



GLENVILLE
STATE

Part-time Faculty Handbook

2008-2009

August 1, 2008

Dear Part-Time Faculty Member:

I would like to welcome you to the faculty of Glenville State College. You join a dedicated group of individuals with roots of excellence in instruction stretching back over one hundred and thirty years. While your role is that of a part-time faculty member, please understand that you are a member of the instructional team at GSC. The information and experiences you present to students in your course(s) are of equal value to anything else done on our campus. Your experiences are essential to the success of our students and to our programs. The fact that you've been selected to be a member of our part-time faculty indicates that the department chairs have evaluated your educational and professional credentials and found them strong enough to warrant this appointment. Your challenge is now to perform at the same high level of excellence as our other faculty members. You would want no less and we certainly expect no less.

This handbook is designed to assist you in developing an understanding of the policies and procedures required of our teaching faculty. There are many of these and each is important in its own way. I urge you to review these and discuss them with your department chair. If as you work with us this semester, you have suggestions for improvement, please share these with your department chair, the Provost and Senior Vice President, or me. We need to continue to grow and improve and your feedback can be a powerful tool in this process.

Again, thank you for stepping forward to become a member of our instructional team. If I can be of any assistance to you in this role, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Peter B. Barr".

Peter B. Barr
President

Introduction

This part-time faculty manual has been developed to provide Glenville State College part-time faculty with a brief summary of college procedures and policies that pertain to their assignments and needs. It is important that part-time faculty view themselves as a component of the College and adhere to its guidelines.

We hope that this manual is useful to you and invite you to make suggestions for revisions to it. Your suggestions are welcomed for a future revision which will be made at the close of the academic year.

Equal Opportunity/Affirmative Action Statement

Glenville State College is an Equal Opportunity/Affirmative Action institution. In compliance with Federal Executive Order No. 11246 as amended, Title XI (Educational Amendments of 1972), Sections 503 and 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations, Glenville State College provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, national origin, veteran status, or disability, as identified and defined by law.

Glenville State College neither affiliates with nor grants recognition to any individual, group, or organization having practices that discriminate on the basis of race, color, sex, religion, age, national origin, veteran status, or disability, as identified by applicable laws and regulations.

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Vision

The following is Glenville State College's vision: **Education that Builds Success.**

Mission Statement

Glenville State College provides: a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and service; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.

Philosophy and Core Values

Glenville State College was established in 1872 for the purpose of providing quality educational opportunities to the citizens of West Virginia. Originally founded as a teacher's college, Glenville State College remains a leader in preparing teachers. Along with its emphasis on teacher preparation, the College has responded to the needs of West Virginia and has developed additional programs in a variety of areas. The College is committed to six core values: student-centered, community, integrity, tradition, leadership and family.

Student-centered - We put the student first and foremost, guided by what is best for the student when framing our decisions and in all our processes across the entire organization. We strive to remove barriers and enhance the learning experience with every faculty, staff, and administrator personally committed to serving students in efficient and responsive ways regardless of whom, when or where.

Community - We are a community of learners that value our cohesive relationships with one another. We seek inclusiveness through listening and collaborative work. We are collectively supportive at all times through open communication and working together as a team on campus, wherever our work takes us, and in the communities where we live or serve.

Integrity - We are always truthful, ethical and accountable for doing what we say we will do. We demonstrate open trust, respect for our diversity and fairness in all we do. We are responsive, consistent and committed to continuous improvement in all areas.

Tradition - We are proud of our rich tradition of providing high quality educational opportunities and the value of education for creating futures. We keep our traditions alive as a way of celebrating our past accomplishments and as a foundation for responding to new opportunities and challenges in an ever changing world.

Leadership - We recognize a solemn responsibility to lead. We prepare leaders for our society who are thoughtful, productive, engaged, and responsive citizens. We continually foster innovation that enriches learning environments and demonstrating excellence in educational programs and services.

Family - We are a strong family as reflected in our caring, nurturing and marked friendliness that sets us apart from others. We uphold a culture that respects each other and our diversity, while being supportive individually and as a team. We actively communicate and engage our extended family from parents to alumni and other friends of our institution.

Some People You Should Know

Glenville State College, like most colleges and universities, is organized to provide efficient and effective leadership of the academic programs. As a member of the part-time faculty, you are encouraged to work with the following individuals to answer any questions that you may have:

Department Chair

The Chair of your academic department is responsible for the overall quality of the educational program. The Chair is responsible for creating an academic climate in which the part-time faculty member is able to teach and perform and is your immediate supervisor. The Chair will work closely with you on all aspects of your teaching and will help you with administrative functions, payroll, supplies and materials. They will help you succeed at Glenville State College.

The Department Chairpersons are:

Business	Dr. Sherry Jones	462-4123	Sherry.Jones@glenville.edu
Education	Dr. Kevin Cain	462-4119	Kevin.Cain@glenville.edu
English	Mr. Wayne deRosset	462-4121	Wayne.DeRosset@glenville.edu
Fine Arts	Mr. Lloyd Bone	462-4130	Lloyd.Bone@glenville.edu
Land Resources	Mr. Rick Sypolt	462-4135	Charles.Sypolt@glenville.edu
Science and Mathematics	Ms. Theresa Cowan	462-4126	Theresa.Cowan@glenville.edu
Social Science	Dr. Mike Smith	462-4124	Mike.Smith@glenville.edu

Provost and Senior Vice President

Dr. Kathy Butler is Glenville's Provost and Senior Vice President and she is the chief academic officer for the College. Dr. Butler is responsible for all aspects of the academic programs and is concerned with the quality of teaching on our campuses. You may contact her at Kathy.Butler@glenville.edu or by phone at (304) 462-4100.

Other Key Personnel

President	Dr. Peter Barr	462-4110	Peter.Barr@glenville.edu
Provost and Senior Vice President	Dr. Kathy Butler	462-4100	Kathy.Butler@glenville.edu
Executive Vice President	Mr. Bob Hardman	462-4107	Robert.Hardman@glenville.edu
Senior Vice President for External Relations	Dr. William D. Nicholson, II	462-4125	Danny.Nicholson@glenville.edu
Dean of Student Affairs	Mr. Jerry Burkhammer	462-4114	Jerry.Burkhammer@glenville.edu
Vice President for Enrollment Management	Mr. Duane Chapman	462-4128	Donald.Chapman@glenville.edu
Manager, Database Administrator	Mr. Neal Benson	462-4106	Neal.Benson@glenville.edu
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Director of Academic Support Center	Ms. Amy Fiddler	462-4118	Amy.Fiddler@glenville.edu
Director of Off-Campus Programming	Mr. Bo Sellers	462-4117	Bo.Sellers@glenville.edu

Glenville State Faculty and Staff (By Department)

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Mr. Tom Snyder	Laboratory Technician	Thomas.Snyder@glenville.edu	ext. 7374
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Mr. J. Rick Witte	Land Surveying	James.Witte@glenville.edu	ext. 7376

Science and Mathematics(304) 462-4126 or extension 7300

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Robert F. Kidd Library.....(304) 462-4109 or extension 7160

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Mr. Jason Phares	AV Equipment Technician	Jason.Phares@glenville.edu	ext. 7556
Ms. Robin Schimmel	Info Technology Consultant	Robin.Schimmel@glenville.edu	ext. 7555

Academic Advising

At Glenville State College, all students who have declared a major are assigned a full-time faculty advisor. Advising is also done by the Academic Support Center staff for students who have not declared a specific major. Academic advising requires a substantial amount of knowledge and energy to be successful and supports a continuous process of student growth; therefore, as a part-time faculty member, you are not assigned advisees. If you receive advising questions about a student's course of study, please refer the student to the faculty advisor or to the Director of the Academic Support Center.

Academic Standards

All sections of Glenville State College courses adhere to the same academic standards of excellence. This includes using the approved course outline when developing the course syllabus, incorporating all course objectives into the delivery of the course, and using the adopted textbooks and materials for the course. Within the first two weeks of the course, the instructor must provide the Department Chair with a copy of the syllabus which has been given to all students in the class during the first week of class. The syllabus must include the following information: textbook(s), assignments, attendance policy, testing procedures, grading policies and determination of final grade, and other matters related to academic standards of excellence. (See course syllabus format).

It is the expectation that no class meetings will be canceled during the semester. If circumstances occur that prevent the course instructor from meeting with the class, the respective Department Chair should be contacted to make alternate arrangements for covering the class.

ADA Policy and Procedures

See "POLICY AND PROCEDURES FOR PROVIDING SERVICES TO STUDENTS WITH DISABILITIES" found in the Appendix of this handbook.

Cancellation of Classes

As a general policy, Glenville State College classes are not to be canceled except in emergency situations. Provisions for classes must be made if the faculty member must be away during a regularly scheduled class meeting. Appropriate accommodations must be made when the faculty member is absent. Generally, the use of guest lecturers to meet the course objectives is an appropriate accommodation. In all circumstances, the Department Chair should be notified if the faculty member is not going to be present during a regularly scheduled class meeting.

Glenville State College reserves the right to change instructors, cancel and/or add classes, and make room and time changes without notice to accommodate enrollments. Generally, classes with small enrollments (under 10) are subject to cancellation. This is determined by the Provost and Senior Vice President during the first week of class.

If it is determined after a class has met that all participants are in agreement to change the meeting location and/or time, a written request for the change must be made to the Provost and Senior Vice President who will approve or deny the request and notify the course instructor of the decision. The request must be signed by the course instructor and all students enrolled in the class.

Class Attendance

The resources of Glenville State College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain success in the pursuit of their studies.

At the beginning of each semester, all professors will provide in the course syllabi a clearly written statement to all their classes regarding their policies in handling absences. Students are obligated to adhere to the stated requirements of each course.

It may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to a student's absences, including the making up of work missed, are to be arranged between the student and the professor. Professors will be flexible enough in their attendance and grading policies to allow students a reasonable number of absences without penalty for extraordinary personal reasons or for officially-sanctioned college activities. The student should also understand that he/she is responsible for the academic consequences of any absences. The standard of practice is allowing one absence per credit hour; however, each professor may choose an alternate attendance policy as long as it is specified in the syllabus and filed in the Office of Academic Affairs.

If the student has exceeded the number of allowable absences for the specific course, the instructor may elect to suspend the student from the class for lack of attendance.

1. The instructor sends the recommendation for suspension to the Registrar's Office.
2. The Registrar's Office sends an e-mail notifying the student that he/she needs to withdraw from the course prior to the deadline for withdrawing from a class with a "W" or they will receive an "FIW" for the course.

If the student is suspended from the course, he/she may appeal the suspension in accordance with the Glenville State College Academic Appeals Policy, beginning with Step 4. This policy is found in the College Catalog. Until the appeal process is complete, the student may continue to attend the course in question.

Class Rosters

Class rosters are available through use of GSC Banner Web for Faculty. Directions for use of the system are available under separate cover.

Any discrepancy between the roster and actual attendance in class should be reported immediately to the Department Chair. It is very important that the class roster is verified with student attendance during the first two weeks of the semester.

Classrooms, Supplies, and Equipment

Instructors should arrange with the Department Chair for any specialized equipment or materials they will need during the semester. Please allow adequate time for the request to be met. All classrooms must be left in a neat and orderly condition. This includes disposal of refuse, erasing the blackboard, and restoring furniture to its original configuration.

Communication

It is essential that the part-time faculty member work closely with full-time faculty to assure that all sections of a course meet the specific instructional objectives of the course. Additionally, when possible, it is desirable to meet with full-time faculty at regular faculty meetings and retreats. If questions arise, contact the Department Chair.

In the event of an emergency or temporary class cancellation, the instructor may notify students by using Banner Web for Faculty.

Copyright

Appropriate Use of Information Technology Resources

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

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

Violations of this policy should be reported to the Executive Vice President who will refer them to the appropriate administrator or judicial body.

Course Syllabus

Faculty are responsible for developing a syllabus for each course based upon the course outline objectives for the given course. **A course syllabus must be provided to each student by the first week of class and must be submitted to the Department Chair each semester.** A sample syllabus is found in the Appendix.

Employment Procedures for Part-Time Faculty

In order to be considered for part-time faculty employment, the prospective instructor must submit a resume and transcript(s) to the department chair. Off-campus part-time faculty will submit resume and transcript(s) to the Director of Off-Campus Programming. The Department Chair will then complete a Preapproval Request Form and submit it along with the resume and transcript to the Provost and Senior Vice President. Once approved, the Department Chair/Director of Off-Campus Programming will initiate the process for the instructor to receive payment.

Field Trips

Instructors may take their classes on field trips if the field trips are approved through the Office of Academic Affairs **prior to the planning of the trip**. A Request for Approval of Field Trip form must be completed and submitted to the Provost and Senior Vice President at least six days prior to the date of the trip. (Contact the Business Office in regard to necessary paperwork prior to all trips to ensure travel reimbursement.) Once action is taken, the approval/denial will be sent by e-mail to the Department Chair and the department secretary. In consideration of other College faculty, students must ask permission of their instructors prior to participation in a field trip. If not approved by the faculty member, the student may not participate.

Final Exams

All courses are to administer a final examination unless exempted and approved by the Department Chairperson and the Provost and Senior Vice President. The schedule for administering final exams is detailed on the schedule of courses for each semester. Requests for exemption from the stated policy must be signed by the Department Chair and submitted to the Provost and Senior Vice President no later than ten (10) days after the first class meeting. In the event that an exemption is approved, details of that exemption must be included in the course syllabus. This includes such exemptions as (1) no final exam in the course or (2) a deviation from the prescribed date and time for administering the final exam.

Food, Drink and Tobacco Policies

All students and faculty are to abide by the food and drink policy of the facility in which the class is located. Be advised that food and drinks are **NOT** permitted in any classrooms.

It is the policy of Glenville State College to ensure that all workplaces maintain a healthful, smoke-free environment and to make employees, students and the public aware of their responsibility to comply with restrictions on smoking and the use of smokeless tobacco. Smoking and the use of smokeless tobacco products is prohibited in all Glenville State College facilities. *This includes outside areas at the entrances to all buildings, unless such areas are specifically designated as smoking areas.*

Please be advised that under West Virginia state law, the use of tobacco (in any form) is prohibited on any public school property. This includes both inside and outside the facilities.

Grading

Grades and Quality Points

The grading system at Glenville State College is:

A	Superior
B	Good
C	Average
D	Below average
F	Failure
I	Incomplete*
CR	Credit
NC	No Credit
S	Satisfactory
U	Unsatisfactory
AU	Audit
W	Withdrew
FIW	Failure due to irregular withdrawal from school or from a single class
NR	No report**
CEC	College Equivalent Credit (applicable toward Regents BA degree only)
CEU	Continuing Education Credit

*Incomplete grades are given to students who miss course work due to circumstances beyond their control. The student and instructor of record must complete a "Request for Incomplete" form that details the work to be completed and the timelines for completion. To allow adequate time for processing, the form must be submitted before final examinations begin. The request must be approved by the instructor of record, the Chairperson of the Department, and the Associate Registrar. The remaining course work must be completed no later than the end of the following semester. An "incomplete" for the fall semester must be completed no later than the end of the spring semester; an "incomplete" for the spring semester must be completed no later than the end of the fall semester; and an "incomplete" for a summer session must be completed no later than the end of the fall semester. If the deficiency represented by "I" is not made up as stipulated by these timelines, the "I" automatically becomes "F" at the end of the allotted makeup period.

**The status of "NR" will be assigned at the discretion of the Associate Registrar.

Credit-No Credit Grades

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

Four-Week Grades

You will be notified of the dates for entering four-week grades. In addition to midterm and final grades the Retention Committee has requested four-week grades as well. Please report only "D" or "F" grades. You will note that a placeholder of "ABC" is already marked for each student and does not need to be changed unless the student has a "D" or "F" in that class.

Mid-Term and Final Grades

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

Grades at mid-semester are to be reported in accordance with the following policy:

1. Mid-semester grades of “D” or “F” are to be reported for all students in all courses whose duration is at least 15 weeks. Certain courses may be exempted from this requirement by prior approval of the Chairperson of the Department offering the course and the Provost and Senior Vice President.
2. Mid-semester and final grades must be entered electronically through the Banner Web for Faculty program. Please consult the instruction booklet regarding input of grades.
3. Mid-semester grade reports will be posted electronically for students to view.

Faculty must require students to take all regular examinations and complete all assignments. If a student is absent from an examination, he may be failed in the course regardless of attendance at class sessions and completion of prescribed work. If, in the opinion of the instructor, the absence was for sufficient reason, the student may, upon application, take the examination at a later date. No student may take a final examination later than the regular scheduled time without the consent of the Provost and Senior Vice President.

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

Faculty must ensure that all students enrolled in their classes fully understand course assignments and the grading scale.

Grading for Developmental Courses

Beginning Summer 2008, all developmental courses are graded by a Satisfactory (S)/Unsatisfactory (U) grading mode.

- As S/U graded courses, they are used for billing and in the calculation of total hours for the semester.
- As S/U graded courses, the courses are not calculated in GPA or total earned credit hours; they do not interfere with eligibility for financial aid.
- As S/U graded courses, an “Unsatisfactory” will not be calculated into GPA: consequently it is not punitive. The grade in a developmental course will neither count “for” or “against” a student as they are acclimating to the demands of college.
- When grades for developmental courses are transferred into Glensville State College, they will be recorded as S/U. Any grade earned less than a “C” will be recorded as a “U.”

Faculty teaching developmental courses will be required to maintain grades of A, B, C, D or F for each student. However, a grade of S/U will be reported at four-weeks, mid-semester and as the final course grade.

Submitting and Changing Grades

Near the end of each semester, the Registrar establishes a time by which final grades must be submitted. The deadline must be met in order that regulations concerning registration, probation, sequence of classes, prerequisites, student teaching requirements, etc., may be met. On or before this date, each instructor will enter his/her grades electronically.

Unless a faculty member has an extremely good reason for doing so, he/she will not be permitted to change a student's grade after it has been submitted. The faculty member must complete a grade change form and have approval of the Department Chairperson before submitting the request to the Registrar.

If a student believes that a final course grade has been inaccurately assigned, the student must contact the course instructor within 30 days of the end of that semester or term in order for the grade change to be considered. Grades will not be changed after the 30 days has elapsed unless the grade change issue is in the student academic grievance process.

Instructional Materials

The Department Chairperson will assure that the instructor is provided with instructional texts, course outlines, and other pertinent materials. At the end of the semester, the part-time faculty member is to return the course textbook to the Department Chair or Director of Off-Campus Programming along with any other instructional materials used during the semester. Part-time faculty members are encouraged to give the Department Chair feedback about the adopted textbook as well as suggestions for other texts that may also be applicable for the course.

Additionally, the College Bookstore maintains a quantity of all course required textbooks. Evening Bookstore hours are usually available during the first and/or second week of classes. Instructors are expected to use the adopted textbook for the course.

Instructor Evaluation

Each semester, students are given the opportunity to evaluate their instructors via an online evaluation. The evaluation instrument is available during the last few weeks of the semester. The results of the evaluation will be shared with the course instructor after the close of the semester.

Instructor Suggestions

Instructors are encouraged to submit any suggestions for improving the campus policies, course delivery options, etc. or any other recommendations the instructors would like to offer to improve or enhance the quality of the course or program.

Library and Technology Use

Part-time faculty members have full faculty use of the Robert F. Kidd Library during the semester in which they are employed by the College. The Glenville State College Identification Card serves also as the library card. Circulating materials checked out by faculty members are due by the end of the semester. Library policies pertaining to both faculty and students are posted at http://www.glenville.edu/library_policies.asp.

The library provides a number of services for faculty members including interlibrary loan services, electronic and hard-copy reserves, curriculum-related material purchases, and computer lab facilities access and assistance. Thousands of journals and e-books are available through the library's wide range of online subscription databases located at http://www.glenville.edu/electronic_databases.asp. For additional information, please contact library personnel.

Posting of Grades by Faculty

The public posting of grades either by the student's name, institutional student identification, or social security number without the student's written permission is a violation of the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (1995). Even with names obscured, numeric student identifier numbers are considered personally identifiable information. **Therefore, the practice of posting grades by social security number or student identification number violates FERPA.**

Faculty 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.

Privacy of Records

Glenville State College is committed to maintaining the confidentiality of student records and abides by the Family Educational Rights and Privacy Act (FERPA). The law ensures the confidentiality of student records, permits students access to their records and prohibits the release of records except by the written permission of the student or by court order, while permitting the continued release of "directory information" without specific permission from the student. Information determined to be part of a student's educational record may be released according to the guidelines included in this policy.

Glenville State College designates the following items as Directory Information: student name, address, telephone number, e-mail, photograph, height and weight, enrollment status, degrees and awards received, dates of attendance, grade level, date and place of birth, major field of study, participation in officially recognized activities, schools attended, and other similar information. The College may disclose any of those items without prior written consent, unless notified by the student in writing to the contrary. Students may complete a "Request to Prevent Disclosure of Directory Information" form in the Registrar's Office to officially request that no directory information be released. This form must be completed on an annual basis.

All departments at Glenville State College should pay careful attention to access of student records and files in their work with student office assistants, workstudy and workshop students, etc.

Questions regarding Glenville State College's policy for release of academic information should be directed to the Office of the Registrar.

Weather Emergencies

The decision to close the College due to inclement weather will be made by the President. In the event that the College is closed due to inclement weather or other emergency, the Director of Public Relations will communicate to the appropriate media which classes are canceled. Closings will be announced on both television and radio stations. The information will also be made available on the campus switchboard (462-7361) and posted on the GSC website (www.glenville.edu).

Guides for Effective Teaching

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

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

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

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

In an article in *The Chronicle of Higher Education*, staff writer Stacy E. Palmer quotes experts who say many college faculty can improve their teaching by following some suggestions. She quotes William E. Cashin, and educational-development specialist in Higher Education, who says that faculty members can improve by observing other teachers and analyzing why they are effective. “How do they organize the lectures, for example,” says Mr. Cashin, “and how much attention do they pay to students’ responses.”

Following is a reprint of the remainder of the article:

Determine the specific objectives of the lecture.

Ask yourself what you want students to remember about the lecture next week, says Nancy A. Diamond, education specialist in the Office of Instructional Resources at the University of Illinois at Urbana. Then, decide what they should still remember next year. But keep in mind that “straight” lectures may not be the best approach, says Bette L. Erickson, instructional-development specialist at the University of Rhode Island. Depending on their goals, she says, teacher should consider whether informal discussion, for example, might be more appropriate for certain material.

Find out what students already know and what they want to know.

Analyze their needs and interests at the beginning of a course to guide your choice of material and approach.

Outline goals for each lecture.

Use the blackboard, written instructions and inflections of voice to let students know which elements of the lecture you consider to be most important.

Relate lecture themes to the course as a whole.

Emphasize the relationship between what you are teaching now and what you taught last week.

Illustrate points frequently.

One example is not enough for most students, says Ms. Erickson. She adds that the best examples are those drawn on students' experiences, so instructors should try to keep up with the latest campus events and trends.

Deliver the lecture extemporaneously.

Use notes as a guide to talking about the subject, but don't read them to the class. "You can read without thinking, but you can't talk without thinking," says Mr. Jerry Tarver, professor of speech communication, University of Richmond, adding that an extemporaneous delivery makes the presentation more natural and conversational. Such lectures may not be perfectly "fluent," he says, but they keep students attentive.

Point out transitions between concepts.

As an aid to students, Mr. Tarver suggests instructors should actually number the major themes of their lectures, summarize concepts and ask questions about each element.

Adjust the lecture style to students' attention span.

They generally start to lose their capacity to concentrate about 15 to 20 minutes into a lecture, says W. J. McKeachie, professor of psychology and director of the Center for Research on Learning and Teaching at the University of Michigan. He recommends that faculty members break up their lectures by using the blackboard and audio-visual materials, asking questions, giving students a problem to solve or taking a short break.

Make sure questions-and-answer sessions are carefully planned.

While questions can provide an effective change of pace, well-designed questions can also have many other benefits, notes Ms. Diamond of University of Illinois. But asking a simple "yes-or-no" questions - or merely asking, "Any questions" - is not likely to work well, she says. Instead, instructors can give students specific clues about the kind of answers expected of them.

For example, says Ms. Diamond, ask something like, "What generalizations can you make about the topic we've been discussing?"

Students are more likely to participate when they are confident that the lecturer will work out the answer to questions with them, says LuAnn Wilkerson, director of faculty development at the Medical College of the University of Wisconsin - Milwaukee.

She says many faculty members intimidate students by moving away from those who give incorrect answers. Better, she says, is to work toward the solution with those who don't have the right answers.

Ms. Diamond adds that teachers also need to be ready to rephrase questions until students are comfortable enough to respond.

Because students are often unwilling to answer questions in front of large groups, Mr. Cashin of Kansas State recommends asking them to hold up color-coded cards indicating their answers to a series of questions. Students will take a more active role this way, and instructors can gauge how well the entire class is picking up the material.

Show students you want them to ask questions.

They may assume, mistakenly, that a rapid-fire speaker is purposely moving quickly to avoid questions. To dispel the notion, be sure to take long pauses so students will have a chance to formulate questions. Instructors also can demonstrate an openness to questions by moving toward the audience and maintaining eye contact with students during the lecture. Repetitive questions can be discouraged, meanwhile, if answers are written on the blackboard as they come up.

Regularly evaluate your effectiveness.

Faculty members need to know which lecturing techniques are working well for them - and which are not. Robert J. Menges, program director at Northwestern University's Center for Teaching and the Professions, suggests surveying the whole class by asking students to write answers to one or two questions, such as "what was the most stimulating part of today's lecture?" or "I was confused when..."

Invite colleagues in other fields to evaluate your lectures.

Getting advice from faculty members who are not familiar with the jargon and research of your discipline can help you make your lectures more comprehensible. Members of your own department can help with content-related questions, of course, but are less likely to focus on your actual lecture style, notes Robert M. Diamond, director of the Center for Instructional Development at Syracuse University.

Study the performing arts.

"Teachers have more in common with actors than they often acknowledge," says David N. Togle of Ogilvy & Mather. They face the same dilemma of having to repeat the same material over and over again. "How do you make it new?" he says. By studying actors' techniques for controlling their voices and movements, teachers can become more conscious of ways they can control - and improve - their own speaking ability.

Scrutinize your own behavior in small group situations.

While most faculty members have little trouble speaking to a few students or colleagues, many of them don't effectively transfer their speaking abilities to larger groups, says Mr. Tarver. Determine your strengths in less-threatening settings and use those assets to improve your lecturing style.

Concentrate on enhancing one skill at a time.

According to speech experts, lecturers seeking to improve are more likely to do so gradually than all at once. If they are working on improved eye contact with students, for instance, they should not try to radically change other aspects of their delivery at the same time, experts say. And if a new technique flops, says Lawrence M. Aleamoni, director of Instructional Research and Development, of the University of Arizona, it's best to admit mistakes openly to the class. Teachers who do so will still be able to maintain an air of professionalism, he says. They also gain respect from students by showing that they are not afraid to take risks or concede failure. Adult students are more self-directed than younger students.

McKeachie, Wilbert J. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston, Massachusetts: Houghton Mifflin Company, Tenth Edition.

Practical Tips for Teachers

The most essential question you can ask yourself about how you teach is “What works best for me?” says Bob Magnan in “*147 Practical Tips for Teaching Professors.*”

The suggestions which follow are from the pages of this helpful teacher’s handbook. Although the author says these tips may not work for you, he hopes you will discover some that make a difference in your teaching.

Organize your class.

Organize in terms of people as well as things. Teachers often prepare courses by choosing subject matter and then arranging it in an appropriate order. This is organization in terms of things, says Mr. Magnan. Teachers must also organize in terms of people, he adds. Consider the age levels, maturity, and backgrounds of your students as you prepare your course so it will make sense and be interesting to them.

Work with your students as a team.

Teachers may be perfectly organized, says Mr. Magnan, yet students have trouble following them. Why is that? Because often a teacher fails to sufficiently communicate his or her game plan to students. You know where you are headed, but do they? So...

Start class by telling your students where you are going.

Give them a preview, a “sort of map,” says Mr. Magnan. Some teachers write the main points of their outline on the board or to the side – where they remain for the entire lecture. “A preview may not be necessary if you give your students a detailed syllabus,” he adds. However, remember that the greatest leaders are not always those who have the best plan but those who are best able to communicate their plans.

Break to tell your students where you are.

When you reach one of the main points, stop, recap the previous point, answer questions and indicate a shift to a new point.

End class by telling your students where you have been.

According to Mr. Magnan, teachers should take a moment near the end of class to summarize the main points. Then, students will find it easier to ask for clarification and to understand the association between the main points of the lesson.

Keep in touch with the big picture.

What may seem organized and logical to you, may not make sense to students, says Mr. Magnan. Make sure students understand how the main points relate to each other. Take time to help them make the connections. Teachers need to make sure that students understand why they are talking about something, adds Mr. Magnan.

Using the Blackboard

Perhaps developing skills for using the blackboard seems somewhat insignificant compared to other teaching issues. However, the blackboard is an indispensable classroom tool, and teachers tend to forget they are using it, says Mr. Magnan. Properly using the blackboard may seem irrelevant until poor blackboard skills intrude upon the material you are presenting and affects how well you get your point across to your students. Here are some tips to help you use the blackboard wisely.

Erase the entire board when you enter the room. This helps to establish your presence and removes all traces of the previous class, says Mr. Magnan. “Many teachers put the homework assignment on the board off to the side, generally as close as possible to the door,” he says. This is practical, he adds, but psychological, too. Once again it helps you to establish your presence.

Erase the entire board after each main section. According to Mr. Magnan, erasing the entire board has the following advantages:

- It signals the end of a section.
- It allows you and your students to pause to reflect and recuperate.
- It creates space on the blackboard to summarize key points and to emphasize your answers to questions.
- It prevents students from being distracted by scattered words and phrases from the previous point.
- It allows you to address the next section without interrupting the class to erase.

Avoid “patchworking.” Patchworking occurs when you are in the middle of an important point and the board is covered. So, says Mr. Magnan, you erase a small area and write some more. This activity tends to make your point difficult to follow, he adds. If you are short of space, simply announce that you need to erase an area large enough to finish your point. However, says Mr. Magnan, there may be times when the “comedic effect of patchworking” will actually help you emphasize a point or to add variety.

Don’t get caught between the board and the material. “If you need to write a few lines on the board,” says Mr. Magnan, “do not pause in the middle of the sentence. Finish your thought; then, stop to write.” Otherwise, he adds, your delivery will lose its impact because your voice is directed toward the blackboard rather than toward your students.

Don’t get caught between the board and the class. When you ask if there are any questions just as you turn your back to write on or erase the board, you are really communicating to students that you want to get on to the next point immediately. According to Mr. Magnan, if you get a question, erase before you start your answer (a convenient pause to reflect) or after you have given the answer. Do not erase in the middle of your answer.

Teaching Your Students to Think

According to Mr. Magnan, a national poll shows that 52 percent of Americans believe our schools do an adequate job of teaching basic facts and skills; however, only 89 percent are satisfied with their ability to teach students to think and reason. He suggests that teachers should try to create situations that encourage students to solve problems and to make decisions. It is tempting to simply fill their heads with information, he adds.

Ask for evaluations. Create questions that encourage your students to apply standards in order to make value judgments, says Mr. Magnan. The best questions begin with “Why?” he says.

Ask for inferences. Set up situations for your students which require that they use deductive and inductive reasoning skills and which require that they apply ideas, concepts, rules or principles to a specific case, says Mr. Magnan. Also, give them a series of examples and have them form generalizations.

Ask for causes and effects. Formulate questions which will help your students explore the relationships between events and persons, ideas or other events, suggests Mr. Magnan. “For example,” he adds, “ask ‘why did Japan attack Pearl Harbor’ or ‘what were the results of the Baroque style?’”

Ask for comparisons and examples. Help your students recognize similarities and differences by asking questions such as “what is the difference between a mussel and a clam?” says Mr. Magnan. Encourage them to examine relationships and to establish links by asking how things are different and how they are similar.

Ask for solutions. Problem-solving provides opportunities to use knowledge and creativity, says Mr. Magnan. Questions which ask “How?” will help your students come to their own conclusions.

Challenge your students to explore. “Stimulate their sense of wonder,” says Mr. Magnan. Teachers often simply present information, and then ask for it. Start with *questions* rather than *answers*, he adds. Then, you are using their curiosity to teach *proactively* and not *reactively*.

Encourage students to consider and communicate. When you give your students a problem, encourage them to examine it and analyze all factors. Ask them to describe the problem clearly and concisely. Do not settle for an off-the-cuff expression of the problem, says Mr. Magnan. Help them to search out the facts.

Guide them through the stages of investigation.

Give your students frequent opportunities to practice problem-solving, says Mr. Magnan. There are three steps that will help develop good investigation skills:

- Students should apply their knowledge to the problem.
- They should decide what other knowledge is necessary.
- They should explore how to access this knowledge.

Encourage ideas. According to Mr. Magnan, research shows that lack of ideas is the more serious deficiency than faulty reasoning. Encourage students to explore all possibilities and to examine a problem from all angles. Too often, says Mr. Magnan, we develop ideas based upon logic rather than intuition. These two approaches when used together are more productive than either one is when used alone, he adds.

Help your students evaluate and refine their ideas. Students need to choose the best ideas and to make those ideas even better, says Mr. Magnan. Require your students to pursue their solution to its end. Ask them to describe how they plan to implement their solution and to consider what difficulties may arise. “Push for details,” adds Mr. Magnan.

Motivating Your Students to Read

Of course, the old standby--the pop quiz--is still frequently used to prompt students to read, says Mr. Magnan. However, he adds, using more positive incentives may be more productive.

Give them reasons to read. Do not repeat in class the materials which appeared in the readings, says Mr. Magnan. Repeating this material does not encourage those students who do not read to start reading and bores those who do read.

Assume the best. Teachers often assume students are not reading, and then they teach in ways that assure this. Consider these steps:

- First, says Mr. Magnan, do not ask how many students have done the assignment. Then, you will not feel you have to summarize for those who have not completed it.
- Second, avoid trying to cover all of the material with your questions. This encourages students who have not prepared to rely on answers from those who have, he says.
- Third, if the same students keep volunteering answers, then stop calling on them. They will understand. And, says Mr. Magnan, do not pursue any question for too long, it wastes time. Remember that a question left unanswered can produce valuable results, he adds.

- Fourth, let students feel left out, says Mr. Magnan, but do not make the material less important by skipping over it or by lecturing that point. Simply proceed. However, he adds, do not try to make students feel defensive when they miss out on something important. That in itself should sufficiently motivate them to participate.

Use reading in class and expect resistance. Teachers should talk about the material, says Mr. Magnan, but do not review it in detail. Instead, he adds, work from the text and not in it. When students ask questions, simply cite pages from the book that answer their question.

Send them on a treasure hunt. Choose sections from the reading, and ask students to uncover the most important point, idea, argument or example, says Mr. Magnan. Have your students write the point down, and ask them to include a short explanation of their thoughts on their selection. This encourages participation and increases understanding. Although some students may be able to finish the assignment without reading all of the material, he adds, they will eventually find it too difficult to do and begin to complete the work.

Borrow from the pros. Learn from other professions how to vary your approach and how to sell your students on reading, says Mr. Magnan. For example, newspapers use headlines to attract attention, and magazines use pull-quotes to draw readers into the text. Movies feature coming attractions, and TV series show previews to build interest, he adds.

Appreciate reading. Teachers generally enjoy and value reading, says Mr. Magnan, so let your appreciation show. Share your personal experiences with your students. Describe the things you have learned from, the difficulties you have had in and the enjoyment you have received from reading.

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

Suggested Reading Bibliography

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APPENDIX

ACADEMIC CALENDARS

Fall 2008

Faculty Preparation	Tuesday - Thursday, August 12-14
Open Registration.....	Friday, August 15
First Day of Classes.....	Monday, August 18
Last Day to Apply for December Graduation	Friday, August 22
Last Day to Add Classes	Monday, August 25
Labor Day—No Classes	Monday, September 1
Last Day to Withdraw from 7 ½ week courses.....	Tuesday, September 16
Mid-semester.....	Wednesday, October 8
Fall Recess	Friday, October 10
Mid-semester Grades due by 12:00 noon.	Monday, October 13
Last Day to Withdraw with a grade of “W”	Monday, October 20
Last Day to Withdraw 7 ½ week courses	Friday, October 31
Pre-registration for Spring 2009	Monday-Friday, November 3-7
Thanksgiving Break	Monday-Friday, November 24-28
Last Day of Classes	Friday, December 5
Final Examinations.....	Monday-Thursday, December 8-11
Residence Halls Close (10:00)	Friday, December 12
Final Grades due by 12:00 noon.....	Monday, December 15

Spring 2009

Faculty Preparation	Tuesday-Thursday, January 6-8
Open Registration.....	Friday, January 9
First Day of Classes.....	Monday, January 12
Last Day to Apply for May Graduation	Friday, January 16
Martin Luther King Day – No Classes	Monday, January 19
Last Day to Add Classes	Tuesday, January 20
Last Day to Withdraw 7 ½ week courses	Tuesday, February 10
Mid-semester.....	Wednesday, March 4
Mid-semester Grades due by 12:00 noon	Friday, March 6
Spring Break	Monday-Friday, March 9-13
Last Day to Withdraw with a grade of “W”	Friday, March 20
Pre-registration for Summer and Fall 2009	Monday-Friday, March 23-27
Last Day to Withdraw 7 ½ week courses	Friday, April 3
Spring Recess.....	Friday, April 10
Last Day of Classes	Friday, May 1
Final Examinations.....	Monday-Thursday, May 4-7
Commencement.....	Saturday, May 9
Residence Halls Close	Saturday, May 9
Final Grades due by 12:00 noon.....	Monday, May 11

Summer 2009

Registration / Classes Begin (Session I)	Tuesday, May 19
Last Day to Add Classes	Wednesday, May 20
Memorial Day – No Classes.....	Monday, May 25
Last Day to Apply for Summer Graduation	Tuesday, June 2
Last Day to Withdraw with a grade of “W”	Thursday, June 4
Last Day of Classes (Session I)	Wednesday, June 17
Final Exams (Session I).....	Thursday, June 18
Break – No Classes	Friday, June 19
Final Grades (Session I) due by noon.....	Monday, June 22
Registration / Classes Begin (Session II).....	Monday, June 22
Last Day to Add Classes	Tuesday, June 23
Independence Day – No Classes	Friday, July 3
Last Day to Withdraw with a grade of “W”	Wednesday, July 8
Last Day of Classes	Tuesday, July 21
Final Exams (Session II)	Wednesday, July 22
Final Grades (Session II) due by noon.....	Thursday, July 23

DAILY SCHEDULE OF CLASSES

Academic Year 2008-2009

Monday, Wednesday, Friday

8:00 – 8:50

9:00 – 9:50

10:00 – 10:50

11:00 – 11:50

12:00 – 12:50

1:00 – 1:50

2:00 – 2:50

3:00 – 5:00 (Friday, No classes, reserved for campus meetings)

3:00 – 3:50 (MW only) (2 hour classes)

4:00 – 5:15 (MW only)

5:30 – 6:45 (MW only)

4:00 – 6:50 (MTWR) (one day per week)

7:00 – 9:50 (MTWR) (one day per week)

Tuesday, Thursday

8:00 – 9:15

9:30 – 10:45

11:00 – 12:15

12:15 – 1:30 (No classes, reserved for campus meetings)

1:30 – 2:45

3:00 – 4:15

4:30 – 5:45

6:00 – 7:15 (Multiple sections only)

FINAL EXAM SCHEDULE Fall 2008

Final examinations will begin on Monday, December 8 and will continue through Thursday, December 11 as outlined below.

Students in courses having multiple sections must take the examination at the time scheduled for the section in which they are enrolled.

The final examination for an arranged class may be given at the last regular session prior to the final examination period.

In case of a conflict in the schedule, the instructor concerned should see the Department Chairperson and the Provost and Senior Vice President about special arrangements.

Each examination will be held in the room where the class has been meeting. Final examinations are to be given in all classes unless waived by the Department Chairperson and the Provost and Senior Vice President.

Regularly scheduled day and time for class	Date and time of final exam
MWF, 8:00 - 8:50 a.m.	Tuesday, December 9, 8:00 - 10:00 a.m.
MWF, 9:00 - 9:50 a.m.	Wednesday, December 10, 8:00 - 10:00 a.m.
MWF, 10:00 - 10:50 a.m.	Thursday, December 11, 8:00 - 10:00 a.m.
MWF, 11:00 - 11:50 a.m.	Tuesday, December 9, 1:00 p.m. - 3:00 p.m.
MWF, 12:00 - 12:50 p.m.	Monday, December 8, 10:15 a.m. - 12:15 p.m.
MWF, 1:00 - 1:50 p.m.	Thursday, December 11, 1:00 - 3:00 p.m.
MWF, 2:00 - 2:50 p.m.	Tuesday, December 9, 10:15 a.m. - 12:15 p.m.
MW, 3:00 - 3:50 p.m. (or) MW, 3:00 - 5:00 p.m.	Monday, December 8, 3:15 - 5:15 p.m.
MW, 4:00 - 5:15 p.m. (or) M, 4:00 - 6:50 p.m.	Tuesday, December 9, 3:15 - 5:15 p.m.
MW, 5:30 - 6:45 p.m.	Thursday, December 11, 3:15 - 5:15 p.m.
TR, 8:00 - 9:15 a.m.	Monday, December 8, 8:00 - 10:00 a.m.
TR, 9:30 - 10:45 a.m.	Monday, December 8, 1:00 - 3:00 p.m.
TR, 11:00 a.m.- 12:15 p.m.	Wednesday, December 10, 10:15 a.m. - 12:15 p.m.
TR, 1:30 - 2:45 p.m.	Thursday, December 11, 10:15 a.m. - 12:15 p.m.
TR, 3:00 - 4:15 p.m.	Wednesday, December 10, 3:15 - 5:15 p.m.
TR, 4:30 - 5:45 p.m. (or) R, 4:00 - 6:50 p.m.	Wednesday, December 10, 5:30 - 7:30 p.m.
TR, 6:00 - 7:15 p.m.	Monday, December 8, 5:30 - 7:30 p.m.
Monday, 7:00 - 9:50 p.m.	Tuesday, December 9, 5:30 - 7:30 p.m.
Tuesday, 4:00 - 6:50 p.m.	Wednesday, December 10, 1:00 - 3:00 p.m.
Tuesday, 7:00 - 9:50 p.m.	Monday, December 8, 7:45 - 9:45 p.m.
Wednesday, 4:00 - 6:50 p.m.	Thursday, December 11, 5:30 - 7:30 p.m.
Wednesday, 7:00 - 9:50 p.m.	Tuesday, December 9, 7:45 - 9:45 p.m.
Thursday, 7:00 - 9:50 p.m.	Wednesday, December 10, 7:45 - 9:45 p.m.

FINAL EXAM SCHEDULE Spring 2009

Final Examinations will begin on Monday, May 4 and will continue through Thursday, May 7 as outlined below.

Students in courses having multiple sections must take the examination at the time scheduled for the section in which they are enrolled.

The final examination for an arranged class may be given at the last regular session prior to the final examination period.

In case of a conflict in the schedule, the instructor concerned should see the Department Chairperson and the Provost and Senior Vice President about special arrangements.

Each examination will be held in the room where the class has been meeting. Final examinations are to be given in all classes unless waived by the Department Chairperson and the Provost and Senior Vice President.

Regularly scheduled day and time for class	Date and time of final exam
MWF, 8:00 - 8:50 a.m.	Monday, May 4, 8:00 - 10:00 a.m.
MWF, 9:00 - 9:50 a.m.	Wednesday, May 6, 8:00 - 10:00 a.m.
MWF, 10:00 - 10:50 a.m.	Thursday, May 7, 8:00 - 10:00 a.m.
MWF, 11:00 - 11:50 a.m.	Monday, May 4, 1:00 p.m. - 3:00 p.m.
MWF, 12:00 - 12:50 p.m.	Tuesday, May 5, 10:15 a.m. - 12:15 p.m.
MWF, 1:00 - 1:50 p.m.	Thursday, May 7, 1:00 - 3:00 p.m.
MWF, 2:00 - 2:50 p.m.	Monday, May 4, 10:15 a.m. - 12:15 p.m.
MW, 3:00 - 3:50 p.m. (or) MW, 3:00 - 5:00 p.m.	Tuesday, May 5, 3:15 - 5:15 p.m.
MW, 4:00 - 5:15 p.m. (or) M, 4:00 - 6:50 p.m.	Monday, May 4, 3:15 - 5:15 p.m.
MW, 5:30 - 6:45 p.m.	Thursday, May 7, 3:15 - 5:15 p.m.
TR, 8:00 - 9:15 a.m.	Tuesday, May 5, 8:00 - 10:00 a.m.
TR, 9:30 - 10:45 a.m.	Tuesday, May 5, 1:00 - 3:00 p.m.
TR, 11:00 a.m.- 12:15 p.m.	Wednesday, May 6, 10:15 a.m. - 12:15 p.m.
TR, 1:30 - 2:45 p.m.	Thursday, May 7, 10:15 a.m. - 12:15 p.m.
TR, 3:00 - 4:15 p.m.	Wednesday, May 6, 3:15 - 5:15 p.m.
TR, 4:30 - 5:45 p.m. (or) R, 4:00 - 6:50 p.m.	Wednesday, May 6, 5:30 - 7:30 p.m.
TR, 6:00 - 7:15 p.m.	Tuesday, May 5, 5:30 - 7:30 p.m.
Monday, 7:00 - 9:50 p.m.	Monday, May 4, 5:30 - 7:30 p.m.
Tuesday, 4:00 - 6:50 p.m.	Wednesday, May 6, 1:00 - 3:00 p.m.
Tuesday, 7:00 - 9:50 p.m.	Tuesday, May 5, 7:45 - 9:45 p.m.
Wednesday, 4:00 - 6:50 p.m.	Thursday, May 7, 5:30 - 7:30 p.m.
Wednesday, 7:00 - 9:50 p.m.	Monday, May 4, 7:45 - 9:45 p.m.
Thursday, 7:00 - 9:50 p.m.	Wednesday, May 6, 7:45 - 9:45 p.m.

Policy and Procedures for Providing Services to Students with Disabilities

STUDENT DISABILITY SERVICES

Students with disabilities are encouraged to contact the Director of the Academic Support Center. This office provides a number of services for students with physical, sensory (including auditory), vision, speech, psychological, and other disabilities not listed above. The Academic Support Center is located in the basement of the Robert F. Kidd Library.

POLICY AND PROCEDURES FOR PROVIDING SERVICES TO STUDENTS WITH DISABILITIES

Policy

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

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

Definitions

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

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

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

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

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

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

Identifying Essential Functions

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

Identifying Students with Disabilities

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

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

- Students wishing to self-identify must do so by contacting the Academic Support Center and completing a Self-Identification form and a Request for Accommodations and Services. Students must supply appropriate documentation. Such documentation includes Individual Education Plans, psychological assessments, and/or medical records. These reports need to validate the disabling condition, and must be no more than three years old. An original signature must be present either in the records or in a letter from an authorized representative of the organization from which the records originate in order to be complete.
- The Academic Support Center will maintain a separate, confidential file of this information, and will use the information for the exclusive purpose of arranging the necessary accommodations for the student. The Academic Support Center will arrange these accommodations directly with the people (e.g., individual faculty instructors, residence hall directors, director of the physical plant, etc.) who will make them, and will maintain, in the student's separate file, a complete record of the accommodations provided.
- Students with disabilities who elect not to identify themselves immediately, or who develop disabilities after being admitted, may identify themselves and request accommodations at any time. The student may do so by contacting the Academic Support Center.
- If testing is required to document the disability, the Academic Support Center will refer the student to an appropriate party to be tested. Any costs of such testing will be the responsibility of the student requesting accommodation.

Confidentiality of Medical Information

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

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

Complaint Procedure

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

Report the concern immediately to the Director of the Academic Support Center. If the Director cannot alleviate the concern, he or she will refer the matter to the Provost and Senior Vice President within three working days. If the case is such that the complainant is not satisfied with the response of the Director, they may appeal the Director's decision to the Academic Vice President, in writing, within three working days.

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

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

Faculty and Staff Development

The College provides in-service training for all faculty and staff regarding the Americans with Disabilities Act. This training is conducted by the Director of the Academic Support Center, external consultants and by persons on the GSC faculty who have expertise in various areas of disabilities. The training is designed to inform faculty and staff of the requirements of the ADA and sensitize them to the needs of individuals with disabilities.

Sample Syllabus

Department of _____
Glennville State College

Course Title:

Credits:

Semester:

Times and days:

Instructor:

Telephone:

E-Mail:

Appointments: (What is the Instructor's policy on appointments?)

Course description: (Catalog description here)

Expanded description: (The instructor's more detailed description statement on the course.)

Prerequisites: (*see catalog for any prerequisites*)

Co-requisites: (*see catalog for any prerequisites*)

Texts: Required texts and recommended texts if any.

Reference to national standards: Here the instructor should make specific reference to the national curriculum guidelines of the professional association. How does this course address these? This will be useful to students, colleagues, and reviewers. (A listing of these will save a great deal of time and demonstrate clear attention to national standards.)

Course goals and objectives: (Specific listing of the goals and objectives of the course - the student outcomes that are expected in the course should be listed. These must include all objectives found on the approved course outline.)

Teaching methods: (The instructor may wish to describe teaching methods used in the course; e.g., lecture, cooperative learning, small group discussions, etc.)

Assignments: What assignments will be required? Describe each

Examination: What examinations will be given and when? (A note about the type of exams may be helpful to students.)

Grading criteria: Exactly how will grades be assigned?

Attendance: Use College policy or personal policy filed with Department Chair and Office of Academic Affairs.

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

Schedule of topics and reading assignment: How will the course be organized in terms of topics and readings? Will students be graded on participation? How will participation factor into the grading of the course?

Reading List: (What readings are recommended to enhance the course?)

HARASSMENT/INAPPROPRIATE CONDUCT POLICY

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

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

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

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

Bringing a Complaint

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

Responsibilities

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

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

- inform the persons named in the complaint of the allegations against them and notify them that no retaliation may occur;
- assist the individuals named in the complaint in defining the charge;
- obtain a response to the complaint within ten working days of the day the complaint is filed;
- after receiving the response, investigate the complaint further if appropriate and necessary [NOTE: the Affirmative Action Officer will have access to all the necessary documents, the authority to call and interview witnesses, and the authority to bring together the complainant and respondent if desirable.];
- within 20 working days of receiving the response of the person(s) named in the complaint, issue a finding to all such individuals. If the Affirmative Action Officer finds insufficient evidence to substantiate a charge of harassment, h/she will inform the complainant of this and advise the complainant that the case is closed.

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

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

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

The respondent's supervisor will:

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

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

Policy on Consensual Relationships

An ethic of professionalism and respect within the College community demands that those with authority not abuse the power with which they are entrusted. Consensual amorous/sexual relationships between employees and students may not only have negative repercussions for the individuals involved, but may create an uncomfortable or distrustful environment for others in the community. The power differential complicates the ability to demonstrate that any such relationship is fully consensual. Given the complications associated with these types of relationships, it should be noted that employees could be faced with a personal, civil or criminal action as a result of engaging in such relationships.

Because of the potential for favoritism or other conflicts of interest, the College affirms and upholds a policy which strongly discourages all consensual amorous/sexual activity between employees and students, and which prohibits such consensual activity where any supervisory role exists. Such conduct also results in relationships that are fundamentally unequal. Therefore,

- 1) faculty members shall not engage in consensual amorous/sexual relationships with students enrolled in their courses,
- 2) employees of the College shall not engage in consensual amorous/sexual relationships with students under their supervision in such matters as evaluating, advising, coaching or directing a student as part of a school program or student employment and
- 3) any employee found in violation of items 1) or 2) will be subject to disciplinary action which may include loss of tenure or termination at the discretion of the College president.

Open honest communication between the College and employees will serve to prevent misunderstandings and/or distasteful rumors that can circulate regarding such situations.

Any employee engaging in a consensual amorous/sexual relationship with a student outside of his/her supervisory capacity is encouraged to bring this to the attention of his/her immediate supervisor. The student in question must also appear with the employee when the appropriate supervisor is informed.

Non-consensual amorous/sexual relationships (for example, quid-pro-quo arrangements) between employees and students are never appropriate and will be faced with disciplinary action under the College's Sexual Harassment Policy.

(Adapted from Hobart and Smith College, Sexual Misconduct Policy posted 8/30/2006)



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