

WVU Parkersburg New Faculty Q & A

- **What should be in a syllabus?**

Generally, syllabi are organized in a standard way. To develop your teaching syllabus, it is generally a good idea to check the college website (www.wvup.edu) to determine if a uniform course syllabus exists for your course. The UCS is not the same as a teaching syllabus, but it will give the departmental objectives for the course, along with the topics to be studied and general assessment guidelines. A teaching syllabus contains most or all of the following sections:

General course information, including the instructor's office hours and contact information.

A course description

Course objectives (which must include the departmental objectives)

Evaluation criteria and grading policy

Expectations (for the student, but I also include a statement of faculty responsibilities for the course). If you have specific policies, like no cell phones, they must be stated in the syllabus.

Absence policy

Social Justice/disabilities statement (Suggested language below)

West Virginia University at Parkersburg is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please make appropriate arrangements with Disability Services (424-8320). After those arrangements are made, advise me.

Safety/evacuation statement (recommended). This generally reads something like the following:

Emergency Evacuation - Upon activation of the building fire alarm, all building occupants must exit the building to a position of safety away from the building. If you will require assistance during an emergency evacuation, please contact the instructor so that arrangements can be made in advance. All students are encouraged to familiarize themselves with the locations of emergency exits. Information concerning emergency exits is posted in the classrooms.

Finally, it is a good idea to have at least the beginning of the course outlined for the students, along with major exam dates and the like.

- **What is the procedure for print shop orders?**

First, many division secretaries distribute their own lists of office procedures, so always check the practice in your division. In general, faculty need to fill out a work order (found in the division offices) and give it and the material to be printed to the secretary, who will forward the material to the print shop. In case of a serious rush, it is possible to submit orders directly to the print shop. Allow two or three days for a standard order. If extensive typing is required, allow the secretary more time.

- **Where can I access copy machines, and what are the usage guidelines?**

Copy and fax machines for faculty use are located in the faculty resource room (Room 1011, near the Academic Affairs office). Other machines are found in the academic affairs office and the learning center.

To use the machine, you will need your departmental budget code, available from the division secretaries. It will need to be keyed in before copying. No more than 25 copies per page may be made on the copy machines; larger orders should be taken to the print shop.

- **How do I get AV equipment and materials?**

The WVUP Media Center handles requests for AV materials. The Center's website is http://157.182.176.39/programs/media_center.htm; the telephone number is 424-8245.

- **How do I handle waitlists and students requesting admission into closed classes?**

If a class is closed on the first day of classes, waitlisted students are advised to attend the class and request admission from the instructor. It is up to you whether or not to overload your class. If you have multiple students waitlisted for a particular section, a detailed waitlist is available online via OLSIS; it will give you the waitlist order. If you have no-shows for a class and wish to contact them, OLSIS will also allow you to find the student's telephone number to determine if the student intends to take the class or not.

- **Final Exam Schedule and Policy**

West Virginia University at Parkersburg has adopted a sixteen week semester with fifteen weeks devoted to instruction and one week devoted to final exams.

During the final week of each academic semester, and at a specified point during summer term, all courses, with the exception of "E" and ADS courses, shall meet for one 2-hour period at the date and time listed in the published schedule of classes. This period should be used for examination or any other appropriate activity designed to advance the student's education. If an instructor requires a written report or take-home examination in place of a final examination, it shall not be due before the final examination period scheduled for that course. Exceptions may be approved by the division chairperson upon written request by a faculty member. Whatever culminating activity is deemed appropriate by the instructor, it may not be scheduled at any time other than the date and hour listed in the Schedule of Classes. Any deviation from the final examination schedule must be approved by the division chairperson.

According to federal law, grades are restricted information and may be released only to the student or at the student's written request. Thus, grades earned on examinations or in courses may not be posted by name. Posting by the student's identification number is also not permissible. Although there is no federal or state legislation that pertains to the manner in which graded work is to be returned to students, the returning of such material should be handled in such a manner as will preserve the students' privacy. (Answer Book Policy #V.6)

The final exam schedule is available online at http://www.wvup.edu/studentservices/final_exam_schedule.htm.

- **Absence Policy**

The following statement is included in the 2007-08 student handbook (<http://www.wvup.edu/publications/Handbook2002/shattend.pdf>):

Class Attendance

WVU at Parkersburg encourage excellence in student performance. Educational research finds a positive relationship between excellence in student performance and regular class attendance. WVU at Parkersburg's faculty and academic administration, therefore, hold to the following principles:

1. WVU at Parkersburg expects students to attend all classes except in cases of sickness, accident, or other situations of extreme emergency.
2. Faculty are expected to publish expectations relating to class attendance and to make specific reference to these expectations in all of their classes.
3. Students must understand that final course grades can be adversely affected by a record of excessive absences on the part of a student. Such a record of absence from class may result in a student's receiving a course grade of F or FIW.
4. "Excessive absences" is defined as any number of absences that exceeds the number of class meetings that are scheduled in one week.

- **How is my overall performance as a faculty member evaluated?**

Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition. The evaluation procedures may be found in Section XI.

Annual evaluation for all faculty, whether tenure-track, tenured, or temporary (including adjunct faculty), will be conducted at the division level by the chair and the faculty evaluation committee based on documentation in the personnel file (see Section VIII). Written evaluations will be forwarded to each faculty member and to the Dean of Academic Affairs, who may provide an evaluative statement.

The annual evaluation should be related to one's assignment and performance, and should be both formative and summative. The review is not limited to events of the immediately-previous one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, and, if positive, as a basis for performance based salary adjustment contingent upon the availability of funds for this purpose. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the university

Evaluation centers around the faculty member's contributions in three areas: 1) teaching and service to students; 2) professional growth and development; and 3) service to the institution and community.

The timeline for the evaluation of first year faculty members is as follows:

First working day in January	Deadline for updating personnel file.
January 15	Deadline for division committee reviews to be forwarded to the respective division

	chairperson.
February 1	Deadline chairpersons to forward division reviews to the Dean of Academic Affairs.
February 14	Deadline for review by the Dean of Academic Affairs to be forwarded to the Campus President.
March 1	Deadline for the Campus President to give written notice of termination to faculty members in their first year of academic service at WVU-P.

▪ **How am I evaluated by students and what is the timeline?**

All full-time faculty shall be evaluated as follows:

First and second-year faculty shall be evaluated in all classes taught in each semester of the academic year. All student evaluations shall be scheduled by the chairperson before mid-semester with notification to the affected faculty member. Evaluations shall be timed to occur near the end of each semester, provided the results will be available for review before the close of the semester.

Results of evaluations shall be compiled in division offices, with a tabulation of responses to multiple-choice questions and copies of student comments placed in the annual review file.

Original copies of the student evaluations shall be returned to the faculty member after final grades have been submitted to the Registrar. The results of student evaluations shall be considered in the annual review process.

▪ **How is service to students evaluated?**

Service to students can be evaluated in many ways. Serving as a club advisor, working with student groups, volunteering for student-based activities are all types of service-related activities. Evaluation of service to students is best viewed from a qualitative standpoint. As such it is not simply the number of student service-related activities but the quality of the activities and the degree of engagement with students that is important.

▪ **What about advising?**

Every faculty member is assigned advisees through the Registrar's office. The role of the advisor is multi-faceted but is best described as the following:

- Advisers must personally approve their advisees' registration form.
- Advisers should verify that students are continuing to pursue the degree or career objective that is indicated in the Banner System. It is the responsibility of advisers to refer students to the Office of Admission and Records to change career or degree objectives. If a major change occurs which indicates the need of a different adviser, the change will be made by the office of Admission and Records.
- Advisers should meet with each student being advised on a regular basis--not just at registration time. Students who need frequent contact (such as persons on academic probation, persons who receive mid-term D or F grades, persons recently reinstated from probation or suspension, first-semester students, etc.) should be scheduled for conferences with advisers on a regular basis throughout a semester.
- Advisers must approve forms initiated by a student to withdraw either from a class or from the college. In approving a form for total withdrawal from the college, advisers should also direct students to the Student Development Center for completion of an exit interview.
- Advisers should maintain records of each advisee's visits for advising purposes.
- Advisers are expected to know and to follow specific college policy covering prerequisite courses, maximum course load, overload, D/F repeats, grade forgiveness, etc.
- Advisers are expected to establish, post, and fulfill stated office hours for advising purposes. These should include prime student hours on each class day of the week, and/or evening hours as appropriate. Division Chairs are responsible to verify that this is observed.

- Advisers are expected to use personnel and materials that the college makes available, such as Counseling services, Career Counseling services, Financial Aid, the college Catalog, specific articulation agreements with other institutions, etc.
 - Advisers are expected to participate in training sessions when they are developed and announced.
 - In emergency situations (particularly those relating to deadlines), when an adviser is not accessible, students may be referred to the Division Chair, the Advising Center or the Student Development Center. (When any student transaction is completed under these conditions, the assigned adviser shall be notified of any actions taken.)
- **What constitutes professional development and Is there a target number of conferences to attend?**

While research is a critical component of the mission of the university, teaching and professional growth and development assume a greater focus for faculty at WVUP. Research, particularly scholarship in teaching and learning and curriculum development, by faculty members is encouraged; however, it is not necessarily considered a primary part of one's academic activity. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works that are germane to their assignments. Professional growth and development activities include such items as acquiring additional credit in courses which broaden or strengthen the faculty member's area of expertise, participation in non-credit workshops, seminars or special lectures, attendance at professional meetings or conferences, membership in professional organizations, publication or original work, independent study, and/or other areas as determined by each division.

While there is no specific number of conferences required for first year faculty to attend, it is anticipated that new faculty will attend at least one professional conference, meeting, workshop, or other activity during their first year.

- **What funding sources are available for professional development?**

Faculty Development Grants

The purpose of Faculty Development Grant is to increase the ability of individual faculty members to improve the teaching/learning process and in general to increase the overall effectiveness of the college in achieving its mission. Faculty Development at WVU Parkersburg consists of a number of activities, all of which are described in Answer Book Policy IV-23A, available at http://www.wvup.edu/policies/FACULTY_DEVELOPMENT.htm Forms for applying for a Faculty Development Grant can be found at intranet.wvu.edu/wvupia/Forms/fac_dev_proposal.htm

SBR Professorship Grants

The Professorship Grants program is established to recognize and promote academic excellence at West Virginia University at Parkersburg by encouraging

retention of promising full-time faculty members, and by recruiting talented new full-time faculty to the institution.

The grant award is to be used for personal stipend and professional development. The first half of the grant will be distributed in the Fall semester and the second half will be distributed in the Spring Semester. Professional development is defined as degree completion, advanced training, participation and/or attendance at professional conferences, and course and program development at the college. *(Note: The Internal Revenue Service stipulates that any award in the amount of \$600 or more is reportable income.)* The remaining half of the award is deposited into a Foundation account for use by the grantee.

- **What do we mean by service?**

Service to the university includes contributions to the efficiency and effectiveness of the faculty member's division and college.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the university, society, or the profession. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on societal problems or issues. One important benefit of service to the university is faculty participation in the governance system. Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member, and performed with one's university affiliation identified. The definition of the

nature and extent of acceptable service for purposes of promotion and tenure should be directly related to the faculty member's contractual obligations and may include:

1. Contributions through divisional, faculty, college- wide, or state level committees; professional organizations; and/or community service related to discipline.
2. Contributions to extra-curricular college activities, such as advisor to student organizations, cultural and/or entertainment activities, and/or community service projects.
3. Contributions to institutional functions such as course scheduling, faculty recruitment and/or staffing, budget proposals and/or implementation, construction of grant proposals for funding by outside agencies (foundations, industry, federal government), student recruitment and/or placement, program articulation (within college and/or with other educational institutions), development of descriptive material for college catalog, divisional or college brochures, public relations activities, and/or coordination of special programs or activities.
4. Contributions to professional development of others such as conducting workshops, seminars, special lectures or presentations to college staff, community groups, professional meetings, and/or conferences.

What about CAMPUS SAFETY?

WVU Parkersburg is committed to ensuring a safe and healthy learning and work environment on campus. A comprehensive Safety Plan is in place to coordinate immediate response to any threat to the campus environment. Students are responsible for being familiar with the college's Safety Plan. The plan is available online at http://www.wvup.edu/publications/Safety_Plan.pdf. The document provides detailed information regarding responses to various campus emergencies and the appropriate procedures to follow.

Initial response to an emergency should include activation of the emergency paging system by pressing the switch located in each classroom and then waiting for a reply. If there is no response within a reasonable time period, further action should be taken (at the discretion of the individuals involved), including contacting campus security (424-8235) or dialing 911.