.

A. Serious Offenses (as outlined by the DMV and recognized by insurance providers)

1. Leaving the scene of an accident
2. Reckless/careless driving
3. Speeding more than 15 mph over posted limit
4. Driving under the influence of alcohol or drugs
5. Use of vehicle in drug trafficking, reckless homicide, soliciting or unlawful use of weapons
6. Driving under suspension or revocation
7. Fleeing a police officer
8. Vehicle theft
9. Chemical test refusal
10. Improper or illegal lane change
11. Following too close

**B. Minor Offenses**

1. Stop sign and traffic signal offenses
2. Speeding less than 15 mph over limit
3. Improper turns, failure to signal, failure to yield, improper backing
4. Operating a defective vehicle
5. Failure to observe a funeral procession, crossing a fire hose
6. Seat belt violation
7. Registration, overweight or permit violations

The Director of Human Resources will be accountable for implementation and adherence to this program.
OSHA

The OSHA/VOSH 1910.1030 Bloodborne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. The purpose of this exposure control plan is to eliminate or minimize employee occupational exposure at Virginia Wesleyan College to blood or other potentially infectious materials as detailed in this standard.

All employees who are exposed to blood and other potentially infectious materials as a part of their job duties are included in this program.

EXPOSURE DETERMINATION

All job categories in which it is reasonable to anticipate that an employee will have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials (see list below) are included in this Exposure Control Plan. Exposure determination is made without regard to the use of personal protective equipment – employees are considered to be exposed even if they wear personal protective equipment.

Other Potentially Infectious Materials

<table>
<thead>
<tr>
<th>Body Fluids</th>
<th>Other Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semen</td>
<td>Any unfixed tissue or organ (other than intact skin from a human (living or dead)</td>
</tr>
<tr>
<td>Vaginal secretions</td>
<td>HIV/HBV containing cell or tissue cultures, and culture medium</td>
</tr>
<tr>
<td>Cerebrospinal fluid</td>
<td></td>
</tr>
<tr>
<td>Pleural fluid</td>
<td>Blood, organs, or other tissues from experimental animals infected with HIV or HBV</td>
</tr>
<tr>
<td>Pericardial fluid</td>
<td></td>
</tr>
<tr>
<td>Peritoneal fluid</td>
<td></td>
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<tr>
<td>Amniotic fluid</td>
<td></td>
</tr>
<tr>
<td>Any body fluid visibly</td>
<td></td>
</tr>
<tr>
<td>contaminated with blood</td>
<td></td>
</tr>
<tr>
<td>Saliva in dental procedures</td>
<td></td>
</tr>
</tbody>
</table>

At Virginia Wesleyan College employees in the following job classifications are included in this category:

Athletic Department (Coaches and Trainers)
Health Services
Housekeeping
Maintenance (except Administrative Assistant and Secretary/Receptionist/ Work Center Coordinator)
Residence Life (except Secretary)
Security (except Reserve Officers)
The Faculty Handbook (April 2016)

COMPLIANCE METHODS

Universal precautions will be observed at Virginia Wesleyan College in order to prevent contact with blood or other potentially infectious materials. This means that all blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual. Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, or vomitus unless they contain visible blood.

Engineering and Work Practice Controls shall be used eliminate or minimize employee exposure. All procedures will be conducted in a manner which will minimize splashing, spraying, splattering, and generation of droplets of blood or other potentially infectious materials. The methods which will be employed at VWC to accomplish this goal are the use of puncture resistant sharps containers and biohazard garbage containers. These controls will be examined every six months by the Director of Health Services to ensure their effectiveness.

Tags/labels that comply with 29 CFR 1910-145(f) shall be used to identify the presence of an actual or potential biological hazard. The tags shall contain the word “BIOHAZARD” or the biological hazard symbol and shall state the specific hazardous condition or the instructions to be communicated. The word/message shall be understandable to all employees who may be exposed to the identified hazard. The tags/labels may be an integral part of the container, or may be affixed as close as safely possible to the hazard by string, wire, or adhesive. This is to prevent loss or unintentional removal. VWC may substitute red bags or red containers for labels on containers of infectious waste. All appropriate employees shall be informed of the meaning of the labels/tags.

Hand washing is a primary infection control measure. Appropriate hand washing must be diligently practiced. Employees shall wash hands thoroughly using soap and water whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes become exposed, the skin in these areas shall be washed with soap and water, and the mucous membranes shall be flushed with water as soon as possible.

Sharps such as used needles, shall not be bent, recapped, broken, resheathed by hand. Sharps containers must be closable, puncture resistant, labeled or color-coded, leak proof on sides and bottom, and maintained upright throughout use. Containers are to be easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or found. In the Health Services office, the sharps container is located in the treatment room. In the Security Office, a sharps container is located in the training room. In the gym, a sharps container is located in the Trainer’s office. Containers distributed to students with individual medical needs are turned in to the Director of Health Services for disposal as needed. Contaminated disposable sharps are to be discarded, as soon as possible after use, in the disposable sharps containers. Contaminated broken glass is also to be placed in disposable sharps containers. Broken glass which may be contaminated is to be cleaned up with something other than the hands, i.e. Brush and dust pan, or tongs. A bloodborne pathogen disposal kit will be located in each building on campus. Location of kits will be clearly marked. As soon as possible after use, reusable contaminated sharps are to be placed in the reusable sharps container until properly processed. Nearly full sharps containers are to be promptly disposed of (or emptied and decontaminated in the case of reusable sharps) and replaced. This is to prevent the hazard of overfilling of sharps containers. The Health Service staff is solely responsible for maintaining the sharps containers.

Personal Protective Equipment is specialized clothing or equipment used by workers to protect themselves from direct exposure to blood or other potentially infectious materials. Virginia Wesleyan College will provide, repair, clean, and dispose of appropriate personal protective equipment based on the
anticipated exposure to blood or other potentially infectious materials. This equipment shall be provided and readily available in a variety of sizes as needed at no cost to the employee. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the employees’ clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used. If a garment is penetrated by blood or other potentially infectious material, the garment shall be removed as soon as possible and placed in a designated container for laundering or disposal. A container for this purpose is located in each appropriate department. Protective equipment will be provided to employees through their individual department by the department head or his/her designee who is responsible for its distribution. Protective equipment is to be worn whenever there is a risk of exposure.

**HOUSEKEEPING**

Virginia Wesleyan College will ensure that the campus and campus buildings are maintained in a clean and sanitary condition. The written Housekeeping procedure guide is located in the Housekeeping Policy and Procedure Manual at the Physical Plant. All contaminated surfaces will be decontaminated as soon as feasible. The Housekeeping staff is to wear appropriate Personal Protective Equipment while carrying out their duties.

**Gloves** shall be worn when it can reasonably be anticipated that hands will contact blood or other potentially infectious materials, mucous membranes, and non-intact skin and when handling or touching contaminated items or surfaces. Disposable gloves are not to be washed or decontaminated for re-use. These gloves are to be replaced as soon as feasible when they become contaminated, torn, punctured, or when their ability to function as a barrier is compromised.

Laundry workers shall wear protective gloves and other appropriate personal protective equipment to prevent exposure to blood or other potentially infectious materials during handling of linen. Laundry that is contaminated with blood or other potentially infectious materials or that may contain contaminated needles or sharps shall be treated as if it were HBV/HIV infectious and handled as little as possible and with a minimum of agitation. Contaminated laundry shall be bagged and tagged at the location(s) where it was used.

**HEPATITIS B VACCINATION**

The hepatitis B vaccine shall be offered, at no cost, to all employees of Security and Health Services whose jobs involve the risk of directly contacting blood or other potentially infectious materials (please see Exposure Determination). The vaccine will be offered within 10 working days of their initial assignment as an employee in an at risk category unless the employee has previously had the vaccine or wished to submit to antibody testing which shows the employee to have sufficient immunity. Employees who decline the Hepatitis B vaccine will sign a waiver (please see attached).

Employees who initially decline the vaccine, but who later wish to have it may then have the vaccine provided at no cost to the employee. Human Resources is responsible for assuring that the vaccine is offered to appropriate employees and that appropriate forms are signed. Campus Health Services will administer the vaccine to VWC employees.

An **exposure** incident is a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee’s duties.
Employees who experience an exposure incident are to immediately report their exposure to their department coordinator. The department coordinator will inform the Health Services Department of the exposure within 24 hours. When an employee reports an exposure incident, he/she will immediately be offered a confidential medical evaluation and follow-up including:

- documentation of the route(s) of exposure, and the circumstances under which the exposure incident occurred;
- identification and documentation of the source individual unless identification is not feasible;
- an offer to collect a blood sample from the exposed employee as soon as possible after the exposure incident for determination of HIV and/or HBV status; if the employee consents to baseline blood collection, but does not give consent to HIV serologic testing, the sample shall be preserved for at least 90 days. If, within 90 days of the exposure incident, the employee elects to have the sample tested, such testing shall be done as soon as feasible.
- an offer to repeat HIV testing to the exposed employee six weeks post-exposure and again at 12 weeks and six months after exposure;
- counseling, medical evaluation of any acute febrile illness that occurs within 12 weeks after exposure, and use of safe and effective post-exposure measures according to recommendations for standard medical practice.

If the status of the source individual’s blood is unknown, the individual’s blood will be tested as soon as feasible after consent is obtained.

After an exposure, the following information will be provided to the healthcare professional who is evaluating the employee:

- a copy of 1910.1030 bloodborne pathogens standard;
- a description of the exposed employee’s duties as they relate to the exposure incident;
- the documentation of the route(s) of exposure and circumstances under which exposure occurred;
- results of the source individual’s blood testing, if available;
- all medical records relevant to the appropriate treatment of the employee including vaccination status.

A written opinion by the Health Care Professional shall be obtained whenever an employee is sent for a post exposure incident. Virginia Wesleyan College shall obtain and provide the employee with a copy of the evaluating healthcare professional’s written opinion within 15 days of the completion of the evaluation. The written opinion will be limited to the following information:

- whether the Hepatitis B vaccine is indicated;
- the employee has been informed of the results of the evaluation;
• the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment.

All other findings shall remain confidential and shall not be included in the written report.

**RECORDKEEPING**

Virginia Wesleyan College shall track each employee’s reported exposure incident to blood and/or other potentially infectious materials. Such documentation shall be kept in the employee’s health file, separate from the personnel file. The record shall be maintained for the duration of employment plus 30 years in accordance with 29 CFT 1910.20. The file shall be maintained by VWC Health Services. Such medical record shall include the following:

• name and social security number of the employee;
• a copy of the employee’s hepatitis B vaccination status with dates of hepatitis B vaccinations and any medical records relative to the employee’s ability to receive vaccination;
• a copy of examination results, medical testing, and any follow-up procedures;
• a copy of the healthcare professional’s written opinion;
• a copy of the information provided to the healthcare professional who evaluated the employee for suitability to receive hepatitis B vaccination prophylactically and/or after an exposure incident.

The employee’s medical record will be kept confidential. The contents will not be disclosed or reported to any person within or outside the workplace without the employee’s express written consent, except as required by law or regulation.

Needlestick injuries shall be included on the OSHA 200 occupational injury and illness log if medical treatment is prescribed and administered by a licensed medical professional.

HBV and/or HIV shall be recorded on the OSHA 200 log if the illness can be traced back to an injury or other exposure incident.

**TRAINING AND EDUCATION OF EMPLOYEES**

Employees will be trained regarding bloodborne pathogens at the time of initial assignment to tasks where exposure may occur and annually thereafter. Training will take place during work hours. Additional training will be provided whenever there are changes in tasks or procedures which affect employees’ occupational exposure; this training will be limited to the new exposure situation.

The training will be tailored to the educational level, literacy, and language of the employees. The training plan will include an opportunity for employees to have their questions answered by the trainer.

The Director of Health Services or his/her designee is responsible for arranging and/or conducting training. The following will be included in the training:
• explanation of the bloodborne pathogens standard;

• general explanation of the epidemiology, modes of transmission, and symptoms of bloodborne diseases;

• explanation of this Infection Control Plan and how it will be implemented;

• procedures which may expose employees to blood or other potentially infectious materials;

• control methods that will be used at VWC to prevent/reduce the risk of exposure to blood or other potentially infectious materials;

• explanation of the basis for selection of personal protective equipment;

• information on the hepatitis B vaccination program including the benefits and safety of vaccination;

• information on procedures to use in an emergency involving blood or other potentially infectious materials;

• what procedure to follow if an exposure incident occurs including method of reporting the incident;

• explanation of post-exposure evacuation and follow-up procedures;

• an explanation of warning labels and/or color coding;

• location of disposal kits.

Training records will be maintained for at least three years from the date on which the training occurred. The following information will be included in these records:

• dates of training sessions;

• contents or a summary of the training sessions;

• names and qualifications of trainer(s);

• names and job titles of all persons attending.
RULES OF CONDUCT

While employment for staff at Virginia Wesleyan College is terminable at the will of either the employee or the College, there are certain actions which, if engaged in by any employee (faculty or staff), will most invariably result in disciplinary action up to, and including, termination of employment. The following are illustrative of these areas, but should not be taken as all inclusive:

- No alcoholic beverages, weapons, illegal drugs, dangerous instruments are allowed on campus unless such activity takes place at an event which has been approved by the College administration and for which all necessary licenses have been obtained. Alcohol or drug use while on duty or before reporting for work will not be tolerated.

- Assultive, criminal, or sexual behavior is forbidden by any person on the College campus.

- Faculty and staff members are to conduct themselves at all times and in all circumstances in a manner that will reflect their professionalism as members of the academic community in general, and Virginia Wesleyan College in particular.
SUBSTANCE ABUSE POLICY

PURPOSE

Virginia Wesleyan College recognizes that one of its most valuable assets is its employees, and its most important responsibility is to the students whom they serve. The purpose of this Policy is to promote the health, safety and welfare of its employees and the students by striving to eliminate the negative effects of alcohol and substance use and abuse from the workplace, and to assist those employees who have a drug-related or alcohol-related problem with rehabilitation. In furtherance of this purpose, any employee who has a drug-related or alcohol-related problem is encouraged, for his or her own benefit as well as the benefit of fellow employees and the students, to voluntarily seek treatment for such problems through a treatment program of his or her choice.

If a supervisor has reasonable cause to believe that an employee is under the influence of alcohol and/or a controlled or illegal substance while at work, or following an accident, the supervisor, with the approval of the department head and the Director of Human Resources, may require the employee to submit to an alcohol or drug screen test at the expense of the college.

APPLICABILITY

This Policy shall be applicable to all employees of Virginia Wesleyan College. An employee is anyone who receives a paycheck for services and who also receives a Form W-2 or a person who is considered a contract worker and receives a Form 1099.

EMPLOYEE RESPONSIBILITY

A. In accordance with the Drug-Free Schools and Communities Act of 1989, as amended, it is the policy of Virginia Wesleyan College that as a condition of employment, an employee will notify the College of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

B. Employees are prohibited from engaging in the following activities:

1. Using, purchasing, selling, possessing, distributing or accepting illegal drugs or drug-related paraphernalia while on or off the job;

2. Using, purchasing, selling or distributing alcohol while on campus unless such activity takes place at an event which has been approved by the College administration and for which all necessary licenses have been obtained;

3. Using, purchasing, selling or distributing alcohol at college-related activities off-campus may be prohibited under certain circumstances by appropriate employee handbooks;
4. Showing up for work or being on the job while impaired by illegal drugs and/or alcohol;
5. Transporting illegal drugs, drug-related paraphernalia and/or alcoholic beverages in a college-owned, leased or hired vehicle with the following exception: Alcoholic beverages may be transported in such a vehicle if prior approval has been given by either the President or appropriate Vice-President.

For the purposes of this subsection, “on the job” shall be deemed to include meal periods, breaks, stand-by duty and any time that an employee is acting in his or her capacity as a Virginia Wesleyan College employee, whether on or off college property.

C. Although the medically-authorized use of prescription drug(s)/medication(s) is not prohibited, any employee who is taking prescription or nonprescription drug(s)/medication(s) and has reason to believe, based on information provided by his or her physician, pharmacist or the drug/medication label that the drug/medication may impair the ability to safely and effectively perform the duties and responsibilities required of his or her position shall promptly advise his or her immediate supervisor of the use of such drug(s)/medication(s).

HEALTH RISKS ASSOCIATED WITH THE USE OF ILLICIT DRUGS AND/OR ALCOHOL

Illicit drugs and alcohol and the health risks involved in using them include, but are not necessarily limited to:

A. Alcohol

Effects of acute intoxication include motor impairment, slowed reaction time and impaired judgment. The risk of accident, injury, suicide, and abusive behavior is greatly increased under the influence of alcohol. Chronic alcohol abuse can result in permanent damage to major organ systems. Fetal Alcohol Syndrome is the most prevalent preventable cause of mental retardation in newborns. Dependence upon alcohol is identified by the presence of tolerance and/or withdrawal.

B. Cannabis (Marijuana)

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Marijuana can also produce paranoia and psychosis.
C.  Inhalants (Gases or Volatile Liquids)

Immediate negative effects may include nausea, sneezing, coughing, nose bleeds, fatigue, lack of coordination and loss of appetite. Solvents and aerosol sprays may also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches and involuntary passing of urine and feces. Long term use may result in hepatitis or brain damage.

D.  Cocaine

Use causes the immediate effects of dilated pupils, elevated blood pressure, increases heart rate and elevated body temperature. Chronic use can cause ulceration of the mucous membrane in the nose and produce psychological dependency. Crack or freebase rock, a concentrated form of cocaine, produces effects within ten seconds of administration. In addition to the above, additional effects include loss of appetite, tactile hallucinations, paranoia and seizures. Cocaine in any form may lead to death through disruption of the brain’s control of heart and respiration.

E.  Other Stimulants

These include amphetamines and methamphetamines. Users may perspire, experience headache, blurred vision, dizziness, sleeplessness and anxiety. Extremely high doses can cause physical collapse, very high fever, stroke or heart failure.

F.  Depressants

Included are barbiturates, methaqualone and tranquilizers. Effects can cause slurred speech, staggering gait and altered perception. Very large doses can cause respiratory depression, coma and death. The combination of depressants and alcohol can be devastating. Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs. Some show birth defects and/or behavioral problems.

G.  Hallucinogens

Effects of hallucinogens vary depending upon the type of drug. Chronic users may experience mood disorders, paranoia, violent behavior, hallucinations, panic, confusion, loss of control and death.

H.  Narcotics (including heroin)

Overdose may produce slow and shallow breathing, clammy skin, convulsions, coma and death. Tolerance to narcotics develops rapidly and dependence is
likely. Addiction in pregnant women can lead to premature, stillborn or addicted infants.

I. Designer Drugs

These drugs have had their molecular structure changed chemically to produce analogs such as synthetic heroin and hallucinogens. These analogs can be hundreds of times stronger than the original drug which they are designed to imitate. One dose can cause uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage.

LEGAL CONSEQUENCES REGARDING THE ILLEGAL USE AND/OR POSSESSION OF DRUGS AND/OR ALCOHOL

Employees should be aware that under Virginia law, a conviction for the use, possession or distribution of illicit or unlawful drugs may result in the following criminal sanctions.

A. Marijuana

1. Possession (under ½ ounce for personal use – misdemeanor)
   - Up to 30 days in jail and/or a fine up to $500
   - For a second or subsequent violation – up to one year in jail and/or a fine up to $2,500

2. Possession with intent to sell or distribute (based on weight)
   - Up to ½ ounce (misdemeanor) – up to one year in jail and/or fine up to $2,500
   - ½ ounce to 5 pounds (felony) – from one to ten years in jail and/or a fine up to $2,500
   - 5 pounds or more (felony) – from five to 30 years in jail
   - An 18 year old or older selling to someone under 18 and three years their junior (felony) – from ten to 50 years in jail and/or a fine up to $100,000

3. Manufacturing (felony – growing, producing, processing, etc.)
   - from five to 30 years in jail and/or a fine up to $10,000

B. Drug Related Material (Drug Paraphernalia)

1. Possession (misdemeanor)
   - up to one year in jail and/or a fine up to $1,000

2. Providing to minors (felony)  
   - from one to ten years in jail and/or a fine up to $1,000

3. Providing to adults (misdemeanor)
   - up to one year in jail and/or a fine up to $1,000

C. Controlled Substances (marijuana, cocaine, narcotics and hallucinogens)

1. Possession (dependent upon the classification of the substance)
   - misdemeanor offenses – up to one year in jail and/or a fine up to $2,500
felony offenses – from one to ten years in jail and/or a fine up to $2,500

2. Distribution/Manufacturing (dependent upon the classification of the substance)
   • misdemeanor offenses – up to one year in jail and/or a fine up to $1,000
   • felony offenses – from five years to life in jail and/or a fine up to $500,000

Employees should also be aware that, under the provisions of the United States Code, conviction for the use, possession or distribution of illicit or unlawful drugs may result in the following criminal sanctions.

Controlled Substance

1. Prohibited /Unlawful Acts
   • To manufacture, distribute, dispense or possess with the intent to manufacture, distribute or dispense a controlled substance
   • To create, distribute, dispense or possess with the intent to distribute or dispense a counterfeit substance

2. Penalties (dependent upon substance and number of violations)
   a. Narcotic Drugs
      • First Offense – up to 15 years in jail and/or a fine up to $25,000
      • Second Offense – up to 30 years in jail and/or a fine up to $50,000
   b. Other controlled substances
      • First Offense – from up to one year to five years in jail and/or a fine up to $15,000
      • Second Offense – from one to ten years in jail and/or a fine up to $30,000

Under Virginia law, a conviction for the unlawful use, possession or distribution of alcohol may result in the following criminal sanctions.

A. Underage Possession and/or Transportation (misdemeanor)
   • up to 12 months in jail
   • fines up to $2,500
   • loss of drivers license for up to one year

B. Using a False Drivers License (misdemeanor)
   • fines up to $500
   • loss of drivers license for up to one year

C. Buying for a Minor (misdemeanor)
   • up to 12 months in jail
   • fines up to $2,500
   • loss of drivers license for up to one year
D. Selling to Minors or Intoxicated Persons (misdemeanor)
   • up to 12 months in jail
   • fines up to $2,500
E. Drunk in Public (misdemeanor)
   • fines up to $250
F. Disorderly Conduct (misdemeanor)
   • up to 12 months in jail
   • fines up to $2,500
G. Abusive Language (misdemeanor)
   • fine up to $500
H. Driving Under the Influence (misdemeanor)
   • loss of drivers license for six months (first offense) to loss of drivers license for up to three years (subsequent offense)
   • fines from up to $200 to $2,500
   • Confinement from one month to one year
I. Unlicensed Sale (misdemeanor)
   • up to 12 months in jail
   • fines from $100 to $1,000
J. Drinking in Public (misdemeanor)
   • fines up to $250

COUNSELING, TREATMENT AND/OR REHABILITATION

Any employee who believes he/she has a problem with drug and/or alcohol abuse is urged to seek counseling and treatment through the Employee Assistance Program or at a clinic of his or her choice. A list of some of the available clinics, which provide counseling and/or treatment in this area, is provided in Appendix A that is attached to this policy statement. All counseling and treatment sessions, as well as referrals, will be handled in a confidential manner.

SANCTIONS

A. In applying sanctions as provided by the appropriate employee handbook and regulations it will be the policy of Virginia Wesleyan College to concentrate upon the work results and performance of its employees.

B. If, based on letter >A=above, or following an accident, a supervisor has reasonable cause to believe that an employee is under the influence of alcohol and/or a controlled or illegal substance while at work, the supervisor, with the approval of the department head and the Director of Human Resources, may require the employee to submit to an alcohol or drug screening test at the expense of the College. The failure of an employee to submit to a drug/alcohol screen is grounds for disciplinary action, up to and including suspension and/or termination. Should the results of the test be positive, the employee may be required to seek
professional help through the Employee Assistance Program, as a condition of continued employment.

C. Any employee who voluntarily admits, in the absence of reasonable suspicion or any conduct which alone would subject the employee to discipline, that he or she has a drug-related or alcohol-related problem may be referred to the Employee Assistance Program or to one of the clinics listed in Appendix A, and shall not be disciplined solely as a result of the admission.

D. Any employee found to be in violation of Section III of this policy and/or who has received a final conviction in local, state or federal court will be subject to discipline up to and including termination.

The Director of Human Resources will review this policy at least every two years to ensure that it is effective and that it is applied consistently on the Virginia Wesleyan College campus. This policy will be distributed annually to all employees.

**VIRGINIA WESLEYAN COLLEGE**

**SUBSTANCE ABUSE POLICY**

**APPENDIX A**

The Hampton Roads area has many qualified clinics and therapists who work with addictive behaviors. Some have been listed as a part of this appendix, but the College does not recommend any particular clinic or therapist. Additional information may be obtained from the College’s Director of Human Resources or from members of the College’s Counseling Center staff.

* Meridian Associates
* The Virginia Beach Group
* First Hospital Corporation
* Comprehensive Substance Abuse Service of Virginia Beach
* Chesapeake Substance Abuse
* Tidewater Psychotherapy Services
* Alcoholics Anonymous
* Narcotics Anonymous

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TOBACCO USE POLICY

Introduction

Virginia Wesleyan College acknowledges and supports the findings of the Surgeon General that tobacco use in any form, active and passive, is a significant health hazard.

Virginia Wesleyan further recognizes that tobacco smoke has been classified as a Class-A carcinogen.

The American College Health Association has adopted a NO TOBACCO USE policy and encourages colleges and universities to be diligent in their efforts to achieve a 100% indoor and outdoor campus-wide tobacco-free environment. (Position Statement on Tobacco on College and University Campuses, Nov. 2011)

In light of these health risks and recommendations, and in support of a safe and healthy learning and working environment, Virginia Wesleyan has implemented the following tobacco use campus policy.

Definitions

For the purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette (clove, bidis, kretexks), cigars, cigarillos, pipes, and any other smoking product.

This also includes smokeless, spit or spitless, dissolvable, or inhaled tobacco products, including but not limited to: dip, chew, snuff, or snus, in any form (orbs, sticks, pellet, etc.).

Nicotine products not approved by the Food and Drug Administration (FDA) as a smoking cessation product, such as e-cigarettes, are also prohibited.

Exceptions

Nicotine replacement products approved by the FDA (patches, gum, etc.) are allowed on campus to support those who are quitting.

This policy does not apply to the practice of cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 USC, sections 1996 and 1996a. All ceremonial use exceptions must be approved in advance by the Facilities/Operations Office.

Statement of Policy

Virginia Wesleyan College prohibits smoking, including e-cigarettes, and the use of smokeless tobacco inside all buildings on campus to include classrooms and administrative buildings, residential facilities, dining areas, athletic facilities, and College-owned vehicles.

Smoking is prohibited within 25 feet of the outside of any building to prevent non-smokers from having to move through the vapors. Smoking should be done in areas that prevent smoke and e-cigarette vapors from entering through entrances, windows, ventilation systems, or other means.

Smokeless tobacco products are prohibited from use in non-residential campus facilities.
This policy applies to all faculty, staff, students, clients, contractors and visitors during and after campus hours.

All Virginia Wesleyan College staff, faculty and students are responsible for compliance and for advising visitors of the policy. Smoking urns will be placed 25 feet or more from select building entrances. Smokers are strongly encouraged to use them to help keep the grounds free of tobacco product waste. Designated smoking areas may be established as warranted.

Violations will be handled like other work rule or policy violations.

The Office of Human Resources will provide access to smoking cessations programs for faculty and staff upon request. Health Services will provide access to smoking cessation programs for students upon request.
POLICIES AND GUIDELINES
FOR
TUITION REMISSION, ASSISTANCE, AND EXCHANGE PROGRAMS
AT VIRGINIA WESLEYAN COLLEGE

Virginia Wesleyan College offers three (3) types of tuition assistance for its employees, and in some cases for dependents of its employees. These programs are Tuition Remission, Tuition Assistance, and Tuition Exchange.

TUITION REMISSION

This program offers free tuition at Virginia Wesleyan College to all full-time employees and their dependent children and/or spouse (please see definition of dependent child later in this document). To qualify for this benefit you must:

- Have been employed by VWC for one full year before the start of the semester in which you, or your dependent(s) wish to take classes,
- Be a full time employee,
- Have completed an application for Tuition Remission in accordance with the deadlines as follows: July 15 – Fall semester, December 15 – Spring semester, May 1 – Summer School. If you submit a Tuition Remission form for the Fall semester, you do not need to complete one for the Spring semester, you must still complete one for the following fall. A form must always be submitted for Summer School. Tuition remission is not available for Winter Session.

Each employee is expected to complete successfully each course, and one who fails to complete two or more courses taken in this program will be required to reimburse the College at a rate equal to 1/3 the current posted rate for the course in question. Such reimbursement begins with the second unsuccessfully completed course. Employees who are taking courses but are not working toward a degree may take no more than 2 courses in any fiscal year. Those who are working toward a degree may take no more than 6 courses in the remission program in any given fiscal year. There is a limit of 18 credit hours per semester of enrollment at Virginia Wesleyan in the Tuition Remission program. Students will pay regular, existing costs for overloads. No employee may take the same course twice tuition-free. Students may enroll in classes through Tuition Remission on a space available basis only.

Applications for tuition remission for employees should be received by Human Resources in accordance with the above indicated schedule, but in all cases must be received by Human Resources prior to the start of classes.

TUITION ASSISTANCE

With this program, Virginia Wesleyan will pay up to ½ of the posted Virginia Wesleyan College tuition charge each semester per accepted applicant for a dependent child of an administrative employee, (see
definition later in this document) or of a VWC faculty member. Such grants are limited to the amount budgeted each year. To qualify for this program you must:

1. Be a full-time administrative employee or faculty member of Virginia Wesleyan College,

2. Have been employed for one full year before the start of the semester in which your dependent child wishes to take classes,

3. Have completed the Intent to Apply form prior to October 31 of the year preceding the dependents entry into college. These forms are available from the Human Resources Department.

If the employee leaves Virginia Wesleyan College during the time a dependent child is enrolled in another institution through the Tuition Assistance Program, the tuition assistance will be prorated based on the percentage of the semester the employee is actively employed at Virginia Wesleyan. If the complete semester has already been paid for by Virginia Wesleyan, the leaving employee will be responsible for reimbursing the college accordingly.

Each year, the Administrative Council will approve, during the budget process, the amount of Tuition Assistance that will be available for the following academic year. The Business Office will notify each employee of the final decision on his/her tuition assistance request. When budget limitations occur, consideration will be given to length of service. In addition, please refer to “General Guidelines” (later in this document) to determine how tuition assistance grants will be allocated when budget limitations occur.

**TUITION EXCHANGE**

To be eligible for this program an employee must:

- Be a full-time administrative employee or faculty member of Virginia Wesleyan College.

- Have been employed for one full year prior to the start of the semester in which your dependent child wishes to take classes and,

- Have completed the Intent to Apply form prior to October 31 of the year preceding the dependent’s entry into college.

After one year employment, exempt employees may apply for tuition privileges for their dependent children (see definition) within one of two Tuition Exchange programs in which the College participates. The lists of member institutions are available online at www.tuitionexchange.org, and www.cic.edu, and/or from the Director of Financial Aid and/or the Director of Human Resources. The College must maintain a balanced exchange program, which means that in some years we may not be able to send out our students or accept those from other institutions. The exchange program works in a reciprocity situation, and we need to remain “in balance” as part of the criteria for membership in the programs. Applications for the Tuition Exchange program may be obtained from the Financial Aid Department. An Intent to Apply for Tuition Exchange form may be obtained from the Department of Human Resources and must be submitted before October 31 for the following academic year.
Definitions

**Dependent:**

a. Is under 25 years of age at any time during enrollment in the appropriate tuition program,

b. Is the documented dependent of the employee (not of the employee’s spouse) and is included on the employee’s federal tax return as a dependent, *and*

c. Is the documented legal son or daughter of the employee (i.e., the employee himself or herself is the documented legal parent or guardian of the child).

**Administrative Employee:**

Is a department head and/or a member of upper management who has the authority to hire and fire. (Please note: This definition is effective August 2005. Any exempt employee who is currently using this benefit and who does not fit this new definition will be allowed to continue using the Tuition Assistance benefit for his/her dependent(s) who is currently receiving tuition assistance from VWC).

**GENERAL GUIDELINES**

- Tuition Remission, Assistance and Exchange programs are for tuition only. Grant money from any of these programs may not be used for books, housing, lab fees, or any other non-tuition charges,

- When space or budget limitations occur, funds will be distributed in the following order of priority, unless otherwise stipulated:
  - Currently enrolled individuals who are working toward a degree, using credit hours completed (those with the highest numbers of completed hours will be given priority);
  - Dependent children new to the program and working toward an initial degree;
  - Employees new to the program and working toward an initial degree;
  - Spouses new to the program and working toward an initial degree;
  - Others who may be eligible for courses according to the guidelines.

- Each person enrolled full-time in any of the Colleges tuition aid programs has either 10 semesters of eligibility or until the initial degree is earned, whichever is the lesser.

- Any summer session, complete or partial, is equivalent to one semester of the total term of eligibility.

- Tuition Remission is not available for Winter Session.

- Any student may be enrolled in only one of these tuition aid programs at any given time.
• Any dependent child or spouse enrolled in the Tuition Remission program must be working toward an initial baccalaureate degree or fulfilling requirements for teacher certification.

• Any employee taking courses through Tuition Remission, but not working toward a degree, may take no more than two (2) courses in any fiscal year.

• An employee not in a degree program must register for classes on the last day of the drop/add period. The employee may attend earlier sessions of the class, but these procedures are required in order to assure spaces in the classes for degree-seeking students.

• No more than two (2) family members may be enrolled in the programs during any given semester.

• Tuition Remission, Assistance, and Exchange programs are not available for use in semesters spent in study abroad. (TAG funds may be available to help with tuition costs for Virginia residents enrolled in such programs).

• All persons involved in any of these tuition aid programs must first complete all procedures for applying for admission to the College and be admitted as a matriculating student before they can request tuition aid through one of these programs.

• All full-time students involved in one of these programs must apply, during the admission process, for TAG grants for which they may be eligible. Such funds could reduce the College’s costs for tuition aid. Should the student choose not to apply, the college will not fund those federal and state grants for which a student would be eligible, and the student must make up that difference.

• Students in one of these tuition aid programs must remain in good academic standing at the College. In effect, the student is attending VWC, or another school, on a scholarship, and he or she will be dropped from tuition privileges as soon as the student is placed on any academic probation or suspension.

• The Tuition Remission and the Tuition Assistance programs at Virginia Wesleyan College are administered by the Director of Human Resources. The Tuition Exchange program at Virginia Wesleyan is administered by the Director of Financial Aid. Requests for exceptions to this policy will be considered on a case-by-case basis and should be submitted in writing to the appropriate director.

• Applications for the programs are available in the Office of Financial Aid, in the Human Resources Department, and online at http://www.vwc.edu/administration/human-resources/human-resource-forms.php.
WORKER’S COMPENSATION

In accordance with the Virginia Worker’s Compensation Act, employees of Virginia Wesleyan College are covered under worker’s compensation insurance. Worker’s compensation is an insurance program which provides medical and, in some cases, income benefits to employees who are injured on the job or who contract an occupational disease.

If you are injured on the job at Virginia Wesleyan, you should do the following:

- Notify your supervisor of the injury immediately, or no longer than 24 hours from the occurrence, even if the injury does not seem serious.

- Your supervisor will direct you to seek medical treatment. This is to obtained at the campus Health Services, I & O Medical Center on Diamond Springs Drive, or another agreed upon medical provider.

- In the event of a life-threatening emergency, dial 911.

- Instruct the provider to bill Virginia Wesleyan directly for any care/treatment you receive. Bills should be sent to the Department of Human Resources. If you receive bills/statements directly, forward them to the Business Office, Department of Human Resources, for processing as soon as you receive them.

- With your supervisor’s assistance, begin to fill out the Employer’s First Report of Accident form paying special attention to the details surrounding the accident, injury, or illness.

- Forward the partially completed Employer’s First Report of Accident form to the Human Resources/Business Office.

It is the supervisor’s responsibility to alert the Business Office/Human Resources, as soon as possible, that a work related injury or illness has occurred. Human Resources will complete the Employer’s First Report of Accident and forward it to the insurance company for processing, if appropriate, or to the Business Office for payment.

If you are released from the doctor and then have future problems that you feel are related to the workplace injury/illness, contact your supervisor and/or Human Resources before seeking further medical treatment.