

FACULTY HANDBOOK

2023-2024



FAIRMONT STATE
UNIVERSITY™



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FORWARD

The Fairmont State University Faculty Handbook contains information about the University, its organization, governance, policies, rights, responsibilities, and services which are of specific concern to the faculty. In consultation with the Provost and other administrative offices, an *ad hoc* faculty committee has reviewed and edited the Faculty Handbook for clarity and completeness.

Because institutional policies and organizational structures referenced in this publication are subject to ongoing reappraisal and change, the Faculty Handbook requires consistent revision. Therefore, the *ad hoc* Faculty Handbook committee is reconvened every year. Every effort has been made to avoid duplication of information found in the Fairmont State Employee Handbook, Graduate Catalog, Undergraduate Catalog, and Board of Governors website.

ACKNOWLEDGEMENT

A joint Faculty Senate/Administration Committee, the Faculty Handbook Committee is responsible for maintaining, updating, and publishing the Faculty Handbook annually. Each college is represented by a faculty member. The Provost appoints three members. The three *ex officio* members are the Faculty Senate President, General Counsel and Director of Human Resources. Working in a spirit of shared governance, committee members collaborate and meet regularly to improve and update the Handbook. This edition of the Faculty Handbook incorporates revisions and improvements building on the revised document from the previous academic year.

The following members of the Committee for 2022-2023 whose efforts are reflected in this edition of the Faculty Handbook were:

Committee members

Todd E. Clark, College of Liberal Arts
Leisa M. Muto, College of Business
Joseph A. Riesen, College of Science & Technology
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Dianna G. Phillips, Interim President
Richard C. Harvey, Provost appointee
Debra A. Hemler, Provost appointee
J Robert Baker, Provost appointee (chair)

***Ex officio* members**

Charles A. Shields, President of Faculty Senate
Cailey N. Murray, acting General Counsel
Ashley D. Maxey, Human Resources

INTRODUCTION

Fairmont State University was founded in 1865 as a private “normal” school to train teachers. The State of West Virginia purchased it in 1867 and renamed it Fairmont State Normal School. In 1923, it began offering a four-year bachelor’s degree in education and become Fairmont State Teacher’s College. In 1943, it became Fairmont State College, and in 2004, it was renamed Fairmont State University.

Its deep roots in preparing teachers account for many of the values that Fairmont State manifests today. The University provides affordable access to higher education that many students might not otherwise have; in this, it contributes to the ideal of an educated citizenry in our republic. Just as the early faculty readied and equipped teachers to transform the lives of their students, the University’s faculty continues to engage students in a transformative experience and to challenge them to lifelong learning in service to humanity. Like our predecessors whose work was marked by uprightness, reliability, and principle, faculty today are committed to integrity, responsibility, and the highest ethical standards as we work together toward our shared vision, mission, and goals.

In our evolution from private normal school to state university, our standards and principles have also evolved. We are committed to free inquiry and expression in our teaching and scholarship. Recognizing that our peers and students come from diverse backgrounds and experiences, we cultivate an inclusive and safe community marked by civility and respect, and are willing to stand in solidarity against actions that would exclude, discriminate against, or silence members of our community. We want our academic community to be economically sound, environmentally responsible, and socially just.

Though our fields differ and our methods diverge, as a faculty, we profess a common goal of helping our students develop intellectually, a shared commitment to facilitating their success as they prepare for their lives ahead, and a mutual pledge of excellence in our work.

Mission of Fairmont State University

Fairmont State University is a comprehensive regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.

Vision Statement

Fairmont State University aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education and excellent teaching, flexible learning environments, and superior services. Graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment.

Intellectual Development

In supporting students' intellectual growth, we challenge them to think more analytically and more creatively. We encourage their curiosity and point them toward self-directed learning as we challenge them to take intellectual risks. We assist them in seeing that errors and failures are occasions for learning about our fields and themselves rather than judgments on them as individuals. We insist that ability - theirs and ours - is fixed neither by birth nor by past experiences, but that all of us can deepen our understanding of the world and of ourselves.

We support students' intellectual growth by modeling these behaviors in our work as professors. We accomplish this mission by providing students with the best materials based on up-to-date research in our fields, with thoughtful assignments aligned with course objectives, through frank discussions, and with fair and impartial feedback. We also support students' intellectual growth by providing information about and directing students to campus services and support units that can help them to master the materials in our courses.

Preparation

In preparing our students for the lives they will lead after college, we articulate for them a larger context than a particular unit, examination, or assignment. Instead, we set those discrete and immediate pieces of teaching in a perspective that emphasizes the roles for which they are preparing - whether as scientists, nurses, doctors, engineers, teachers, writers, performers, communicators, parents, or citizens. We seek to instill in them an understanding of the importance of the common good because those things that are shared and beneficial for all of us are the ground on which good and decent individual lives can be built. We promote humility as a virtue necessary to construct a life that is meaningful and worthwhile, inasmuch as no one person can know all that there is to know or do all that there is to do; instead, a thoughtful recognition of one's limitations can help every person see their interdependence with others.

Excellence

Our pursuit of excellence in our profession is based on respect - for our students, for each other, and for our fields. As part of our respect for our students, we acknowledge that there is a power differential between us and them that must never be manipulated, exploited, or violated. We recognize that our students come to us from various backgrounds with differing expectations and styles of learning. While we take students as they are when they arrive, we also call them to be more than they know they can be. We call ourselves to that same high ideal of growing in our understanding of ourselves and our world.

Fairmont State University closely identifies with its community. Partnerships with business and industry, public schools, government agencies, and other organizations contribute to the economic, cultural, and social development of the region. Through these community relationships and educational programs, the University fosters enlightened and productive citizenship in its immediate locale, the region, and the world.

UNIVERSITY GOVERNANCE

Institutional Board of Governors and Oversight

Fairmont State University (Fairmont State) has an institutional Board of Governors (BOG) consisting of twelve (12) persons as set forth in [West Virginia \(WV\) Code, Section \(§\) 18B-2A-1, “Findings; Composition of Boards; Terms and Qualifications of Members; Vacancies; Eligibility for Reappointment.”](#) The BOG is a state agency, with nine (9) of its members selected by the state governor. Membership also includes one student selected from the student body, one staff member selected by university staff, and one full-time member of the faculty with the rank of instructor or above who is duly elected by the faculty. BOG powers and duties of particular relevance to the faculty may be found in [WV Code §18B-2A, “Institutional Boards of Governors.”](#) The Chancellor for WV Higher Education Policy Commission (HEPC), under the supervision of the HEPC Board, is responsible for the coordination and monitoring of actions, decisions, policies, purposes, and rules of the BOG and the operations and success of Fairmont State. The Higher Learning Commission (HLC) is the regional accrediting body for Fairmont State. The HLC accreditation ensures quality by verifying that an institution (1) meets threshold standards and (2) is engaged in continuous improvement.

Administrative Entities

Fairmont State contains a variety of University officers and administrative structures whose duties and responsibilities assist in meeting the threshold for university standards and the engagement in continuous improvement. The President of Fairmont State is responsible to the BOG and is the chief executive officer of the university. [The Executive Leadership Team](#) reports directly to the president for their areas of responsibility. The supervision of the Executive Leadership Team encompasses: (1) Academic Affairs, (2) Administrative and Fiscal Affairs, (3) Human Resources, (4) University Relations and Marketing, (5) Student Success, (6) General Counsel, (7) Information Technology, (8) Institutional Effectiveness and Strategic Planning, and (9) Athletics. Each of these areas contain a structure and administrative positions to execute the responsibilities within their purview. The titles of the heads of the units may vary dependent on their appointment (i.e., Vice President, General Counsel, Director of Athletics, or as otherwise deemed necessary).

The Academic Affairs unit of the university has the responsibility for faculty and curriculum. The Provost and Vice President for Academic Affairs is the chief academic officer of Fairmont State University. The Provost, in cooperation with the Faculty Senate and Senate committees, plans, develops, and coordinates the University’s academic programs and policies. There are five colleges at Fairmont State: (1) Business and Aviation, (2) Education, Health, and Human Performance, (3) Nursing, (4) Liberal Arts, and (5) Science and Technology, all of which are led by deans. Chairs lead the various Departments within the Colleges. When appropriate, departments contain programs led by those whose title and responsibility vary greatly to meet the necessary programmatic needs. The faculty are members of these various structures within each college and report accordingly. The following positions provide specific services in support of the University’s overall mission:

The **Associate Provost for Academic Affairs/Dean of Graduate Studies** assists in the conduct of the academic functions of the University. When necessary, the Associate Provost for Academic Affairs assumes responsibility for academic matters in the absence of the Provost. As **Dean of Graduate Studies**, in conjunction with the Graduate Studies Council, oversees the policies governing graduate education, monitors the quality of graduate programs, and sets goals for enhancing graduate education at Fairmont State.

The **Director of the Honors Program** is responsible for matters pertaining to recruiting, retention, and curriculum of the Honors Program. The Director also works with Residence Life to coordinate the Honors Residential Community. The Director is responsible for extracurricular activities sponsored by the Program and serves as advisor to the Honors Association, a student group charged with supporting and promoting the Program.

The **Director of General Education** coordinates the development and implementation of general education and core curriculum policies, procedures and assessment in conjunction with the General Studies Committee and academic affairs leadership. This role serves as the point person responsible for staying abreast of best practices, public policy, and accreditor expectations for general education.

The **Associate Provost for Academic Operations** implements academic policies and supervises the academic functions of the FastTrack and continuing education programs including Dual Enrollment, Early college, and other academic operations including Library services, academic advising and retention initiatives of Academic Affairs through the Assistant Provost for Advising and Retention Initiatives.

The **Assistant Provost for Advising and Retention Initiatives** is responsible for managing the RBA Degree Program, overseeing the Academic Pathways program, and aiding in the development, delivery, and maintenance of initiatives which support student academic advising, academic progress, persistence, retention, and degree completion.

The **Director of Library Services** is responsible for leading, coordinating, and efficiently managing all aspects of library resources and services in support of academic programs. The Director also sees that information literacy instruction is available to students, faculty, and staff in formats suitable to course, department, or individual needs.

The **Associate Provost for Faculty Affairs** provides strategic and operational support to the Provost and Vice President for Academic Affairs in matters relating to faculty recruitment, development, mentoring, retention, and career success. This includes active oversight in promotion and tenure processes, annual faculty reviews, faculty engagement, and oversight of the Center for Teaching & Learning Innovation.

SHARED GOVERNANCE AND THE FACULTY'S ROLE IN GOVERNANCE

While the faculty members of Fairmont State are responsible for our teaching, professional development, and university service duties, we also share in the governance of Fairmont State. The university shared-governance model is reliant on the input, oversight, and service of faculty members which includes much of the heavy lifting through committee work, in partnership with the administration. Faculty members have authority and responsibility, both individually and as a General Faculty body, to participate in institutional planning, policy development, and decision-making through (1) academic communication channels as members of academic units; (2) administration-directed committees, projects, and activities that rely on faculty participation; (3) representation in the Faculty Senate; and (4) oversight and input from the **General Faculty**.

1. Individually - The needs of the University require faculty to accept department and college/school assignments and to serve on department and college/school committees. This includes improvements in technologies, facilities, and services provided to faculty and students in both classroom and private office settings.

2. Administrative Committees - Both permanent and *ad hoc*, under the authority of the various administrative offices, require the participation of individual faculty members to establish and oversee institutional policies and activities. The BOG and administration are required by [WV Code §18B-2A-4, "Powers and Duties of Governing Boards Generally,"](#) to involve "faculty, students and classified employees in institution-level planning and decision-making when those groups are affected." The BOG and administration consequently meet with, request comments or surveys from, or work with the faculty as committees when necessary to obtain their input in institutional planning and in the formulation, implementation, and review of institutional policies and decisions in areas of faculty concern.

After policies have been crafted with required faculty input, policies involving the entire university community must be discussed by the BOG in open meeting and posted for public consideration and comments for at least 30 days prior to being approved by the BOG in open meeting. Faculty members are encouraged to provide input regarding any issues during this legally required "public comment" period. The BOG is required to explain why any comment or suggestion is not incorporated into the final version of the policy under consideration, as well as to explain all significant amendments that change any of the meaning of the originally posted version. Although public comment is an additional means of faculty participation in policymaking, it should not be considered a sufficient or singularly necessary step needed for faculty participation in policymaking.

3. The Faculty Senate represents the faculty to the BOG according to the authority, responsibilities, and procedures described in the Senate's [constitution and by-laws](#). The Senate and its committees initiate discussions, policymaking activities, and decisions in coordination with the administration in areas of faculty concern. Faculty members provide their input directly to the Senate or to Senate committees, to their faculty representatives who serve on the Senate or the committees, or to the Senate directly in the

open forum portion of regular Senate meetings. Faculty Senate committee descriptions and functions can be found [here](#).

4. The General Faculty meet together and may discuss issues and form a united voice for the faculty when called together by the President. The President shall convene a meeting of the General Faculty when:

- (1) The President decides to call a meeting of all faculty.
- (2) The Faculty Senate requests the President to call a meeting of all faculty. One reason for this may be to have a faculty vote on changes/amendments to the Faculty Senate Constitution or By-laws or Faculty Constitution.
- (3) Twenty faculty members, who are not members of the Senate, petition the President to call a faculty meeting as authorized by the Faculty Constitution. One reason for this may be that the faculty do not agree with a Senate decision and can vote to overturn that decision. Should they overturn the decision, it becomes binding on the Senate and becomes a request to the BOG and President.

Decisions by majority vote of the General Faculty are binding on the Senate and constitute the voice of the Faculty to the President and the BOG. The Senate cannot call a General Faculty meeting. See the [Constitution of the Faculty of Fairmont State College](#) (which remains binding despite the 2004 change in name to Fairmont State University).

5. Advisory Council of Faculty - The Faculty elects one of its members to serve a two-year term as a liaison between the Faculty and the [West Virginia State Advisory Council of Faculty](#) (ACF). The ACF provides the HEPC with advisory assistance by representing the views of faculty members at state higher-educational institutions on matters of statewide faculty concern, with a focus on facilitating communication with HEPC and coordinating the competencies and activities of the various institutions for the advancement of higher education in West Virginia.

FACULTY CLASSIFICATION AND EVALUATION

Definition of Faculty and Designation of Recognized Ranks

For purposes of this Handbook, faculty are defined as those employees of the institution so designated by the president of the institution and whose primary responsibility and function at the university is teaching and research. This definition includes those persons with faculty rank who have research or administrative responsibilities; see [WV Code §18B-8-1, "Definitions."](#)

The terms "academic rank," "rank," or "faculty rank" mean the position held by a faculty member as determined by the President of the University consistent with rules promulgated and adopted by the governing board of the institution, and includes the positions of senior professor, professor, senior associate professor, associate professor, assistant professor, and instructor. In addition to these ranks, Librarians may hold faculty status, but are considered non-tenure-track.

Although they may be assigned teaching duties, Faculty Equivalent Academic Professionals (FEAPs) are not included in the definition of faculty because their primary responsibilities are not research or teaching at the University. [HEPC Title 133, Series 9, §3.2.6](#) defines non-tenure-track employees.

Faculty Classifications

A full-time faculty member is employed in one of four classifications: tenured; tenure-track (sometimes referred to as probationary); term; or librarian-track.

Tenured faculty members are those full-time faculty who have been granted the status of tenure either through the tenure application process or by contractual agreement with the President of the University.

Tenure-track faculty are full-time faculty members in a tenure-track position and are eligible to apply for tenure status subject to the application process set forth in this Handbook.

Term faculty are full time faculty members hired for a specified period with no guarantee of continued employment at the end of the specified period. No presumption of a right to appointment as tenure-track or tenured faculty is created by any number of term appointments according to [HEPC Title 133, Series 9, §3.2.5](#). At the end of the initial term of employment, a faculty member may be renewed for another specified term or the faculty member may be terminated, unless hired as a tenure-track faculty.

Librarian-track faculty members are those members of the faculty who have been appointed and designated as such. Librarian-track faculty members may be either full-time or part-time as determined by agreement with the institution.

Appointments

Faculty appointments are made for each academic year by the Fairmont State University Board of Governors upon the recommendation of the President of the University and under the supervision of the President of the University. The academic year generally begins in early to mid-August and runs thru early to mid-May.

Per [HEPC Title 133, Series 9, §3.15](#), appointment letters delineating the terms of employment are issued to every faculty member. A form is attached for the individual's signature if the appointment is accepted. This form must be returned to the University's Department of Human Resources within the time frame directed by the letter of appointment. Such letters are normally issued and reissued annually toward the end of spring term.

Credentials

Upon employment by the University, every faculty member must submit to Human Resources official transcripts of all undergraduate and graduate credits. Human Resources will verify any credits subsequently earned through official transcripts. To be acceptable, all credits, degrees, and professional licenses must be earned at institutions accredited by nationally recognized regional or professional agencies. Human Resources maintains all records of faculty credits.

Completion of Terminal Degrees

Unless there is a definite understanding to the contrary between the administration and newly employed faculty hires, newly employed full-time faculty members will have completed doctoral or other terminal degrees or the equivalent (see Appendix A for accepted equivalents). Any exceptions to this requirement shall be in writing and expectations for the time period for completion or attainment of a terminal degree shall be clearly and definitively set forth in the initial letter of appointment of the faculty member. The University President may grant an extension of the time allowed to attain the terminal degree at his or her discretion.

Faculty members are urged to continue graduate work or other post-degree education as a basis for advancement in rank and salary. To be acceptable, all degrees and credits must be earned at institutions accredited by nationally recognized regional or professional agencies.

Full-time faculty members who are engaged in part-time graduate study should be certain that such activity does not interfere with teaching effectiveness. Ordinarily six graduate credits are the maximum load for those with full-time teaching contracts. Exceptions may be granted by the Provost.

Full-Time Faculty and Reassigned Time

Full-time faculty - whether tenured, tenure-track, or term – normally teach 24 credit hours or the equivalent thereof each academic year, consisting of fall, spring and summer semesters. This load may be modified as faculty take on special assignments, such as department chair, program coordinator, Honors director or lab director. Time may also be reassigned for working on accreditation and other vital projects in direct support of the University's mission. Faculty with reassigned time normally teach at least twelve hours during the academic year. These hours may be spread over the fall, winter, and spring terms.

Term Faculty

Faculty may be hired for a specified number of years to help the University fulfill its mission. [WVHEPC Title 133, Series 9, §3.2.5](#) limits such terms to no more than three years. The University must specify in the appointment letters for term faculty:

- The faculty member's rank
- The faculty member's length of term
- Expectations for the faculty member, such as service on departmental and University committees or in program development
- Criteria for the faculty member's reappointment

Ordinarily, term faculty are expected to take part in the shared governance of the University through service on departmental, administrative and/or University committees. While unusual, term faculty may chair committees or serve in the Faculty Senate. Term faculty who perform such service will normally have employed the University for three years. They may also reasonably be asked perform additional duties as tenured and tenure-track faculty do.

Term faculty members must file Annual Faculty Reports, as do tenured and tenure-track faculty. The performance of term faculty members is reviewed in the final year of their term of employment to determine if their contract will be renewed. According to [HEPC Title 133, Series 9, §3.2.5](#), full-time term faculty appointments cannot exceed ten percent of the total number of full-time faculty at a state higher-education institution. Term faculty may apply for full-time, tenure-track positions for which they are qualified and which are posted during their term.

Continued employment as a term faculty member is not automatic at the end of the initial term. It is subject to negotiation between the faculty member and the University President. Such negotiation may occur at any time during the faculty member's employment with the institution.

FACULTY PROMOTION CRITERIA, GUIDELINES AND STANDARDS

Criteria and Guidelines for Promotion in Rank

In accordance with [HEPC Series 9, §7](#), the University President grants promotion in rank to faculty. Faculty who are assigned administrative duties or research activities and who hold faculty rank may also qualify for promotion. HEPC Series 9 mandates that academic institutions employ shared governance in establishing guidelines and criteria for the promotion in rank for tenured, tenure-track, clinical-track, librarian-track, term and non-tenure-track faculty. Candidates for promotion must be full-time, tenure-track, or tenured faculty, under ordinary circumstances.

Applications for promotion must be prepared and submitted according to established procedures as established by the University. All educational requirements for promotion must be completed prior to consideration of the application.

The Faculty Personnel Committee shall evaluate applications and supporting documentation and then submit its recommendations for promotion to the Provost, who shall forward the committee's recommendations to the University President along with his or her comments and recommendations. Evaluation for promotion shall be based on requisite academic preparation, experience, and appropriate levels of achievement in professional performance and service for each rank. Promotion to a higher rank is not automatic merely because a faculty member fulfills minimum requirements for promotion. There shall be no practice of granting promotion routinely nor of denying promotion capriciously. Within these parameters, decisions regarding promotion rest exclusively with the University President of the University, taking into consideration the recommendations of the Faculty Personnel Committee and the Provost.

It is the responsibility of the applicant to maintain complete and up-to-date transcripts on file with the University's Department of Human Resources prior to applying for promotion. All degrees and credits must be earned at institutions accredited by nationally recognized regional and professional agencies and must be verified by official transcripts. Employment in part-time, summer-term, or graduate assistant positions is not credited toward years of experience but may be considered regarding personal experience or faculty development. Deficiencies in academic preparation, professional experience, and/or application procedures render one ineligible for consideration for promotion.

Promotion in rank is based on the accomplishments of the applicant. Promotion does not discharge a faculty member from continuing obligations in teaching, scholarship, and service. The University and its students need every faculty member to remain engaged in their disciplines and to continue their professional growth.

The Annual Faculty Reports will provide documentation of the applicant's progress toward promotion and tenure. It is the responsibility of chairs, deans, and and/or the Provost to review these reports annually with full-time faculty in order to encourage continued progress or to remedy any deficiencies.

Standards for Academic Rank and Promotion

Instructor

A minimum of a Master's degree is required for the rank of instructor in four-year programs.

Assistant Professor

Education

To be eligible to apply for the rank of assistant professor, a faculty member must meet at least one of the following minimum educational requirements:

- (1) Hold an earned doctorate or terminal degree appropriate to one's teaching field (see **Appendix A** for additional certifications acceptable in lieu of a terminal degree).
- (2) Have been officially admitted to a doctoral program and have earned 50 semester hours of graduate study directed toward the completion of the doctorate.
- (3) Hold an advanced degree, a national certification, and three years of non-teaching tested experience. The faculty member's college is responsible for identifying the appropriate national certification and experience, which is subject to approval by the Faculty Senate, Provost, and University President.
- (4) Have achieved professional and scholarly stature (such as by having published extensively in nationally recognized professional journals, received national professional awards or honors, delivered professional papers at national conferences, and/or served as consultant to nationally recognized groups or agencies). Primary consideration will be given to professional and scholarly achievement since the attainment of the current rank.

Experience

The experience requirement may be waived for those with an earned doctorate appropriate to their teaching field. For those not meeting this condition, at least one of the following minimum experience requirements must be met:

- (1) At least three years college teaching experience or equivalent professional experience. Two years of teaching experience must be acquired at Fairmont State University prior to promotion.

(2) Instructors with bachelor's degrees who are teaching exclusively in two-year terminal degree programs may be promoted to the rank of assistant professor after six years of teaching experience are acquired at Fairmont State University prior to promotion.

Associate Professor

Education

To be eligible to apply for the rank of associate professor, a faculty member must meet at least one of the following minimum educational requirements:

- (1) Hold an earned doctorate or the terminal degree appropriate to the teaching field (see Appendix A of this handbook for additional certifications acceptable in lieu of a terminal degree).
- (2) Have formally completed all requirements for the doctorate except the dissertation.
- (3) Hold an advanced degree or a national certification and have three years of non-teaching industrial/professional experience after certification. The college in which the faculty member works will determine appropriate national certification(s) and experience. The Faculty Senate, Provost and University President must approve all such determinations.
- (4) Have achieved professional and scholarly distinction, such as by having published extensively in nationally recognized professional journals, received national professional awards or honors, delivered professional papers at national conferences, and/or served as consultant to nationally recognized groups or agencies. Primary consideration will be given to professional and scholarly achievement since the attainment of the current rank.

Experience

At least one of the following minimum experience requirements must be met:

- (1) With a terminal degree, six years of college teaching experience or equivalent professional experience.
- (2) If one attains a terminal degree after achieving the rank of Assistant Professor, four additional years of college teaching experience (with at least six years overall of college teaching experience at the current rank) or equivalent professional experience after attainment of the terminal degree. Three of those years of teaching experience at the assistant professor rank must be acquired at Fairmont State University prior to promotion.

Professor

Education

To be eligible to apply for promotion to the rank of professor, a faculty member must meet at least one of the following minimum educational requirements:

- (1) Hold an earned doctorate or terminal degree appropriate to the teaching field.
- (2) Have achieved professional and scholarly eminence such as by having published extensively in nationally recognized professional journals, received national professional awards or honors, delivered professional papers at national conferences, and/or served as consultant to nationally recognized groups or agencies. Primary consideration will be given to that professional and scholarly eminence accrued since the attainment of the current rank.

Experience

At least one of the following minimum experience requirements must be met:

- (1) Ten years of college teaching experience or equivalent professional experience.
- (2) Eight years of college teaching experience or equivalent professional experience after attainment of the doctorate or terminal degree appropriate to the teaching field. Three of those years of teaching experience at the associate professor rank must be acquired at Fairmont State University prior to promotion.

Associate Professor/Senior Level

For the Associate Professor/Senior Level, the educational requirements and the criteria for evaluation are identical to those for the Associate Professor rank. Associate Professors who are or will be eligible for promotion to Professor may not apply for the Associate Professor/Senior Level.

To apply for promotion to the rank of Associate Professor/Senior Level, a faculty member must meet both of the following minimum requirements:

- (1) Fourteen years of combined college teaching and/or equivalent professional experience.
- (2) Eight years of teaching experience as an Associate Professor at Fairmont State University.

Professor/Senior Level

For the Professor/Senior Level, the educational requirements and the criteria for evaluation are identical to those for the rank of Professor at Fairmont State University.

To apply for the rank of Professor/Senior Level, a faculty member must meet all of the following minimum requirements:

- (1) Hold an earned doctorate or terminal degree appropriate to their teaching field.
- (2) Have eighteen years of combined college teaching and/or equivalent professional experience.
- (3) Have eight years of teaching experience as a Professor at Fairmont State University.

FACULTY TENURE

Criteria and Guidelines for Tenure

Tenure is a status granted to experienced faculty members to ensure academic freedom, to provide professional and economic stability, and to protect against capricious dismissal. With tenure, the University invests in a faculty member to develop and maintain an ongoing productive relationship between the faculty member and the institution.

Tenure may be granted only to faculty members who hold the rank of Assistant Professor or above. Since tenure is awarded at an academic rank, faculty members, in qualifying for tenure, must demonstrate performance to the same criteria relating to teaching, scholarly activity, possession of terminal degrees, service to the University, and potential for professional growth as required for appointment to the appropriate academic rank. At the conclusion of application process, tenure must be approved by the President after consultation with the appropriate academic unit and upon recommendation of the Faculty Senate Personnel Committee. Tenure is not automatic. Except for the granting of early tenure, all faculty members must apply for tenure at the beginning of their sixth year in a tenure-track appointment. At the culmination of the application process, the applicant will be given written notice either granting them tenure or offering them a one-year terminal contract of employment.

Early Tenure

In rare instances, early tenure may be granted to a faculty member before the end of their sixth year. Tenure-track faculty are not normally granted tenure before fulfilling six years of service at the University. In accordance with [HEPC Title 133, Series 9, §10.3](#), the following criteria are used to determine qualifications for tenure prior to the end of the sixth year:

- (1) Exceptional achievement on a national level (tenure in this situation is evidence of the institution's interest and faith in the career of a faculty member)
- (2) Outstanding teaching performance in a field for which there is both national demand and projected long-term demand
- (3) Service that enables the University to fulfill its mission.

Collegiality

The granting of tenure is the culmination of a request to establish a long-term and protected relationship with the institution and academic colleagues. The ability to avoid acrimony in the workplace and to maintain professional interaction with colleagues and others in the workplace is essential to the establishment of that relationship. Faculty applying for tenure must be able to demonstrate, at a minimum, adherence to professional standards of conduct in all aspects of employment at the institution. Faculty should not discriminate against or harass colleagues and should not let personal likes or dislikes interfere with professional relationships.

Faculty members at Fairmont State must show and demonstrate respect for all persons and the opinions of others. While differences of opinion and discussions regarding issues represent the essence of academic life, such discussions and debates should be carried out in a professional and respectful manner, both on and off campus and in all forums, including social media. While

these attributes are subjective in nature, they must be considered in the decision to grant or deny tenure, and the successful candidate for tenure will demonstrate a sustained effort to achieve such goals.

Teaching

Teaching can be defined as the dissemination of knowledge, the stimulation of critical thinking, and the development of artistic expression. All faculty members are expected to achieve excellence in this role. Teaching includes not only traditional classroom, laboratory, and studio instruction, but evolving forms of technology-enhanced instruction such as hybrid and distance learning courses, clinical and practicum instruction, and the supervision of student teachers. Mentoring is an important component of teaching and includes activities such as the supervision of student research and advisement regarding career options. Additionally, faculty members are expected to engage in academic advisement of students. Finally, all faculty members are expected to engage regularly in activities designed to enhance the effectiveness of their own teaching.

Faculty members' teaching assignments ideally grow out of the convergence of their competence and interests on the one hand, and the instructional and other needs of the program, school, or college on the other. Assignments will normally be reviewed with the faculty member by their dean or chair. Effective teaching depends on the professional effort and competence of the faculty. To ensure that standards will be maintained and that both faculty and students will be protected, the Faculty Senate and administration have established a number of instructional policies and practices that are to be followed. Faculty members design their own courses in keeping with the course descriptions in the University catalogs. They are expected to file their own course syllabi with their chairperson or dean.

Service

Service activities can be defined as the application of the benefits and products of teaching and research to address the needs of the university, society, and the profession. These activities include, but are not limited to:

- Active participation in administrative and departmental projects through committee assignments, curriculum revisions, course development, and course assessment activities.
- Acceptance and fulfillment of educational responsibilities outside the classroom, such as participation in outside educational professional organization or in activities by which the University and the faculty member gain greater prestige and usefulness to the University community, local community, state, nation, and/or the global community.
- Participation at academic forums, conferences, student recruitment events, in-service training and student-sponsored events.

Fairmont State University is committed to the performance and recognition of service activities on the part of its faculty as an essential component of its mission. The definition of the nature and extent of acceptable service for purposes of promotion and tenure can be identified further in the policies and procedures for faculty evaluation, promotion, and tenure.

Scholarship

The University broadly supports research and scholarship based on Ernest Boyer's model of academic scholarship (see Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Stanford, CA: Carnegie Foundation for Advancement of Teaching, 1990)). The model recognizes that faculty scholarship is not just traditional research but occurs across four multiple domains. It maintains that faculty should be well-rounded scholars, making contributions in a variety of ways to their respective disciplines and fields. Scholarship can occur in an academic or practitioner role, and this model adapts for faculty scholarship expectations to fit the goals of a college, school, and program. Within this framework, all forms of scholarship should be recognized and rewarded, a characteristic that leads to more personalized and flexible criteria for gaining tenure.

The Boyer model of scholarship includes five types of intellectual activity:

(1) Scholarship of Discovery involves the search for new knowledge, traditional definition of scholarship through publications and presentations, discovery of new information and models, and the sharing of these discoveries through scholarly publication. Examples include:

- (i) Internally or externally funded research projects
- (ii) Presentations
- (iii) Working papers
- (iv) Peer-reviewed journal articles
- (v) Book chapters and/or books
- (vi) Creative activities such as compositions, exhibits and performances

(2) Scholarship of Teaching involves the search for innovative approaches and best practices to develop skills and disseminate knowledge, informal and formal teaching methods, academic advising and mentoring. Examples include:

- (i) Development of new or substantially revised courses and curricula
- (ii) Development of innovative teaching materials and strategies
- (iii) Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- (iv) Projects funded by external or internal grants to support instructional activities
- (v) Production of videos for instruction
- (vi) Technical, procedural or practical innovations for clinical or professional application
- (vii) Publication of textbooks or teaching materials

(3) Scholarship of Integration involves integration of knowledge from different sources, presenting an overview of findings in a resource topic, bringing findings together from

different disciplines to discover convergence and identify trends and see knowledge in new ways. Examples include:

- (i) Participation in professional development workshops
- (ii) Literature reviews
- (iii) Presentations of research at conferences
- (iv) Non-academic publications that address discipline-related concerns
- (v) Meta-analysis (contrasting or combining results from different studies)

(4) Scholarship of Application involves discovering ways in which new knowledge can be used to solve real-world problems. Scholarship of Application occurs at the intersection of academics and practitioners, who collaboratively seek ways to put knowledge to work improving society. Scholarship of application is sometimes referred to as the scholarship of practice, engagement or service. Examples include:

- (i) Consulting activities in a field or industry that directly related to the faculty member's intellectual work
- (ii) Support or development of community activities in fields or industries linked to one's academic discipline
- (iii) Formal development and/or oversight of University-sponsored internships or partnerships connecting students with career fields and industries
- (iv) Application of theory in one's field to real world problems
- (v) Development of centers for study or service
- (vi) Media contributions via newspapers, television, periodicals or social media

(5) Digital Scholarship involves the use of digital evidence, methods of inquiry, research, publication and preservation to achieve scholarly and research goals. Examples include:

- (i) Blogs/commentaries as communication in virtual spaces
- (ii) Development of Open Education resources
- (iii) Data visualization and manipulation
- (iv) Metadata generation
- (v) Digital publishing

APPLICATION PROCEDURES FOR PROMOTION AND TENURE

An applicant for promotion and/or tenure will demonstrate excellence in teaching, service, and scholarship appropriate to the profession and program. Collectively, achievements in teaching, scholarship, and service must demonstrate that the candidate is worthy beyond minimal requirements of promotion to the next rank. The attainment of the minimum educational and experience requirements does not automatically guarantee promotion or tenure.

An applicant who successfully meets academic preparation and experience requirements will be evaluated for promotion and/or tenure on the quality of professional performance and service appropriate for each rank. Primary consideration for promotion will be given to the quality and consistency of teaching, scholarship, and service given since the attainment of the current rank. Primary consideration for tenure will be given to the quality and consistency of teaching, scholarship, and service provided to the institution since the attainment of employment at Fairmont State. In either case, in addition to fulfilling teaching and other responsibilities, faculty members should participate in and contribute to the activities of the institution through committee service at the department and institutional level, service to the community, and support for the institution.

Evaluative Criteria for Promotion and Tenure

Criteria for promotion and tenure are qualitative in nature. The Faculty Senate Personnel Committee's expectations of the caliber and extent of professional activity and service varies depending on the level of the promotion requested: The higher the rank, the more substantive the performance and service. The committee will carefully evaluate all aspects of the application and, using objective and professional judgment, will determine the merits of each applicant according to the following of criteria:

- (1) Excellence in classroom teaching performance
- (2) Development or revision of courses or curriculum, including online courses and programs
- (3) Development of new or modified forms of instruction appropriate to course content and students
- (4) Course assessment
- (5) Accessibility to students, including acting as an academic advisor, responding to student emails and requests in a timely manner, and hosting regular office hours
- (6) Professional and scholarly activity and recognition, to include publications and research. Types of scholarship are derived from Boyer model of academic scholarship and its five types of intellectual activity.
- (7) Significant contribution and service to one's department/college, the University, and the community
- (8) Evidence of continual professional growth.

Application Process for Promotion in Rank or Academic Tenure

A faculty member seeking promotion in rank or tenure starts the procedure by submitting the required promotion or tenure application packet, curriculum vitae, and portfolio with relevant documents to their dean or chair early enough for them to complete and submit their evaluation of the applicant, along with the applicant's application packet and portfolio, to the Provost by the deadline determined and communicated to the faculty by the Provost.

Evaluations of the candidate by two peers within the applicant's academic unit are required. The candidate chooses one peer and the dean or chair selects the other. If the candidate is a

department chair, the dean will select one peer evaluator. If the candidate is a dean, the Provost will select a peer evaluator. Peer evaluators will provide evaluations that include in-class observations of the candidate. Each peer evaluator must submit their evaluation directly to the Provost by the deadline determined and communicated to the faculty by the Provost. These evaluations form part of the application packet.

The Provost shall verify that official transcripts confirm the candidate's qualifications. The Provost will then forward the application and portfolio to the Faculty Senate Personnel Committee for its consideration and recommendation. After deliberation, the Committee will forward its report, with comments and recommendations, to the Provost who will forward the application and portfolio to the President along with the Personnel Committee's and Provost's recommendations.

The President of the University makes all final decisions about promotion and tenure and will inform the candidate in writing of the decision.

Application Materials and Guidelines for Promotion and Tenure

Candidates submit their application materials online through the University's Watermark Task Stream/Faculty Success portal.

Applications include:

- An Evaluation from the applicant's chair and/or dean that includes in-class observation. In-class observations must document the date and time of the observation, the course name, meeting place, and number of students in attendance.
- Evaluations from two peers, one chosen by the applicant and one chosen by their department chair. If the applicant is a department chair, the dean selects one peer and the chair the other. All evaluations must include in-class observation. In-class observations must document the date and time of the observation, the course name, meeting place, and number of students in attendance.
- Applicants wishing to use outside observers must receive the approval from the head of their academic units.

An applicant who performs academic duties in more than one unit must be evaluated separately by the chair or dean in each unit. An applicant whose teaching duties are divided equally between two academic units must have evaluations submitted by two peers in each unit, following the peer selection process described above. If the applicant teaches more courses in one academic unit than in another, evaluations must be submitted by peers in the school where the greater number of courses is taught.

Application Process for Senior-Level Positions

Senior-levels positions are designed to honor and reward veteran faculty members who have long held the highest rank open to them (Associate or Full Professor) and have continued and enhanced the exceptional teaching, scholarship, and service that they demonstrated in earning their earlier promotions. Once earned, the new level is permanent. It is accompanied by a ten-percent pay raise.

Application Procedures

The procedures to apply for senior-level positions are as follows:

- (1) Eligible applicants must submit to the Provost of Fairmont State University a detailed letter of application citing their achievements since their last promotion. They must demonstrate sustained excellence in teaching, service, and research/creativity. Teaching, research, and creativity include publication and traditional research, and may also include classroom research, undergraduate research projects, innovative teaching strategies, new course development, and assessment. Excellence should also include leadership in any of these areas, such as mentoring of younger faculty, creating internal faculty development or opportunities, and similar work. Applicants may submit whatever proof of excellence they wish (student evaluations of the applicant's courses are be useful). Although portfolios of work are required they portfolios may contain less content than those generated for promotion to other ranks. Applicants should nevertheless be aware that they must submit all evidence that helps them make their case; proof submitted should concentrate on accomplishments since the last rank was attained with a view to demonstrating sustained excellence in teaching, research, and service.
- (2) Annual Faculty Reports for a minimum of five years since the last rank was attained should be included.
- (3) The applicant's Dean must also submit a letter supporting the application and attesting to the applicant's eligibility for the Senior Level and his/her achievements.
- (4) Additional letters of support from graduates, professional organizations, peers, advisory boards, or others may be included.
- (5) The Provost will send the applications to the Faculty Senate Senior Level Faculty Personnel Committee, or in the event this does not exist, the Faculty Senate Personnel Committee. This committee consists of University faculty who have attained the Senior Level designation. In the event there are not enough Senior Level Professors to form a committee, the applications will be evaluated by the Faculty Personnel Committee. The committee will forward its recommendations to the Provost and the President for final approval.

The number of applicants who are approved for these levels in any given year will be determined both by the quality of the applications and by budgetary restrictions. The Provost determines the deadline for applications, including deadlines for recommendations from the appropriate deans. The Provost shall communicate application deadlines to faculty at least one calendar year in advance.

ANNUAL FACULTY REVIEW

The Annual Faculty Report (AFR) is a tool for faculty to keep track of and report on teaching, research and service activities. Annually, each faculty member completes the AFR in Watermark's *Faculty Success* accessed through *myFairmontState* portal. All full-time faculty are to utilize this tool to maintain up-to-date information and self-assessment on the following: teaching performance; college/school activities and responsibilities; other professional and public service activities and responsibilities; and, personal qualifications.

The AFR allows for individual goal setting and performance improvement recommendations, as may be needed, through a review process that incorporates feedback from the faculty member's chair, dean, and ultimately the Provost's Office. Faculty have opportunity to provide input into the review process once the Provost returns the initial review to the Chair for a face-to-face meeting.

The annual dates of submission for the AFR are determined by the Provost and the Vice President of Academic Affairs, but general dates for various deadlines are:

- Faculty member submits to Chair – November 15th
- Chair submits to Dean – December 15th
- Dean submits to Provost – December 30th
- Provost sends back to Chair for the Faculty/Chair conversation – January 15th
- All reviews completed by – February 1st

First and second year faculty members, as well as faculty members preparing for promotion and tenure, will utilize *Faculty Success* with their applications. Information contained in their respective workflows within *Faculty Success* become particularly important for probationary and promotion & tenure reviews.

ADDITIONAL EMPLOYMENT INFORMATION

Assignment of Additional Academic Duties

Because the performance of duties beyond the regular classroom assignment plays a direct role in the faculty's opportunity for promotion, salary increases, and professional esteem, it is important that such assignments be made fairly and equitably. To achieve this end, the following standards should be observed:

- (1) When the need for performance of added duties arises, deans or chairs will announce the exact nature of the assignment, identify qualifications necessary for its accomplishment, and solicit expressions of interest from the faculty of the academic unit.
- (2) In making selections, deans or chairs will do so based on ability alone. Equal opportunity will be given to all faculty, regardless of their race, religion, sex, age, ethnic origin, sexual orientation, gender identification, or disability.
- (3) In cases when more than one person has the necessary expertise to perform an assignment, the dean or chair will attempt to distribute extra duties equitably among members of the academic unit.
- (4) The dean or chair is not compelled to make assignments to those faculty who have demonstrated their unwillingness or inability to perform such duties.

Adjunct Faculty

Adjunct faculty are part-time instructors who are hired on a term basis. They are not eligible for benefits, promotion, or tenure. Adjunct faculty may teach up to nine credit hours per academic term and no more than 18 credit hours per academic year (fall, spring and summer semesters).

Adjunct faculty are reviewed by department Chairs. Adjunct faculty do not have advising responsibilities.

Some departments may offer adjunct faculty multi-term contracts for up to three years. The role of these multi-term adjuncts is student instruction only; there is no service or scholarship expectation. Adjunct faculty on multi-term contracts do not have advising responsibilities. A multi-term adjunct contract does not in any way imply the possibility of conversion to full-time employment.

Graduate Faculty

Graduate faculty are by the Director of Graduate Studies by virtue of their achievements in scholarship and other creative activities and their expertise in matters related to graduate education, including experience teaching at the graduate level. There are four levels of graduate faculty: Instructor, Provisional, Associate and Full.

All University faculty members who have an appropriate terminal degree in the field in which they will perform graduate faculty functions are qualified for consideration to be graduate faculty. The Director of Graduate Studies makes appointments to membership on the graduate faculty upon recommendation of the graduate faculty of the candidate's program and the Graduate Studies Council.

Members of the graduate faculty may teach graduate-level courses, direct master's theses, and/or serve on master's committees. Members are expected to engage actively in the graduate program of the University and to pursue professional activities consistent with that participation. Each of these specifications are spelled out in the [Fairmont State University Graduate Studies Plan of Governance](#).

EMERITI FACULTY

Emeritus status is an honor conferred by the University to show respect for a distinguished career. It is not automatically conferred upon retirement. All academic or administrative faculty who meet the qualifying criteria are eligible for nomination for emeritus status upon retirement.

Selection Criteria

Those seeking emeritus status must meet both of the following criteria:

- Each nominee for emeritus status must have been a full-time academic or administrative faculty member at Fairmont State University for a combined ten years at the rank of either full Professor or Associate Professor.
- The faculty member must have retired from active service according to the provisions of a retirement system approved by the Higher Education Policy Commission.

The chair of an academic department may recommend waiving the criteria relating to academic rank or years of service for any retiring faculty member who, in the chair's judgment, warrants special consideration.

Selection Procedure

The process of emeritus faculty review is undertaken by the University each year. The review of candidates for faculty emeritus status will focus on career achievements. It is expected that nominations for emeritus status should be initiated within two years following full retirement from the university. The title “posthumous emeritus” may also be awarded to faculty who die before retiring.

Those eligible for emeritus faculty status are nominated by the chair of their academic department, a colleague, or themselves. This nomination is then forwarded to the dean of the nominee’s college, who reviews and makes a recommendation to the Provost. The Provost forwards the application and recommendations to the Faculty Senate Personnel Committee, which makes its recommendation to the Provost. The Provost then sends a final recommendation to the University President for consideration.

Following nomination, the selection procedure consists of the following steps:

(1) Department chair review: The department chair obtains the candidate’s current curriculum vitae. This step is not applicable for a posthumous emeritus candidate. The curriculum vitae must be submitted to the department chair by 10 January. The chair will add a letter of reference that details the nominee’s significant contributions while at the university in at least two of the following areas:

- (i) Scholarly growth
- (ii) Active participation in department activities
- (iii) Active participation in university activities
- (iv) Professional service

The chair shall send their nomination letter and all supporting documentation to their college dean no later than 1 February.

(2) College dean review: The dean of the nominee’s college will conduct an independent, comprehensive review of the candidate’s *curriculum vitae* and the chair’s recommendation. The dean will provide their recommendation to the Provost along with supporting documentation by 15 February.

(3) Faculty Senate Personnel Committee review: The Provost shall submit the curriculum vitae and recommendations from the chair and dean to the Personnel Committee, which will review the application and make a recommendation to the Provost.

(4) Provost’s review: The Provost will conduct an independent, comprehensive review of the candidate’s curriculum vitae and the recommendations of the chair, dean and Personnel Committee. The Provost will provide his or her recommendation to the President along with all supporting documentation by 1 March.

(5) President’s review: The President will independently review the candidate’s *curriculum vitae* and general analysis of earlier reviews by the department chair, dean, Personnel Committee and Provost. The President may consult with the Provost or others prior to reaching a final decision. Upon reaching a final decision, the President will instruct the Provost to prepare appropriate written notification to all candidates for

emeritus status concerning the outcome of the University's review process. The President's decision in all cases is final.

(6) Recognition of new emeriti faculty at Board of Governors Meeting: The President will present a proclamation of each new emeritus faculty at the Board of Governors meeting following the spring term.

Title

The term "Emeritus" follows the rank and title. For example, John Fairmont, Ph.D, Professor Emeritus.

Emeritus Title for Administrators

Administrators at the level of dean or above may be granted an emeritus title commensurate with their former positions (e.g., Dean Emeritus, Provost Emeritus). To be eligible, administrators must have held the rank of professor or associate professor at Fairmont State for at least ten years, indicated a desire to receive the emeritus title, and made contributions to the university recognized as meritorious as recommended by their supervisor, a colleague or themselves.

Emeritus Faculty Benefits

Retired Fairmont State University faculty and administrators who have been granted emeritus status are entitled to many of the benefits that active employees receive. Emeriti faculty and should retain their Fairmont State identification card when they retire, as it will be needed in order to access many of the benefits listed below.

- Fairmont State University email account: Emeriti faculty may retain their Fairmont State University email accounts, thereby allowing them to continue seeing announcements of campus events and other relevant information.
- Music, arts and cultural events: Free admission is offered to emeriti faculty for many campus events.
- Athletic events: Emeriti faculty are eligible for free admission to most Fairmont State University athletic events. Each faculty member may bring one guest to these events at no charge.
- University bookstore: Faculty with emeritus status are eligible for the same bookstore discounts available to active employees.
- Library privileges: Emeriti faculty may use the facilities, collections and information services of the Musick Library with the same permissions as a full-time faculty member.
- Information Technology (IT) Commons: – Emeriti faculty maintain access for IT support and software licensing.
- Dining facilities: Emeriti faculty may continue to use University dining facilities with the same permissions as a full-time faculty member.
- Falcon Center: Emeriti faculty are eligible for the employee discount for Falcon Center gym memberships.

- Tuition waivers: Emeriti faculty are eligible for tuition waivers of up to six credits per semester of graduate or undergraduate courses. They are not eligible for the Spouse or Dependent Tuition Waiver program.
- Commencement: Invitations to march in academic procession at commencement or other occasions shall be extended to emeriti faculty.
- Publication of status: A list of emeriti faculty will be maintained on the University website and on commencement programs.

FACULTY DEVELOPMENT AND AWARDS

Faculty Development Committee

Comprised of faculty representing each college at Fairmont State University, the Faculty Development Committee oversees the distribution of faculty grants and awards. The committee's charge is to publicize and solicit nominations for Faculty Development grants and awards and to select the recipients for final approval by the University President.

University Faculty Awards

William A. Boram Award

This award is named after Professor William A. Boram, a faculty member who served as Vice President of Academic Affairs in the 1970s and who was an accomplished teacher recognized by his colleagues as an energetic and cheerful supporter of faculty in their work of teaching, scholarship, and service. The award is intended to recognize and honor outstanding achievements, unusual dedication or accomplishments in teaching by full-time faculty at Fairmont State University. The Boram Award carries a monetary honorarium. It is the University's most prestigious award for teaching. Further information about this award can be found [here](#).

Innovation in Teaching Award

This award is intended to honor or encourage outstanding, innovative, or otherwise distinctive teaching by faculty at Fairmont State University. Further information about this award can be found [here](#).

Excellence in Online Teaching Award

Established in 2021, this award is intended to honor faculty who show excellence in design, application, student engagement, student success in virtual course facilitation. Further information about this award can be found [here](#).

Outstanding Adjunct Award

This award honors excellence in adjunct teaching faculty and encourages adjunct faculty's continuing efforts to excel. Recipients of the award are adjunct faculty members who have demonstrated a sustained, energetic, and successful commitment to teaching. This commitment

can be demonstrated in a variety of ways, depending on one's particular discipline and teaching responsibilities. Since teaching is the most important responsibility of the faculty, the award is designed to recognize accomplishments in teaching rather than areas of service or scholarship. Further information about this award can be found [here](#).

Faculty Recognition Award

The Faculty Senate established the Faculty Recognition Award to recognize individuals for their achievements as faculty and their outstanding contributions to students, colleagues, the institution, and the community, including creative endeavors and other notable achievements. The award may be given to one or more faculty members. Recipients are encouraged to display material connected to their work and accomplishments in a display case in the Musick Library. Further information about this award can be found [here](#).

Award for Excellence in Academic Advising

This award is intended to honor excellence in academic advising. Nominees are chosen by a selection committee comprising members of the Fairmont Advising Network. Further information about this award can be found [here](#).

Faculty Grants

Foundation Fellow Award

Applicants are encouraged to design activities, projects, or programs which will contribute to their own professional development, benefit their students, and align with the mission of Fairmont State University. Further information about this grant opportunity can be found [here](#).

Foundation Grants Program

Each year the Fairmont State Foundation has funds available for faculty development grant activities. All full-time faculty members are invited to submit proposals for appropriate scholarly projects or activities to the Faculty Development Committee. After consideration, the committee will recommend worthy proposals for final selection. Further information about this grant opportunity can be found [here](#).

Great Teachers Seminar

The Great Teachers Seminar focuses on the art of teaching. This workshop places an emphasis on great teachers and their special nature and maintains that collective wisdom, experience and creativity can supersede the efforts of one individual. The seminar consists of specialized workshops for both experienced and inexperienced college educators. Each workshop hopes to cultivate the "great teacher." Further information about the Great Teachers Seminar can be found [here](#).

FACULTY RIGHTS AND RESPONSIBILITIES

Fairmont State University adheres to all federal and state laws and Board of Governors policies under which faculty have particular obligations, including but not limited to the following:

- [Americans with Disabilities Act \(ADA\)](#)
- [Policy on Equal Opportunity and Affirmative Action](#)
- [Title IX of the Education Amendments of 1972](#)
- [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#)
- [The Clery Act of 1990](#)
- [Board of Governors Rule Regarding Alcohol and Other Drugs](#)

Faculty should consult the Fairmont State Employee Handbook for descriptions of their responsibilities under these laws and policies.

ACADEMIC ADVISING

General Procedures

Academic advising is an important responsibility of faculty. As a matter of general procedure:

- (1) Deans and Chairs assign faculty to serve as advisors.
- (2) Faculty members are assigned advisees according to students' specific academic objectives.
- (3) Faculty who advise students should endeavor to meet with them not only during the pre-registration period, but also at other times during the semester to review progress toward their degree, offer suggestions for available resources, discuss potential plans after graduation, or address other academic-related matters.
- (4) During registration, faculty should schedule individual meetings with students to discuss relevant academic information and give them their registration personal identification number (PIN). Faculty should not distribute registration PINs without dialogue or consultation with their advisees.
- (5) Faculty should be knowledgeable of the most current academic information available for their program areas, specifically concerning model schedules, course sequencing and periodicity and prerequisites.
- (6) When faculty are not available, advisees should be directed to contact the department chair or Fairmont State Advising Center.

The Philosophy of Appreciative Advising

Fairmont State employs the philosophy of Appreciative Advising, which helps students align their academic careers with their future professional careers, overcome periods of academic difficulty, and build positive advisor-student rapport. It involves the use of strength-based questions to assist students in uncovering and building on their assets to achieve academic and personal success. (Hutson, B., Amundsen, S., He, Y., "[Appreciative Advising: Introduction, Implementations, and Implications](#)," (Manhattan, KS: NACADA, n.d.).

Advising Students with Disabilities

Students with an accessibility need should register with the Fairmont State [Office of Accessibility Services](#). If a student chooses to have information regarding a need disseminated, the student is responsible for notifying advisors and instructors of any special accommodations. It is requested that advisors schedule pre-registration advisee meetings with students with disabilities whenever the class schedule is published. If room changes are necessary, the Registrar's Office should be notified in order so that timely changes in room assignments are made.

The provision of reasonable accommodations under the Americans with Disabilities Act requires collaboration between student, faculty, and the Office of Accessibility Services. Faculty are expected to assist students by providing information or accommodations in a discreet and respectful manner.

The following statement should be included on each course syllabus either in print or through a web link and read aloud during the first week of each term.

Accessibility Services contributes to the development of equitable higher education experiences for all students who have disabilities. Accessibility services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for accessibility services and to provide any necessary documentation to verify the need for accommodations. Faculty will be provided with a copy of the students' academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. The Office of Accessibility Services is located in 3030 Turley Center. For additional information, please call (304) 367-4543.

It is the student's responsibility to inform faculty each semester of any necessary accommodations needed in order to receive accommodations throughout the semester. Faculty are under no obligation to provide academic accommodations until the student discusses the accommodation letter with them. When a student has asked for disability related accommodations without an accommodation letter, a referral is appropriate and necessary. Faculty or students who encounter problems regarding accommodations are asked to notify the Office of Accessibility Services immediately.

Advising Veterans

Veterans and qualified dependents have priority registration which allows them to register early. To avoid registration issues, veterans/dependents should receive PIN numbers as soon as possible; otherwise, late registration may result in financial issues. Veterans and dependents can only register for classes within their degree plan and cannot take elective classes. They need at least twelve hours weekly for the entire semester to receive their full benefits and attend at least one course on campus. For additional information and individual guidance, contact the [Veteran Services Office](#).

Advisor Registration Procedures

- (1) Advisors should allot adequate time for individual appointments in order to provide academic counseling for students during each pre-registration period. In addition, advisees should be encouraged to consult with advisors as the need arises, whether during office hours or by special appointment.
- (2) Advisors may access the names of their advisees online. Relevant academic information can be accessed online in the student database and an academic folder may be developed as the advisor determines appropriate.
- (3) Students must make an appointment and consult with their advisor in order to obtain their registration PIN, which is needed to schedule classes for the next term.
- (4) It is strongly recommended that individual appointments be scheduled with each advisee in order to review the student's progress in a program. Advisors may stress the advisability of particular choices, or additional courses in preparation for graduate school, but they may not enforce requirements beyond those stated in the [University Undergraduate Catalog](#). If a student insists on scheduling courses other than those suggested, the advisor should note in DegreeWorks that the student disregarded their advice.
- (5) Priority registration is offered to students who are athletes, those receiving disability services, those participating in the Honors Program, peer mentors, pending graduates, veterans, and residence assistants.

ACADEMIC DUE PROCESS, ACADEMIC FREEDOM AND ACADEMIC RESPONSIBILITY

Academic due process provides faculty with the right to be treated equally and fairly; be given notice of expectations, requirements, procedures and/or proceedings; and be given an opportunity to be heard to ensure fair decision making in higher education.

Academic freedom is the indispensable requisite for unfettered teaching and research in institutions of higher education. As enunciated by the American Association of Colleges and Universities, the U.S. academic community's core policy document states, "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition." (see American Association of Colleges and Universities (AACU), "[1940 Statement of Principles on Academic Freedom and Tenure](#)," American Association of University Professors, 2019).

Academic freedom at public institutions of higher education in West Virginia, under the jurisdiction of the Higher Education Policy Commission, is necessary to enable the institutions to perform their societal obligation as established by the state legislature. HEPC recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the institutions under its jurisdiction. Faculty members and students must always remain free to inquire, study, and evaluate.

Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, extension service, and other professional duties. Activity for pecuniary return that interferes with one's obligations to the institution should be based upon an understanding, reached before the work is performed, with the authorities of the institution. Every faculty member is entitled to freedom in the classroom in discussing the subject taught. When faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline (see [HEPC Title 133, Series 9, §2, "Academic Freedom and Professional Responsibility"](#)).

The faculty member at a public institution of higher education in West Virginia is a citizen, a member of a learned profession, and a representative of an educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member has the responsibility of contributing to institutional and departmental missions in teaching, research, and service as defined by the institution. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution in which he or she holds an appointment.

In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research, and service as defined by the institution, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected. Some examples of faculty responsibilities may include participation in curricular change, program review and resulting changes, or meeting with prospective students in group and individual settings, etc.

Faculty interests and skills change, disciplines evolve, and new professions or fields of study emerge. All faculty members are responsible for remaining current in their disciplines. All are encouraged to explore opportunities for further developing a versatile range of knowledge and skills that are important to the institution. Through individual initiative and faculty development programs, faculty members are encouraged to grow in competency in their own disciplines and strengthen their interests in related fields.

As members of an academic community, faculty members also are expected to participate in course and program assessments, decisions concerning programs and in program-review processes. Faculty responsibilities for accreditation and program review vary depending on the discipline; however, faculty shall contribute as determined by their dean or chair. Program

reviews address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the discipline. The institution is responsible for program reviews, but faculty assessment is an important component of any program review.

ACADEMIC INTEGRITY POLICY (PLAGIARISM)

The Fairmont State Faculty and Student handbooks outline the academic integrity policy stated below:

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- *the obtaining of information during an examination;*
- *the unauthorized use of books, notes, or other sources of information prior to or during an examination;*
- *the removal of faculty examination materials;*
- *the alteration of documents or records; or*
- *actions identifiable as occurring with the intent to defraud or use under false pretense.*

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

ATHLETICS AND STUDENT-ATHLETES

Our student-athletes are engaged in the work of two nearly full-time roles in our classrooms and on the playing fields. In addition to professors' standards and the University's policies, these students must also meet National Collegiate Athletic Association (NCAA) regulations. Because of team schedules and practice times, these students have constraints on their schedules, but generally they are expected to be available for classes between 8 a.m. and 3 p.m.

The [Fairmont State Student-Athlete Handbook](#) stresses the importance of attending classes to ensure these students' success and reminds them that it is their responsibility to be aware of the attendance policies of each of their professors. The handbook states, "no class time shall be missed for practice activities, unless that practice activity takes place during an away-from-home competition and that practice is in conjunction with the competition" (p. 16).

Student-athletes, like others participating in University events, are excused from class for athletic competitions. They are expected to inform their professors before the institutional absence occurs. They are not penalized for missing class while participating in an institutional event. Students must be given the opportunity to make up the work missed during their absence in a timely fashion (normally within one week of its original due date). This institutional rule supersedes any absence or attendance policy contained in the course syllabus.

From time to time, some students playing on our athletic teams may ask faculty to complete a form for their coaches about their attendance and performance in class. This release of information is covered by an NCAA requirement that student-athletes sign what is known as a Buckley Amendment waiver that grants permission for the University's staff members to have access to their records for eligibility purposes. Specifically, our student-athletes are required to sign the [NCAA Division II Student-Athlete Statement](#), Part II of which speaks to the Family Educational Rights and Privacy Act (FERPA) of 1974.

COMMENCEMENT

Full-time faculty and administrators are required to participate in the commencement ceremony or to attend in other capacities as designated by the Commencement Committee, the college deans, or other appropriate officials with exceptions as approved by the deans. Academic regalia is required to be worn at commencement. Regalia may be rented through [Herff Jones](#).

COMMUNICATIONS POLICY AND CHANNELS

Fairmont State uses institutionally-issued email accounts to convey university-related, critical, and/or time-sensitive information to faculty, staff and students. Automated communications are sent exclusively to the email addresses of these recipients. [Board of Governors Policy 60](#) establishes email as the official form of communication for all faculty, staff and students.

Requests from faculty members should be made to those in the following order: Department chairs, deans, then, if necessary, to the appropriate senior administrative officer, and finally, if needed, to the President. The Provost is the appropriate senior administrative officer for all academic-related matters.

CONFLICTS OF INTEREST AND REVIEW OF OUTSIDE SERVICES

According to the Constitution of the State of West Virginia, “no person connected with the free school system of the State, or with any educational institution of any name or grade under state control, shall be interested in the sale, proceeds or profits of any book or other thing used, or to be used therein, under such penalties as may be prescribed by law: provided, that nothing herein shall be construed to apply to any work written or thing invented, by such person.” All employees of Fairmont State University must abide by this provision and must avoid conflicts of interest between university obligations and non-university activities.

Full-time faculty members consequently expected to render full-time service to the University, as required by [HEPC Title 133, Series 9, §4.3.1](#). This policy states that "outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of academic duties" and that the "administrators of each institution shall establish a program of periodic review of outside service of appointees to guide faculty members." Prior to 1 February of each year, the University President, vice presidents, deans and department chairs will review the outside services of all faculty and administrators and submit a memorandum to the President indicating those personnel who have and those who do not have outside activities or employment interfering with the adequate performance of academic duties. The President or designated representative will then meet with faculty or administrators who, in the opinion of the reviewer, have such activities or employment and provide appropriate guidance.

COPYRIGHT AND OTHER WORKS CREATED BY FACULTY

[Board of Governors Policy 55](#) addresses definitions, protections, ownership, usage, royalties, permissions and other related information concerning the intellectual property of university faculty.

CURRICULUM CHANGES AND PROPOSAL/APPROVAL PROCESS

The Faculty Senate Curriculum Committee reviews initial decisions concerning undergraduate curriculum changes, such as course creation, course revisions and the establishment of new majors and minors. It reviews appeals from department chairs, deans or other members of the faculty concerning the disposition of curriculum proposals. Proposals approved by the Committee result in recommendations forwarded to the Faculty Senate for action.

All curriculum changes must be approved by the Curriculum Committee. Because curriculum changes may have second- and third-order repercussions, it is important that all proposed changes be studied carefully before they are made. Proposals that impact programs in more than one unit should be forwarded to and signed by the respective deans of impacted units.

Curriculum Proposal and Approval Process

The curriculum proposal and approval process works as follows:

- (1) An academic unit seeking to propose a change in its curriculum should begin by communicating the nature of the change to all the faculty of the unit. The opinions of the unit's faculty should be reflected in the report of the proposed change, and proposals for curriculum changes should be forwarded only when they enjoy the support of the faculty of the unit.
- (2) Proposals for change originating in academic units are then forwarded to the Provost and Vice President for Academic Affairs, who in turn sends them to the Executive Director of Academic Programs or their designee, who will be responsible for initial evaluation and recommendation.

(3) After evaluating and consulting with the proposal's sponsors and other interested parties, the Executive Director of Academic Programs will recommend that the proposal be accepted, rejected, or modified; the proposal and recommendation are then submitted to the Curriculum Committee.

(4) The Provost may initiate proposals for curriculum change. The Provost's proposals may be one of two types:

- (a) those affecting existing instructional programs and academic units
- (b) those bearing on the creation of new programs.

Proposals of the first type should be submitted to the affected unit for its approval. Proposals of the second type should be submitted to the Academic Affairs Council for its approval. The recommendations of those elements are then included in a report forwarded to the Curriculum Committee.

(5) The Curriculum Committee then reviews the decisions of the Provost, especially those of major importance to the University and those receiving negative recommendations. The Curriculum Committee also must hear appeals from any member of the faculty or any college of the University.

(6) All actions taken by the Curriculum Committee are to be reported at regular intervals to the Faculty Senate, where final recommendations of the faculty concerning all curriculum matters will be made. In the case of rejected proposals, reversals of the Provost's recommendations, or decisions that have been appealed, the Curriculum Committee must supply the Senate with detailed information concerning the rationale for rejection/reversal or the bases for appeals. The University President shall have final authority regarding any curriculum or program changes to be made at the University, after consideration of the recommendations from the Faculty Senate and the Provost.

Curriculum Proposal Timelines

The following deadlines are to be used when determining the "Implementation Date Requested" entry on curriculum proposals.

Curriculum changes to become effective the beginning of the fall academic semester must receive final approval by the last Faculty Senate meeting of the preceding spring semester. Additional levels of review and approval are required for an academic unit seeking to create a new academic program, new concentration or new certificate. These reviews are conducted by the University Board of Governors, HEPC, and/or the Higher Learning Commission, the organization responsible for accrediting Fairmont State's curriculum.

Proposals to add a new degree program require HEPC approval and must be submitted to the Curriculum Committee by its October meeting. Proposals to add a new major within a degree program require Board of Governors' approval and must be submitted to the Curriculum Committee by its January meeting and approved by the Board of Governors during its May meeting for inclusion in the next year's academic catalog. All institutional grant proposals proposing the creation of new academic programs, regardless their funding sources, must be approved by the Board of Governors prior to submission to the funding agency.

ARRANGED CLASSES AND INDEPENDENT STUDY

Provision is made for students to take an independent study or arranged class when the need is genuine and cannot be met through a conventional course. Classes should not be taught on an arranged basis if the nature of the course dictates a more traditional approach or if an equivalent course already on the schedule can be substituted. A student should not be scheduled for an arranged class unless the instructor has at least an hour a week to devote to working with the student.

FACULTY ABSENCES

In the event of any planned or unplanned class absence, a faculty member will notify their department chair, dean or their designee, as well as students, in a timely manner. If a faculty member is absent from a class, one of the following should occur with the approval of the chair or dean:

- (1) Have a faculty colleague meet with the class.
- (2) Provide an online, collaborative or out-of-class assignment.
- (3) Schedule other instructional activities at the time the class is to meet, supervised by University personnel, such as a library tour, seminar on resume writing, mock job interviews, or briefing on University counseling services.

Faculty members must report absences beyond five consecutive teaching days to Human Resources. Faculty are encouraged to purchase long-term disability and short-term disability insurance to cover unforeseen extended illness or disability. Faculty are covered for benefits through the summer. Please consult the [Disability Benefits](#) website for details.

FINAL EXAM POLICY

The last week of each semester or a portion thereof is scheduled in two-hour periods instead of the usual time periods to provide instructors an opportunity to make a final evaluation of their classes. The evaluation may take the form of the traditional final examination or it may take another form more appropriate to the discipline, but whatever the form of the evaluation, teachers and students will meet at the specified times and places for class activities. Any necessary changes in the scheduled periods or activities shall be made only at the discretion of the department chair or college dean after consultation with the instructor. They will then notify the Provost of any such changes prior to the last week of the semester. Where programmatic requirements permit, faculty should refrain from giving a major examination during the last week of classes.

GRADE REPORTS, INCOMPLETES AND GRADE-CHANGE POLICIES

Grade Reports

The Office of the Registrar communicates to faculty all deadlines and procedures for submitting final grade reports. Faculty must make the necessary effort to meet the deadlines specified for submitting grade reports. In accordance with FERPA, faculty members must not display lists of student grades. Grades should be posted only in the instructor's course spaces in their learning or assessment management systems (Blackboard or Taskstream).

Incomplete Grades

The grade of "Incomplete" is a temporary grade given only when students have completed more than 70 percent of a graded class but are unable to conclude it because of unavoidable circumstances. Incompletes should not be given if students are required to repeat all or a substantial part of a course in order to remove it. The letter grade of 'I' will be omitted from the calculation of the grade point average for a period of one year following the issuance of the Incomplete.

Along with any grade report containing the grade 'I', and for each letter 'I', the instructor must submit a brief description of the course requirements not completed by the student. This written statement is reviewed by the department chair or dean and filed in that office. At the end of the one-year period, the instructor must submit a final grade for the student using the Registrar's Grade Modification Form. If no grade is received, the grade is automatically changed to 'F.'

Grade Change Policy

No grade except 'I' given by an instructor may be changed following the report of the grade to the Office of the Registrar unless a mistake has been made in computing or recording the grades. In addition, no grades may be changed more than 60 days after the end of a term without a written explanation of the reason(s) for the change. All grade changes must be submitted to the Registrar's Office on a Grade Modification Form that may be submitted on paper or electronically and which requires the signatures of the instructor and the department chair.

HONORARY DEGREES AND AWARDS

Criteria and Responsibilities

While there is no expectation that an honorary degree will be awarded at every commencement, the following are general criteria for use as guidelines for making nominations for recipients of honorary degrees and awards. Nominees for honorary degrees and awards must meet at least one of the following criteria:

- (1) The nominee must have made a significant contribution to or performed distinguished services for Fairmont State University, the State of West Virginia, the region, the nation, or the global community.
- (2) The nominee must have attained eminence in a field significant to Fairmont State University or the State of West Virginia.

Honorary Degrees and Awards Committee

Responsible for recommending honorary degrees and awards, the Honorary Degrees and Awards Committee includes one student named by the Student Government Association, two faculty members named by the Executive Committee of the Faculty Senate and two at-large members named by the University President. The Presidents designates one of the committee members as the committee chair. The committee is be appointed annually during the first month of the academic year.

Procedure for the Nomination of Honorary Degrees and Award Recipients

- (1) The Honorary Degrees and Awards Committee solicits and reviews letters of nomination for honorary degrees and awards from members and friends of Fairmont State University. The nomination letters should include the nominee's qualifications and a rationale for the degree or award.
- (2) The committee then submits its recommendations for honorary degrees and award recipients to the University President no later than the 90 days before the month in which the proposed degree is to be awarded.
- (3) The President forwards the names of those nominees whom he or she approves, with supporting documentation, to the Board of Governors for approval.
- (4) After discussion with the President, the Board of Governors approves or rejects the nominees submitted by the President.

Amendments to these criteria and procedures may be recommended by the Honorary Degrees and Awards Committee but shall be approved by the Faculty Senate and the President.

STUDENT ATTENDANCE POLICY

The Fairmont State Student Handbook states:

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Although a student may jeopardize his/her grade by nonattendance, the final grade should reflect performance, not attendance only.

Faculty are required to monitor and report student attendance as "Present" or "Not Present" at the two-week point in the semester. Faculty also need to report last date of attendance for any student who stops attending class when submitting 4-week, midterm and final grades. The Student Handbook describes the types of absences and the policy for including absences in course grades.

In the administration of its attendance policy, Fairmont State recognizes two kinds of excused absences: (1) the institutional absence, resulting from participation in an activity in which the student officially represents Fairmont State; and (2) the unavoidable absence, resulting from illness, death in the family, or other causes clearly beyond the student's control. Other types of student absences may be regarded as either excused or unexcused at the discretion of the student's instructor. Fairmont State relies chiefly on

its faculty to encourage a reasonable pattern of class attendance and on the maturity of its student body to establish such a pattern.

On the first day of class, instructors shall make available the attendance policy for the course and penalties for nonattendance. If an instructor establishes a policy penalizing absent students by lowering their grades, the instructor must distribute or publish in Blackboard a written statement of this policy to the student during the first class period of the term. The statement should contain precise information relating to a percentage of grades cut per unexcused absence and the instructor's definition of an excused or unexcused absence. Responsibility for establishing that an absence is "excused" subsequently rests with the student, who must explain the absence to the instructor at the first class meeting following the absence. Although the instructor is not permitted to require a doctor's excuse for a health-related absence, the student should be prepared to give a plausible account of the absence.

STUDENT INSTITUTIONAL ABSENCE POLICY

All notices of approved institutional absences for students, such as for academically or student – organized student trips/activities, the marching band or athletics must be issued by a dean, associate dean or the Athletic Director. Students with an approved institutional absence may not be marked as absent or considered missing class during this period of authorized absence. This institutional rule supersedes the absence policies of all course syllabi. Faculty must allow students with an approved institutional absence the opportunity to make up any work missed during their absence in a timely manner, such as by having the student submit work or take a quiz or test prior to the absence or take a make-up test or quiz upon return but before the next class meeting. The University does not condone the postponement of make-up work until finals week.

VETERANS

Veterans and their dependents have unique requirements based on guidelines from the Department of Veterans Affairs. As with all students, faculty are encouraged to establish rapport with veterans in their courses to make their transition to college successful. For any questions, problems, or for additional information, contact the Veteran Certifying Official in the [Office of Veteran Services](#).

Deployments: When a veteran is being deployed (for any reason – state or federal), faculty should consult with the veteran and Veteran Services to determine which option was selected (see Procedure for Military Deployment in the Academic Catalog) to determine whether the veteran will receive a final grade, Incomplete, or Withdrawal for the course based on the percentage of course work completed.

Non-Attendance: If a veteran/dependent develops a pattern of not attending class or is reluctant to participate in class, please notify the Veteran Certifying Official.

Disabilities: Many veterans have disabilities, such as post-traumatic stress disorder; hearing loss; leg, shoulder, and back injuries; and traumatic brain injuries. Some are reluctant to

register with Accessibility Services for support. Faculty should take this into consideration, particularly if a veteran abruptly leaves class, struggles, has difficulty adjusting to classes and coursework, or needs to stand or change seating. Please notify the Veteran Certifying Official, who can serve as a liaison in these circumstances.

FACULTY RESPONSIBILITIES CONCERNING INTERNATIONAL STUDENTS

Faculty play an integral role in the success of students from overseas studying at Fairmont State. Primary faculty responsibilities concerning international students are the following:

- (1) Reporting attendance concerns
- (2) Allowing additional testing time if language is a barrier
- (3) Proactively reaching out to support services such the Office of International Student Services to support an international student's academic success. The level of support given to international students should mirror that for domestic students who are struggling or who require additional support.

International students are required to attend class on a regular basis per their of student visa as well as of the U.S. Citizenship and Immigration Services (USCIS) and the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Information System (SEVIS). International students should be actively engaged and physically present in their classes, especially as dictated by the attendance policies of their instructors. International students who do not attend class or communicate with faculty about their absences are in violation of their student visas. Students who are non-compliant with their visa requirements risk being reported through the SEVIS portal and, in severe cases, face deportation. Because the university admits international students and provides them with entrance into the university via USCIS services, international students are present in the United States under the supervision and guidance of the University.

Although faculty may be reluctant to report students for not attending class, it is imperative to communicate with the Office of International Student Services about such issues to ensure compliance with U.S. statute. If an international student has been absent for three consecutive classes, faculty should email the student and copy the Vice President for Student Success/Director of Educational Pathways for International Centers and Students (EPICS) to inquire about the reason for the absence. The director will follow up with the student and their instructors.

LIABILITY AND PERSONAL PROPERTY INSURANCE

According to the West Virginia Board of Risk and Insurance Management, "any faculty member, employee, volunteer worker or student teacher of the 'Named Insured' [Fairmont State], while

acting within the scope of their duties as such” is covered by the state’s liability policy. Contact the Safety Manager at the Physical Plant for additional information about non-work-related damage, such as a branch falling on a faculty member’s car at Fairmont State. Contact Human Resources for personal injury or accident on the job. Personal property insurance is not provided by the University or the state. Faculty may wish to add personal property kept at the University to their personal homeowners’ or renters’ insurance policies.

FACULTY AVAILABILITY AND OFFICE HOURS

Faculty members shall regularly make themselves available for advice and assistance to students, either in person and/or online. Accordingly, it is important that faculty regularly schedule a number of office hours during the week appropriate to fulfill advising and service responsibilities and post them in syllabi and on or near their office doors. No classes or office hours should be scheduled on Tuesdays or Thursdays from 12:30 p.m. to 1:30 p.m. Faculty should discuss their office hours with their department chair or dean and inform their students. Faculty have the discretion to provide study sessions, online help, and other forms of support in addition to office hours.

SABBATICAL LEAVE

[Board of Governors Policy 3, “Sabbatical Leave,”](#) applies to Fairmont State University personnel. Sabbatical Leave is codified in West Virginia Code and by the Fairmont State University Board of Governors. Sabbaticals are always subject to availability of funding support.

Purpose and Eligibility

Sabbatical leave may be granted for the purpose of research, writing, study, or other activity designed to improve teaching and utility to the University. Anyone holding faculty rank is eligible for sabbatical leave after the completion of at least six years of full-time employment at Fairmont State University. The award of sabbatical leave is not automatic; it depends on the merits of the request and on conditions prevailing at the University at the time. After completing a sabbatical leave, a faculty member will not again be eligible until the seventh subsequent year.

Procedures and Criteria

Applicants for sabbatical leave will initiate the procedure by obtaining application forms from their Deans. Applications for sabbatical leave will include the following:

- (1) Personal professional data
- (2) A written proposal detailing the activity to be pursued during the sabbatical period
- (3) Relevant supporting documents. Completed application forms will be submitted by applicants to their Deans on or before December 1 for a sabbatical leave to begin the fall or spring semester of the following academic year.

In recommending the applicant for sabbatical, deans will verify that:

- (1) The applicant meets all eligibility requirements.
- (2) The applicant's professional performance merits this award.
- (3) The benefits to be derived from the sabbatical are of value to the academic unit and/or to the University.
- (4) The applicant's teaching load will be addressed through the appointment of part-time personnel, the temporary suspension of one or more classes, and/or coverage by existing faculty.
- (3) It is possible to substitute for the applicant without additional cost to Fairmont State University and without modifications of scheduling that would adversely affect students' normal progress toward degrees.

Deans or department chairs will present sabbatical leave applications, recommendations and supporting documents to the Provost on or before 1 December for a sabbatical leave commencing the fall or spring semester of the following academic year. The Provost will forward the sabbatical leave file to the Faculty Senate Personnel Committee. After thorough review, the committee will make its recommendations through the Provost to the University President for final approval.

Duration and Compensation

Sabbatical leaves at Fairmont State University may be granted for a period of one semester or two consecutive semesters. A person on sabbatical leave will receive full salary for one semester (4½ months) or half salary for two semesters (9 months).

Obligations of Sabbatical Recipients

- (1) The recipient of a sabbatical will sign a statement agreeing to all terms and conditions of the leave, including the repayment provision described in (4).
- (2) While on sabbatical leave, the recipient will not accept remunerative employment without the written consent of the University President of Fairmont State University. Fellowships, assistantships and similar institutional stipends are not be considered remunerative employment for this purpose.
- (3) After completing sabbatical leave, the recipient will file with the University President of a written report of activities while on leave.
- (4) The recipient will return to full-time employment at Fairmont State University for one year immediately after the sabbatical or repay the compensation received during the leave. If the period of employment after the sabbatical leave is less than one year, repayment will be prorated accordingly.

SYLLABUS REQUIREMENTS

According to [Board of Governors Policy 18, "Student Academic Rights,"](#) students "have the right to receive from the instructor written descriptions of content and requirements for any

course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and costs, grading standards and procedures, professional standards, learning outcomes, etc.).” Institutional policy mandates that instructors publish in Blackboard a written copy of the academic requirements – a syllabus – for the course by the time of the first scheduled class meeting of a face-to-face class or at the introduction for an online course. The syllabus should include attendance expectations, penalties imposed for absences, evaluation criteria and special course requirements. Instructors should ensure that students review the syllabus carefully at the beginning of the course. The University's standard syllabus statements that all faculty are expected to include in syllabi are available [here](#).

RESEARCH ON HUMAN SUBJECTS

Functioning under the mandate of the University President, the Fairmont State University Institutional Review Board (IRB) is responsible for reviewing all research involving human participants. “Research” for this purpose is defined in the Code of Federal Regulations ([45 CFR 46 of U.S. Code, “Protection of Human Subjects.”](#)) as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” Human participants are defined as “living individual(s) about whom an investigator (whether professional or student) conducting research obtains (1) information or biospecimens through intervention or interaction with the individual, or (2) or obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimen.” Address questions concerning whether an activity constitutes research on human subjects to the Fairmont State IRB chair.

USE OF DIGITAL TOOLS

With the increased need for and use of digital media, the University requires faculty to use digital tools and recommends the use of optional instructional applications. Online assistance for awareness and use of these tools is available through the [Information Technology Commons](#) website.

Faculty are expected to use Blackboard for course management and online course delivery. At a minimum, each instructor must post the course syllabus and all course grades in Blackboard. Faculty should have working knowledge of Microsoft Teams and WebEx videoconferencing tools. Microsoft Teams is a collaborative tool increasingly used by University administration and committees.

Watermark Navigate (Taskstream/Faculty Success) comprises tools for faculty to track and report teaching, research and service activities. Annually, each faculty member completes an Annual Faculty Report (AFR) in Faculty Success. The Provost and Vice President for Institutional Effectiveness determine the annual AFR completion date. Faculty preparing for promotion and tenure will also utilize Faculty Success to prepare and submit their application. Faculty advisors are expected to use DegreeWorks for advising support and student academic planning.

WORKLOAD – FACULTY, DEPARTMENT CHAIRS AND COLLEGE DEANS

Faculty Workload

The workload of full-time faculty members may include any or all of the following: instruction, assessment and evaluation, student advising, committee assignments and faculty meetings, consultation, in-service programs, preparation for teaching, accreditation work, professional and scholarly development, and research. Classroom instruction and related obligations represent the greatest expenditure of effort for most full-time faculty members. A faculty member's typical teaching load is twelve credit hours or the equivalent per semester. On occasion, faculty members may be given special assignments or may be engaged in special projects warranting consideration for a reduction in teaching load. Requests for such adjustment will be considered when recommended by the appropriate administrator to the Provost. Approval of such requests is based on the need for the activity or the project, the time necessary for the activity or project, and the academic impact on the institution. In the event of those performing administrative duties such as serving as a department chair or college dean, Section §18B-8-6 of West Virginia Code requires an administrator "who holds faculty rank to teach at least one course during each eighteen-month employment period or to perform on-going research in lieu of teaching."

Chair Workload

Department chairs retain faculty status but devote their time to a combination of teaching and administrative work in a specific academic department. The magnitude of their administrative duties varies with the extent of programming, number of faculty under their supervision and other special projects or responsibilities.

Dean Workload

Like department chairs, college deans retain faculty status but devote their time to a combination of teaching and administrative work in a specific academic unit of the University. The magnitude of their administrative duties varies with the extent of programming, number of faculty under their supervision and other special projects or responsibilities.

CLASSROOM EQUIVALENCIES

The twelve-hour per week minimum for classroom instruction is based on the lecture-hour standard rather than credit or contact hours. Therefore, activities that may be classified as a form of instruction, but which differ in amount of time required for their accomplishment, are equated as follows:

- (1) Laboratory: Credit for laboratory time is given on a ratio of two hours to one lecture hour.
 - (i) A two clock-hour lab counts as one lecture (load) hour.
 - (ii) A three clock-hour lab would equate to 1.5 lecture (load) hours.

(2) Directing and coaching university or department-allied activities: Where University credit is not given, the ratio is two hours to one lecture hour. In practice, persons engaged in such activities have customarily devoted considerably more time than this formula suggests.

(3) Administration: Time is allowed on a ratio of two clock hours to one lecture hour.

(4) Non-credit courses. These are recognized on the same basis as credit courses with respect to time requirement.

(5) Nursing:

(i) Associate of Science in Nursing (ASN) program: One credit hour is equivalent to three contact hours with students in the clinical environment. Students in the clinical environment are providing direct patient care that is supervised and evaluated by a nursing faculty member. For example, a 1-credit clinical lab is equivalent to 45 hours of student contact and 2 credits is 96 hours.

(ii) Licensed Practical Nurse to Associate of Science in Nursing program: One credit hour is equivalent to two contact hours with students in the clinical environment. Students in the clinical environment are providing direct patient care that is supervised and evaluated by a nursing faculty member. For example, a 1 credit clinical lab is equivalent to 32 hours of student contact and 2 credits is 60 hours.

(iii) Registered Nurse to Bachelor of Science in Nursing: One credit hour is equivalent to two contact hours with students in the clinical environment. Students in the clinical environment are providing direct patient care that is supervised and evaluated by a nursing faculty member. For example, a 1 credit clinical lab is equivalent to 32 hours of student contact and 2 credits is 60 hours.

These are generally universally accepted standard among nursing programs. These standards have been reported to and approved by our accrediting bodies, the Accreditation Commission for Education in Nursing and the Commission on Collegiate Nursing Education.

GRIEVANCE POLICY, PROCESS AND PROCEDURES

The following summary is meant to provide basic information about the statutory grievance process available to faculty members. It is not a statement of law and does not substitute for any statute, procedural rule, form, or other information provided by the Public Employees Grievance Board. In the event of differences between descriptions of the process provided herein and the statute and/or procedural rule, the statute and/or procedural rule will prevail.

A faculty member may seek resolution of an employment-related dispute through the Public Employees Grievance Procedure set out in West Virginia state code. This statute is the only authorized grievance process for Fairmont State faculty. The [West Virginia Public Employees Grievance Board](#) administers statutory grievances. The statutory source for grievance policy is [West Virginia State Code §6C-2](#) of Article 2, “West Virginia Public Employees Grievance Procedure. A graphic depiction of the grievance process can be found at the end of this section.

Section 6C-2 defines *grievance* as “a violation, misapplication, or a misinterpretation of the statutes, policies, rules or written agreements applicable to the employee regarding classification, compensation, terms and conditions of employment, employment status, discrimination, harassment, favoritism, or any action, policy or practice constituting a substantial detriment to or interference with the effective job performance of the employee, or the health and safety of the employee” (§6C-2-2i). Faculty members may not bring grievances regarding pension, retirement, or West Virginia Public Employees Insurance (PEIA) matters, which are outside the University’s purview.

A grievance must be brought “within 15 working days following the occurrence of the event upon which the grievance is based; within 15 working days of the date upon which the event became known to the employee; or within 15 working days of the most recent occurrence of a continuing practice giving rise to a grievance” (§6C-2-4a1). Faculty are advised that efforts to resolve grievances prior to the statutory grievance process will not extend the aforementioned timeframe.

Every step in the statutory grievance process is governed by a timeline. It is important for the parties to operate within stated timelines in the administration of the grievance. Section 6C-2-4 of the West Virginia Code specifies the timelines for the steps in the grievance process. A faculty member wishing to file a grievance must complete the standard form available on the Public Employees Grievance Board website: [West Virginia Public Employees Grievance Board Forms](#) and must submit a copy of the completed form to both the President of Fairmont State University and the Public Employees Grievance Board at the following addresses:

Office of the President
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554

West Virginia Public Employees Grievance Board
1701 5th Avenue, Suite 2
Charleston, WV 25387

An individual may designate an individual to represent them in the grievance process, or they may file a grievance without designating a representative. Note: If an employee secures legal representation, Human Resources is enjoined from dealing directly with the employee from that point forward and works through/with the employee’s attorney only.

The Fairmont State University Human Resources Department supports the statutory grievance process. Human Resources can provide copies of the statute and the grievance form. While the department can answer questions about the grievance process, it cannot provide advice about whether to file a statutory grievance or state what it believes to be the prospects for success for the grievant. *Human Resources seeks to resolve any issue, including those that might result in a grievance, in a fair and rapid manner at the most informal level possible.* If a potential grievant seeks assistance from Human Resources to resolve his or her issue prior to the submission of a statutory grievance, Human Resources will seek to facilitate an acceptable resolution of the issue; however, once a statutory grievance is actually filed, informal efforts by Human Resources must cease, and the grievance process must be provided in a manner exactly consistent with the provisions of the statute. Human Resources can be reached at hr@fairmontstate.edu.

The grievance process covers three levels as necessary: Level One, Level Two, and Level Three. Level One occurs at Fairmont State University. Level Two and Level Three, if necessary, are governed by the Public Employees Grievance Board in Charleston. These levels are sequential in order, beginning with Level One and concluding with Level Three, though procedural exceptions may apply as described in §6C-2-4, “Grievance Procedural Levels.”

Grievance Procedure: Level One

At Level One, the grievant may select either (1) a conference or (2) a hearing. The conference or hearing is arranged by a designee of the University President.

(1) The conference is an informal proceeding in which the grievant confers with the designated facilitator and a representative from the academic unit from which the grievant seeks relief. Fairmont State University is officially the respondent at Level One, but the academic unit representative may also be referred to as the respondent. The facilitator seeks to find a solution to the grievance which will be acceptable to the grievant and to the respondent. The facilitator issues a written recommendation on the matter to the University President within the timeline provided in the statute. The President may or may not adopt the recommendation. A letter announcing the decision at Level One is sent by the President’s office via email and/or certified mail, return receipt requested, to the grievant and the appropriate academic unit.

(2) A hearing at Level One is a more formal proceeding. The President’s designee serves as a hearing examiner. The parties are sworn. Materials introduced as exhibits are numbered. The hearing is recorded. If the grievance is appealed to Level Two, a transcript of the hearing is produced and copies sent to the Public Employees Grievance Board, the grievant, and the representative of the appropriate academic unit.

Grievance Procedure: Level Two

If a grievant is not satisfied with the decision at Level One, they may appeal to Level Two within ten working days of receiving the decision at Level One. Level Two is provided at the Public Employees Grievance Board in Charleston and consists of one of three facilitative processes: mediation, private mediation, or private arbitration (as defined in §6C-2-4b). The parties must agree to one type of process at Level Two. Costs are shared by the parties for private mediation or private arbitration. Mediation and private mediation potentially end in an agreement that is acceptable to both the grievant and the respondent. Private arbitration ends in an arbitration decision. Agreements and arbitration decisions are binding on the parties. Section 6C-2-5 specifies time limits for Level Two of the grievance process.

Grievance Procedure: Level Three

If the grievant is not satisfied with the results from Level Two, they may appeal the grievance to Level Three within ten working days of receiving the decision at Level Two. Level Three is a hearing conducted by an administrative law judge employed by the Public Employees Grievance Board. Level Three hearings are held at the board’s offices in Charleston. As with the Level One hearing, witnesses are sworn, materials introduced as exhibits are marked, and the hearing is recorded. There are time limits for each step of the statutory grievance process, including appeals to Level Two or Level Three. There are also time limits for the facilitator/arbitrator

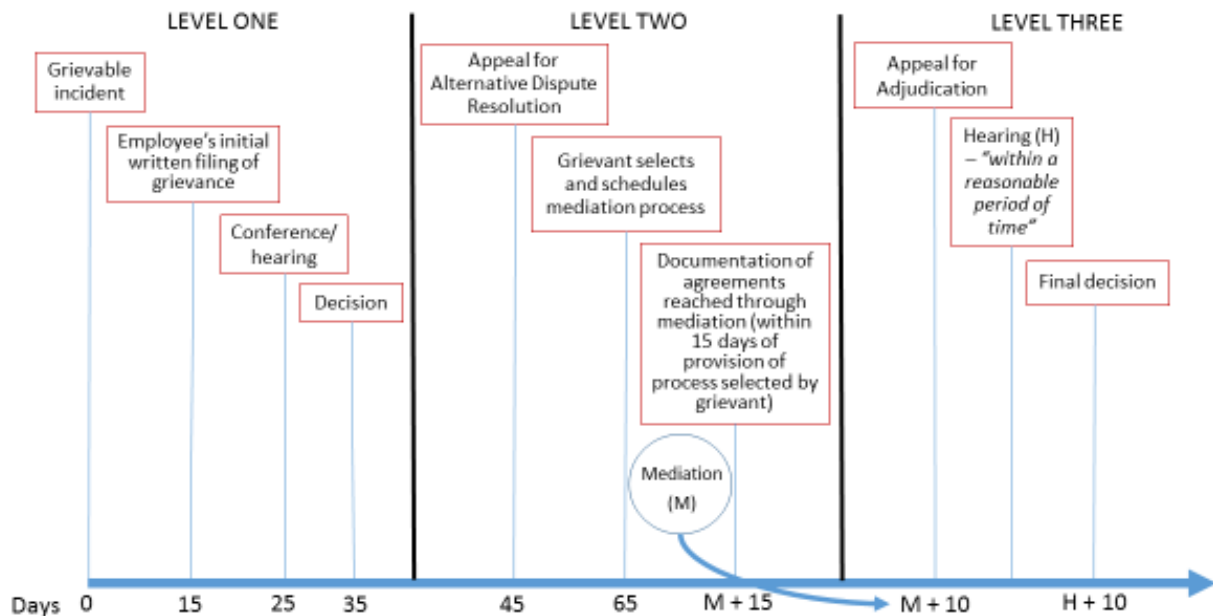
and/or administrative law judge to report their recommendations or decisions. Section 6C-2-5 specifies time limits for Level Three of the grievance process.

Grievance Process

	What?	To whom?	Initiates when?	Action?	Outcome?
LEVEL ONE	Initial written filing of grievance to University administration	University administration (Office of the President)	Within 15 working days of grievable incident	Conference or hearing within 10 working days of receipt of grievance	Resolution reached: Process ends Resolution not reached: Level Two appeal
LEVEL TWO	Alternative dispute resolution	West Virginia Public Employees Grievance Board	Within 10 working days of Level One decision	Mediation process (mediation, private mediation or mediation-arbitration) selected by grievant	Mediation successful: Process ends Mediation unsuccessful: Level Three appeal
LEVEL THREE	Adjudication	West Virginia Public Employees Grievance Board	Initial draft due (25 Jan 2019)	Hearing	Final resolution of complaint

Source: West Virginia State Code, Sections 6C-2 and 6C-3

Grievance Timeline



NOTE: "Days" denotes working days

Source: West Virginia State Code, Sections 6C-2 and 6C-3

FACULTY BENEFITS

Fairmont State University offers faculty retirement, insurance and other benefit plans. Details of these benefit plans change periodically. Note that all plan rules and regulations are subject to change. Contact the [Benefits Office](#) for the latest information on benefit plans and vendors.

Retiree Benefits

Faculty retiring under West Virginia State Teachers or TIAA-CREF plans

Faculty who retire under the West Virginia State Teachers or TIAA-CREF plans must meet the minimum state retirement system eligibility requirements to continue their Public Employees Insurance Agency (PEIA) health and life insurance as a retiree according to the appropriate set of the following guidelines:

- (1) Those qualifying under the State Teachers guidelines must meet at least one of the following criteria:
 - (i) Age 60 and five or more years of West Virginia state service
 - (ii) Age 55 and 30 or more years of West Virginia state service
 - (iii) Any age and 35 years of WV state service
 - (iv) Totally disabled for further service and having ten years of West Virginia State service
- (2) Those qualifying under TIAA-CREF guidelines must meet at least one of the following criteria:
 - (i) Age 60 with five or more years of service
 - (ii) Any age with 30 years of service
 - (iii) Totally disabled with 10 years of service

Continuation of health and life insurance coverage at retirement for 9-, 10-, and 11-month faculty appointments

Continuation of health and life insurance coverage at retirement for 9-, 10-, and 11-month faculty appointments is offered for faculty hired before 1 July 2009. Creditable service converts to premium credit as follows with no partial credit:

- (1) $3\frac{1}{3}$ years of teaching service = 1 year of single coverage
- (2) 5 years of teaching service = 1 year of family coverage

Continuation of health and life insurance coverage at retirement for 12-month faculty appointments

For continuation of health and life insurance coverage at retirement for 12-month faculty appointments, faculty who retire and meet the eligibility guidelines may use their sick and or annual leave to pay for all or a portion of their health and basic life premiums, depending on the effective date of coverage in the PEIA eligibility system. Employees in the State Retirement System can use their accrued leave to increase retirement benefits rather than for insurance credit.

Faculty hired before 1 July 1988

For faculty members who have been covered by health or life insurance plans offered through PEIA continuously and from before 1 July 1988, 100 percent of the premium in the Shopper's Guide chart will be paid. Accrued leave days convert as follows with no partial credit:

- (1) Two days of accrued leave = 100 percent of the premium for one month of single coverage
- (2) Three days of accrued leave = 100 percent of the premium for one month of family coverage

Faculty hired after 1 July 1988 and before 1 July 2001

Faculty who joined a PEIA health or life plan after 1 July 1988 and before 1 July 2001, or if they had experienced a lapse of coverage since 1 July 1988, 50 percent of the premium in the Shopper's Guide chart will be paid, with members responsible for paying the remaining balance monthly. Accrued leave days convert as follows with no partial credit:

- (1) Two days of accrued leave = 50 percent of the premium for one month of single coverage
- (2) Three days of accrued leave = 50% of the premium for one month of family coverage

Twelve-month faculty hired on or after 1 July 2001 are not eligible to use leave accrued for a premium credit benefit. Employees hired on or after 1 July 2010, will pay the full PEIA health premium at retirement with no subsidy from active employers or employees.

Expiration of PEIA credit

Retirees will be billed for the health insurance premium based on years of service after their credit expires. See the PEIA Shopper's Guide for retiree health, dependent and optional life premiums.

Surviving dependent rights

The accrued sick leave benefit terminates upon the policy holder's death. The surviving dependent may continue health coverage but must pay the full premium.

Termination of Benefits at the End of Employment

Employee and dependent benefits coverage shall terminate at the end of the month in which the employee ceases employment or goes off payroll. Nine-month employees whose employment ends in May will only have benefit coverage through 31 May (any escrow paid will be refunded). If pay is spread over the course of twelve months, it will be paid in a lump sum at the end of the appointment.

Cultural and Recreational Activities

Faculty are invited to attend the frequent art exhibits in the James D. Brooks Memorial Gallery of Wallman Hall, free of charge. Faculty, staff and their families may purchase a membership to the student Falcon Center at reasonable cost. A faculty identification card is required for admittance into the recreation/fitness areas. Daily guest passes are also available for using the facility. Call (304) 368-7222 for further information or visit the [Falcon Center](#) website.

FACULTY LEAVES OF ABSENCE

Military Leave

Military leave is granted to any faculty member who is a member of the National Guard or any reserve component of the armed forces of the United States. This leave is granted without loss of pay, status or efficiency rating for all days in which faculty members are engaged in drills or parades ordered by proper authority or for field training or active service for a maximum period of 30 working days ordered or authorized under provisions of state law in any one calendar year. The faculty member is required to submit orders or a written statement from the appropriate military command or officer in support of the request for such military leave. Benefits of this section shall accrue to individuals ordered or called to active duty by the President of the United States for 30 working days after they report for active service.

Personal Leave of Absence

A faculty member may be granted a continuous leave of absence without pay for a period of time not to exceed twelve consecutive months, provided any accrued annual leave has been exhausted (only twelve-month faculty are eligible to accrue leave). The faculty member is required to pay the full cost (employee and employer share) of the health insurance and basic life insurance premium during the period of leave as well as any other optional benefit plan premiums.

Sabbatical Leave

Benefit plans will continue the same as during active service during an approved “paid” sabbatical. Unpaid sabbaticals require the employee to pay the full amount of health (employee and employer) premium costs, as well as other optional benefit premiums to the Benefits Office on a monthly basis.

Other Leaves of Absence

In accordance with [HEPC Title 133, Series 38](#), upon the recommendation of the University President, the University will grant unpaid leaves of absence to employees for the study of advanced degrees; experience designed to improve teaching ability, to include travel, teaching and/or consulting in another institution, government service or other experience designed to benefit the institution; illness; and involuntary service in the Armed Forces of the United States. During the period of such leave, tenure will remain in effect. If the employee is without tenure, such leave of absence shall not preclude the extension of the leave for an additional year when special conditions warrant such an extension. The annual deadline for applying for a leave of absence is 15 January. Faculty on leave of absence are to notify the institution regarding return from a leave by 15 January.

GIFTS TO FACULTY

Except in the case of retirement of faculty and staff members, no special solicitation of funds should be made from the faculty for the purpose of fund raising for non-profit groups, giving gifts or holding parties honoring certain members for various personal reasons. In the interest of fairness, classes and individuals should be discouraged from giving gifts and extending favors to instructors while enrolled in their courses. The [West Virginia Ethics Commission](#) has set a limit of \$25.00 on gifts, stipends, and emoluments that a faculty member may receive.

FACULTY SUPPORT SERVICES

Emergency Communications

Fairmont State is committed to keeping the campus community informed during emergencies and situations that might disrupt normal operations. To update your emergency contact information, please visit [myFairmontState](#) and click on “emergency notification.” Doing so allows you to receive breaking communications concerning campus emergencies and weather-related issues affecting University operations.

Business Cards

Faculty should work with their department chairs or deans to procure business cards.

Information Technology

IT services are available to all Fairmont State University faculty for instruction, research, and administrative use. The [Office of Information Technology](#) the primary contact for IT-related questions or issues. It offers a wide variety of services to end users to identify, research, and resolve any IT technical issues. Telephone, email, walk-in, and live chat support are available. The Help Desk may be reached at 304-367-4810 or help@fairmontstate.edu. There is also a self-service portal that can be accessed [here](#) to receive IT-related assistance.

Bound for Success Bookstore

The [Bound for Success Bookstore](#) is located on the third floor of the Falcon Center. Textbook sales and rentals, including textbooks in digital format, are available as well as school supplies students are required to purchase for their course of study as submitted by their instructors. For information regarding course textbook ordering, please contact the Bookstore at (304) 333-3636. The bookstore can assist faculty in arranging to purchase or rent academic regalia.

Library Services

[Ruth Ann Musick Library](#)

The [Ruth Ann Musick Library](#) is located on campus and may be used by all faculty, students, staff, and members of the general public. The library performs critical functions to support the University's academic programs. Library personnel work closely with faculty and students to develop research skills and to provide a wide range of support services to enhance the learning experience. The library provides online information about the following services:

- [Interlibrary loan](#)
- [Electronic course reserves](#)
- Textbook reserves: Call (304) 367-4773
- [Libguides](#)
- Materials acquisition (askalibrarian@fairmontstate.edu)
- [Library instruction](#)

Library hours vary throughout the calendar year. The most recent information concerning library hours can be found [here](#).

University Archives

Fairmont State University's official institutional archives contain a range of university-related historical artifacts, University publications and documents, rare books, and other ephemera. The Archives also house two special collections: the JoAnn Lough Theatre History Collection and the William Prunty Music Collection. Access to the Archives is available by appointment only (Monday-Friday, 8:00 am – 4:00pm).

Learning Enrichment and Academic Development Center

[The Fairmont State Learning Enrichment and Academic Development \(LEAD\) Center](#) offers drop-in tutoring in a variety of subjects, tutoring appointments for writing and math (through the level trigonometry), math and writing placement texts, and exam proctoring services. Tutors are trained to address content questions and to assist in developing academic skill sets. The LEAD Center is located on the second floor of the Ruth Ann Musick Library. Both professional and peer tutors are available to work with students.

Grant Writing and Submission

Fairmont State University encourages the pursuit of grants and sponsored funding to augment and enhance academic programs, community engagement, and undergraduate research endeavors. The objectives of proposed support should be compatible with the overall mission and goals of the University and not obligate the University beyond its capacity to comply with terms and conditions of an award or contract. The [Office of Grants and Sponsored Programs \(OGSP\)](#) is responsible for administrative oversight of grants and contracts for the institution and facilitates processing of proposals and awards to ensure effective grant seeking and award compliance. Any application, proposal, or communication requesting funding must be reviewed and approved by the OGSP prior to submission to a funding agency. Only OGSP is authorized to sign proposals and award documents. Faculty interested in pursuing a funding opportunity

should begin by reviewing the information and guidelines on the OGSP website and contact OGSP early in the process to discuss their initiatives.

IT Training and Online Instructional Design

Because the technologies available to faculty often change quickly the [Educational Technology Center](#) provides online training for Blackboard and its related applications, Microsoft OneDrive and Teams, Remind, Respondus and its related applications, and WebEx. It also assists with other applications support online instructional design.

University Relations and Marketing

The [Office of University Relations and Marketing \(URM\)](#) promotes, documents, and markets the University's various departments and events. From high-quality design for print and electronic publications to videography showcasing new programs and campus culture, URM aims to reflect project goals and the image and mission of Fairmont State University. The University's identity markings, such as logos, the university seal and Falcon mascot designs) distinguish Fairmont State from other institutions of higher education.

Faculty who are contacted by members of the media should direct media requests request to Director of Communications at (304) 367-4232 or urm@fairmontstate.edu. Faculty should not speak with a member of the media without prior approval from URM.

Faculty using the University-related identification items above for external audiences should have their items reviewed by University Relations and Marketing. The URM [Approvals Guide](#) has tips to make approvals easier and faster. Faculty should submit all self-created items that will represent the University to approvals@fairmontstate.edu and can expect to receive a response within 72 hours.

Physical Plant Services

Faculty requiring services from the Physical Plant should work with their department chair or dean to address their request.

Room Scheduling

Faculty who need to schedule rooms or facilities should consult with their department chairs or deans.

APPENDIX A: ADDITIONAL CERTIFICATION APPROVALS FOR PROMOTION AND TENURE

DATE: April 23, 1981

The MFA is approved as the highest academic degree for faculty members whose primary responsibility is in **Studio Art**.

DATE: December 10, 2002

The MFA is approved as the highest academic degree for faculty members whose primary responsibility is in **Theatre Performance**.

DATE: August 27, 1993

The Commerce Division submits the professional certification of **Certified Public Accountant (CPA)** to be recognized as the “national certification” of accounting faculty for the purpose of meeting, in part, the promotion criteria for assistant professor and associate professor. This certification is granted by the State Board of Accountancy as authorized by the State Legislature. It is attained by the meeting of certain statutory requirements and successful completion of the national Uniform Certified Public Accountant Exam which is prepared and graded by the American Institute of Certified Public Accountants. The Uniform Exam consists of four sections - Auditing, Tax, Accounting Theory, and Accounting Practice - and comprehensively tests accounting knowledge over a 2 1/2 day period.

The Commerce Division further submits that the experience requirement be fulfilled by working in any of the following capacities:

1. Licensed, practicing Certified Public Accountant
2. Appropriate professional accounting employment

DATE: March 18, 2008

SCHOOL OF BUSINESS (adapted from the ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS [ACBSP] standards and criteria)

1. **Professionally Qualified:** To be considered professionally qualified a faculty member may:
 - a. be A.B.D. (i.e., has completed all course work required for a Ph.D. in business or D.B.A., passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities; **or**
 - b. hold a Master’s degree in a business-related field and professional certification (e.g., C.P.A., C.D.P., C.F.M., C.M.A., P.H.R., etc.) appropriate to his or her assigned teaching responsibilities; **or**
 - c. hold a Master’s degree in a business-related field **and**
 1. have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and

- demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills; **or**
2. have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

2. **Doctorally Qualified:** To be considered doctorally qualified a faculty member may:
 - a. Hold a doctorate in business with:
 1. a graduate level major, minor, or concentration in the area of teaching responsibility; **or**
 2. professional certification in the area of teaching responsibility; **or**
 3. five or more years of professional and management experience directly related to the area of teaching responsibility.
 - b. Hold a Juris Doctor (JD) and:
 1. teach business law, legal environment of business or other area with predominantly legal content; **or**
 2. hold a business-related master's degree with a specialization in the area of teaching responsibility; **or**
 3. hold professional certification and teach in the area of the certification; **or**
 4. have five or more years of professional and management experience directly related to the area of teaching responsibility.
 - c. Hold an out-of-field doctorate and meet following criteria 1), 2), and either 3) or 4):
 1. Demonstrate content area knowledge by evidence of
 - a. 15 hours of graduate course work in the field; **or**
 - b. a master's degree in business with a major, concentration or specialization in the field; **or**
 - c. possess professional certification in the area; **and**
 2. Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; **and**
 3. Demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting; **or**
 4. Demonstrate successful professional practice evidenced by
 - a. substantial professional or management level practice; **or**
 - b. significant involvement in professional organizations related to the teaching field; **or**
 - c. significant consulting activity.

DATE: September 9, 1993

The Division of Technology submits the following national certification and experience requirements pertaining to the new promotion criteria for the following four professional areas:

ARCHITECTURE FACULTY

1. Appropriate National Certification - Successful completion of the **Architectural Registration Examination (A.R.E.)**.

This is a four-day, thirty-two hour examination that is both given nationally and is recognized nationally as the standard for the profession of architecture. Topics covered by this examination include site planning, design, structures, mechanical/electrical/plumbing systems, professional practices, and pre-design.

2. Experience Requirement - The experience requirement may be fulfilled by working in any capacity as a licensed architect.

AVIATION FACULTY

1. Appropriate National Certification -- Successful completion of the examination for the **Federal Aviation Administration's Aircraft Maintenance License with the Airframe and Power plant (A&P) ratings**.

This five-part examination consists of written, oral, and practical skills in each of forty-two technical areas. Topics covered include engineering fundamentals, aviation science/technology, quality assurance, and safety.

2. Experience Requirement - The experience requirement may be fulfilled by working as an FAA licensed Aviation Maintenance Technician.

ENGINEERING TECHNOLOGY FACULTY (Except Safety Engineering Technology)

1. Appropriate National Certification -- Successful completion of the **Professional Engineering certification (P.E.)**

Prior to taking the P.E. examination, a passing grade must be achieved on an eight-hour Engineering Fundamentals examination which covers topics generic to a variety of engineering related disciplines. An eight-hour Principles and Practices of Engineering (P.E.) examination must be passed for professional certification. This examination focuses on specialized engineering disciplines such as Civil, Electrical, Manufacturing, Mechanical, etc.

2. Experience Requirement - The experience requirement may be fulfilled by working as a licensed Professional Engineer (P.E.).

SAFETY ENGINEERING TECHNOLOGY FACULTY

1. Appropriate National Certifications - Successful completion of the **Certified Safety Professional (C.S.P.)** or **Certified Industrial Hygienist (C.I.H.)** examinations.

Prior to taking either the C.S.P or C.I.H. examination, a passing grade must be achieved on an eight-hour Core Examination for each specialization. Faculty working toward the Certified Safety Professional Exam would take the Associate Safety Professional (A.S.P.) Core Examination and faculty working toward the Certified Industrial Hygienist Examination would take the Industrial Hygienist in Training (I.H.I.T.) Core Examination.

An eight-hour Certified Safety Professional (C.S.P.) or Certified Industrial Hygienist (C.I.H.) examination must be passed for professional certification. These examinations focus on comprehensive practices and management principles within these two specialized fields of study.

2. Experience Requirement - The experience requirement may be fulfilled by working as a Certified Safety Professional (C.S.P.) or a Certified Industrial Hygienist (C.I.H.).

DATE: March 18, 2008

SCHOOL OF NURSING AND ALLIED HEALTH ADMINISTRATION

The School of Nursing and Allied Health Administration submits the following new promotion and tenure criteria in nursing.

1. Professor/Senior Level and Professor: To be eligible to apply for promotion to the rank of professor/senior and professor, a faculty member must meet the minimum University requirements as outlined under Standards for Academic Rank and Promotion.
2. Associate Professor/Senior: To be eligible to apply for promotion to the rank of associate professor/senior, a faculty member must meet the following criteria:
 - a. Meet the time requirements as outlined by the University for promotion in rank;
AND
 - b. Meet criteria currently in effect for the rank of Associate Professor in Nursing.
3. Associate Professor: To be eligible to apply for promotion and/or tenure to the rank of associate professor, a faculty member must meet the following criteria:
 - a. Hold current national certification by one of the following organizations: National Association of Pediatric Nurse Associates and Practitioners (NAPNAP); Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN); NLN Certified Nurse Educator (CNE); American Nurses Credentialing Center (ANCC) or certification accepted by the West Virginia Board of Examiners for Registered Professional Nurses for Advanced Nursing Practice;
AND
 - b. Demonstrate professional and scholarly excellence;

- AND
 - c. Meet the time requirements as outlined by the University for promotion in rank;
AND
 - d. Meet criteria currently in effect for the rank of Assistant Professor in Nursing.
4. Assistant Professor: To be eligible to apply for promotion and/or tenure to the rank of assistant professor, a faculty member must meet the following criteria:
- a. Hold a master's degree in nursing;
AND
 - b. Demonstrate professional and scholarly stature;
AND
 - c. Meet the time requirements as outlined by the University for promotion in rank;
AND
 - d. Meet criteria currently in effect for the rank of Instructor in Nursing.
5. Instructor: To be eligible to apply for the rank of instructor, a faculty member must meet the following criteria:
- a. Hold a bachelor's degree in nursing;
AND
 - b. Have a minimum of 3 years clinical experience as a registered nurse;
AND
 - c. Hold an unencumbered West Virginia RN license;
AND
 - d. For continued employment, the instructor must be enrolled in an MSN program within one year of being hired and the MSN must be completed within three years from the beginning of the MSN program.

DATE: November 11, 2019

Approved by Faculty Senate: December 10, 2019

NATIONAL SECURITY AND INTELLIGENCE (NSI) PROGRAM

The National Security and Intelligence (NSI) Program submits the following promotion and tenure criteria.

1. **Professionally Qualified:** To be considered professionally qualified a faculty member may:
- a. possess a Master's degree in a NSI-related field appropriate to his or her assigned teaching responsibilities; **and**
 - b. professional certification (e.g., National Defense University, Naval War College, National Intelligence University, etc.) appropriate to his or her assigned teaching responsibilities; **and**
 - c. have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities; **and**
 - d. demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills; **and**
 - e. have five or more years of professional experience in work directly related to his or her assigned teaching responsibilities.

2. **Doctorally Qualified:** To be considered doctorally qualified a faculty member may:
- a. Hold a doctorate in National Security, Intelligence, Political Science, International Relations or a related NSI field **with:**
 - 1) a graduate level major, minor, or concentration in the area of teaching responsibility;
 - or**
 - 2) five or more years of professional experience directly related to the area of teaching responsibility.
 - b. Hold a Juris Doctor (JD) **and**
 - 1) teach national security law, intelligence law, international law, or other area with predominantly legal content;
 - or**
 - 2) hold a NSI related master's degree with a specialization in the area of teaching responsibility;
 - or**
 - 3) have five or more years of professional experience directly related to the area of teaching responsibility.