

Faculty Handbook



Wytheville Community College

Preface

The Wytheville Community College (WCC) Faculty Handbook is a resource document that provides WCC faculty with information about the policies and procedures which affect their employment and which assist them in carrying out their duties and responsibilities. Most of the policies and procedures that govern WCC faculty are prescribed by the Virginia Community College System (VCCS) and apply to faculty throughout the VCCS. These system wide policies and procedures are provided in the *VCCS Policy Manual*.

<http://www.vccs.edu/WhoWeAre/PolicyManual/tabid/103/Default.aspx>

The system wide policies and procedures for human resource questions are provided in the *VCCS Policy Manual* at

<http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf>

Local policies, procedures, and issues that apply specifically to the faculty at WCC are provided in the *WCC Faculty Handbook*.

Wytheville Community College does not discriminate on the basis of race, color, national origin, gender, handicap, age, or any other non-merit factors in admissions, access, treatment, or employment in its programs and activities. Inquiries may be directed to the Affirmative Action Officer in Smyth Hall or by telephone at (276) 223-4869.

WCC FAULTY HANDBOOK

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I. Introduction

A. About the College

Wytheville Community College is a two-year comprehensive community college serving residents of the counties of Bland, Carroll, Grayson, Smyth (Marion and eastward), Wythe, and the City of Galax. The college, one of 23 in the Virginia Community College System, operates under policies established by the State Board for Community Colleges and the Wytheville College Local Board. The college is financed primarily with state funds supplemented by contributions from the participating localities.

Wytheville Community College is accredited to award the associate degree by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 404-679-4500, ext. 4504).

Locations:

Main Campus
1000 East Main Street
Wytheville, VA 24382
276-223-4700

Crossroads Institute
1117 East Stuart Drive
Galax, VA 24333
276-744-4974

Smyth County Education Center
300 Gordondale Road
Atkins, VA 24311
276-783-1777

B. Virginia Community Colleges Mission Statement

The mission of the Virginia Community College System is to provide comprehensive higher education and workforce training programs and services of superior quality that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth.

<http://www.vccs.edu/WhoWeAre/Mission/tabid/102/Default.aspx>

C. Wytheville Community College Mission Statement

To view WCC's Mission Statement, click the link below:

<http://www.wcc.vccs.edu/about/mission.php>

D. Our Vision and Our Values Statements

To view WCC's Vision and Values Statements, click the link below:

<http://www.wcc.vccs.edu/about/vision.php>

II. Faculty

A. Faculty Responsibilities

The major emphasis shall be on teaching, by working with students in classrooms, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens.

To view faculty policies and procedures mandated by the VCCS, reference the *VCCS Policy Manual*, Human Resources Section, 3.5 located at:

<http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf>

B. Teaching Faculty Evaluation Policy and Procedures-

(Refer to *Appendices B-H*)

C. Course Outlines

A course outline, to be submitted to the Division Dean, is required for each course offered by the College. Many course outlines already exist and may be offered to other faculty, especially new full-time and adjunct faculty, as a guide. Such outlines are used to assist instructors in their course preparation, articulation with four-year college programs, and for curriculum development. Deans keep a file of course outlines for each course offered in their Division. Each course outline will include the following items:

1. Course title and number
2. Course objectives
3. Appropriate textbooks and related material
4. Course content in outline form
5. Course requirements, i.e., papers, exams, special projects

Based on the course outline, each instructor will furnish his or her students with a syllabus that outlines objectives, assignments, exam dates, and other appropriate course information.

Information in the course outline or syllabus represents a contract with students. The course contract, grading system, and other information contained therein must be strictly followed.

D. Textbook Requests

Requests to order textbooks should be submitted by the Instructor, sent to the bookstore on the Textbook Requisition form and copied to the appropriate division office. The bookstore will provide faculty the Textbook Requisition form to be used for ordering textbooks. Textbook requests should be submitted to the bookstore in accordance with the "Date Requests Due" schedule as stated below. **NOTE:** This policy is subject to change depending on the bookstore.

Date Requests Due – (may be subject to change with each bookstore policy)

Fall - First Monday in April

Spring - Second Monday in October

Summer - Third Monday in February

This schedule will allow time for books to be ordered and delivered by the time needed. Early submittal of textbook request enables the Bookstore to better utilize their book buy-back program.

Instructors should be realistic in the number of textbooks requested. The average cost of a new book is about \$100; however, many cost much more. Faculty who need to make a change in a required textbook must notify the bookstore as well as the division office. Reimbursement of shipping charges and/or restocking fee will apply if a change is made concerning a book already ordered by the Bookstore per the instructor's request. The appropriate charges will be made to the instructor's department.

The normal expectation for textbook use in a course is at least two years. Some textbooks may be available via the Textbook Rental Program or as a used book. Follett's rental program brings a lot of flexibility and choice to students and parents so they can decide how, when and where they want to buy their books. The Rent-A-Text program is designed to be available in store and online with in-store pick-up. If a typical new text costs \$100, a typical used text will cost \$75, a typical digital e-book will cost \$50, and a typical rental will cost \$45. Students will have the freedom to highlight and take notes all within the normal wear-and-tear associated with coursework. Students will have the choice to buy their textbook at the end of the term if they want to keep the book.

- E. Appointment of Faculty-** please refer to the VCCS Policy and the Human Resource Section at <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf> for information on faculty appointment.

- F. Reappointment-** please refer to the VCCS homepage at <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf> for information.

- G. Faculty Professional Development-** please refer to the <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf> for additional expectations.

WCC expects the professional development of its teaching faculty. An engaged faculty is essential to the College moving forward and reaching its goals.

Every full-time faculty member will submit professional development goals to his or her Division Dean as part of the annual evaluation process. Professional development activities should help the individual faculty member work toward improving teaching and learning and may include conferences, community activities, presentations, instructional activities (including graduate courses), and approved individual activities.

H. Employment Outside the College

Outside employment commitments must have prior approval of the President. See the VCCS website for additional information at the following url: <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf>

I. Promotion of Faculty

All WCC faculty, both nine- and twelve-month, will be considered for promotion on the basis of the Virginia Community College System's normal minimum criteria for each faculty rank. It is important to remember that eligibility for promotion does not mean that an immediate supervisor should or would automatically recommend a faculty member for that distinction. The following WCC guidelines are to be used to first determine if a faculty member can be promoted. The appropriate Dean, the Vice President of Instruction and Student Services and finally the President will review and act on any recommendation that may result from such determination.

No faculty member will be recommended for promotion unless he/she will have completed a minimum of three full appointment years in his/her present rank by the termination date of his/her current appointment.

J. Academic Freedom- please refer to the VCCS website at <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf> for information on academic freedom.

K. Intellectual Property- please see <http://myfuture.vccs.edu/Portals/0/ContentAreas/PolicyManual/sec12.pdf> for additional information on the following items:

1. Intellectual Property Policy and Procedures
2. Intellectual Property Guidelines
3. Intellectual Property Definitions
4. Student-Developed Intellectual Property Materials
5. Sponsor-Supported Intellectual Property Efforts
6. Intellectual Property Consulting Work
7. Administration of Intellectual Property Policy
8. Intellectual Property Interest Notification
9. Protection of Intellectual Property
10. Additional topics

L. Faculty Grievance Process

Wytheville Community College will use the VCCS policy in its entirety. This policy is found at <http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sct3.pdf>

M. Club Sponsorship

Faculty may act as sponsors for student organizations or clubs. Student club or organization sponsors have the following responsibilities:

- To serve as the College's liaison with the student club or organization.
- To serve as budget manager, and generate, approve and sign all requests submitted by the club or organization to the Dean of Student Success and Academic Advancement or the SGA, including fund requests, travel requests, petty cash, purchase requisitions, off-campus bank account reports, etc.
- To have advance knowledge of all meetings and activities of the club or organization. Although attendance at all meetings is not mandatory,

- sponsors should attend as many meetings as possible.
- To attend all off-campus activities or travel sponsored by the club or organization or require the sponsor to make arrangements for another faculty or staff member to attend. The Dean of Student Success and Academic Advancement is to be informed of all changes.
- To assure that student leaders attending an off-campus event or activity complete the General Activity/Field Trip Participation form. All participation forms are to be copied to the Dean of Student Success and Academic Advancement before the travel occurs.
- To be aware of the campus drug-free policy and ensure that student leaders understand the implications of the policy as they plan both on- and off-campus activities or events for the club or organization.
- To remain aware of the goals and purposes of the club or organization, and to make sure that these goals and purposes are followed by the group.
- To offer guidance, without domination, and remind the club or organization of the College's rules and enforce them when necessary.
- To notify the Dean of Student Success and Academic Advancement when a club or organization's actions are contrary to its general purposes, or when an action is planned without the sponsor's approval.
- To make sure that the club or organization's activities, including travel, are coordinated in advance through the Student Services' office.
- To ensure that the club or organization adheres to all College rules and regulations regarding off-campus activities, student travel, the Drug-Free Campus policy, and the Student Conduct as outlined in the *WCC Student Handbook*.
- To attend meetings scheduled by Student Services for the sponsors of student clubs and organizations.
- To communicate with the clubs and organizations all College meetings and announcements affecting the group.

N. Field Trips

The instructional philosophy of Wytheville Community College supports the integration of classroom, laboratory, and field experiences in the belief that relevant education is good education. Therefore, selected learning experiences may be provided at a site other than the campus.

Transportation of students to and from the College and such sites in College vehicles must be scheduled and approved in advance, in writing, through the appropriate administrator.

All trips related to student activities should be cleared through the Dean of

Student Success and Academic Advancement Office. Expenses for student activities trips may be paid out of student activity funds in accordance with official policies and procedures established to govern the express expenditure of these funds. Trip sponsors should have each participant complete the Student Travel Assumption of Risk and Student Assumption of Risk forms, which can be obtained from the faculty share folder on the p drive, student forms folder. A copy of each completed form should be kept with any permanent records for that event, as well as a copy submitted to the Dean of Student Success and Academic Advancement.

III. Grading

A. Grading System

Grades of A, B, C, D, P and S are passing grades. Grades of F and U are failing grades. These, along with the R, I, X, and W grades, are given more detailed explanation in the *WCC Student Handbook*. Normally, if a student transfers to a four-year college or university, only grades of A, B, and C will be accepted for credit in courses equivalent to those offered at the four-year college or university.

The recommended numerical range of each letter grade is as follows:

- A – 91 – 100
- B – 81 – 90
- C – 71 – 80
- D – 61 – 70
- F – 60 or below
- I – Incomplete
- W – Withdraw

Instructors are not required to follow this recommended scale; however, if an instructor plans to deviate from this range, students must be informed in the syllabus of the intended scale at the beginning of the term.

Final grades must be posted to the SIS web site no later than the due date at the end of the term.

B. Pass/Fail Policy

P – (*Pass*) No grade point credit; applies only to non-Developmental Studies courses.

R – (*Re-Enroll*) No grade credit (indicates additional time is needed to complete the Developmental course).

S – (*Satisfactory*) No grade point credit; applies only to Developmental Studies

courses.

U – (*Unsatisfactory*) No grade point credit; applies to Developmental Studies courses and courses with P/U option.

W – (*Withdrawal*) No credit. Student withdrawal from a course without academic penalty may be made within the first 60% of a semester and the student will receive a grade of "W." After that time the student will receive a grade of "F," except in rare, documented circumstances. A copy of this documentation must be placed in the student's academic file.

X – (*Audit*) No credit (permission of the instructor and Division Dean is required to audit a class.)

The grade point average (G.P.A.) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted.

C. Auditing a Course

A student may, under certain circumstances, register to "audit" a course. One who audits a course attends classes but is not required to take examinations and, therefore, receives no credit. To register as an audit student, one must get permission from the instructor and the Division Dean and pay the normal tuition for the course. Students are allowed to audit courses only on a space-available basis and with reasons acceptable to the instructor and Division Dean.

An example of an acceptable reason would be to improve the student's background in a course he/she has taken previously but from which he/she does not feel adequately prepared to undertake an advanced course.

Audit is not a right and will be permitted only when it is clear that the decision is in the best interest of the student auditing, other students, and the College. Since audited courses carry no credit, they do not count as a part of the student's course load. A student who registers to audit a course, but then decides to take it for credit must change his/her registration within the Add period. Changes from credit to audit must be made by the last day for withdrawal without penalty.

D. Grade Reports

Students can access their grades via the Internet at <http://wcc.sis.vccs.edu/prdctn/>. Grade reports are not mailed to students.

E. Academic Alert

During the fifth week of each semester, instructors receive a form on which they must report all students earning below a "C" grade. **NOTE: This varies for the**

different summer terms.

Faculty advisors and counselors will receive these reports and schedule meetings with their advisees to discuss students' academic standings.

Faculty should call those students who are having difficulty (including those with excessive absences) into their office for a conference and offer their best advice and help. Faculty should try to do everything possible to assist students who are having problems in classes early in the semester.

F. Incomplete Grade

When a student receives an incomplete grade, the following information should be sent by the instructor to the Admissions Office:

- a. Incomplete Grade Form
- b. Description of the work to be made up

Upon completion of the work, a Change of Grade Form should be sent by the instructor to the Registrar's Office and copied to the Division Dean. The "I" grade will be converted to an "F" if the Change of Grade Form is not received in the Registrar's Office by the end of the subsequent semester. "I" grades earned in spring may be completed as late as the end of the next fall semester.

Faculty members are further reminded that students may withdraw from a course without academic penalty and receive a "W" during the first nine weeks after the beginning of the semester (for regular session). After that time, the student will receive a grade of "F" except under mitigating circumstances that must be documented. A copy of the documentation must be placed in the student's academic file. This written documentation must be received in the Admissions Office before the deadline to turn in grades. The "W" grades for all students who withdraw after the nine week period and who do not have the proper documentation, will be automatically changed to an "F" grade.

The assignment of grades is the responsibility of the instructor.

G. Student Withdrawals

Students may withdraw from a course without academic penalty during the first 60% of that course's term and receive a grade of "W". For a standard 15-week academic term, a student may withdraw within the first nine weeks after the beginning of the semester. The latest date that a student can withdraw from a class is called "last date to withdraw without academic penalty." After this date, the student who withdraws will receive a grade of "F" or "U" (for Developmental courses) except under mitigating circumstances. Late withdrawals involving

mitigating circumstances must be documented and approved by the Academic Dean and a copy of the approval and documentation must be placed in the student's academic file. A student may also receive a grade of "W" through the Instructor Initiated Withdrawal Policy.

A student may not receive a "W" grade unless that student has completed the withdrawal process or a faculty member has withdrawn him/her through the Instructor Initiated Withdrawal Policy. Consequently, faculty members should not assign a "W" grade when completing the grade roster at the end of a class.

H. Instructor Initiated Withdrawal Policy

VCCS Withdrawal Policy

A student may withdraw from a course without academic penalty during the first 60% of an academic term/session. For purposes of enrollment reporting, the following procedures will apply:

1. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
2. After the add/drop period, but prior to the completion of 60 percent of an academic term/session, a student who withdraws from a course will be assigned a grade of "W".
3. After that time (60 percent of the academic term/session), if a student withdraws from a course, a grade of "F" or "U" will be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented, submitted to the Dean of Student Success and Academic Advancement, and a copy of the documentation placed in the student's academic file.

A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of the withdrawal, the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

Instructor Initiated Withdrawal Policy

The instructor will withdraw a student from a course without academic penalty ("W" grade) during the withdrawal period for that course when the following conditions are met:

- a. the number of student absences equals twice the number of weekly meetings of the class, and
- b. the student grade at the time of the last absence is “D,” “F,” or “U.”

A student who adds a class or registers after the first week of class is counted absent from all class meetings missed beginning with the second week.

A student who has not attended any classes during the add period and/or who meets the conditions described above will be withdrawn after the last date to drop (usually 14 calendar days in a normal session.) The student may appeal the withdrawal to the instructor. This instructor’s decision to reinstate or not will be based on the circumstances and the student’s status in the class.

Class Attendance and “F” and “U” Grades for Non-Attendance

All students who receive financial aid are awarded that aid based on (among other things) course credit load. If that load changes (student is withdrawn from class or receives an “F” or “U” as a result of non-attendance), the student’s financial aid award must be adjusted accordingly and the excess money returned. The auditor of public accounts has expressed concerns that many VCCS colleges (including WCC) are not following policy regarding this issue. College policy regarding this issue is:

1. Instructor must keep attendance records.
2. Students who have registered but have never attended class by the last day of drop/add (first 2 weeks of class meetings) must be withdrawn and reported to the Admissions Office. The reporting should be done by the end of the week following the last day of drop/add.
3. For the remainder of the semester, each faculty must review attendance records regularly and fill out a withdrawal form when the number of absences warrants withdrawal for nonattendance. List the last date of attendance on the form. The faculty must submit the form to Admissions Office within 5 days after determining the student should be withdrawn.
4. Faculty who teach distance education courses use the last date an assignment was turned in as the last date of attendance. Also, DE faculty should have some indicator during the first two weeks to prove that students plan to begin or stay in the class. i.e., pick up packet and produce introductory letter, etc.

NOTE: If the student is withdrawn within the first 60% of the semester, he/she will receive a "W." After 60% of the semester, the student will receive an "F."

I. Final Examinations

It is the policy of the College that final examinations are required in all courses except those that are skill/competency-based (specific psychomotor skill levels to be achieved) and courses where the final examination and the completion of the course may occur at any time during the semester (Developmental Studies).

All students will be expected to take their examinations at the regularly scheduled times. No exceptions shall be made without the permission of the Vice President of Instruction and Student Development or another appropriate academic administrator and the instructor of the course.

Faculty members may exercise the option of waiving a final examination providing the student has an "A" average just prior to exam time (within one week of the end of classes and after the last major test), and the final examination is not a major part (more than 25%) of the student's course grade, and providing that this option is a part of the faculty member's course evaluation plan provided at the beginning of the semester.

J. Posting of Grades by Faculty and FERPA

The public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation of the Family Educational Rights and Privacy Act (FERPA). Even with the names obscured, numeric student identifier numbers are considered personal identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student's uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

K. Independent Studies

1. Definition:

A course

- which is offered outside of the traditional constraints of a scheduled day, hour, and classroom;
- which has an enrollment of 5 or fewer; and
- which would otherwise be cancelled by the Division Dean/Administrator.

2. Procedure:

An Independent Study course will be offered only in extenuating circumstances.

An Independent Study course must be approved by the participating faculty and the appropriate Division Dean. Approval must be in writing on the registration form.

An agreement form outlining the conditions and requirements of the course must be filed in the appropriate division Dean's office. The agreement must be filed by the end of the "add" period for that course. It is understood that the course content, the material covered, and the evaluation requirements should be comparable to the traditionally scheduled class.

IV. Classroom Policies

A. Class Meeting Times

Every scheduled class is to be held, including the final examination, for the full scheduled number of minutes in the assigned room. If a change in classrooms is required, the instructor should contact the appropriate Division Dean or the Regional Site Coordinator for authorization and logistical support. In those rare instances when it is necessary to dismiss a class early, permission must be obtained from the instructor's supervisor in advance of the date of early dismissal.

B. Class Admission

Proper registration must be accomplished prior to the last day to add a class. If there is a question regarding a student's registration, the instructor may request to see a copy of the receipt documenting tuition payment.

C. Attendance Policy

Students are responsible for their own learning and are expected to attend class. Missing class compromises learning. If the number of student absences EXCEEDS twice the number of weekly meeting of the class, the student may fail the course.

D. Student Complaints

Any student wishing to file a complaint will need to follow the *Wytheville Community College Guidelines for Expression of Public Concern Policy*, located on the WCC Website at the following url:

<http://www.wcc.vccs.edu/about/complaints.php>

E. Disruptive Students

The *Wytheville Community College Student Handbook* indicates in the Students' Rights and Responsibilities section that a student is considered to be a "responsible adult" and that a student's conduct while in class, on campus, or on a college-sponsored activity "should reflect that adult responsibility." The great majority of students conduct themselves responsibly but occasionally a student's behavior may be outside the bounds of what is expected and can be considered "disruptive." Disruptive behavior on the part of students is not acceptable and may subject the student to disciplinary action.

Student Disruptive Behavior

Disruptive behavior is any behavior by a student while in class, on campus, or on a college-sponsored activity that:

1. Interferes with instruction,
2. Interferes with other student's rights to pursue learning,
3. Violates college policies,
4. Violates local, state, or federal laws, or
5. Generally interferes with the smooth operation of the College.

Faculty and Staff Role in Student Disruptive Behavior

If and when an individual from the faculty or staff is faced with student disruptive behavior, especially in a classroom setting, that individual may respond to the behavior in one or more of several levels.

Level One

Try to manage the disruptive behavior directly. Faculty members, for example, can manage minor disruptive classroom behavior such as excessive talking or inappropriate use of cell phones without the need for assistance or without the need to initiate disciplinary action. For most minor types of disruptive behavior, individual response is all that is needed.

Level Two

When efforts to manage disruptive behavior (Level One) are not successful or when disruptive behavior appears to be out of hand, individuals from the faculty and staff should seek assistance from a supervisor or another appropriate individual.

	Seek assistance from
On-Campus/ Day	Supervisor/Division Dean, or Dean of Student Success and Academic Advancement, or Vice President of Instruction and Student Development, or Vice President of Finance and Administration
On-Campus/Night	Campus Security
Education Center/Day	Center Director's Office
Education Center/Night	Evening Coordinator at Education Center
Regional Site Classes	Regional Site Coordinator
Other Sites	Site Facilities Coordinator

Level Three

If a student's disruptive behavior appears to be threatening to self or others, the individual should immediately seek assistance from Campus Security and/or 911, then notify the persons/offices listed in Level Two, as appropriate. The individuals/offices contacted should be apprised about the severity of the behavior and should be prepared to call for outside assistance from other responsible college personnel or from law enforcement authorities, as required.

Student Disciplinary Action

Disruptive students may be subject to disciplinary action by the College. Examples of conduct for which a student may be subject to disciplinary action are listed in the *Student Handbook* under Students' Rights and Responsibilities.

Faculty and staff are referred to the "Student Disciplinary Procedures" section of the *Student Handbook* for the steps to initiate disciplinary action. Any member of the College community, including members of the faculty and staff, can initiate disciplinary action. Faculty and staff may wish to consult with their supervisors or other responsible college personnel about which individual should initiate the disciplinary process.

V. Curriculum Process

WCC follows all the curriculum policies set out by the VCCS and SCHEV. Complete information can be found in the WCC Curriculum Development Manual. The Curriculum Committee bears the responsibility of facilitating these processes and acts in accordance to the following guidelines.

VI. Support Services

A. Learning Resources

The Learning Resource Center services are located as follows:

Library	101 Smyth Hall	276-223-4743
Audio-Visual Department	136 Smyth Hall	276-223-4746
Academic Resource Center	100 Bland Hall	276-223-4825

1. Hours of Operation

The library is open during the regular session from 8:00 a.m. to 5:00 p.m., Monday, Thursday, Friday and from 8:00 a.m. to 7:00 p.m. on Tuesday and Wednesday. Hours of operation during weekends, summer sessions, and semester breaks are posted on campus.

All persons desiring to check out materials from the library are required to have a special identification card which carries a barcode. Identification cards are available in the Academic Resource Center in Bland Hall.

2. Faculty Library Services

a. Library Instruction

Information Literacy

Information literacy is the ability to recognize when information is needed and to locate, evaluate, and use it effectively. Students in the basic English classes are required to take the VCCS Information Literacy Tutorial “CONNECT for Success”. This Web-based program provides instruction on how to find and evaluate information and includes exercises that can be completed online and scored electronically.

Course-Related Instruction

Librarians are available to teach students how to search for information, how to obtain copies of materials, and how to critically evaluate information resources relative to a particular field of study. We emphasize the use of print and electronic resources available in the WCC Library through the VCCS and VIVA (Virtual Library of Virginia). Please call a librarian to schedule course-related library instruction.

b. On Campus

The materials in the library include print, non-print, and electronic media. Faculty members may check out books and audio-visual materials for two weeks. These materials may be renewed for two weeks if a hold has not been placed on them.

Requests for materials to be placed on reserve should be made at least two days prior to the assignment. Personal copies of books or other materials put on reserve by faculty will be protected and circulated as library holdings, but risk of loss or damage will be assumed by those placing materials on reserve.

Varied resources and services are available in the library. Faculty members are encouraged to avail themselves of these services and to request assistance of the library staff at any time. Faculty members are encouraged to participate in book selection, particularly in their area of specialization, in order to maintain an updated collection. Instruction in the use of the LRC materials and equipment is available upon request. These services will be provided either in the classroom or in the library itself.

Interlibrary loan services are available to faculty members wishing to obtain materials that are not in the WCC collection.

c. Regional Sites

Library services and resources are available on-campus and through the library homepage - <http://www.wcc.vccs.edu/currstudents/library/default.html>. The library's catalog may be accessed through the homepage, as well as numerous electronic databases which support many subject areas. To access the licensed databases, students and faculty must follow the instructions for remote access on the homepage. Inquiries regarding library services and resources may be referred to the library staff by e-mail or by using the toll-free telephone number for the College (1-800-468-1195).

Faculty members teaching in regional sites are encouraged to discuss their needs with the Library Coordinator (Smyth Hall, telephone 223-4744).

3. Instructional Technology/Audio-Visual Services

a. On Campus

Classroom audio-visual equipment not already contained in the classroom teaching stations or not present in a given classroom (such as overhead projectors) may be requested on a daily, weekly, or semester basis. Requests for equipment should be made to the Audio-Visual Department a minimum of two days in advance so scheduling of equipment, delivery, and pickup can be made.

Audio-Visual equipment and services are to be requested through the "Helpdesk" email, with the subject line "AV Helpdesk."

Equipment placed in classrooms is to be removed only by Audio-Visual Department personnel. Please do not move equipment from classroom to classroom.

Orientation in the use and operation of the Audio-Visual equipment will be provided upon request by the Audio-Visual Department.

Development and production of A/V media and multimedia presentations for educational purposes may be provided by the Audio-Visual Department. Faculty members are encouraged to use the services of the Audio-Visual Department.

b. Regional sites

Audio-Visual equipment is available to faculty for off-campus use at the regional sites on a daily and weekly basis, if the instructional space does not include a fully equipped teaching station. Audio-Visual equipment and services are to be requested through the “Helpdesk” email, with the subject line “AV Helpdesk.” Requests for off-campus loan of equipment must be approved by the Audio-Visual technician or the Audio-Visual supervisor. Equipment must be picked up and returned to the Audio-Visual Department. The responsibility of any loss or damage (including cosmetic) is placed solely on the requestor until the equipment is properly checked back into the Audio-Visual Department. Some types of equipment are not available for off-campus use and some equipment is in short supply. Equipment cannot be provided for off-campus use on a semester basis.

c. Requests for Taping/Duplication

Requests for off-air and off-satellite taping and audio/video tape duplication should be made through the Audio-Visual Department. Such tapes will not be added to the library collection and will only be retained as per the copyright fair use policy. The Audio-Visual Department adheres strictly to all copyright laws.

4. Academic Resource Center (ARC)

The Academic Resource Center (Room 100, Bland Hall) is available to students who need tutoring assistance or other help with their academic studies. The ARC is staffed by peer-tutors who are available to work with each student on an individual basis or in small groups to help students become more proficient in their academic areas. Computers are available in the ARC for student use.

The ARC offers a variety of materials designed to assist students in making academic and career choices that affect future employment. Materials range from printed material to audio-visual sources; from job listings to resume preparation materials. Most materials are designated for use in the ARC and are not available for general circulation.

In addition, students will find a wide range of computerized interest inventories which may be administered and interpreted by a counselor at no cost to students. There is also a testing center in the ARC.

Computer Lab

Computers are available in the Academic Resource Center on a first-come, first-served basis. Computers for research purposes are also available in the library. Other labs may be available for student use outside class upon request.

5. Computer Support

The first stop for computer support is the WCC Help Desk. Simply send an e-mail to helpdesk@wcc.vccs.edu for a rapid response (faster than a phone call typically). If e-mail is not available, call 223-4812.

6. College E-mail Addresses

An e-mail address from the College will be assigned to each instructor for on-line communication with students. Faculty are required to use assigned e-mail addresses in order for the College to comply with Federal FERPA guidelines. All employees with access to the college computer system are required to take annual MOAT (Managed Ongoing Awareness Tools) training to ensure system security is maintained.

7. Copyright Guidelines

All College employees are expected to obey the United States copyright laws in their use of print and Audio-Visual materials and electronic media.

Illegal copies of copyrighted programs may not be made or used on equipment owned by the College. The legal protection of the College or the VCCS will not extend to employees who violate copyright laws. Employees should consult the learning resources staff for guidance as to the applicability of the copyright laws and education "fair use" in specific circumstances.

B. Supplies and Equipment Requisition of Purchase

All requests from faculty for supplies or equipment purchases should be coordinated through the appropriate Dean.

C. Course Publicity

Publicizing courses is an important part of any successful program. Individuals

wishing to be involved with marketing of specific courses must work through the campus Public Information Office.

D. Students with Learning Disabilities

The Americans with Disabilities Act (ADA) states: “No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

“Otherwise qualified” in the ADA means that only those people who are able to meet the technical and academic qualifications for entry into a school, program, or activity are protected by the ADA. This means that accommodations which are a “fundamental alteration” of a program or which would impose an undue financial or administrative burden are not required.

The College has no responsibility for identification and evaluation of students with disabilities. If an evaluation is needed, the expense is the student’s responsibility.

To view college procedure for requesting reasonable accommodations, please refer to <http://www.wcc.vccs.edu/currstudents/disabilities.php>

E. Policy for Accident or Illness

First Aid (On Campus)

The College is not equipped to provide medical services on campus. Nevertheless, individuals who have minor injuries and are in need of bandages and antiseptic may find first aid supplies at the locations listed below:

Carroll Hall – Security Office
Bland Hall – Business Office; Division of General Education
Fincastle Hall – Medical Laboratory Technology laboratory
Smyth Hall – Library
Galax Hall – Nursing Office; Dental Clinic
Grayson Hall – Division of Occupational Technical Programs & Workforce
Development/Continuing Education

First Aid (Regional Sites)

The Regional Site Coordinators are responsible for responding to medical emergencies at regional sites. In all cases, a telephone and emergency number

should be accessible to the site coordinators. First aid supplies are located in the educational offices of Crossroads Institute and the Smyth Education Center. The administrative assistants at each of these sites are responsible for checking the first aid supplies twice a month and restocking if necessary.

Emergency

The procedures listed below are to be followed in all emergency cases (or possible emergency cases) involving accident or illness.

1. Keep the injured/ill person quiet and calm. Do not move or allow the person to be moved unless, by allowing to remain stationary, the affected person is deemed to be in further danger.
2. Go to the nearest phone and call 911; be prepared to give the following information:
 - a. Exact location of the victim
 - b. Nature and apparent severity of the injury or illness
3. Call College switchboard (dial "0") and inform the operator of the situation and location—**THEN RETURN TO THE INJURED/ILL PERSON AND WAIT FOR PROFESSIONAL ASSISTANCE.**
 - a. Never administer assistance beyond the level of your training.
 - b. Never give medical advice unless you are trained to do so.
4. The switchboard operator is to:
 - a. Immediately notify Student Services, who shall send someone to the location of the injured/ill person. Student Services will also be responsible for notifying the family if necessary.
 - b. Notify campus security so they can assist the rescue squad in getting to the proper location.

Hospital

If an emergency rescue squad has been called to come to an injured party's assistance, determine from the driver of the ambulance the hospital that will receive the injured party. Contact the hospital to alert them that an emergency

case will be coming from this College and the nature of the injuries, if possible.

Emergency Phone Number

For all emergencies, dial **911**.

Employees and work-study students are required to file an accident report form with the Campus Security Office immediately after the accident. Students are required to contact the Student Services Office.

F. Shelter-In-Place Policy

Emergency situations that require those affected to remain where they are is called a "Shelter-In-Place". When a shelter-in-place occurs, faculty, employees, and students are expected to remain where they are or immediately seek shelter until the emergency passes. Those affected will be given relevant details of the incident and informed to remain in the classroom, laboratory or office, and if possible, to lock the doors. The following guidelines should be observed:

- **COMMUNICATION REGARDING SHELTER-IN-PLACE STATUS:** Notification of the need for SHELTER-IN-PLACE status, communication during SHELTER-IN-PLACE status, and notification to end SHELTER-IN-PLACE status will be conveyed via the following methods: media data retrieval system messages sent to television sets in classrooms, text and email messages sent to computers and cell phones via WCC Alert System, announcements from the exterior public address system.
- **REMAIN IN THE CLASSROOM OR FIND ONE FOR SHELTER:** Faculty, staff and students in a classroom, laboratory or other location should remain there. Students in hallways, study rooms or rest rooms should remain in the area if it can be locked or immediately seek shelter in the nearest classroom.
- **LOCK THE DOORS:** Close and lock the classroom, rest room and/or office doors.
- **CLOSE ALL WINDOWS AND BLINDS:** All windows must be closed and latched. Blinds should be lowered and drawn shut.
- **TURN OFF ALL LIGHTS:** Overhead lights and computer monitors should be switched off.
- **CROUCH DOWN IN AREAS THAT ARE OUT OF SIGHT FROM DOORS AND WINDOWS:** Try to remain out of sight of the doors and windows.
- **REMAIN QUIET:** Do not talk to each other, call out or make noise.
- **SECURE DOORS AT BUILDING ENTRANCES:** Verify locked status of all entrance doors.

- **DO NOT EXIT THE ROOM IF THE BUILDING FIRE ALARM SOUNDS DURING THE SHELTER-IN-PLACE:** Stay in the room until the “all-clear” signal is given.
- **SECURITY OFFICERS AND WYTHEVILLE EMERGENCY SERVICES WILL PROCEED TO ENTRANCES TO CAMPUS AND ERECT BARRICADES:** Security and/or Wytheville Emergency Services will maintain access control by blocking ingress and egress to the campus.
- **STAY IN THE ROOM UNTIL POLICE AND/OR SECURITY GIVE THE “ALL- CLEAR”:** Don’t leave, move around, or look out doors or windows until the “all-clear” signal is given.

VII. Logistics

A. Parking Regulations

WCC provides open, on-campus parking facilities for faculty, administration, staff, and students. All are free to park in any space EXCEPT those spaces which are specifically reserved (for example, Handicapped or Visitor). Cars that are improperly parked are subject to towing at the owner's expense.

For safety reasons, there will be absolutely NO parking allowed along the roadway leading into the College from East Main Street. Everyone should park in designated parking areas.

Please check with Regional Site coordinators concerning parking regulations at sites.

B. Student Emergencies

Students will be called from class only in the event of emergency. All emergency numbers are listed below.

Emergency Phone Numbers:

Bland County High School	688-3621
Carroll County High School	728-2125
Crossroads Institute	744-4974
Fort Chiswell High School	637-3437
Galax High School	236-2991
George Wythe High School	228-3157
Grayson County High School	773-2131
Grayson County Vocational School	773-2951

Marion Senior High School	783-4731
Oak Hill Academy	579-2619
Rocky Gap High School	928-1250
Rural Retreat High School	686-4143
Smyth Education Center	783-1777
Wytheville Community College	223-4700 or 1-800-468-1195

Faculty

If a faculty member is forced to cancel a class at the last minute, the faculty member should contact each student in the class, the Regional Site Coordinator, the appropriate Dean, and the on-campus security officer, if the class is an evening offering.

Student

If a student needs to contact a faculty member, or if a student's family needs to contact him/her while classes are being instructed, he/she should contact the College's main switchboard at (800) 468-1195 or (276) 223-4700. If the class is at a regional site, the message will be relayed to that regional site.

C. Inclement Weather

The college inclement weather policy is posted at:
<http://www.wcc.vccs.edu/about/snowschedule.php>

D. Use of Tobacco Products

The use of tobacco products is not permitted inside any WCC building including the Crossroads Institute and the Smyth County Education Center. WCC is a smoke-free facility.

No tobacco products are allowed in any of the classrooms on or off campus. Please check the individual policies at regional sites that address this issue.

E. Use of College Bulletin Boards and Display Cases

The College bulletin boards are available to promote College events and to provide information of interest to college students and staff. To ensure that items posted on the bulletin boards are relevant and current, notices should be stamped in Student Services and marked with the date of posting. Persons hanging notices should remove them after announced events are completed or

within 30 days to ensure that items on College bulletin boards are timely.

College bulletin boards should not be used to promote commercial enterprises or other activities unrelated to the College, its students or staff.

For safety and cosmetic reasons, posters and announcements should not be hung on walls, doors or windows.

F. Where to Find Assistance

The following are suggested places to seek answers or solutions:

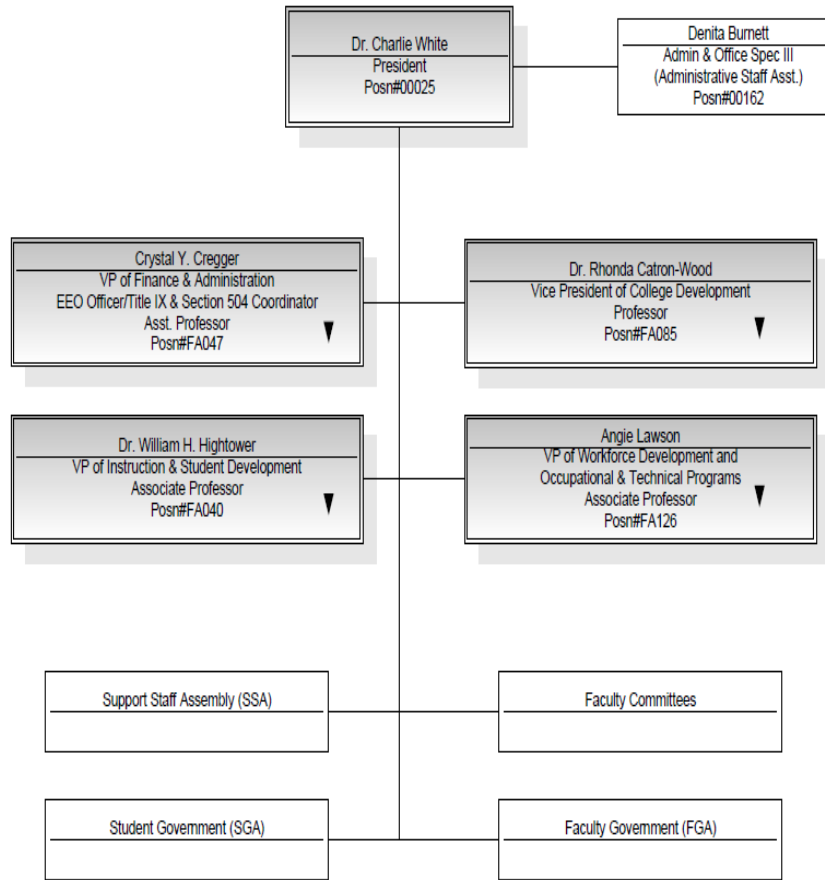
Audio-Visual materials.....	Audio-Visual Technician – ext. 4746
Class rosters.....	Admissions and Records – ext. 4701
Contracts	Division Dean
Counseling services	Student Services – ext. 4758
Desk copies	Division Support Staff
HR/Payroll	Payroll Office – ext. 4870
Library materials	Librarian – ext. 4742
Non-attending students	Admissions and Records – ext. 4701
Paychecks	Business Office – ext. 4704
Purchases	Division Dean
Students not on roster	Admissions and Records – ext. 4701
Supplies.....	Central Receiving
Textbook orders.....	Division Dean/Bookstore
Tutoring services	Academic Resource Center -- ext. 4825

For other problems, seek assistance from a Dean or Regional Site Coordinator.

APPENDIX A
ORANIZATIONAL CHART

Wytheville Community College Organization Chart

December 1, 2010



As retrieved from http://www.wcc.vccs.edu/docs/WCC_Org_Chart.pdf
Please click url to view additional levels

APPENDIX B

TEACHING FACULTY EVALUATION

POLICY & PROCEDURES

TEACHING FACULTY EVALUATION POLICY AND PROCEDURES

I. RATIONALE

It is recognized that the central purpose of evaluation should be improvement of professional performance, and all evaluation should be designed and implemented with this benefit in mind. Nevertheless, there is also the need to judge the performance and qualifications of the professional for important personnel actions such as reappointment, promotion in rank, and salary adjustments. It is recognized, too, that although professional service eludes precise measurement, judgments must be made, and, in so doing, equitable and consistent application of clear guidelines or criteria, however elusive or subjective, is a defensible alternative to evaluation by individual bargaining, hearsay, peer pressure, or temerity.

II. CRITERIA

The criteria to be used in evaluation shall include, but not be limited to, all of the following:

1. Effectiveness in the performance of the tasks delineated in the appropriate position description.
2. Effectiveness in establishing and maintaining positive professional relationships with colleagues, supervisors, students, and the community.
3. Effectiveness in maintaining a current competence in the particular discipline or field of specialization.
4. Adherence to policies, procedures, and regulations of the College and the Virginia Community College System.

III. IMPLEMENTATION

1. Since the evaluation year begins in January, each faculty member will meet in mid-January to mid-February with his/her respective Division Dean to be evaluated in their job performance over the previous year based on the results of the Teaching Faculty Evaluation Form and the goals that were agreed upon during the previous mid January's to mid February evaluation conference. During this conference, mutually agreed upon goals will be established for the next evaluation cycle.

During August of each year, a second conference may be held with the Division Dean at the request of the instructor to revisit the goals set in January. Mutually agreed upon adjustments may be made to the

goals and associated expectations as deemed appropriate and consistent with VCCS and WCC goals and outcomes designed to move the System and college forward.

2. Teaching performance will be evaluated on the basis of the following constructs and associated weighting percentages:
 - Teaching Effectiveness and Class Preparation weighted at 60%
 - Student Evaluations weighted at 15%
 - College and Community Activities weighted at 10—15%
 - Professional Activities weighted at 10—15%
 - Total of the combined weights must equal 100%
3. Student input will be collected after the “withdrawal period,” defined as the last day to withdraw from that class without academic penalty and receive a “W”, but before the final exam period for that class.
4. Each faculty member will select two classes from both fall and spring semesters to have student evaluation forms administered to students. The evaluation data will include the collection of perceptions of instruction by students using the Faculty and Course Evaluation Form. The choice of classes and sections is to be made during the last week of the Fall semester for the following evaluation year beginning in January.
5. The collection of Faculty and Course Evaluation will be administered by the Office of Institutional Research, Planning, and Effectiveness who will provide uniform instructions to be followed by the students in each class. Instructions will include a provision that allows the survey to be administered without the instructor being present.

The standard student rating form will be printed on an op-scan sheet to permit machine scoring. Written comments will be solicited from students, both in response to each specific item on the op-scan form, and as open-ended questions that request suggestions for course improvement; written comments will be solicited at the same time as the itemized questionnaire, and on the same form.

6. Measurement and Evaluation Principles for Interpreting Student Evaluation Data
 - a. Interpretations should include careful consideration of such factors as class size, reasons students take the class, student level, and students’ motivation and enthusiasm; extenuating

- factors such as a faculty member's illness, excessive teaching load, or teaching a new class should also be considered.
- b. The overall rating, which is the combination of all instructor related items (items 1-7), is the most reliable measure provided; ratings from individual items or from smaller combinations of items are less reliable.
 - c. In identifying particular strengths and weaknesses, the pattern of ratings and comments across classes is more significant than those from an individual class or even the mean of all classes combined.
 - d. Ratings from individual items should be interpreted as meaningful only when there is a large number of evaluations for a class or a pattern of similar ratings across all courses taught by the instructor. For example, low ratings on 'communication' in one class should only be interpreted as meaningful if there is a large number of evaluations from that class or if there is a pattern of low ratings on this item across all classes for the instructor.
 - e. Overall ratings and particularly summary ratings for individual items should not be interpreted as meaningful if the total number of student evaluations is small.
 - f. Individual written comments should be interpreted only in the context of all written comments and student ratings; an individual comment should not be considered meaningful unless it is supported by other written comments or by the ratings.

IV. PROVISIONS

1. This evaluation procedure will apply to all full-time and adjunct teaching faculty.
2. These policies and procedures will be published in the College Faculty Handbook, and copies will be provided to the Chancellor and the State Board for Community Colleges.
3. The evaluation procedure will provide each faculty member the opportunity for a personal conference with the evaluator(s), and the faculty member will be provided a copy of the final results of the evaluation packet. Formal procedures have been provided for review, appeal, or mediation in the event there is need for further clarification or resolution of differences.
4. A rating year will consist of a normal calendar year for continuing faculty members. A composite summary of the results from all input collected during the year will be prepared soon after completion of the fall

semester. For faculty members in their first year of employment, the evaluation will be based on their performance since date of entry.

5. The provisions of this plan will be subject to periodic review and revision as deemed necessary or desirable by the parties involved. Any major revisions must be approved by the general faculty and by the administration of the College.

V. RATING SCALE

All performance ratings will be based on a five-point scale. The scale will be interpreted as follows (in accordance with VCCS guidelines):

- 5** **EXCELLENT** - This rating indicates that the instructor "consistently delivers outstanding performance, substantially exceeding performance standards."
- 4** **VERY GOOD** - Indicative of accomplishments which "clearly exceed performance standards."
- 3** **GOOD** - Signifies that the faculty member "performs satisfactorily, meeting performance standards."
- 2** **FAIR** - Indicates that the faculty member "marginally meets performance standards." This implies substantial room for improvement in one or more areas, and a specific plan for improvement should be discussed with the immediate supervisor.
- 1** **UNSATISFACTORY** - An unsatisfactory rating indicates that the faculty member "fails to meet performance standards." This rating must be accompanied by a written statement that indicates the reason for the rating and recommended action.

APPENDIX C

FORM A

TEACHING FACULTY EVALUATION

APPENDIX D
FACULTY EVALUATION
WEIGHTING FACTORS

2009

EVALUATION WEIGHTING FACTORS

I choose the following weighting factors to be used for the 2009 evaluation.

Category	Allowable Weighting Range	Weight Chosen	Supervisor Max. score	Possible Eval. Points (Score x Weight)
Teaching Effectiveness & Class Preparation	60%	60% x	100	= _____
Student Evaluations	15%	15% x	100	= _____
College Activities	10-15%	10-15% x	100	= _____
Community and Professional Activities	10-15%	10-15% x	100	= _____
			TOTAL**	_____

**Fill in Weights. Must total 100.

Signed _____

APPENDIX E

FORM 1

TEACHING FACULTY EVALUATION

BY DIVISION DEAN

TEACHING EFFECTIVENESS CATEGORIES

TEACHING FACULTY EVALUATION FORM 1

Teaching Effectiveness Categories

Items to be considered when calculating score for “Teaching Effectiveness,” with regard to:

Student Interaction:

1. Students are evaluated to measure their progress toward achievement of stated course objectives and are informed in a timely manner of their progress in a course.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

2. Students are provided with feedback in forms other than assessment as a means of encouraging retention in the class (e.g., individual email, instructor conference, Academic Alerts, etc.)

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

3. Instructor provides for those with certified learning disabilities, if applicable.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

- Instructor provides for multi-cultural and multi-generational diversity of the community college student.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

- Instructor actively plans ways for students to integrate subject matter into “real life” experience (e.g., service learning, current events, applications to careers, etc.)

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

- Instructor provides a variety of teaching techniques (technology, student activities, discussion, and other techniques responsive to student learning styles.)

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

- Instructor provides accurate academic advisement for students.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

- Instructor presents information relevant to current practices within their discipline.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

Classroom Organization:

1. Syllabus and/or lesson plans reflect stated course objectives and student learning objectives.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

2. Course assessments reflect stated course objectives and student learning objectives.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

3. Continual review of course objectives and content is documented.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

4. Attendance records and grades are accurately maintained.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

Instructional Administration:

1. Instructor serves as a resource person to students or the community for their subject area or discipline as requested

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

2. Instructor posts and observes office hours (submitted to the division office by due date)

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

3. Instructor maintains course outline and syllabi (submitted to the division office by due date; meets criteria for division; complete with office hours, contact information, textbook, and objectives)

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

4. Instructor uses up-to-date textbooks and supplemental material

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

5. Instructor provides mentoring for adjunct and/or dual-credit instructors, if applicable.

Faculty Response:

[Click here to enter text.](#)

Supervisor Response:

[Click here to enter text.](#)

Non-Teaching Activity Guidelines

The following guidelines are suggested to aid the faculty member and the immediate supervisor in determining the kinds of activities that come under each of the non-teaching categories to be evaluated .

College Activities

Items within this category include but are not limited to: Committee work, student club sponsorship, work with special events sponsored by the college, such as, SGA sponsored events, Student Service sponsored events, College open house, etc. Provide name of activity and describe the degree or nature of involvement.

Faculty Response:

[Click here to enter text.](#)

Supervisor Response:

[Click here to enter text.](#)

Community and Professional Activities

Items within this category include but are not limited to: Professional conferences and workshops, advanced study, participation in professional organizations, research and publications, subscribing to and reading professional periodic sources; active participation in non-college activities which promote cooperation with local organizations for the betterment of their community, such as, service on advisory committees, science fairs, speakers bureau, youth programs, PTA groups, service organizations, community projects, etc. Provide name of activity and describe the degree or nature of involvement.

Faculty Response:

Click here to enter text.

Supervisor Response:

Click here to enter text.

Goals for the 20__-20__ Academic year

Goals mutually agreed upon by faculty/supervisor:

Click here to enter text.

APPENDIX F

FACULTY & COURSE STUDENT EVALUATION RUBRIC

**WYTHEVILLE COMMUNITY COLLEGE
FACULTY AND COURSE EVALUATION**

INSTRUCTOR:
COURSE ID:

COURSE:
FORMS:

121101200

Darken the appropriate responses on the scales given.



	Outstanding	More than Satisfactory	Satisfactory	Less than Satisfactory	Poor
1. Evaluate your instructor's efforts to involve you with the course material both in-class and through out-of-class assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Instructor effectiveness in working with students (e.g., started class on time, available in office, interacted with students, willing to help you learn):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Instructor effectiveness in communicating course material (e.g., class presentation, responds to questions, relevant examples, and varies teaching techniques):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Instructor effectiveness in organizing course material (e.g., came to class prepared, helped students analyze and apply material):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Instructor effectiveness evaluating student progress & performance (e.g., exams/assignments matched content and course emphasis, evaluation/feedback was constructive, help provided in a reasonable timeframe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall rating of instructor effectiveness in this course is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Evaluate text and/or reading assignments used in this course (e.g., relevance, stimulated intellectual curiosity, presented concepts clearly, appropriate reading level and current).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Based on the quality of instruction, I would recommend this instructor to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I would recommend this course to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Difficult	Difficult	Average	Easy	Very Easy
10. Evaluate difficulty of the work-load of this course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-- Continue on back --

	Large Amount	Moderate Amount	Fair Amount	Small Amount	Little or Nothing
11. How much did you learn in this course (i.e., increased your knowledge, understanding, skills, or appreciation of the content area)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Completely Motivated	Very Motivated	Motivated	Slightly Motivated	Not Motivated
12. How motivated did you feel to do well in this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Completely Interested	Very Interested	Interested	Slightly Interested	Not Interested
13. How interested are you about the content of this course and the things you are learning (or have learned)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	General Education Requirement	Certificate or Degree Requirement	Upgraded Employment Skills	Add to Degree Electives	Other
14. Why did you take this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments:

The best aspects of the instructor's teaching were:

The instructor could improve student learning by:

Please make any additional comments below:

APPENDIX G

STUDENT EVALUATION OF FACULTY SUMMARY REPORT

Student Evaluation of Faculty Summary Report

Faculty Member _____

Semester _____

Select the Overall Ratings on Questions about the Instructor (Questions 1-7) from each course taught by the instructor for the given semester.

Course	Mean	Median
PSY 200-01 Principles of Psychology	4.5	5.0
PSY 200-03 Principles of Psychology	4.1	4.0
PSY 235-01 Child Psychology	4.3	4.5
PSY 245-01 Educational Psychology	4.7	5.0
PSY 255-01 Psychological Aspects of Criminal Behavior	3.9	4.0
Mean	4.3	4.5
Summary Score (Multiply the higher of the mean of the means or the mean of the medians by 2)	9.0	

APPENDIX H

STUDENT EVALUATION OF FACULTY

REPORT TO FACULTY

Student Evaluation of Faculty: Report to the Instructor Course _____ Semester _____

Question	Frequency by Response Option							
	5	4	3	2	1	N	Mean	Median
<p>1. How would you evaluate your instructor's efforts to involve you with the course material during class and/or through out-of class assignments?</p> <p>5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor</p>	4	15	10			29	3.8	4.0
<p>2. How professional was the instructor in working with students (e.g. was on time to class, available during scheduled office hours, willing to help you learn, interacted with students in a professional manner)?</p> <p>5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor</p>	11	13	5			29	4.2	4.0
<p>3. How would you evaluate the instructor's effectiveness in communicating course material (e.g. clarity of presentation, clearly responded to student questions, gave relevant examples, used a variety of teaching techniques)?</p> <p>5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor</p>	13	12	4			29	4.3	4.0
<p>4. How would you evaluate the instructor's effectiveness in organizing course material (e.g. came to class prepared, helped students analyze and apply material)?</p> <p>5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor</p>	6	13	10			29	3.9	4.0
<p>5. How would you evaluate the instructor's effectiveness in evaluating students in the class (e.g. exams and assignments matched fairly the content and emphasis of the course, evaluation/feedback of my work/class progress was constructive, helpful and provided in a reasonable timeframe)?</p> <p>5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor</p>	6	13	9	1		29	3.8	4.0

6. Based on the quality of instruction, I would recommend this instructor to others. 5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree	9	15	4	1		29	4.0	4.0
7. My overall rating of this instructor's effectiveness in this course is: 5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor	10	11	8			29	4.0	4.0
Overall Ratings on Questions about the Instructor (Questions 1-7)	59	92	50	2		203	4.0	4.0

Question	Frequency by Response Option							
	5	4	3	2	1	N	Mean	Median
8. How would you evaluate the text and/or reading assignments and/or supplemental materials used in this course (e.g. relevance to course, stimulated intellectual curiosity, presented concepts clearly, appropriate reading level and current)? 5 = outstanding 4 = more than satisfactory 3 = satisfactory 2 = less than satisfactory 1 = poor	7	14	8			29	4.0	4.0
9. How would you evaluate the difficulty/ work-load of this course? 5 = very difficult 4 = difficult 3 = average 2 = easy 1 = very easy	4	15	9	1		29	3.8	4.0
10. How much did you learn in this course (i.e. increased your knowledge, understanding, skills, or appreciation of the content area)? 5 = I learned a great deal 4 = I learned a moderate amount 3 = I learned a fair amount 2 = I learned a few things 1 = I learned little or nothing	7	12	10			29	3.9	4.0

11. Based on what I learned in the course, I would recommend this course to others. 5 = strongly agree 4 = agree 3 = neutral 2 = disagree 1 = strongly disagree	4	15	9	1		29	3.8	4.0
12. Why did you take this course? 1 = to meet requirements for General Education 2 = to meet requirements for my degree or certificate program 3 = to upgrade my employment skills 4 = to add to my degree electives	8	20		1		29		
13. Are you motivated to do well in this course? 1 = Not at all motivated 2 = Slightly motivated 3 = Motivated 4 = Very Motivated 5 = Completely Motivated		15	4	1	9	29		
14. How enthusiastic you are about the content of this course and the things you are learning (or have learned)? 1 = Not at all enthusiastic 2 = Slightly enthusiastic 3 = Enthusiastic 4 = Very enthusiastic 5 = Completely enthusiastic	10	11	8			29		
Overall Ratings on Questions about the Course (Questions 8-11)	22	56	36	2		116	3.9	4.0
Overall Ratings on Questions about the Instructor and Course (Questions 1-11)	81	148	86	2		319	4.0	4.0

APPENDIX I
Faculty Advising Handbook



Academic Advising

A Guide for Advisors



Notes:



The Academic Advising System At WCC

Academic advising at WCC begins when the student first walks through our doors, even before the advisor has been assigned. The advising system involves a collaborative effort among Student Services, Admissions, the curriculum division, and the academic advisor.

What is a Student?

A STUDENT is the most important person in any educational institution.

A STUDENT is not dependent on us. We are dependent on him.

A STUDENT is not an interruption of our work. He is the purpose of it.

A STUDENT does us a favor when he enrolls. We are not doing him a favor by serving him.

A STUDENT is part of our work - not an outsider.

A STUDENT is not just a statistic. He is a flesh and blood human being with feelings and emotions like ourselves.

A STUDENT is a person who comes to us with needs or wants. It is our job to fill them.

A STUDENT is deserving of the most courteous and attentive treatment we can give him.

A STUDENT is the life blood of WCC and every educational institution.

(source unknown)
-Adapted-

Advisor Responsibilities

- Be available to students during office hours, by phone, and by appointment.
- Keep records of meetings with students.
- Use PeopleSoft to obtain up-to-date records for students.
- Help students choose courses that will fulfill their program requirements and future educational goals.
- Know special information about courses (prerequisites).
- Know procedures for registration, adding and dropping courses, and changing curriculum.
- Assist students in a realistic appraisal of their progress and their success.
- Support and encourage students as they strive to achieve success-academically and personally.
- Provide accurate information about college policies, requirements, and services.
- Make appropriate referrals to student services for purpose of discussing choice of major and/or career, transfer issues and personal concerns.
- Contact advisees who have received an academic alert and discuss the various options available to them.

Advising is much more than just being able to follow these responsibilities. An advisor should take a proactive role and be willing to address the student's career and/or transfer goals. Such a role encompasses more than just saying "do this and that." In so doing the advisor can empower the student by giving the student the "mortar and bricks" to build his/her future rather than constructing it completely for him/her.

There are two models for advising--the prescriptive advisor or the developmental advisor.

Prescriptive	Developmental
Advisor knows about College policies and tells a student how/what to do.	Advisor directs student to the College policies and explains how they apply to the current situation.
Advisor only provides information about courses and grades.	Advisor talks about planning for success and reviews strengths and weaknesses; student chooses the schedule.
Advisor monitors and evaluates student progress.	Advisor realizes that personal, social and academic issues all impact retention. Advisor asks about progress and teaches the student to monitor courses and credits earned.
Advisor sees student as lazy and unmotivated and presents solutions.	Advisor teaches student to weigh alternatives and consequences to take control.
Advisor is more interested in "what's" than the "why's".	Advisor asks "why" to encourage student introspection and control.

(Middlesex CC Academic
Advisors' Manual)

Suggested Activities for Advisor/Advisee Initial Meeting

- 1. Welcome advisees with an activity to introduce yourself and get to know the advisee, i.e., name, high school, program of study, etc., any activities that will help advisees feel they have a personal contact and a person they can always go to for advice/conversation.**
- 2. Provide a sign-in sheet so we may have a record of attendance.**
- 3. Explain your role as advisor-explain the advising system and emphasize the importance of the advisor/advisee relationship.**
- 4. Explain the advisee folder and tell advisees about the kinds of information kept in the folder.**
- 5. Check advisee schedules and find out about inappropriate courses, potential conflicts/problems.**
- 6. Give information about registration process-explain to advisees that they will do future registrations with you, the advisor, instead of with a counselor. Explain about adding a class, dropping a class, withdrawing from class, tutoring services, out-of-class study, etc.**
- 7. Remind students of services and support available in Student Services, Bland Hall. These services include the following areas:**
 - Counseling-personal and transfer**
 - Placement testing and registration**
 - Orientation**
 - Accommodations for students with disabilities**
 - Veterans Affairs**
 - Student Activities**
 - Student Athletics**
 - TRA (Trade Readjustment Act)**

- 8 Review the program/curriculum, courses, prerequisites, career possibilities, etc.
- 9 Have students state what their plans are five years from now.
- 10 Ask two/three reliable returning students to come to the meeting to share worthwhile experiences.
- 11 Break up into small groups sessions (advisor suggests topics)
- 12 Have a question-and-answer session.
- 13 Give advisees an opportunity to confirm their current address and telephone number--and any other information the advisor may deem desirable (advisor may consider constructing a questionnaire for obtaining information).
- 14 Promote a friendly atmosphere. In future meetings, you might want to consider providing refreshments.
- 15 Inform advisees of the following:
 - office location
 - office hours
 - office phone number
 - email address
- 16 Discuss any other topics that you feel need to be addressed.

Strategies of Advisement

Listed below are basic strategies of advisement used to assist in individual student development. A careful review will be of value in working with students.

A . Attempt to become acquainted with the advisee in as many aspects as possible.

Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation (the advising folder) such as high school courses with grades, rank in graduating class, test scores, transfer credit and grades from other colleges, and present academic status is essential when assessing a student's ability and future direction.

B . Explore the objectives, interests and motivations of the advisee.

The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor has some knowledge of the advisee's non-academic background--such as home influence, hobbies, applicable work experiences and/or responsibilities, and friends--a more thorough type of advisement is possible.

C . Develop rapport with advisees.

If the student knows the advisor as a professional person who has a genuine interest in students, the advisement process becomes more beneficial for both advisor and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his/her personal goals.

D. Become knowledgeable concerning college rules, policies, regulations and procedures which affect academic programs and activity.

Every advisor must be well informed regarding current academic policies and procedures for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor.

Familiarity with courses generally taken by advisees, the characteristics of teachers of the courses, and how the courses have been appraised by prior students can make the advisement process smoother and more successful.

Suggestions for student involvement in campus activities is often the key to retention in college.

E. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear-cut methods to help a student achieve maximum motivation have been developed. Suggested strategies might include:

- 1 Matching courses early in the program to the student's academic strengths, interests, and background.
- 2 Helping the student, when possible, have a chance to build on success rather than failure.
- 3 Challenging capable students to continue their efforts toward academic excellence.
- 4 Explaining the rewards of a strong academic program and good grades.

F. Due to limitations of the advisement process, most of the responsibility rests on the shoulders of the student.

Obviously, an advisor cannot make decisions for the advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisors cannot increase the ability of a student, but can encourage the maximum use of that ability. While advisors cannot change some aspects of the class schedules or employment constraints, the student can be referred to the proper offices for such adjustments when desirable.

G. Seek to determine the level of advisement appropriate for your own comfort and training.

Generally, advisors should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal or social counseling. When these situations do arise, the faculty advisor should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems (Morehead State University, 1981).

H. An advisor should not in any way criticize a fellow faculty member to a student, but can make a friendly approach to any instructor who is involved in the student's problem.

I. An advisor cannot be a good counselor and betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisor and instructor or the deans. This exchange should be conducted in a professional and discreet manner.