



**Full-Time
Faculty Handbook
2015-2016**

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1.0000 INTRODUCTION

1.1000 Foreword

Thomas Nelson Community College is dedicated to the support and development of its faculty and the vital roles and functions they serve within the institution and the communities. The purpose of this *Faculty Handbook* is to present those policies, procedures, and regulations of the Virginia Community College System (VCCS) and the Thomas Nelson Community College (Thomas Nelson) that are most likely to apply to members of the faculty. Many of these are taken directly from the *VCCS Policy Manual*; others are summations or extensions of items in the manual; and the remaining are policies, procedures, and regulations designed specifically for the College. More detailed procedures may be found in the Thomas Nelson *Administrative Procedures Manual* (APM). The links on the official website for Thomas Nelson Community College may be located in Appendix 8.

The Constitution of the Faculty Senate provides that a standing *Faculty Handbook* Committee will ensure that the Handbook is a current, approved publication. Revisions in the Handbook will be coordinated through the Office of the Vice President for Academic Affairs. Individual administrators are responsible for submitting appropriate changes in the Handbook to the office of the Vice President for Academic Affairs; faculty committees will submit appropriate changes through the Senate President.

1.2000 History of Thomas Nelson Community College

The 1966 session of Virginia's General Assembly in active legislation established a statewide system of comprehensive community colleges. A local committee investigated the need for and feasibility of a community college for the region and requested the State Board for Community Colleges to approve an application to establish Thomas Nelson Community College. A site almost in the population center of the Peninsula area was selected and a local board of advisors was appointed. After the site was purchased by the City of Hampton, construction was begun on the initial phase of four buildings in August 1967, and the cornerstone was laid December 5, 1967. Construction was completed, and 1,232 students began classes on September 20, 1968. Thomas Nelson Community College graduated its first class of students with associate's degrees on June 13, 1970.

Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Website

1.3000 Thomas Nelson Mission, Vision, and Goals

Our Mission:

Thomas Nelson Community College changes lives, empowers students to succeed, and enhances the civic and economic vitality of the Peninsula community through high quality education and workforce training, excellent services, and innovative partnerships.

Our Vision:

As the Peninsula's Community College, Thomas Nelson is committed to excellence, recognized for student success, and dedicated to meeting the needs of our community.

The goals outlined in Thomas Nelson 2020 represent priorities we aspire to achieve in support of our mission of changing lives, empowering students to succeed, and enhancing the Peninsula's civic and economic vitality. Our plan is designed to align with the new strategic plan of the Virginia Community

College System (VCCS), Complete 2021. The strategic goals of Thomas Nelson 2020 represent a holistic approach to improving student success and institutional effectiveness, and are intended to support achievement of the singular Complete 2021 goal of tripling the number of credentials awarded by VCCS colleges between 2015 and 2021.

The future is always marked by change. With Thomas Nelson 2020 as our guide, Thomas Nelson will meet the challenges and capitalize on the opportunities change always brings. The College's commitment to excellence in education and service will greatly benefit our students, faculty, staff, and the greater community as we apply proven and innovative ways to advance our mission over the next five years.

Appendix 1-A: TNCC 2020: Strategic Goals

Our Goals:

For each *strategic goal* (1-3), the operational objectives will serve as major examples for plan implementation during the 2015-2020 timeframe. Specific outcomes in support of plan goals will be developed annually as part of the College's institutional effectiveness process, and those outcomes will be used to monitor and document success in fulfillment of Thomas Nelson 2020 and the College mission.

Goal 1: Improve the Overall Success of Students – Provide students with the educational opportunities, resources, and support they need to accomplish their goals, succeed as students, and grow and develop as individuals and community members.

Related Objectives:

- Students progressing to 4-year colleges and universities will have developed strong proficiencies in general education competencies that effectively prepare them to succeed in their chosen majors, in their careers, and in community and civic life
- Students progressing directly into the workforce will have developed the skills and abilities needed to advance through career pathways and succeed in their chosen careers and in community and civic life
- Students will have clear and comprehensive roadmaps for effectively progressing toward and fulfilling their educational and career goals
- Students will have ready access to clear, consistent, and comprehensive information regarding all College programs and academic and student support services
- Students will be engaged in an appreciative and proactive advising system that emphasizes shared responsibility among students, faculty, and staff to further student success
- Students will be provided with instructional delivery methods that are strategically focused to promote educational goal completion and student success
- Students will be afforded expanded opportunities for personal growth and development and social interaction outside the classroom

Goal 2: Strengthen Partnerships with the Peninsula Community – Collaborate with education, industry, and other community partners to enhance the vitality of the Peninsula and expand opportunities for students.

Related Objectives:

- The College will serve as a catalyst for community partnerships
- The College will be responsive to emerging occupations and industries, and will provide students with the education and training needed to succeed in those emerging fields

- The College will proactively engage and serve its diverse communities, to include high school students and parents, military service members and their dependents, adult learners, and populations traditionally underserved in higher education
- The College will attract strong advocates and increased investment through clear articulation of its identity and value to the community, and promotion of its programs and initiatives
- The College will partner with community stakeholders and invest resources to establish and build signature programs in advanced manufacturing, health professions, information sciences, and the visual and performing arts
- The College will build and grow innovative community partnerships to provide students with enhanced opportunities for work-based learning and career exploration
- The College will partner with area 4-year colleges and universities to create and promote clear and accessible transfer pathways to baccalaureate degree programs and establish a shared commitment for transfer student success
- The College will partner with area school systems to help ensure that new high school graduates come to Thomas Nelson prepared to enter college courses and succeed

Goal 3: Enhance College Capacity for Excellence – Improve the College’s capacity to support and engage students, employees, and community members through investment in current and future employees, new and enhanced facilities, and improved operations.

Related Objectives:

- The College will operate as a high-performance learning organization that embraces the ideas and diversity of its employees as a major asset and works collaboratively at all levels to accomplish its mission
- Employees will be effectively supported as life-long learners, and will be provided with the professional development and training they need to excel in their positions and grow and develop as leaders
- The College will build and retain a highly qualified, diverse, and inclusive workforce
- The College will proactively streamline processes and align resources to provide students and the community with exceptional services and programs
- The College will capitalize on information resources and research to enhance its capacity for informed decision-making and institutional improvement
- The Hampton Campus will be transformed to provide a more appealing, engaging, and functional environment for students, employees, and community members

Our Core Values

Students First — We are passionate about our students’ success and their futures and committed to providing outstanding education and training opportunities in a supportive collegiate environment that will equip students to compete in the global workforce.

Educational Excellence — We value high standards for learning and appreciate our dedicated faculty and staff who create learning environments that stimulate intellectual growth and academic achievement, encourage life-long learning, and help students realize their dreams.

Community Responsiveness — We affirm our commitment to meeting the education and workforce training needs of our community and building strong innovative partnerships that support the economic vitality of the region.

Integrity — We expect everyone to take responsibility for his or her actions, to engage in ethical behavior and to impart honesty, trust and transparency in all interactions.

Diversity — We are committed to exploring and understanding our similarities and differences and fostering inclusive working and learning environments that promote respect and appreciation for our diverse cultures, beliefs, lifestyles, and perspectives.

Mutual Respect & Shared Governance — We value the contributions of everyone, encourage the sharing of ideas, and commit to equitable treatment in all that we do. We acknowledge a shared responsibility for institutional success and improvement, and commit to shared decision making characterized by broad participation, openness and teamwork.

1.3100 Code of Ethics

Thomas Nelson Community College is committed to supporting a collaborative environment, noteworthy for its civility, integrity and mutual respect. The Code of Ethics establishes high standards of professionalism for employees and students.

Excellence — We establish high standards in and out of the classroom and strive for excellence in all we do.

Respect — We respect every individual and practice civility in our communication and conduct.

Integrity — We reflect the principles of honesty, fairness and integrity in our communication and action to create a just and equitable learning and working environment.

Diversity — We promote an inclusive working and learning environment with respect for and understanding of our individual differences, diverse cultures and beliefs.

Responsibility — We are accountable for our decisions and actions, and we exercise good stewardship of human and material resources.

Compliance — We uphold the regulations, codes and statutes of the Commonwealth of Virginia and the policies, procedures and protocols of Virginia's Community Colleges and Thomas Nelson Community College.

Cooperation — We are committed to working collaboratively to achieve our goals.

Thomas Nelson offers employment opportunities in accordance with state, federal, and Virginia Community College System policies, supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, disability, veteran status, sexual orientation, or political affiliation.

1.3200 Strategic Plan 2020

On April 22, 2015, the Thomas Nelson Community College Board approved the Strategic Vision 2020 – Shaping our Future.

Appendix 1-A: TNCC 2020: Shaping Our Future

1.3300 Instructional Programs

The college provides financially accessible, high-quality, comprehensive educational programs and services to meet the educational needs of citizens of all ages and to support the economic development of the Commonwealth. To this end, the college offers the following degrees and programs:

A. Career and Technical Education Programs

These programs are designed to meet the increasing regional demand for technicians, paraprofessionals, skilled craft workers, and specialized office workers in industry, business, government, and other professional fields. The curricula are planned primarily to meet the needs of workers in the region being served by the college. These programs normally require two years or less of training beyond high school to prepare students for success in meeting the demands of business, engineering, health, industry, service, and other technical and occupational fields.

The Associate of Applied Arts Degree (A.A.A.) is awarded to students majoring in one of the arts-related curricula and planning to obtain full-time employment immediately upon graduation from the community college.

The Associate of Applied Science Degree (A.A.S.) is awarded to students majoring in one of the c-technical curricula and planning to obtain full-time employment immediately upon graduation from the community college.

B. College Transfer Education

College transfer programs are designed to include the first two years of a four year program in arts and sciences and pre-professional programs meeting standards acceptable for transfer to a baccalaureate degree programs. These programs are equal in content and quality to those provided in four-year, degree-granting institutions to facilitate the transfer of students from the community college to four-year colleges and universities. Transfer awards offered by Thomas Nelson include:

Associate of Arts degree (AA): A two-year degree program that parallels the first two years of a Bachelor of Arts degree at a four-year institution. Liberal studies focus on the fine arts, languages, literature, philosophy, humanities and the development of critical thinking skills.

Associate of Science degree (AS): A two-year degree program that parallels the first two years of a Bachelor of Science degree at a four-year institution. Courses focus on preparing students for entry into education, business, science, engineering, and social science fields.

C. Certificates

The Certificate is an award representing one year of study (30-45 credits), designed to prepare students for entry-level positions and/or advancement in a variety of technical, semi-professional, and skilled craft fields in business and industry.

D. Career Studies Certificate

The Career Studies Certificate is an award representing less than one year of study (9-29 credits), designed to provide training and prepare students for certification and/or immediate employment in a number of technical fields.

E. Dual Enrollment

The dual enrollment program is an arrangement between local high schools and Thomas Nelson that allows qualified students to meet high school graduation requirements while earning college credit. High school juniors and seniors may be eligible to participate in dual enrollment programs, provided they demonstrate readiness for college-level course work through the college's mandatory placement testing program and meet all other admission requirements. Documentation of parental permission is required for all dual-enrollment students.

F. Developmental Studies

Developmental courses prepare students for enrollment in the college's various programs by helping them develop the basic skills and understanding in reading, writing, and mathematics necessary to succeed in college-level courses. Mandatory placement testing determines whether students are required to enroll in developmental courses prior to enrolling in college credit courses.

G. Workforce Training and Continuing Education Programs

The Office of Workforce Training and Continuing Education works with the community, government, education, business and industry partners, and the academic units of the college to develop and deliver non-credit workforce training courses and contract credit programs to individuals and organizations throughout the region. The Workforce Development Programs at Thomas Nelson are designed to satisfy the vocational development, professional development, and personal growth needs of adults and workers on the Virginia Peninsula.

Continuing Education Programs include credit and non-credit courses, seminars, and workshops for individuals who wish to continue or expand their learning experiences.

1.3400 General Education Requirements

General education is a required component of all degree programs and selected certificate programs at Thomas Nelson. General education requirements address the knowledge, skills, attitudes, and values characteristic of educated persons. They are unbounded by disciplines and honor the connections among bodies of knowledge. Thomas Nelson degree graduates will demonstrate competency in following education areas: communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning.

1.4000 Thomas Nelson Campus Locations

Thomas Nelson has two academic campus locations: The Hampton Campus and the Historic Triangle Campus. Additionally there are three off-site educational center which include Thomas Nelson Workforce Center, Southeast Higher Education Center, and the Peninsula Workforce Development Center.

Appendix 1-B: Thomas Nelson Campus Locations

2.0000 FUNCTIONS, DUTIES, AND RESPONSIBILITIES

2.1000 External Governing Boards and Advisory Committees

2.1100 Virginia State Board for Community Colleges

The State Board for Community Colleges is the body responsible for the control, administration, and supervision of all public community colleges in the Commonwealth of Virginia. It is the governing board for the Virginia Community College System and Thomas Nelson Community College.

The State Board consists of fifteen members appointed by the governor, subject to confirmation by the General Assembly. The members are charged with the responsibility of serving the best interests of the whole state. A principal objective of this board is to provide and maintain a system of comprehensive community colleges through which appropriate educational opportunities and programs shall be made available throughout the state. In providing these offerings, the board recognizes the need for excellence in all curricula and endeavors to establish and maintain standards appropriate to the various purposes the respective programs are designed to serve.

The board has the right to confer diplomas, certificates, and associate degrees. The State Board also establishes the policies providing for the creation of the Thomas Nelson Community College Board and the procedures and regulations under which the local board operates.

Appendix 2-A: Thomas Nelson Community College Organization Chart

2.1200 Thomas Nelson Community College Board

The Thomas Nelson Community College Board acts in an advisory capacity to the State Board for Community Colleges, the College President, and the Chancellor. It is composed of members appointed by the local jurisdictions, which are served by the college.

The College Board performs duties as delegated by the State Board for Community Colleges. Among the powers and duties of this local board are the following: to serve as the liaison agency between the State Board for Community Colleges and the governing bodies of the local political subdivisions; to be responsible for promoting the development and implementation of an adequate program of community college education under the administration and supervision of the State Board for Community Colleges; to be responsible for eliciting community participation in program planning and development; to approve, upon the recommendations of the College President, all appointments of members of local advisory committees for specialized programs and curricula; to make recommendations to the State Board on the development of the campus site plan and on the design and construction of college facilities; to participate with the Chancellor and the State Board in the selection, evaluation, and removal of the College President; to review all proposals for new or discontinued curricula; to encourage community support of the college and its program, including the encouragement of local financial contributions from the local political subdivisions and other agencies for funds to supplement the basic facilities and programs provided by the State Board for Community Colleges; to approve the annual local funds budget as prepared by the College President and to forward its recommendation on the budget to the State Board for Community Colleges; and to participate in the evaluation of the college and its programs.

2.1300 *Advisory Committees for Specialized Programs*

Local curriculum advisory committees contribute their experience to the development and evaluation of the college’s specialized programs, curricula, and college publications. The President of Thomas Nelson recommends for approval members of the local advisory committees to the Thomas Nelson Community College Board.

2.2000 *Virginia Community College System*

The Virginia Community College System (VCCS) is the agency responsible for the administration and supervision of the system of community colleges in the Commonwealth of Virginia under the authority of the State Board for Community Colleges (SBCC).

The chancellor is the chief executive officer of the Virginia Community College System and serves as the secretary of the SBCC. The chancellor is appointed by the State Board for Community Colleges.

It shall be the duty of the chancellor to formulate such rules and regulations and provide such assistance in the office of the chancellor as shall be necessary for the proper performance of his or her duties. The state board prescribes the duties of the chancellor, in addition to those duties otherwise prescribed by law; and, at its discretion, approves the appointment of such agents and employees as may be needed by the chancellor and the VCCS in the exercise of the functions, duties, and powers conferred and imposed by law, to effect a proper organization to carry out these duties.

Appendix 2-B: Colleges of the Virginia Community College System

Appendix 8: Thomas Nelson Online Resources: Responsibilities of the VCCS Board and System

2.2100 *Chancellor’s Faculty Advisory Committee*

The Chancellor’s Faculty Advisory Committee serves in an advisory capacity to the Chancellor of the Virginia Community College System on system-wide issues. The committee meets at the call of the Chancellor to deliberate and make recommendations on items in a formal agenda set by the Chancellor.

Membership consists of one faculty member from each of the VCCS colleges, elected by the Thomas Nelson Faculty Senate.

2.2200 *Faculty Senate of Virginia*

The Faculty Senate of Virginia acts as a representative voice for private and public college and university faculties in the Commonwealth of Virginia. The Faculty Senate shall act in an advisory and resource capacity in matters of higher education and to participate in forming policies on academic, educational, administrative, and professional concerns affecting its constituent faculty.

Membership from Thomas Nelson consists of one faculty member elected by Senate who must be a current member of the Faculty Senate.

2.3000 Thomas Nelson Boards and Advisory Committees

2.3100 Thomas Nelson Governance Committees

2.3200 Internal Governance Committees

As part of its Core Values, Thomas Nelson Community College has a strong commitment to Mutual Respect & Shared Governance: “We value the contributions of everyone, encourage the sharing of ideas, and commit to equitable treatment in all that we do. We acknowledge a shared responsibility for institutional success and improvement, and commit to shared decision making characterized by broad participation, openness, and teamwork.” A major way of realizing this value is through College’s governance committees. Through these committees, there is an organized and appropriately representative process for reviewing issues, for soliciting input, and for making recommendations and decisions that ensure the effective operation and strategic advancement of the College.

Each governance committee is assigned reporting responsibility to the President or a member of the President’s Cabinet. The membership of governance committees is established in the descriptions that follow. Those who hold membership on a given committee by virtue of position, appointment, or election are expected to participate actively and constructively on the committee as part of their College responsibilities.

The person to whom a committee reports (President, Vice President, or Director) receives the reports and recommendations of the committee and determines any follow-up action to be taken. In instances involving changes to institutional policy, the matter will be referred to the President for consideration by Cabinet. The person to whom the committee reports is responsible for informing the committee members of the action taken on committee reports and recommendations.

In addition to the governance committees, there are four constituency groups representing members of the college community in accord with their responsibilities: Faculty Senate, College Support Staff Association, Council of Mid-Level Managers, and Student Government Association. These constituency groups organize themselves in accord with the needs of their membership. The leadership of the constituency groups have direct access to the President and appropriate Cabinet members, and they have membership on the College Council.

As needed, ad hoc committees, task forces, and informal work groups may be formed to address specific issues. In such instances, care should be taken to ensure that proper communication and coordination occur with any standing governance committee that has purview for the issue under consideration.

The charge of each committee at Thomas Nelson is included in sections 2.3300-2.3900. Detailed information on committee membership, terms, requirements, and processes are detailed in the *Thomas Nelson Community College Governance Committees* document.

Appendix 2-C: Thomas Nelson Community College Governance Committees

2.3300 Committees Reporting to the President

A. Cabinet

The President's Cabinet provides oversight for the effective operation of the college in accord with its mission, strategic goals, and leadership for the advancement of the college. The Cabinet reviews and provides advice to the President for all matters of institutional policy, budget, allocation of personnel, and major issues related to programming and institutional practice.

B. College Council

The College Council makes recommendations to the President on policy changes that enhance the college mission to its student population: credit, non-credit, Middle College, dual enrollment, co-enrollment and community services. The membership collaboratively explores major college concerns.

The College Council is a non-voting body that advises the President. Final decisions on matters under consideration rest with the College President. The College President may decide to invite additional persons to serve on the College Council, depending upon the issues under consideration.

C. Institutional Effectiveness Committee

It shall be the duty of the Institutional Effectiveness Committee to provide institutional guidance on the College's continuous improvement processes. The Committee shall be responsible for the following:

1. Evaluation of the college's institutional effectiveness framework, to include institutional policies, procedures, and timelines relative to all aspects of institutional effectiveness.
2. Review and analysis of the college's overall efforts and accomplishments relative to institutional effectiveness, and identification of recommended next steps for the institution based on that integrated evaluation.
3. Monitoring of institutional progress toward achievement of the college's strategic plan and related goals.

The Committee will help ensure that institutional effectiveness processes are on-going, integrated, research-based, and college-wide. Recommendations based on Committee review and analysis will be provided to the College President.

D. Appointments Advisory Committee (multi-year contracts and promotions)

The Appointments Advisory Committee provides information and advice on all teaching faculty and counselors eligible for three- and five-year (multi-year) appointments and on all teaching faculty and counselors eligible for promotion. The committee will follow the processes described in Thomas Nelson's *Administrative Policy Manual*, section 3.13.

2.3400 Committees Reporting to the Vice President for Academic Affairs

A. Academic Calendar Planning Committee

The Academic Calendar Planning Committee is charged with recommending the academic calendar to be followed each year. It is responsible for a calendar that includes the approved number of class days, final examination schedule, faculty professional development days, and College holidays (when they affect the class day count) by semester.

B. Curriculum Committee

It shall be the duty of the Curriculum Committee to review all requests for the establishment of new curricula and courses, or for the modification or elimination of existing curricula and courses as stated in the *College Catalog*. The committee makes recommendations to the Vice President for Academic Affairs (VPAA) who serves as committee chair.

C. Honors Council

The Honors Council will develop and implement a comprehensive honors program at Thomas Nelson that promotes undergraduate research, critical thinking, problem solving, innovation, creativity and academic excellence by providing students an opportunity to do individual projects under faculty mentors or to take classes with other Honors students. The Council will make recommendations about the organization, offerings, policies, procedures, and processes of the Honors Program. The Council will also determine student eligibility for enrollment, review and approve course and project proposals, and conduct program assessment as appropriate to ensure program quality.

D. Faculty Hearing Panel (Faculty Grievance)

The Faculty Hearing Panel members recommend a slate of prospective members, whose purpose is to provide a fair process for resolving complaints or disputes, as listed in the *Faculty Grievance Procedure* (Section 6.2100) of the *Faculty Handbook*.

2.3500 Committees Reporting to the Vice President for Student Affairs

A. College Enrollment Team (CET)

Serving under the guidance of the Vice President for Student Affairs committee members will serve as a participatory committee to develop a comprehensive, holistic, and integrated approach to developing a college wide enrollment management plan while making recommendations for course scheduling, and student success strategies to improve access, processes, persistence and completion.

B. Cultural Affairs

Serving under the guidance of the Vice President for Student Affairs, committee Cultural Affairs Committee members will serve as a participatory committee to increase awareness and appreciation of the college's diverse populations found throughout the College community.

C. Admissions Committee

The Admissions Committee recommends action on the appeals of students who have been academically suspended from the college or from another institution or who are not otherwise eligible for admission to the college and who are seeking admission or readmission. The committee may recommend three distinct actions: (1) denial of admission, (2) delay of admission, or (3) admission with restrictions.

D. Student Discipline Hearing Panel

The Student Discipline Hearing Panel members provide a slate of prospective members for the Discipline Committee as provided for in the Student Code of Conduct.

2.3600 Committees Reporting to the Vice President for Finance and Administration

A. Budget Advisory Committee

The Budget Advisory Committee educates staff on the budget development process. Provides feedback to campus community.

B. Environmental Sustainability Committee

This committee is responsible for recommending sustainability efforts for Thomas Nelson, beginning with recommendations from the report prepared the previous spring.

C. Facilities Committee

The Facilities Committee is responsible for reviewing the College's Facility needs, including Capital Outlay (major construction/renovation), minor construction, major maintenance and repair, and ADA needs. In the fall of each year, the Committee will review a listing of these projects. The Committee is also charged with monitoring the College's health and safety standards and making recommendations to rectify identified problems.

2.3700 Committees Reporting to the Vice President for Institutional Advancement

A. Performing Arts Committee

The Committee's purpose is to increase awareness and appreciation of the performing arts and to maximize the resources of the College to provide opportunities for community and campus engagement in support of the performing arts.

Membership is continuous for VPIA, Dean of academic division to which performing arts reports, MTCA Manager, and Chair of the Performing Arts Department. A two-year rotation for the other members.

B. Social Affairs Committee

The Social Affairs Committee is responsible for improving the campus climate by making arrangements for employee social functions and other social events

2.3800 Committees Reporting to the Director of Human Resources

A. Diversity and Inclusion Committee

The Committee's purpose is to enhance the college's understanding of diversity and inclusion through venues which will celebrate humanity's similarities and differences.

B. Professional Development Committee

The Professional Development Committee will identify the types of professional development activities, workshops, institutes and other training opportunities the college should offer its employees in support of continuous learning and the enhancement of leadership abilities at all levels.

2.3900 Committees Reporting to the Director of Information Technology

A. Technology Committee

The Technology Committee is responsible for assisting in developing, reviewing, and revising the annual college Technology Plan. The plan will be aligned with VCCS and college strategic goals and objectives. The committee will also help establish priorities for the allocation of technology resources.

B. Distance Learning Committee

The purpose of the committee is to provide a forum and mechanism for creating, developing, and improving the distance learning experience at Thomas Nelson Community College.

C. Emerging Technologies Committee

The overarching purpose of the Emerging Technology Committee is to develop a long-term technology-based plan to foster innovation and high performance across Thomas Nelson Community College.

2.4000 Constituency Groups

2.4100 Faculty Forum / Faculty Senate

The members of the Faculty Forum shall be all full-time faculty whose positions are not directly involved in administration, i.e., who hold a position on the organization chart beneath the level of Dean, Director, or Coordinator. The elected Adjunct Faculty Senators shall also be members of the Faculty Forum. The *Faculty Senate* is the representative governing body of the Faculty Forum. Detailed information on Forum and Senate membership, terms, requirements, and processes are detailed in the Thomas Nelson Community College Faculty Forum Constitution.

Appendix 2-D: Constitution of the Faculty Forum of Thomas Nelson Community College

Standing committees of the Faculty Forum received their charges from the Faculty Senate Executive Board. These committees include:

Academic and Professional Affairs Committee

It shall be the duty of the Academic and Professional Affairs Committee to review state and local matters concerning academic policy regarding professional rights and responsibilities, personnel policies and procedures, and the interpretation of such policies and procedures.

Adjunct Faculty Issues Committee

It shall be the duty of the Adjunct Faculty Issues Committee to consider concerns of the adjunct faculty at Thomas Nelson Community College and to report these concerns to the Faculty Senate for action. The committee shall insure that the college adjunct faculty members are represented in the Senate, with inclusion of at least one adjunct faculty member from each division, on the committee.

Faculty Evaluation Committee

It shall be the duty of the Faculty Evaluation Committee to review the college plan of faculty evaluation, to consider any proposals referred to it concerning the college plan, and to make recommendations to the Senate for any modification of the plan.

Faculty Handbook Committee

It shall be the duty of the Faculty Handbook Committee to endeavor to keep the document current and authoritative through regular and timely review and approved revisions throughout the academic year. In addition, the committee shall make recommendations to the Senate for revisions deemed necessary for clarity, accuracy, and ease of use.

2.4200 Student Government Association

The SGA represents the interests of all students at Thomas Nelson and includes students from the Hampton and Historic Triangle campuses. SGA officers and representatives serve on college committees, oversee student clubs and organizations, represent student concerns, and work with Student Activities to provide services and activities for students.

2.4300 Council of Mid-Level Managers

The purpose of this organization is to provide a structure for regular communication among its members and a vehicle of communication between the collective members and the President and Senior Leadership (referred to as the President's Cabinet) of Thomas Nelson Community College to support the mission and vision of the college.

2.4400 College Support Staff Association

The purpose of the College Support Staff Association (CSSA) is to provide a communication link between administration, faculty, and staff, and to provide a forum whereby staff members have a voice in working conditions, college policies, professional development, and other matters affecting the staff at Thomas Nelson Community College. All classified (P3) and hourly (P14) employees of Thomas Nelson Community College are members of the CSSA and are encouraged to become involved in the organization. The CSSA is actively involved in the college community. Scholarships and professional development activities, sponsored by the association, are offered throughout the year for the benefit of college employees. In addition, community, fund-raising, and social activities are sponsored throughout the year.

3.0000 INSTRUCTIONAL POLICIES AND PROCEDURES

3.1000 Classroom Control

The college places upon the instructor the responsibility of upholding the rules and regulations of the college governing student conduct in the classroom. Instructors should not jeopardize the progress of a class by permitting the continued presence of any student whose behavior in any way adversely affects the class. While the responsibility for, and the administration of, classroom discipline ordinarily rests with the instructor, the academic dean, counseling center, office of student affairs, and campus police can be supporting resources.

The student's failure to meet standards of conduct acceptable to the college may result in disciplinary probation or dismissal, depending upon the nature of the offense. Counselors support faculty in the classroom by providing information on how to make a referral.

Appendix 3-A: Academic Misconduct/Disruptive Student Faculty Referral Form

Appendix 3-B: Personal Individual Consultation Form

Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Counseling Services

3.1100 Confidentiality of Student Records

Faculty have access to student information for purpose of viewing class rosters, advising, and submission of grades. Access to student information for these purposes is located under "MyTNCC" on the Thomas Nelson website homepage, www.tncc.edu. Information is located under Faculty Center or Advising Center within the Student Information System (SIS).

No student record or evaluation of a student record should be released to any outside person or agency unless a student signs a Family Educational Rights and Privacy Act (FERPA) Release Form granting such release, or the information is considered public information under the federal *Family Educational Rights and Privacy Act of 1974--Public Law 93-380*. Items currently considered public information include

- A. Whether or not a student is or has been admitted and/or enrolled at Thomas Nelson (beginning and ending dates may be given).
- B. Curriculum in which a student is currently enrolled.
- C. Degrees or certificates awarded.
- D. Honors received.
- E. Date of graduation.

Recommendations for students which require statements regarding grades, dates of attendance, part-time/full-time status, disciplinary records, or any other information not considered public information should be given only after the student has signed a FERPA release form. If a faculty receives inquiry regarding student grades, other than from the student, the person inquiring should be directed to the Registrar's Office 757.825.2736. See the current edition of the *Student Handbook* for additional information about the confidentiality of student records.

3.1200 Tests and Final Examinations

Students are expected to take tests and examinations at the regularly-scheduled time; students should make arrangement for exceptions with the faculty member in advance. Proctoring is provided for make-up tests for students who have missed a classroom test, distance learning tests, and for students with disabilities in accordance with the guidelines offered by the College Disability Coordinator. Many distance learning courses require proctored exams as part of the course assessment process. Proctored exams are typically administered at an on-campus location, or at an approved remote site or institution. The Make-up and Distance Learning Testing Center provides a quiet and proctored setting for student testing. Students must arrive at least one hour prior to closing and must present photo identification. Hours vary according to the *Academic Calendar*.

Hampton Campus: Located in Wythe Hall, Room 254; (757) 825-3540

Historic Triangle Campus: Located in Room 117; (757) 258-6538

Appendix 8: Thomas Nelson Online Resources: Testing Center

Each faculty member is required to administer a final examination or provide an appropriate evaluation. The final exam schedule is posted in the beginning of each semester on the Thomas Nelson Website. The Academic Dean must approve any variations from the posted schedule.

Appendix 8: Thomas Nelson Online Resources: Exam Schedules

The faculty member is responsible for the direct supervision of the test or examination, unless the exam is conducted in the testing center. Tests and examinations should be kept in the personal possession of the teaching faculty or under lock until the scheduled testing time.

Faculty may use the writing/testing centers to administer exams. In this situation, writing/testing centers personnel are responsible for the security of the exams. The faculty member is responsible for the direct supervision of the test or examination. If a student fails to appear for a scheduled test or examination, the student must contact the faculty member to make appropriate arrangements. Each teaching faculty member is required to give a final examination or provide an appropriate evaluation. Divisional files must contain copies of appropriate evaluative instruments and final examinations for institutional self-study. Teaching faculty is required to keep the final examination papers and evaluative instruments of students on file for three years, in the event that any question arises concerning grades. Students have the right to review final exams for one semester after the end of the term in which the final exam was taken. Any deviation from the final examination schedule must be approved by the Academic Dean.

Appendix 3-C: Make-up Testing Form

3.1300 Absence of an Instructor from a Class

If teaching faculty members must miss a class, they must notify their Academic Deans as far in advance as possible so that adequate provisions can be made for the class. For planned or sick leave an absence request through the MyTNCC, VCCS Human Resource System Time reporting web portal is required.

If the absence is unplanned, faculty should notify the division office as soon as possible. If the division office is closed, faculty should leave a voice mail message and an email to inform the

division office. Faculty is advised to email classes through Blackboard to notify them of an unexpected absence. For the leave procedures, refer to section 6.4200.

3.1310 Unexpected Delay of an Instructor in Meeting a Class

When possible, a faculty member who is delayed should notify the appropriate division office. The appropriate administrator shall post a notice in the classroom giving instructions to the students. Students must wait for their instructor for fifteen minutes for a fifty-minute class. For a longer class, students should wait thirty minutes. If no instructor or other instructions arrive during that time, the students may leave.

There may be occasions when an instructor fails to show up for the class. Students should be instructed, through the syllabus, to wait fifteen minutes in the event that the instructor was delayed in traffic. If, after that time, the instructor is still a no-show, a sign-in sheet should be passed among the students, listing the class name, room number, and name of instructor. One student shall be responsible for delivering the sign-in sheet to Campus Police. Campus Police will forward the sheet to the appropriate Dean the next day.

3.1315 Taking Attendance

Faculty members must take attendance in every class, using the most current version of the class roster as available through MyTNCC Faculty Center. "Attendance" in an online class may be documented by participation in class activities and/or completion of assignments. Any student on the roster who has not attended class by the drop/add date (the last day to drop with tuition refund) must be reported to the Academic Dean specified as the Last Date Attended. The effect of this process is to "delete" the student's enrollment. By VCCS policy, never-attending students may not be assigned a letter grade (to include "W"), and their enrollment must be deleted within one week following the drop/add date.

In the event that a student has been reported as "never-attending," and requests to be reinstated, he or she may be reinstated only with the authorization of both the faculty member and Academic Dean.

Full-time faculty will keep class attendance records for three years. Adjunct faculty members will submit their class attendance when they submit their grades. Division offices will be responsible for storing the class attendance.

1. Before the date to drop with a tuition refund, the faculty will note on class rosters which students have not attended a traditional class or not participated in an online class. These rosters are submitted to the Division Office by the date specified by the Academic Dean.
2. The last day to withdraw without an academic penalty occurs at the 60% date of the semester or session; up to that point, a student can earn a grade of "W". After this date, a "W" may be awarded only for mitigating reasons. Otherwise, after this date, an "F" or "U" should be assigned if a student is withdrawn because his/her absences constitute unsatisfactory progress in the course.

Appendix 3-D: How to Submit a Class Roster

3.1400 Speakers Not Affiliated with the College

When a faculty member wishes to invite a guest speaker who is not a member of the Thomas Nelson faculty, he or she must obtain approval from the Academic Dean well in advance of the proposed appearance date. A parking pass for the guest speaker must be obtained from the Campus Police.

3.1500 Expressive Activity

As an institution of higher education, the college recognizes and embraces its responsibilities to be a “marketplace of ideas” where diverse viewpoints can be expressed, explored, discussed, and debated. That is an integral part of the American collegiate experience. The College’s Statement of Core Values is explicit on this matter: “We are committed to exploring and understanding our similarities and differences and fostering inclusive working and learning environments that promote respect and appreciation for our diverse cultures, beliefs, lifestyles and perspectives.” Thomas Nelson lives by this value not only in the structured activities of our classrooms and offices but throughout the campus. Therefore, the college allows for individuals to engage in expressive speech in open areas of the campus.

For additional information on the Expressive Activity Policy, see section 12.15 of the *Administrative Procedures Manual*.

3.2000 Grading System**A. Grade Point Average (GPA)**

The grade point average (GPA) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted. Courses that do not generate grade points are not included in credits attempted (Developmental Credits). The GPA is carried out to two digits past the decimal point (example 3.75). No rounding shall be done to arrive at the GPA. When a student repeats a course, the college counts only the last grade earned in the computation of the cumulative GPA and the curriculum GPA for graduation.

B. Explanation of Grades

In order to receive any letter grade, a student must have attended a minimum of one class meeting or the equivalent in the case of a distance learning course. In a distance learning course participation-- as measured by accessing and using course materials, completion of a class assignment, participation in a course discussion, or other evidence of participation-- determines initial student attendance. Students who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the drop/add date or earlier date, as defined and published by the institution, must be administratively deleted from the course by the college. Existing college policies regarding tuition refund shall remain in effect.

The grades of “A,” “B,” “C,” “D,” “P” and “S” are passing grades. Grades of “F” and “U” are failing grades. Students should be advised that grades below “C” are usually not accepted for transfer.

The quality of performance in any academic course is reported by a letter grade. These grades denote the character of work and are assigned grade points as follows:

A = Excellent	4 grade points per credit
B = Good	3 grade points per credit
C = Average	2 grade points per credit
D = Poor	1 grade point per credit
F = Failure	0 grade point per credit
I = Incomplete	No grade point credit. The incomplete (I) grade is used only for verifiably unavoidable reasons a student is unable to complete a course within the normal course time. To be eligible to receive an “I” grade, the student (1) must have satisfactorily completed more than 60% of the course requirements and (2) must request the faculty member to assign the “I” grade and indicate why it is warranted. The faculty member has the discretion to decide whether the “I” grade will be awarded. Since the “I” grade extends in the course, requirements for satisfactory completion should be established through consultation between the faculty member and the student and documented on the “I” Incomplete Grade Form, 199-11. In assigning the “I” grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relationship to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies the default grade (“B,” “C,” “D,” “F,” “P,” “R,” or “U”) based upon course work already completed. Completion dates may not be set beyond the subsequent semester (to include summer term) without written approval of the Chief Academic Officer of the campus (the President). The student will be provided a copy of the documentation. All “I” grades that have not been changed by the faculty member through the normal grade change processes will be subsequently changed to the default grade assigned by the faculty member. An “I” grade will be changed to a “W” only under documented mitigating circumstances, which must be approved by the Chief Academic Officer of the campus (the President).

If the instructor continues employment at the college during the semester following the “I” grade assignment, that instructor will make the final grade determination. If the instructor is no longer employed at the college during the semester after the “I” grade assignment, the Academic Dean or designee will complete the change by referring to the “I” form 199-11. Once the “I” grade change has been made by the instructor, or Academic Dean when appropriate, the Grade Change Form (303-12) will be sent from the division to the Office of Enrollment Services for processing to the student's academic record.

P = Pass	No grade point credit. Applies only to non-developmental courses. The P/U grading option may be used for an entire section of any course but not for a single individual within a course. Use of this grade must be approved by the Academic Dean. Grades of “P” are not included in grade point average calculations. Only seven credit
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hours of “P” grades may be applied toward graduation.

- R = Re-Enroll** No grade point credit; the re-enroll “R” grade may be used as a grade option, in developmental and college ESL courses only, to indicate satisfactory progress toward meeting course objectives. To complete the course, the student must re-enroll. In order to complete course objectives, students receiving an “R” grade must re-enroll in the course and pay the specified tuition.
- S = Satisfactory** No grade point credit. Used only for satisfactory completion of a developmental studies course (numbered 1-9). Grades of “S” are not included in grade point average calculations.
- U = Unsatisfactory** No grade point credit: Applies only to developmental studies, non-credit courses, and selective credit courses.
- W = Withdrawal** No credit. A grade of “W” is awarded to students who withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60% of the session. To ensure that students remain in good standing, they must initiate the withdrawal via the student information system prior to the completion of 60% of the session. After that time, the student will receive a grade of “F”. Exceptions to this policy may be made under mitigating circumstances that must be documented and approved by the instructor, division dean, and Vice President of Academic Affairs. A copy of the documentation must be placed in the student’s academic file. Thomas Nelson Student Enrollment Form (1153-12) is used to request and process the withdrawal.
- X = Audit** No credit. Permission of the Academic Dean or another appropriate academic administrator is required for a student to audit a course. Students may change courses from audit to credit, or credit to audit within the add/drop period of the course. With permission of the appropriate Academic Dean, a student may register for a course on an audit basis without taking the examination or receiving credit. The regular tuition and fee rate is charged. Requests for credit enrollment in a class will be given priority over audit enrollment. Audited courses carry no credit and do not count as part of one’s course load. Students desiring to change status in a course from audit to credit must do so within the drop/add (refund) period for the session.

C. Grade Reports

Final grade reports are available to the student after the end of each semester via MyTNCC. Final grades are a part of the student’s permanent academic record. Errors should be reported to the Office of Enrollment Services within six weeks of the end of the semester in which the grade was given. Normally, a change of grade(s) cannot take place after the semester following the issuance of the grade.

Appendix 3-E: How to Record Grades

Appendix 8: Thomas Nelson Online Resources: MyTNCC

D. Academic Renewal

Enrolled students who have returned to the college after a separation of five years or more and who have completed twelve or more grade point credit hours with a minimum 2.5 grade point average may petition for academic renewal. A 2.5 GPA must be achieved based upon a calculation of all courses and attempts within the qualifying period of re-enrollment. Students must submit the Academic Renewal Petition form to the Office of Enrollment Services.

If a student is determined to be eligible for academic renewal, “D” and “F” grades earned prior to re-enrollment will be deleted from the cumulative and curricular grade point average (GPA), subject to the following conditions:

1. Prior to petitioning for academic renewal, the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 GPA in the first twelve grade point credit hours completed after re-enrollment.
2. All grades earned at the college remain a part of the student’s official transcript.
3. Students will receive degree credit only for courses in which grades of “C” or better were earned prior to academic renewal, providing that such courses meet current curriculum requirements.
4. Academic renewal may be granted only once and cannot be revoked once approved.
5. Academic renewal may affect financial aid or leadership eligibility. These issues should be explored with a counselor before the student petitions for academic renewal.

3.3000 Curriculum Development

Thomas Nelson Community College places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. It shall be the duty of the Curriculum Committee to review all requests for the establishment of new curricula and courses, or for the modification or elimination of existing curricula and courses as stated in the *College Catalog*. The committee makes recommendations to the VPAA.

Faculty members wishing to effect curricular change/s must first seek approval from their program head or department chair. The program head/department chair will submit proposals to the appropriate academic Dean no fewer than 3 weeks prior to a scheduled curriculum committee meeting.

The Academic Dean will send approved curriculum proposals to the Curriculum Specialist of the VPAA’s office no fewer than 2 weeks prior to a curriculum committee meeting. Submissions received after this deadline will be reviewed at the following month’s meeting.

The VPAA will present recommendations from the Curriculum Committee to the College Cabinet, the College President, and any other appropriate bodies.

The office of the VPAA will forward final recommendations to the Chair of the Curriculum Committee, the Recording Secretary of the Curriculum Committee, and the Curriculum Specialist. The VPAA’s office will communicate the final status of all proposals to those who originally presented the curricular change.

The VPAA’s office will inform the college community of all approved proposals.

Rejected proposals will receive comments and recommendations from the rejecting body (whether Curriculum Committee or the College Board, etc.) sent to those who submitted the curricular change.

3.3200 Textbooks

It is the responsibility of the Faculty to select textbooks, which will promote effective learning. Instructors, because of their knowledge of the subject, are well qualified to select texts. Textbooks should be reviewed periodically. Recommendations for the selection of textbooks and changes should be made through the department head/ program chair to the Academic Dean. Adoption forms are distributed to the departments approximately one month in advance of the due date. Approvals from Academic Deans are required for all adoptions and changes.

Offered through Thomas Nelson's ongoing partnership with Follett Higher Education Group, bookstores are located in Griffin Hall on Thomas Nelson's Hampton campus and at its Historic Triangle campus on the first floor.

See Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Bookstore

Each Academic Dean is responsible for ordering the textbooks and materials for each course and for adhering to reasonable standards of cost. The Academic Dean will submit orders for textbooks and materials directly to the appropriate campus bookstore. Copies of textbook orders sent to the bookstore should be maintained in the division office for two years or according to the state records retention policy.

Desk copies of textbooks for faculty members can be obtained by following division procedures. If a publisher does not provide desk copies of textbooks, the Academic Dean should place an order for the number of textbook copies required for the faculty in that division. These books will then be issued to the division for use by the faculty member. The cost of these textbooks shall be charged to the appropriate division. If there is a cost associated with the desk copy of the textbook, Academic Dean approval is required.

Customized Publications

Any faculty wishing to utilize customized publications must receive approval by the Academic Dean.

3.3300 Course of Studies and Course Syllabi

A. Definition and Purpose

1. *Course of Study*: A course of study is a concise, general purpose document used by all faculty teaching a given course as a common basis for describing the major elements of the course as defined by the VCCS course description. The course content summary is designed by the faculty within the discipline. The course of study is used in the preparation of course syllabi and for various administrative purposes, including description of course content to external parties and students who are seeking advanced standing. There is one official course of study for each credit course offered by the College. Courses of study must include all required components as provided in the official template. The Academic Deans and Vice President for Academic Affairs maintain courses of study in a permanent file.

Appendix 3-F: Course of Study Template

2. *Course Syllabus:* A course syllabus is an outline of a specific plan for conducting instruction in a course developed by the faculty member teaching the course. A course syllabus must include all required components as provided in the official template. The course syllabus will inform the student about the objectives to be achieved, the topics that will be covered, how the course is going to be conducted, student responsibilities, attendance, assignments, other requirements of the course, and how grades will be determined.

Each student will receive a syllabus at the beginning of the course, and the syllabus will be reviewed with students and made available for access on Blackboard.

In addition, faculty may wish to include in the syllabus a statement encouraging students with disabilities to contact a Counselor for Disability Services about accommodations they may need. (A sample statement could be “Students needing classroom accommodations for disabilities should contact the Office of Students with Disabilities to register for support services if they have not already done so.”)

B. Required Elements

1. *Required Elements for Course Syllabus:* The course syllabus must be consistent with the course of study. Each syllabus must contain the following:
 - a. Course number and title.
 - b. Instructor's name, college phone number, e-mail address, and office hours.
 - c. Objectives that students are expected to achieve upon successful completion of the course. These must be consistent with the objectives in the course of study.
 - d. Prerequisites and level of preparation expected to succeed in course.
 - e. Description of how the course is going to be conducted (this is typically a proposed schedule of class meetings). Topics must be consistent with those described in the course content summary.
 - f. Student responsibilities, including required textbook(s), assignments, and other requirements of the course.
 - g. Statement of how grades will be determined including evaluation procedures.
 - h. Selected policies designated by the College.
 - i. Last date to drop for refund.
 - j. Last date to drop for grade of “W”.

Additional information or topics may be included (e.g., department, program specific policies). The information in the syllabus should be organized in a manner that is most

appropriate to the course.

Academic Deans may specify additional required information to be included and/or formats for course syllabi within their division. Academic Deans are responsible for insuring that appropriate course syllabi are developed by each faculty member. Current copies are in the office of the Vice President of Academic Affairs and in each academic division office.

Any policies listed or implied in course syllabi must be consistent with the policies of the college. If there is a conflict between a course syllabus and published college policies, the college policies supersede those listed in the syllabus.

C. Procedure for Revising and Updating Course of Study

1. A course of study should be reviewed as part of the established program/discipline evaluation cycle. Each also may be revised as needed. Courses of study must be updated when revisions are made to the *College Catalog* entries or VCCS course descriptions. A course of study follows the State course descriptions and cannot be changed without going through the proper channels.
2. The initial writing of a course of study and its revision and updating are to be accomplished through the appropriate departments.
3. Members of the discipline and/or Academic Deans may initiate a request for the review and updating of a course of study. Such requests should be directed to the Academic Dean responsible for the appropriate discipline, with a copy to the Vice President for Academic Affairs.
4. All courses of study submitted for permanent files must have a submission date in the lower-left hand corner of the cover page.
5. The Academic Deans and Vice President for Academic Affairs will compile revised courses of study and maintain them in a permanent file.

3.3400 Distance Education

The purpose of distance learning at Thomas Nelson Community College is to support the mission and core values of the College by increasing access to educational programs and services. Thomas Nelson Community College distance learning options improve accessibility by minimizing enrollment barriers due to time constraints, geography, job obligations, and/or family commitments. Thomas Nelson offers degrees, diplomas, or certificates in a variety of occupational/technical and university/ college transfer areas. Distance learning course options provide students with access to many courses which can further their completion of the course requirements in many of these degrees.

Distance learning courses are a flexible and convenient alternative to courses taught on campus. Distance learning courses provide the same content and quality as on-campus courses and have specific online qualities that equal or exceed direct classroom instruction. Distance learning courses take advantage of a variety of online teaching and learning formats. Instead of working under the constraints of classroom times and locations, students are able to work independently, within the requirements of the online course calendar and assignment schedule. There are no additional fees or charges associated with distance learning courses. All distance learning courses are taught using

Blackboard (abbreviated as Bb) and the Internet.

The college also offers a variety of courses for students through Shared Services Distance Learning (SSDL). SSDL courses are Thomas Nelson courses offered in partnership with Northern Virginia Community College (NVCC). These courses allow students to earn Thomas Nelson credit while taking an online course with an NVCC instructor, and uses Thomas Nelson's testing centers to take proctored tests. Information about SSDL courses is available at <http://tncc.edu/students/student-resources/distance-learning/shared-distance-learning-sdl/>.

3.4000 Advising Students

In addition to having a counselor available to each student, a student admitted to a program will be assigned a faculty advisor. The faculty advisor will be a member of the division responsible for the program in which the student has been accepted and, because of the faculty advisor's knowledge of the technical and academic requirements of the program, will become the student's academic point of reference within the college. If the student changes to another program, the student will be assigned a new faculty advisor according to the new program. The faculty member is expected to meet with their advisees several times throughout the semester.

The *College Catalog* contains specific information on academic advising.

A list of assigned advises can be found within "MyTNCC" which is a link located on the Thomas Nelson web site.

Appendix 3-G: Advising Students

3.5000 Faculty Loads (In accordance with the *VCCS Policy Manual*.)

The primary responsibility of a teaching faculty member in the Virginia Community College System is to provide quality instruction to students. Good teaching is demonstrated by working with students in classrooms, laboratories, individual conferences, and related contexts to help students develop their interests and abilities to the fullest. To accomplish this goal, the following workloads are expected of faculty:

A. Classes

1. Faculty teaching loads during the academic year shall include such combinations of on- and off- campus, day, evening, distance learning, and weekend classes as the needs of the College require. Twelve to fifteen (12-15) credit hours and fifteen to twenty (15-20) contact hours per semester are required for all full-time faculty. For the purpose of workload calculations, every lecture hour shall equate to one (1) credit hour and one (1) contact hour; and every laboratory hour shall equate to one-half (1/2) credit hour and one (1) contact hour. When the number of credit hours falls below twelve (12) because of the number of laboratory hours involved, the number of contact hours should be increased to bring the teaching load to the minimum of twelve (12) credit hours (using the standard of two [2] laboratory hours equal one [1] credit hour) or to a maximum of twenty-four (24) contact hours.
2. Faculty teaching loads shall be calculated for the academic year, with a teaching load less than or in excess of normal for the fall semester being compensated for with adjustments in teaching load in the spring semester.

3. A faculty teaching load may also be adjusted by the College to take into consideration such factors as the use of instructional assistance, team teaching, the use of non-traditional instructional delivery systems, special assignments, and curriculum development. Curriculum development exists primarily for the development of a new program or new course in a program and/or the complete revision of an existing course or program.
4. Teaching-load adjustments shall be expressed in terms of an equivalent teaching load for the purpose of computing a faculty member's total teaching load.
5. Distance & Distributive Learning:
 - Class size:
The same procedures used to determine class size in traditional on-campus courses are utilized for distance learning courses. This includes both minimum and maximum numbers of students in a course or section. The course load for newly developed online course delivered for the first time will be one-half the normal size. Note: Exceptions can be made at the Dean's discretion.
 - Course Loads:
Faculty teaching loads during the academic year will include such combination of day, evening, weekend, and distance education classes as the needs of the college require. Full-time faculty are required to teach twelve to fifteen (12-15) credit hours and fifteen to twenty (15-20) contact hours per semester. Teaching responsibilities may include the day and/or evening programs of the college and assignments in the service region in support of the college's efforts to satisfy the educational needs of the citizens of our region.
6. The assignment of teaching loads and the distribution of related work, consistent with approved state and College guidelines, within a given division is the responsibility of the Academic Dean. Further, overall productivity in the total division workload is the responsibility of the Academic Dean. The rationale for the allocation of future faculty and staff positions may be significantly related to the productivity and accountability of a given division. Full-time faculty will be offered a minimum of full-load for the academic year. If a teaching load is less than or in excess of a full load for one semester, the teaching load for the subsequent semester will be adjusted to ensure a full load for the academic year. The Academic Dean will assign a teaching load to full-time faculty prior to consideration of a teaching load for restricted faculty or adjunct faculty.
8. Decisions concerning cancellation of a class due to size are the responsibility of the Academic Dean in collaboration with faculty; however, the Academic Dean makes the final decision.
9. Faculty members are expected to arrange their schedules so as to be available on campus to work with individual students, to participate in student advisement and registration, to contribute to college committees, and to complete any assigned professional duties and responsibilities. Faculty members should recognize that the college requires them to complete tasks that go beyond their activities in the classroom and that many of these tasks require their presence on and off campus.
10. External accrediting agencies may affect teaching loads in certain disciplines. In

specific disciplines external accrediting agencies may require adjustments to class size and course load.

B. Office Hours

To promote the availability of faculty to work with individual students, all full-time faculty members are required to post on or near their office doors a minimum of 10 hours per week as office hours to be available to work with students on their individual academic and occupational problems. All adjunct faculty are required to provide for student advising and related activities. Each adjunct faculty member shall ensure that all students have been informed of the contact details including location and time.

Exception due to distance learning, off-campus assignments, or use of technology to serve students may be approved by the Academic Vice President or designee

3.6100 Substitute Faculty

In cases of faculty absence, continuity of instruction must be maintained. Should a faculty member be absent because of illness or imperative personal reasons for a period of one week or less, the Academic Dean may arrange for other members in the division to substitute for the absent faculty member. The absent faculty member will be charged for personal and/or sick leave and leave must be submitted via MyTNCC. Faculty members whose absence exceeds their available leave credits enter leave without pay status. In cases of extended illness or extended absence because of imperative personal reasons beyond one week, the Academic Dean shall arrange for a temporary replacement upon approval by the Vice President for Academic Affairs.

3.7000 College-wide Learning Resource Center

The college provides a Learning Resource Center (LRC) at each campus, which consists of library services, testing, and learning laboratory facilities. At some campuses, the LRC also provides information technology support services and audiovisual services. The materials, systems, and services are designed to support the programs of the college and to create an environment conducive to learning. While the primary emphasis is directed towards supporting instructional programs at each campus, appropriate services are provided to citizens as a part of the college commitment to serve the educational needs of the community. The college-wide LRC consists of the six campus-level Learning Resource Center and the college staff-level Media Processing Services unit, which provides centralized technical services to all campuses.

The directors of LRC, the chief administrators of LRC, and the coordinator of Media Processing cooperate in the establishment of procedures and policies relating to the general operations of the College-wide LRC. Those policies can be found in Section 2.5 of the *Administrative Services Procedures Manual*.

3.7100 Learning Resources Center (LRC)

The Learning Resource Center (LRC) provides a variety of instructional resources for students, faculty, and the community. The Historic Triangle Campus LRC is located in rooms 100 and 106. The Hampton Campus LRC is located in Wythe Hall. The Learning Resource Centers are comprised of five departments: the Library, Technology Learning Center, College Math Center, College Writing Center, and Peer Tutoring Center.

Materials, systems, and services are selected and designed to support the programs of the college and to create an environment conducive to learning. The Director of Learning Resources works closely with the Academic Division Deans, and Vice President of Academic Affairs to insure Learning Resources offers proper support for the curriculum while adhering to both VCCS and Thomas Nelson policies as outlined in the respective policy manuals.

3.7200 Selection of Learning Resources Materials

The guidelines for the selection of materials are set forth in the following selection policy. The commitment of Thomas Nelson Community College, through its Learning Resource Centers, is to select materials in appropriate formats that align with the following:

- A. The mission and goals of the college;
 - B. A collection that fully supports the curriculum of the college;
 - C. Instructional support of faculty members;
 - D. A collection that supports student success;
 - E. A collection that provides support for faculty and staff professional development and success.
- In the fulfillment of these objectives, selection of materials is considered to be a cooperative responsibility, with participation and recommendations by librarians, faculty, staff, and students. Responsibility for selection and quality of these materials throughout the college rests with the Director of Learning Resources. The college holds to the tenet that professional integrity and responsibility to the academic community served by the college involves the freedom of access to a wide spectrum of significant materials that represent all sides of controversial or partisan issues while meeting the educational objectives of the college. This selection policy applies equally to all resource materials, whether acquired by purchase, gift, or exchange.

3.7210 Access to LRC Materials

The cataloged library resources and materials at all campuses and centers constitute the college collection, which is accessed on site and remotely. Intercampus loan service between campuses and centers makes materials readily available. The use of special collections at individual campuses may be limited by priorities established by curricular requirements. Specialized lab software purchased by the LRC and program support hardware and software purchased out of academic departmental funds may be restricted to use by Thomas Nelson students, faculty and staff and therefore would not be available for use by the general public.

3.7300 Library

Libraries are located on the Hampton Campus in Wythe Hall and in Room 100 on the Historic Triangle Campus. The library offers a wealth of information resources in all formats for students and faculty. In addition to a book collection of more than 50,000 volumes, the library provides periodicals, compact discs and other instructional media, reference services, along with access to hundreds of online database resources. Reference librarians are available to assist with research requests during the library's operating hours. Research inquiries can also be submitted after hours through the state of Virginia's LRC Live link located on the Thomas Nelson Library's homepage. The library participates in the Virginia Tidewater Consortium program that allows students, faculty, and staff of member institutions to borrow materials and use the facilities of consortium libraries.

See Appendix 8: Thomas Nelson Online Resources: Library

3.7400 Technology Learning Center (TLC)

The TLC on the Hampton Campus is located inside the Library in Wythe Hall. The TLC at the Historic Triangle Campus is located inside the Library, Room 100. The TLC provides an environment where students, faculty and staff receive assistance in the use of technology. The TLC is committed to the success of the Thomas Nelson community and its use of technology on all campuses.

See Appendix 8: Thomas Nelson Online Resources: Technology Learning Center

3.7500 College Math Center

The College Math Center is located on the Hampton Campus in Room 256 Wythe Hall, and at the Historic Triangle Campus in Room 106-E. The College Math Center offers individual tutoring to all students of the College who use mathematics in their classes and who require assistance. In addition, a variety of instructional materials are available to help students review and improve their mathematical skills. Computer tutorials include pre-algebra, algebra, precalculus, calculus, geometry, technical math, math for liberal arts, and statistics. Hours vary according to the academic year, and are posted in the facility and on the College Math Center webpage.

See Appendix 8: Thomas Nelson Online Resources: College Math Center

3.7600 College Writing Center

The College Writing Center on the Hampton Campus is located in Room 256, Wythe Hall and at the Historic Triangle Campus in Room 106-F. Its mission is to provide help in all aspects of the writing process, from preliminary brainstorming and outlining, to analysis and composition. All students, whether enrolled in English class or not, may use the College Writing Center for assistance with writing skills. Individualized sessions are offered to help students think critically about their own writing and to offer suggestions that help make students' writing stronger. Software, sample student essays, and tutorial books are among the materials available for student use. Hours vary according to the academic year and are posted on the College Writing Center webpage.

See Appendix 8: Thomas Nelson Online Resources: College Writing Center

3.7700 Peer Tutoring Center

The Peer Tutoring Center, located on the Hampton Campus in Room 253 in Wythe Hall, offers free tutorial services to any of the College's students. Students must be currently enrolled in the credit class for which they are seeking assistance. Student tutors are available by appointment. Tutoring is not guaranteed for every class or subject and depends on the availability of qualified tutors. Hours vary slightly throughout the academic year and are posted.

Peer student tutoring at the Historic Triangle Campus is coordinated through the Library. Students interested in receiving peer tutoring, or in being a tutor, should contact 757/825-2804.

See Appendix 8: Thomas Nelson Online Resources: Peer Tutoring Center

3.7800 Testing Center Information

The make-up and distance learning Testing Center on the Hampton Campus is located in Room 254-B, Wythe Hall, and provides a quiet and proctored setting for student testing. Proctoring is provided for make-up tests for students who have missed a classroom test, for distance learning tests, and for students with disabilities in accordance with the guidelines offered by the college disability coordinator.

Hours vary according to the academic year and are posted. Students must arrive at least one hour before closing and must show photo identification.

Make-up test proctoring is provided by appointment at the Historic Triangle Campus in Room 124. Those students needing test proctoring should phone 757/258-6538 at least 24 hours in advance.

See Appendix 8: Thomas Nelson Online Resources: Testing Center Information

Refer to the Disabled Students Services Office in Section 7.1450 for information. Services may be provided to other VCCS students with prior arrangement.

Instructions for Students:

Students must come to the center with sufficient time for completing tests, as determined by their instructors. Students must show photo identification for each test session and arrive at least one hour prior to the exam. No personal belongings including cell phones are permitted in the testing area. Tests must be turned in when the Center closes. The Testing Center does NOT allow children in the area during the administration of tests.

Instructions for Faculty:

Complete a Make-Up Form and attach it to test to be administered. Tests may be sent through inter-office mail or hand carried to the Testing Center. For your convenience, on the Hampton campus, a drop box is available outside of Room 254-B. Return of tests must be through inter-office mail or picked up by the instructor. Faculty may not use the testing center to accommodate an entire class unless previous arrangements have been made with the Testing Center Staff. Faculty should inform students of the Testing Center procedures.

Appendix 3-C: Make-up Test Form

3.8000 Accreditation

Thomas Nelson Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Thomas Nelson Community College. All other questions about Thomas Nelson Community College should be addressed directly to the College.

4.0000 STUDENT SERVICES POLICIES AND PROCEDURES**4.1000 Academic Load for Students**

A full-time load is 12 semester hours, and the normal maximum full-time load is 18 credit hours. A curricular student wishing to carry an academic load of 19 credits or more (excluding SDV 100 orientation) must have a 3.0 average or higher and the approval of his or her academic Dean.

If the student has received academic warning or is on academic probation, he or she may be required to take less than the normal course load.

4.1100 Academic Standing of Students

The College keeps students informed of their academic standing by placing appropriate statements on their Grade Reports when they are academically deficient and when they have regained acceptable academic standing. Students are expected to maintain a 2.0 (C) grade point average and make normal academic progress toward graduation.

Academic standing can include President's Honor Roll, Vice President's List, Merit List, Good Academic Standing, and Academic Warning.

A. Academic Warning

Students will be placed on academic warning when their semester grade point average is less than 2.0. The statement "Academic Warning" will appear on the student's permanent record. Students on academic warning are encouraged to consult with their advisor/counselor and take advantage of academic support services provided by the College. Please see the Educational Services section of the *College Catalog*.

B. Academic Probation

Students will be placed on academic probation when they have attempted twelve or more credit hours and their cumulative grade point average is less than 1.5. The statement "Academic Probation" will appear on the student's permanent record until their cumulative average is 1.75 or better. While on probation, the student is encouraged to see a counselor before registering to ensure academic success. While a grade point average between 1.75 and 1.99 may not result in formal academic probation, the student must earn a minimum of 2.0 in his/her curriculum to receive an associate degree, certificate, or career studies certificate.

Students placed on academic probation are ineligible for appointive or elective office in student organizations unless special permission is granted by the Director of Enrollment Management or an appointed designee.

C. Academic Suspension

Students will be placed on academic suspension when they have attempted 24 or more credit hours; current status is academic probation; and their semester grade point average is less than 1.5.

The statement “Academic Suspension” will appear on the student’s permanent record. Academic suspension is usually imposed for a minimum of one semester. Once the student is informed (in writing or orally), he or she can submit an Application for Re-Admission to the Admissions Committee. Applications are available in the Office of Enrollment Services, Hampton, and Student Services Office, Historic Triangle. The completed Re-Admission application must be submitted to the Office of Enrollment Services. The recommended dates for submission that will ensure timely review by the Admissions Committee are: July 10 – Fall Semester, October 31 – Spring Semester, and March 31 – Summer Semester. In the event the committee is unable to meet or lacks a quorum, the application for readmission may be reviewed and acted upon by the Committee Chair and the Director of Enrollment Management.

The student is notified in writing, by the Admissions Committee of his/her enrollment eligibility for the semester requested. The student may be required to enroll in a SDV 100 course or ENG 109 - Study Skills. Any student who is not satisfied with the enrollment eligibility may request a review by the Director of Enrollment Management.

Following the student’s reinstatement after academic suspension, the student must earn a minimum 2.0 grade point average for the semester in which he/she enrolls. The student must maintain a minimum 1.75 grade point average for each subsequent semester. The statement “Subject to Dismissal” shall be placed on the student’s permanent record. Students who have been reinstated from academic suspension will remain subject to dismissal until the cumulative grade point average is raised to a minimum of 1.75. However, a minimum cumulative grade point average of 2.0 is required to graduate. Failure to attain a 1.75 GPA in each subsequent semester will result in academic dismissal.

D. Academic Dismissal

Students readmitted following academic suspension who do not meet the minimum grade point average requirements as described above will be academically dismissed.

The statement “Academic Dismissal” will appear on the student’s permanent record. Academic dismissal is usually permanent, unless with good cause, the student has applied and received approval by the Director of Enrollment Management to re-enroll.

Once the student is informed (in writing or orally) of dismissal, he or she can submit an Application for Re-Admission to the Director of Enrollment Management. Applications are available at the Office of Enrollment Services, Hampton, and Student Services Office, Historic Triangle. The completed Application for Re-Admission must be submitted to the Office of Enrollment Services. The recommended dates for submission that will ensure timely review by the Director of Enrollment Management are: July 10 – Fall Semester, October 31 – Spring Semester, and March 31 – Summer Semester.

The student is notified in writing, by the Director of Enrollment Management on his or her enrollment eligibility for the semester requested. The student may be required to enroll in a SDV 100 course or ENG 109 – Study Skills. Any student who is not satisfied with the enrollment eligibility may request review by the Vice President for Student Affairs.

Students readmitted following academic dismissal must follow the same requirements for continued enrollment as those readmitted following academic suspension.

4.1200 Financial Aid

Thomas Nelson Community College is committed to the belief that all eligible residents in its service area should have the opportunity to obtain a post-secondary education, regardless of their financial status.

As a result, the College offers a variety of financial aid programs for students who qualify. Such aid is funded through federal and state agencies, local organizations, businesses, and the college itself. There is an aid program for every income level.

Financial aid is any grant, scholarship, loan, or paid employment offered to students for the purpose of helping them meet education-related expenses. Grants and scholarships are regarded as “gift” aid and need not be repaid, although they may carry certain provisions to which a student must adhere. Loans and employment (jobs) are referred to as self-help aid and require the student to fulfill an obligation in return (repay the loan or perform a job skill).

Most financial aid programs are based on the philosophy that the primary responsibility of paying college expenses rests with the student and his/her family. Therefore, most financial aid resources serve to supplement, rather than replace, the resources of the family. The College subscribes to this philosophy in administering its programs.

To qualify for federal and state financial aid and maintain your eligibility, you must:

- Be accepted for admission to the College on a degree-seeking basis in a curriculum at least 16 credits in length
- Be enrolled in good standing in at least one credit course and maintain satisfactory academic progress
- Be a United States citizen, permanent resident of the United States or its trust territories, or an eligible non-citizen
- Not be in default on any student loan (Stafford, PLUS, SLS, or Perkins Loan)
- Not owe a refund or overpayment on financial aid received at any institution of higher learning
- Have a high school diploma or GED
- Not exceed 1.5 times the number of credits required to graduate from your selected curriculum
- Not have a drug conviction while receiving aid
- If male between ages 18-25, must be registered with the Selective Service

See Appendix 8: Thomas Nelson Online Resources: College Financial Aid Website

4.1300 Return of Title IV funds when a Student Withdraws

Students receiving financial aid who withdraw or stop attending will, in most cases, be required to return a portion of the financial aid received. The Higher Education Act, as reauthorized and signed into law on October 7, 1998, established the *Return of Title IV Funds Policy*.

The concept behind the policy is that the college and the student are allowed to retain only the amount of Title IV (federal) aid and state aid that is earned. If a student withdraws or stops attending classes, a portion of the aid received is considered to be unearned and must be returned to the Title IV programs from which it was received. For Title IV purposes, the last date of attendance is one of the following: the date the formal withdrawal process begins, the date the student otherwise gives official notice of intent to withdraw (i.e., letter, phone call, email, in-person), the mid-point of the term, or the last documented date of attendance in an academically-related activity (i.e., documented

attendance in a class or lab or submission of an assignment in a video course). If a student attends through 60% of the term, all Title IV aid is considered earned.

The Title IV programs that are covered by this policy are Unsubsidized Federal Direct Loans, Subsidized Federal Direct Loans, Federal Plus Loans, Federal Pell Grants, Federal Supplemental Opportunity Grants (SEOG), Commonwealth Grants, VGAP Grants, and in some cases, other state aid grants, GEAR UP Grants and SSS Grants to students. When a financial aid recipient of federal and/or state aid withdraws or stops attending classes during an enrollment period, the amount of financial aid earned is determined by a specific formula that uses the first day of class through the last day of exams and the student's reported last day of attendance. If a student received less assistance than the amount earned, the excess funds must be returned by the College as determined by the calculation. The amount of assistance earned is determined on a pro rata basis.

For example, if a student completed 30% of the enrollment period, the student will have earned 30% of the aid/ he/she was originally scheduled to receive. Once a student completes more than 60% of the enrollment period, the student has earned all of the aid that he/she was scheduled to receive for that time period. If a student does not receive all of the aid that was earned, the student may be due a post withdrawal disbursement. The College may automatically apply all or a portion of the student's post-withdrawal disbursement to outstanding charges for tuition and fees.

Once the College determines the dollar amounts and which individual aid programs must be repaid, the student will be notified of any amounts he/she owes. Any amount of unearned grant funds that a student must return is called an overpayment. Students must make arrangements to return the unearned grant funds. Funds that must be returned by the student to the loan programs can be paid in full in accordance with normal loan repayment terms. Unpaid balances will be turned over to the Commonwealth for collection. Until overpayments are repaid or satisfactory arrangements to repay have been made, the student will be ineligible for further Title IV aid at any institution.

Before withdrawing or stopping attendance in classes, the student should be aware of the proper procedure for withdrawing from classes and the consequences of either withdrawing or stopping attendance. Official withdrawal is always the responsibility of the student and questions regarding withdrawal should be addressed to the student's advisor or the Registrar's Office.

Requirements for Title IV program funds are separate from the College refund policy.

4.1400 *Scholastic Dishonesty*

In the event that a student is suspected of violating the College's policy on scholastic dishonesty, the faculty member directly involved will investigate the matter. If the faculty member believes the student has violated the policy, the faculty member will inform in writing his or her Academic Dean and the student of the evidence and the intended action. The action may involve a grade reduction for the work in question, the assignment of a failing grade for the course, and/or a recommendation for possible dismissal from the College. If the faculty member recommends that the student should be dismissed from the College, then the Academic Dean must contact the Vice President for Academic Affairs and the Associate Vice President for Student Affairs.

The Dean will immediately forward all written records to the Associate Vice President for Student Affairs or designee. When the Associate Vice President for Student Affairs or designee receives information that a student has allegedly violated a rule, regulation, policy, or procedure, then the administrator will initiate the Disciplinary Proceedings Procedure. The Associate Vice President for

Student Affairs will contact the Vice President for Workforce Development in the case of Workforce Development courses.

Generally, scholastic dishonesty is interpreted as cheating on an examination or quiz, which includes giving or receiving information; copying, using unauthorized materials in tests; collaborating during examinations; substituting for another person or allowing substitutions during examination; plagiarizing, submitting of work other than one's own; and colluding with another person or persons in submitting work for credit unless such collaboration is approved in advance by the instructor. For additional information, refer to the *Student Handbook*.

4.2000 Change of Registration

Adding a course: Usually students may not enter a new class after the first week of a session. Any request for entry after that time must be approved by the instructor of the class and the division dean or appropriate academic administrator.

Withdrawal from a course: Students are obligated to initiate their own withdrawals from classes. A student may withdraw from a course without academic penalty only if the student initiates the withdrawal via the Student Information System (SIS) prior to the completion of 60% of the session. In this case, the student will receive a grade of "W." After 60% of the session, the student will receive a grade of "F." Exceptions to this policy may be made under mitigating circumstances, which must be documented and approved by the instructor, division dean, and Vice President for Academic Affairs. A copy of the documentation must be placed in the student's academic file.

In order to remain in compliance with Title IV funding regulations, Financial Aid personnel will review the last date of attendance and may take necessary withdrawal action on behalf of the student.

4.2100 Auditing a Course

With permission of the appropriate Academic Dean, a student may register for a course on an audit basis without taking the examination or receiving credit. The regular tuition and fee rate is charged. Requirements for credit enrollment in a class will be given priority over audit enrollment. Audited courses carry no credit and do not count as part of one's course load.

Students desiring to change status in a course from audit to credit or from credit to audit must do so by the last day to add or make schedule changes. Please note that auditing a course is considered an "attempt" for purposes of repeating the course.

4.2150 Repeating a Course

A student will be limited to two enrollments in the same credit course. If a student requests to enroll in the same course more than twice, the need must be documented and approved by the Vice President for Academic Affairs. The limitation does not apply to the courses in the Curriculum Guide identified as General Usage Courses (e.g., 90, 195, 295). Please note that auditing or withdrawing from a course is considered an "attempt" for purposes of repeating a course.

Repeated courses affect the cumulative grade point average (GPA) in the following way(s):

- Effective Fall 1996, only the most recent course attempt (taken in Fall 1996 or later) will be calculated into the cumulative GPA, and credit for all previous attempts will be forfeited.

- For courses taken the first time during or after Summer 1994 and repeated before or during Summer 1996, only the most recent course attempt was calculated into the cumulative GPA, and credit for all previous attempts was forfeited.
- When both/all attempts were made before Summer 1994, all semester grades were averaged into the cumulative GPA, and all semester credits earned were retained.
- For a course taken before Summer 1994 and repeated once during or after Summer 1994 (but before Fall 1996), all semester grades were averaged into the cumulative GPA, and all semester credits earned were retained.
- Certain courses, including general usage courses and those identified as “may be repeated for credit,” are exempt from this procedure.
- Repeated courses affect the completion of a degree in the following way: Only the most recent course attempt will be applied to the Program of Study. Please note that grades of “X,” “I,” and “W” will not count as a first or subsequent attempt for the purpose of GPA calculation, although they do count as attempts toward the two-enrollment limit rule.

4.2200 Waiver of Course or Program Requirements

Advanced standing is the practice of awarding course credit(s) or waiving course requirement(s) in response to mastery of equivalent course outcomes. Common examples of advanced standing include Advanced Placement (AP) exams, information technology credentials such as Microsoft Certified System Engineer (MCSE), and healthcare professional credentials such as emergency medical technician (EMT). Documentation for advanced standing is submitted by the student for consideration, and may include official test scores, industry credentials, professional licenses, visual art portfolios, or transcripts deemed equivalent by the faculty to college-level coursework.

Where deemed appropriate, credit is awarded as described in Advanced Standing Guide and appears on the academic transcript as "other transfer" credit. Where deemed appropriate, course waiver eliminates the course requirement and may result in administrative placement into a higher level course. Course waivers do not reduce the number of credit hours required for a program.

4.2300 Admission to the College

Students are eligible for admission to Thomas Nelson Community College if they are high school graduates or the equivalent, or if they are 18 years of age or older and able to benefit academically from study at Thomas Nelson Community College, as demonstrated by assessment in reading, writing and mathematics.

Individuals may be admitted to the college as curricular or non-curricular students. The college reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of the college. The college also reserves the right to refuse admission to applicants who have been expelled or suspended from, or determined to be a threat, a potential danger or significantly disruptive by another college. Students whose admission is revoked after enrollment must be given due process. The college must have a procedure for determining when denial is warranted.

The college does not discriminate on the basis of race, color, religion, national origin, political affiliation, gender or sexual orientation, age, or handicap in accordance with Section 504 of the Rehabilitation Act of 1973, or on the basis of other non-merit factors, and complies with the Civil Rights Act of 1964. There is no application fee for admission. Also, student identification cards are issued without charge.

Admission to the college does not guarantee admission to credit programs with restricted enrollments or competitive admissions requirements.

4.3000 *Class Attendance by Students*

Effective learning is facilitated by an interaction between an instructor and students regarding material covered in the course. Generally, the classroom is the principle arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to their instructor to attend and participate actively in class meetings.

Each student is personally responsible for regular and punctual class attendance. Each faculty member is responsible for establishing and communicating to students the specific attendance requirements of their courses that are consistent with the course objectives. Thus, specific course attendance policies may vary from course to course. Attendance requirements should be specified in the syllabus.

Regular attendance is required in all classes. Students who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the drop with a refund date, or earlier date as defined and published in the *Academic Calendar*, will be administratively deleted from the course by the college. When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study missed during an absence. Any instructional material missed and not subsequently obtained will affect the grade of the student, regardless of the reason for the absence. It is the responsibility of each instructor to explain his or her attendance policy in the course syllabus.

4.3100 *Contagious Disease Procedure*

Students should remain at home if they have symptoms of a contagious disease that may endanger the health of others at Thomas Nelson Community College. Students must contact their instructor by phone or email if they suspect they have contracted a contagious disease that causes them to miss more than a day of class. When ready to return to class, they must submit a doctor's statement or medical clearance that authorizes their return. While away from class, the student is expected to maintain progress in all course requirements.

4.4000 *Supervision of Student Organizations*

Student activities and organizations are open to all interested students, faculty and staff, and are designed to complement the instructional program by providing a variety of meaningful educational, cultural, and social experiences. Faculty members are expected to share the responsibility of supervising student organizations. There must be a faculty or staff advisor for each student organization. The Student Government Association provides support to student groups in the promotion of activities on campus. The Student Activities Office assists students and faculty in the planning of extracurricular events and in the development of student organizations.

4.4100 Sponsors of Student Organizations

Each social event of any student organization must be sponsored by a member of the faculty. All such activities also need to be approved by the Student Activities Office. It is the responsibility of the students involved to obtain faculty sponsorship for their organizations, cultural programs and social programs. The responsibility of the faculty or staff sponsor includes being at the function before it begins and remaining there until after all students have left the area of the function. Sponsors will also attend the meetings of student organizations, participating in an advisory capacity.

Sponsors of student organizations must check with the Student Activities Office regarding the proper manner for making purchases and approving invoices. The campus student activities records are audited and, therefore, must be handled in the approved manner.

Appendix 4-A: Thomas Nelson Club Advisors

4.5000 Academic Record and Transcript Control

A student may request that a copy of his or her Student Permanent Record from the College be forwarded to other educational institutions, employers, or any person(s) designated by the student. If the student attended Thomas Nelson after 1977, requests to send transcripts to another member of the Virginia Community College System (VCCS) will not be honored. Electronic transcripts available via the VCCS Student Information System will be sufficient for colleges within the VCCS. The request must be authorized by the individual student by completing and signing a Transcript Request Form available in Enrollment Services at the Hampton campus or 4601 Opportunity Way, Historic Triangle campus, or by writing a request which includes the student's current and former names, Social Security number, dates of attendance, and signature. Transcript requests will generally be processed within 7-10 business days. There is no fee for transcripts. This form is available online at www.tncc.edu/transcripts.

Due to limitations on access to student information under the *Family Educational Rights and Privacy Act* (FERPA) of 1974, telephone and third party requests for transcripts cannot be honored.

Financial aid transcripts are available at no cost through the Financial Aid Office.

4.6000 Counseling Services

The goal of counseling support service is to assist students in developing skills to make intelligent decisions regarding their educational, career, personal and social issues. Counselors work closely with community agencies and resources to refer students when appropriate and based on the needs of the student. Students have an opportunity to discuss confidentially, their personal concerns in a non-judgmental environment. Counselors are available to assist students throughout their college experience at Tomas Nelson with educational, career, and personal planning concerns. Services are free to all currently enrolled Thomas Nelson students.

For information or counseling, call and make an appointment at the Hampton Campus, (757) 825-2827 or Historic Triangle Campus, (757) 253-4755.

4.6100 Disabled Student Services

Thomas Nelson Community College is committed to creating an accessible environment for students with disabilities, while allowing students the opportunity for growth, greater responsibility and empowerment. Students who will require more extensive accommodations, such as Sign Language Interpreters or textbooks in alternate formats, should contact Disabled Students Services at least four weeks prior to the start of classes. The student with a disability should contact the Office of Disabled Student Services (voice 757/825-2833 or 825-2867 and TDD 757/825-2853) at least two weeks prior to the start of classes to ensure there is adequate time to discuss any necessary and appropriate accommodations. The student is not required to disclose his or her disability with his/her instructor. It is recommended that the student registers with the Office of Disabled Student Services for accommodations. If the student chooses not to register, a faculty member is not required to provide any accommodations until he or she receives an official letter from the Office of Disabled Student Services. Prior to or during the meeting with the Disabled Student Services Counselor, the student should provide recent documentation of the disability (within three years) and review all limitations (all of which are held in complete confidence). Disabled Student Services and the student discuss the appropriate accommodations the student may receive at the college during the initial meeting. The student is briefed on what his or her responsibilities are as well as the responsibilities of Disabled Student Services staff and faculty. The purpose of this is to demonstrate to the student that the primary individual responsible for his or her needs is the student himself or herself. Disabled Student Services continues to act as a resource and advocate, but it is the student who is expected to accept the leadership role for meeting his or her own needs.

Following are some of the services available for students with disabilities:

- Access to Assistive Technology
- Coordination with community agencies
- Liaison with faculty
- Note-takers
- Testing accommodations
- Textbooks in an alternate format
- Tutoring assistance
- Interpreters for deaf students
- Counseling/advising services.

For further information, contact Disabled Student Services in Room 323 Hastings Hall or at 757/825-2867 or 757/825-2833.

Appendix 8: Thomas Nelson Online Resources: Disabled Student Services

4.6200 Academic Advising

The focus of the academic advising program is to assist students in developing an educational plan that is meaningful and compatible with their educational and career goals. This process requires an ongoing cooperative partnership between students, faculty, professional counselors, support staff, and administrators. Formal academic advising begins with an initial advising session for new students in the Counseling Center, Room 201, Griffin Hall, Hampton Campus and Room 117, Historic Triangle Campus.

Advising is reinforced in the College Success Skills course (SDV 100), in the Advising Areas or with the assignment of a full-time faculty member as the student's advisor. Student advising becomes final

when the student completes his/her degree or has accomplished his/her personal goals. Please refer to Section 3.4000 for Faculty responsibilities related to advising.

4.6300 Career Development Services

Current students and alumni of Thomas Nelson Community College have access to a full range of career development services through Thomas Nelson Career Services.

See the current edition of the *College Catalog* and *Student Handbook* for detailed information.

4.7000 Disciplinary Proceeding Procedures for Students

See the current edition of the *Student Handbook* for the policy and procedures on student disciplinary action.

4.7100 Academic Complaint and Grievance Procedure for Students

See the current edition of the *Student Handbook* for the Academic Complaint and Grievance Procedure.

4.7200 Grade Appeal Policy for Students

See the current edition of the *Student Handbook* for the Final Course-Grade Appeal Procedure.

4.8000 Sexual Misconduct Policy

The purpose of the *VCCS Sexual Misconduct Policy* is to promote a community of trust. The Virginia Community College System shall not tolerate sexual misconduct in any form. Sexual misconduct is a flagrant violation of the values and behavioral expectations for a college community and all reported violations shall be investigated. Sexual misconduct may be punishable through civil and criminal proceedings, as well as through college disciplinary processes. An educational institution is a community of trust whose very existence depends on the recognition of each individual's importance and value.

This trust creates the freedom for each individual to live, think, act, and speak without fear of physical harm. Sexual misconduct shatters the bond of trust within a college community.

Refer to the *VCCS Policy Manual* 6.5.5 on page 6-21 for policies relating to sexual misconduct.

4.9000 Student Illicit Drug Use and Alcohol Abuse

Thomas Nelson Community College has approved and adopted this Student Illicit Drug Use and Alcohol Abuse Policy in accordance with the Drug-Free Schools and Campuses Amendment relating to the *Higher Education Act* passed by Congress in 1989.

For additional information see the current edition of the *Student Handbook* for the Institutional policy on Drug and Alcohol Abuse.

Appendix 4-B: Standards of Conduct

5.0000 FISCAL AND ADMINISTRATIVE SERVICES POLICIES AND PROCEDURES

5.1000 Budget Preparation

The college operates on an annual budget with a fiscal year of July 1 through June 30. The Vice President for Finance and Administration has supervisory responsibility for the preparation and implementation of the budget for the college as a whole.

Each year the Virginia Community College System prepares budget guidelines that regulate the preparation of the budget. The Academic Deans are responsible for the preparation of budgets for their divisions, as are all other operating units within the college. It is the responsibility of faculty members to advise their academic dean of their requirements for instructional supplies, materials, and equipment during the preparation of a department budget.

In addition, faculty should discuss professional development goals with the Academic Dean so that the budget can include funding for professional development activities.

5.1100 Receipt of Money

The campus business office manager is responsible for assuring that all campus financial transactions comply with applicable audit and regulatory standards. When class or other curricular activities require students to pay special fees, the faculty member in charge should consult with the Academic Dean and the business office manager to establish the proper procedures. Faculty should never take money from students directly. The Academic Dean, working with the business office manager, is responsible for all cash operations of student activities.

5.1200 Gifts, Grants, and Contracts

Gifts, grants, and contracts help fulfill the mission of the college.

The Grants Program Manager and the Thomas Nelson Community College Educational Foundation, Inc. work to advance the college's goals through the identification, cultivation and solicitation of financial support. Faculty members should consult with the Academic Dean and the Grants Program Manager prior to submitting a grant application, and they must allow sufficient time for application materials to be reviewed and approved by the responsible college officers.

For additional information on the complete policy on the grant application process, see section 11.1 of the *Administrative Procedures Manual*.

5.1300 College Printing Services

A unit of the Public Relations Office, Media Designs and Production Services (MDPS), provides printing and design services to the college community.

Self-Serve Copier Areas

Media Design and Production Services manage and maintain four self-serve copiers to support college printing requirements. The copiers are located in Hastings Hall, Room 323; Diggs Hall, Room 140A; Templin Hall, Room 843; and Harrison Hall, Room 14. Self-serve copiers are located at the Historic Triangle campus, however office staff at their location supports these machines. All of the

copiers require an ID code AND a five-digit password that you can obtain in your division/department office.

Self-Serve Copying VS. Using the Print Shop

If you have printing that requires 100 or fewer clicks, you are encouraged to use the self-service copiers. For more than 100 clicks, please submit the work through an MDPS Work Order which is located on the Gatornet under the work order sections.

Submitting Work Orders

Work orders/work files can be submitted 1.) via email at <mailto:printshop@tncc.edu> (send your electronic file AND electronic version of the work order), 2.) via internal mail to: MDPS, Diggs Hall, Room 140, or 3.) placed in the black box on the table in Diggs Hall, Room 140A. Please fill out your work order completely and remember to include your copy ready job/text/images (if required). Incomplete work orders cannot be entered into our database and therefore, cannot be placed in our production schedule.

Work Flow within the Printshop

1. Work orders are picked up from the workbox in Room 140A, delivered through internal mail or email. Work orders are logged in and prioritized, (incomplete work orders cannot be logged into our data-base and will be returned). We generally try to run similar jobs together to keep programming time down.
2. Design jobs may take several days depending upon complexity and workload. Once a draft is complete, the customer is notified by phone or email when a proof is ready for review. Once the job has been reviewed, and corrections are made, the customer approve, and the job goes to print. If the proof is destined for off-campus or non-college audience it is sent to the Public Relations office where it is reviewed for consistency with college marketing goals. Once the customer approves, it goes to printing.
3. Customers are contacted via email when the job is complete. Completed jobs are placed in alphabetical order on the shelves in Room 140A, (large jobs remain in the print shop). Jobs requiring special handling (test, exams, etc.) are placed in a secure area off Room 140A. Any team member can access this area for you to pick-up jobs.

For additional information on Printing and Production Services or the Requisition Process, see sections 7.2 and 7.7 of the *Administrative Procedures Manual*.

5.1400 Building Maintenance and Services

Any condition requiring immediate maintenance such as faulty plumbing, lack of heat, air conditioning malfunction, electrical problems, etc. should be reported to the Plant Services Department or the respective Academic Dean during normal working hours or, if after normal working hours, to the campus police. Routine maintenance work (e.g., burned out light bulbs, damaged ceiling tiles, repainting, etc.) should be reported to the campus plant services department by

the respective Academic Dean or administrative assistant through the use of the online work order generation system (School Dude).

Custodial services are under the overall supervision of the Plant Services. All college buildings are on a regular cleaning schedule. If special attention or requests are required for a particular area or classroom, a written request (e-mail is acceptable) should be submitted to the campus custodial services supervisor or the respective Academic Dean.

See Appendix 5-A: How to use School Dude

5.2000 Mail

The Mail Room is responsible for processing all internal mail as well as all mail coming into the college or going out of the college through U.S. Postal Service or United Parcel Service (UPS). All mail submitted for processing must be presented or deposited as required in these procedures or there is risk of the mail being returned or undelivered.

Mail may be deposited in the Mail Room for internal or external distribution during normal college operating hours. Service is available in the Mail Room (located in the Plant Services Building) from 8:00 a.m. to 5:00 p.m. daily for parcel post, UPS, or other special or bulk mailings. Packages may also be picked up during these hours. The Mail Room picks up and distributes internal and external mail at designated distribution centers throughout the campus between 10:30 a.m. and 11:30 a.m., and between 12:30 p.m. and 2:30 p.m. each college workday. The Mail Room is responsible for delivery and pick-up of the mail to the distribution centers. Staff assigned to the centers will distribute it to specific individuals or offices as appropriate. Mail for permanent and part-time teaching faculty will be sorted and distributed via division offices.

Internal mail (except for bulk distribution) must be submitted in “Inter-Agency and Departmental Mail Envelopes” or clasp envelopes. Printed envelopes are not to be used for internal distribution. Plain business envelopes may be used for confidential communications only.

For additional information on the procedure regarding external mail and a more detailed policy regarding mail distribution, see sections 4.7 of the *Administrative Procedures Manual*.

Computers and Electronic Mail (Email)

Administrators, Faculty and Staff first encounter Thomas Nelson Community College’s email policy when they are hired. Among the documents provided to the new hire during the New Employee Orientation or by Human Resources, are the rules and regulations pertaining to “Electronic Communication”. All employees must complete security awareness training (MOAT) annually. Security awareness training includes best practices for email.

Training and best practices for administrators, faculty and staff is provided by request or in scheduled workshops by the Distance and Distributive Learning (DDL) Office.

5.2100 Conservation of Resources

All college employees are encouraged to cooperate in the conservation of electricity and to participate in the college’s recycling program.

5.2200 Inventory

The Vice President for Finance and Administration is responsible for maintaining an inventory of all plant assets and equipment. Academic Deans and program/department heads are responsible for the proper control and security of equipment assigned to them. Equipment is listed in detail on inventory records when purchased. Equipment inventories will be conducted annually, or as directed by the Vice President for Finance and Administration. Missing or damaged equipment should be reported immediately after discovery of loss to the campus business office manager.

5.2300 Keys

Following appropriate administrative/supervisory approval, faculty/staff members are provided with required keys. All keys shall be issued directly to the users by the plant services department that are responsible for maintaining a log of keys that have been issued. Upon termination of the appointment, faculty members are responsible for returning all keys to Plant Services before departure. No key will be duplicated or loaned to another person. If a duplicate key is required, it will be issued in the same way as the original key. If a member of the faculty desires to enter a college building after it has been secured, the campus police should be contacted. Upon discovering assigned keys have been lost or stolen, the faculty member must notify the college police department to file a police report prior to being reissued any new keys.

For additional information on Key Issuance, see section 10.3 of the *Administrative Procedures Manual*.

5.3000 Control of Equipment

The central College Warehouse is responsible for receiving, identifying, recording, and delivering to the appropriate division or office any and all equipment received by the college. Central inventory records are kept there and are subject to audit. Divisions or offices that receive such equipment must account for it so long as it is charged to that division or office. Equipment may not be transferred to another division, office or between campuses without first notifying the central Inventory Control Office. All college equipment must be labeled with Thomas Nelson Community College identification numbers for inventory control.

There are established processes for removing equipment from the inventory when it is no longer needed. Surplus equipment cannot be traded, sold, or junked without proper authority. A surplus property report must be completed by the campus storeroom and forwarded to inventory control. If no other institution within the state system can make use of the equipment, it will be reported to the State Department of General Services, which will solicit bids for the surplus property.

Faculty seeking to use equipment off campus for official off-campus work must have appropriate approvals from the Academic Dean. It is the responsibility of the borrower to return the equipment to the Academic Dean, in the original condition. (See Section 5.3100)

5.3100 Breakage or Loss of Equipment

The person to whom equipment is assigned is responsible for promptly reporting breakage or loss to the Academic Dean, in writing, stating the cause of damage or loss. The Academic Dean will follow the procedure for possible repair, replacement, or disposal. If breakage or loss was caused by a lack of due care by an employee, that person can be required to pay for the replacement.

5.3200 Purchasing—General

The College Purchasing Department provides purchasing services for all college divisions and offices.

The Purchasing Department will process purchase requests, assign purchase orders/transaction numbers, encumber funds, expedite orders, correct discrepancies and provide status reports on outstanding orders.

For additional information on the Procurement Procedures, see section 4.8 of the *Administrative Procedures Manual*.

5.3300 Purchase Requests

Faculty who need supplies or equipment should request such items through the proper division offices according to local procedures. Division office staff will provide guidance on proper procedures.

5.3400 Supplies

Office and teaching supplies and forms are available through the division offices.

5.3500 Receipt of Supplies, Equipment, and Services

Normally, the receipt of all supplies and equipment for the college shall be handled by the College Warehouse. In the event equipment and/or supplies are received directly from a vendor by other offices, receiving reports must be submitted to the Warehouse, campus storeroom, and college purchasing section. Receiving reports must also be completed for services when a service vendor does not provide a receipt.

5.3600 Technical Support

Each campus has information technology support responsible for the computing environment at that location. Information Technology Support Services are available through the Help Desk. All users should report computer related problems to the Help Desk at 757-825-2709 (Hampton Campus) or 757-253-4683 (Historic Triangle Campus). Help Desk hours of operation are Monday – Friday 7:00AM – 10:00 PM.

5.3700 Information Security

The VCCS has established an information security policy to protect the investments made in computer resources and related assets and to guard against unauthorized or improper use of such resources. Included in this policy is the requirement that all college employees who have access to computer resources sign an *Information Technology Employee Acceptable Use Agreement*.

Appendix 5-B: VCCS Policy on Personal Security-Acceptable Use

Appendix 5-C: Information Technology Employee Acceptable Use Agreement

5.3800 Thomas Nelson Community College Web Policy

The Thomas Nelson website is an online information system that provides access to services and resources of interest to the college and community. The Thomas Nelson website is designed to improve communications, accessibility, and ease-of-use of information. Information may be placed on the institutional sites of the Thomas Nelson web by the President, academic units, and administrative units.

See Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Web Policy

5.3900 State Travel Regulations

All college travel must be in accordance with the college policies and procedures that are available.

See Appendix 8: Thomas Nelson Online Resources: State Travel Regulations

5.4000 State Vehicles

State vehicles are available for work related travel. To reserve a state vehicle at the Hampton Campus, contact the switchboard at 757-825-2700 and at the Historic Triangle, 757-258-6551.

For additional information on the Use of College Vehicles, see section 12.14 of the *Administrative Procedures Manual*.

6.0000 Personnel Policies and Procedures

6.1000 Academic Freedom and Responsibility

In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism.

Faculty members are entitled to freedom in the classroom in discussing their subjects, but should be careful not to introduce teaching matters which have no relation to their fields. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

The college also recognizes that commitment to every freedom carries with it attendant responsibilities. Faculty members must fulfill responsibility to society and to their profession by manifesting academic competence, professional discretion, and good citizenship. When they speak or write as a citizen, they will be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As professional educators, they must remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not an institutional spokesperson. For additional information regarding Academic Freedom and Responsibility, refer to VCCS Policy 3.5.5.

6.2000 Professional Ethics

Faculty members, guided by a conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Faculty members' primary responsibility to their subject is to seek and to state the truth as they see it. To this end, faculty members devote their energies to developing and improving their scholarly competence and feel the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. Faculty members practice intellectual honesty. Although they may follow subsidiary interests, these interests must never hamper or compromise their freedom of inquiry.

As teachers, faculty members encourage the free pursuit of learning in their students. Faculty members hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and they adhere to their proper role as intellectual guide and counselor. Faculty members make every effort to foster honest academic conduct and to assure that students' evaluations reflect the students' true merit. Faculty members respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. Faculty members acknowledge significant academic or scholarly assistance from students. Faculty members protect students' academic freedom.

As colleagues, faculty members have obligations that derive from membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the academic governance of their institution. As members of the institution, they seek above all to be effective teachers and scholars. They observe the stated regulations of the institution, watch that they do not contravene academic

freedom, and maintain their right to criticize and seek revision, while recognizing that the rights of others should not be abridged. Faculty members regulate the scope and character of their interests outside the institution with due regard to their responsibilities within it.

As members of their community, they have the rights and obligations of any citizen. Faculty members measure the urgency of community obligations in the light of their responsibilities to their subject, students, profession, and institution. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

6.2200 Personnel Policies and Procedures

6.2210 Sexual Misconduct

Thomas Nelson Community College shall not tolerate sexual misconduct in any form. Sexual misconduct is a flagrant violation of the values and behavioral expectations for a college community and all reported violations shall be investigated. Sexual misconduct may be punishable through civil and criminal proceedings, as well as through college disciplinary processes. An educational institution is a community of trust whose very existence depends on the recognition of each individual's importance and value. This trust creates the freedom for each individual to live, think, act, and speak without fear of physical harm. Sexual misconduct shatters the bond of trust within a college community.

6.2220 Sexual Assault

Sexual assault is defined as sexual intercourse without consent, including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation, or through use of victim's mental helplessness of which the accused was aware or should have been aware. Mental helplessness includes incapacitation by alcohol or other drugs. Sexual assault also includes intentionally touching, either directly or through clothing, of the victim's genitals, breasts, thighs, or buttocks without the victim's consent, as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

Verbal misconduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal misconduct may constitute sexual harassment, which is also prohibited under VCCS regulations and is specifically addressed in the *VCCS Policy Manual* section 6.5.6.

Campus Police Procedure:

Anyone who observes, are aware of, or feel they have been subjected to sexual assault should contact Campus Police.

Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Campus Police

6.2230 Sexual Harassment

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors, or verbal, written or physical conduct of a sexual nature by a manager, supervisor, co-workers or non-employee (third party). Sexual harassment is a violation of federal and state laws and college policy, as is

retaliation against any individual who in good faith files a complaint of sexual harassment or cooperates in the investigation of such a complaint.

Members of the college community shall not engage in sexual harassment. Persons who do so are subject to disciplinary action, up to and including discharge. Employees must report any incident or situation that a reasonable person would understand to be sexual harassment, whether they witness the incident or situation or become aware of it.

If the alleged harasser is a faculty or staff member, the complaint should be made orally or in writing to the Title IX Coordinator for Faculty and Staff.

If the alleged harasser is a student, the complaint should be made orally or in writing to the Title IX Coordinator for students

6.2240 Sexual Discrimination

Thomas Nelson Community College is committed to providing an educational environment free of all forms of sex discrimination. As required by Title IX, the College does not discriminate on the basis of sex in its education programs and activities, and it encourages any member of the college community who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals listed below.

Thomas Nelson Community College Title IX Campus Resources

Title IX Coordinator	Dr. Vicki C. Richmond Associate Vice President for Student Affairs Hampton Campus (757) 825-3519
Deputy Title IX Coordinator	Ms. Joy Cooke Director of Human Resources Hampton Campus (757) 825-2728
Deputy Title IX Coordinator	Mr. Kelvin Maxwell, Chief of Police Hampton Campus (757) 825-2732

Appendix 8: Thomas Nelson Online Resources - Title IX: Sex Discrimination

6.2300 Selection of Personnel

Thomas Nelson Community College prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, or disability in the recruitment, selection and hiring of its workforce. Thomas Nelson is committed to diversity and inclusion in employment practices and is an equal opportunity employer. As we bring

talented individuals into our learning community, we provide a vehicle for presenting new innovative ideas to students, creating and expanding our instructional offerings.

For additional information on the General Hiring Procedures for faculty ranked personnel see section 3.1, in the *Administrative Policy Manual*.

6.2400 Nepotism

The college seeks to hire, retain, and promote highly qualified individuals committed to the values of Thomas Nelson Community College. No faculty member or other academic appointee may make, participate in, or attempt to influence employment decisions involving a relative. In accordance with VCCS Policy, an employee of the college shall not exercise any control over the employment or the employment activities of a member of the employee's immediate family and shall not be in a position to influence those activities.

6.2500 Original and Continuing Appointments

Qualifications for faculty are stated on the "Normal Minimum Criteria for Each Faculty Rank," VCCS-29 chart and narrative in the *VCCS Policy Manual*.

The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. For teaching faculty, the academic rank determines the salary range for compensation decisions. For Administrative and Professional Faculty the range for the type of position (e.g. Vice President, Dean, Director, Coordinator, etc.) is used for this purpose.

The official record of education and experience at initial appointment is the *VCCS 10 form*. In addition to the above, the following VCCS policies are used to assign rank and review credentials of faculty:

VCCS Policy 3.1:	Academic Rank and Administrative Titles
VCCS Policy 3.2:	Faculty Qualifications
VCCS Policy 3.2.3:	Degree Equivalency
VCCS Policy 3.2.4:	College Training and Experience
VCCS Policy 3.4:	Faculty Appointment

SACSCOC Credential Guidelines

1. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
2. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

In addition to the above two categories of faculty specified by SACSCOC, the VCCS adds the following categories:

- a. Faculty teaching courses designed for non-associate degree occupational fields: high school diploma or equivalent with demonstrated competencies in the teaching field.

- b. Faculty teaching developmental courses: bachelor's degree in a discipline related to the teaching assignment and either teaching/occupational experience related to the teaching assignment or graduate coursework in developmental education.
- c. Faculty teaching Student Development (SDV) courses: A minimum of a bachelor's degree from a regionally accredited institution.

Appointment Dates -- The effective date for all appointments is July 1 through June 30 irrespective of whether the faculty employment contract covers a nine- or twelve-month period. The faculty employment contract shall specify the period of service, the rank, and the salary. The period of service for nine-month faculty is August 16 – May 15 and July 1 to June 30 for twelve-month faculty.

- 1. Probationary Appointment – The first year of employment for teaching faculty.
 - 2. One-year Appointment -- A one-year appointment shall be for one (1) year and may be renewed annually.
- A. Multi-year Appointments -- Multi-year appointments shall be three or five years in duration.
- 1. Three-year Appointment -- A three-year appointment shall be for three (3) years and shall not be affected by change in faculty rank.
 - 2. Five-year Appointment -- A five-year appointment shall be for five (5) years and shall not be affected by change in faculty rank.

Year of Service -- For purposes of eligibility for multi-year appointments, a year of full-time employment for both nine month and twelve-month faculty personnel is full-time employment for two academic semesters (fall and spring), the salary for which is chargeable to a single fiscal year's budget. Employment for less than this period shall not constitute a year of full-time employment and shall not count toward the time eligibility period for a multi-year appointment. An unauthorized absence of 14 days or less in an academic year will not cause that year to be discounted.

Non-reappointment – When the decision not to renew the appointment of a faculty member at the end of the current appointment period occurs, the President shall notify the faculty member in writing of the intent not to reappoint or of any changes in the conditions of employment or special contingencies by the following dates.

- 1. Teaching Faculty:
 - a. March 15 for teaching faculty in their probationary year of employment, second year of service, and third year of service.
 - b. January 15 for teaching faculty on multi-year appointments and other faculty
- 2. Administrative and Professional Faculty:
 - a. January 15 for administrative and professional faculty.

6.2600 Full-time Teaching Faculty Development, Evaluation, Reward, and Recognition Plan

Faculty are evaluated utilizing the *Faculty Development and Evaluation Plan* adopted in 2013-2014. As part of the new plan, each faculty member will create three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains of faculty activity. These objectives will be developed in consultation with and approved by the dean/supervisor. Examples of professional development objectives should include strategies to maintain competence in the field and to improve instructional effectiveness.

There is a development provision for new faculty, which is designed to assist in the effective development of first-year faculty and consists of a predetermined set of professional development goals. The second component of the development provision is the assignment of a mentor to act as guide.

There is a development provision for returning faculty who either wishes assistance in his/her professional development, or has been identified by the dean/supervisor as not making adequate progress in his/her professional development. The purpose of this provision is to ensure that every effort has been made to support the faculty member as he/she enters the evaluation year of his/her evaluation cycle.

The full-time teaching *Faculty Development and Evaluation Plan* places emphasis on high performance and continuous improvement in each of the four domains of faculty activity. The domains include teaching, scholarly and creative engagement, service, and institutional responsibility. The rating system is “meets expectations/does not meet expectations” and is determined through identified criteria.

All faculty members who received the evaluation of “meets expectations” in their most recent evaluation period are eligible to receive reward and recognition. This component provides the means for recognition of and reward for outstanding service for faculty whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity.

Appendix 6-A: Faculty Development, Evaluation, Reward and Recognition Plan

6.2700 Salary Information

Salaries for teaching, administrative and professional faculty shall be in accordance with the salary ranges specified annually by the State Board for Community Colleges and published in Section 3 of the *VCCS Policy Manual*. Faculty are hired within guidelines established by the Virginia Community College System and within the established advertising range. The salary range for all faculty positions are outlined in Section 3 of the *VCCS Policy Manual*.

Teaching faculty salaries for the year are based on the semesters taught, with each academic year being divided into two semesters (fall - August 16 to December 31, and spring - January 1 to May 15) of nine pay periods each. Faculty members who do not fulfill the terms of an academic year appointment, due to leave or separation, shall have their final salary adjusted to the actual number of days worked based upon the college's *Academic Calendar*.

For Instructional Faculty, the starting point is the minimum of the faculty member's academic rank range. The academic rank is determined in accordance with policy 3.2.0. The college will establish a starting salary that is within the minimum to mid-point of the academic rank range or no more than

15% above the candidate's current salary or that of his/her most recent comparable position. A salary offer may be less than the candidate's current salary. Consideration should be given to the candidate's educational background, experience, specialized skills and the salaries of similarly situated college instructional faculty members and the candidate's current salary. If the college needs to negotiate a salary exceeding the academic rank range midpoint or 15% above the candidate's current salary, the criteria of the Competitive Salary Increments Policy, 3.8.0.1.4, may be applied if all of the criteria of that policy are met. Those criteria consider whether a recruitment generates fewer than five qualified candidates, a recruitment is unanticipated, or a recruitment results in only one finalist who fully meets the position requirements and the college's needs.

For administrative and professional faculty positions, the starting point is the minimum of the position range. The College/System Office will establish a starting salary that is within the minimum to mid-point of the position range or no more than 15% above the candidate's current salary or that of his/her most recent comparable position. A salary offer may be less than the candidate's current salary. Consideration should be given to the candidate's educational background, experience, and the salaries of similarly situated college administrators and the candidate's current salary. If the college or System Office needs to negotiate a salary exceeding the position range midpoint or 15% above the candidate's current salary, the criteria of the Competitive Salary Increments Policy, 3.8.0.1.4, may be applied if all the criteria of that policy are met.

6.2710 *Nine-month Faculty Summer Pay*

The summer term shall be scheduled between the ending date of the spring semester and the faculty reporting date for the fall semester. Courses taught during the summer shall represent the equivalent of sixteen and one-half (16.5) weeks of instruction and related work regardless of the actual calendar length of the summer term.

Nine-month faculty employed during the previous academic year shall be paid during the summer term according to the credit-hour/contact-hour-equivalent fraction of a full teaching load during the academic year as defined by Section 3.6.0 and based upon the weekly equivalent of one thirty-ninth (1/39th) of the previous year's salary. The normal maximum full-time teaching load during the summer term is ten (10) credit hours or the equivalent. Operationally, the normal full-time faculty summer term salary rate translates to the formula: $1 \text{ credit hour or equivalent} = \frac{1}{15} \times \frac{16.5}{39} \times \text{previous year's salary}$ with a normal maximum full-time summer teaching load of 10 credit hours or equivalent. The rate of pay for new faculty during the summer term shall be five (5) percent less than the permanent annual salary proposed for the coming academic year.

Faculty may be offered a teaching overload of not more than three credit hours or equivalent during the summer term. A faculty member shall not be considered as working an overload unless more than ten (10) credit hours or equivalent are taught. Pay for overloads shall be at adjunct rates.

The college president has authority to develop optional summer pay plans which 1) compensate faculty at a proration of the normal summer salary rate when a given course does not meet minimum enrollment standards as defined by the college; and 2) limit to less than ten (10) the maximum credit hour or equivalent assignment to be paid at the full-time faculty summer term salary rate. Optional plans shall specify any proration calculations to be used and any limitations to the maximum teaching assignment to be paid at the full-time faculty summer term salary rate. Credit hours or equivalent taught beyond the limitations specified in the institutional plan shall be compensated at the adjunct rate. Optional summer pay plans shall be developed in consultation with the faculty.

As a guideline, no more than seventy-five (75) percent of the credit hours taught at a college during the summer term should be paid at the full-time faculty summer term salary rate.

6.2720 Teaching Overload

A faculty member may be offered a teaching overload not exceeding ten (10) credit hours for pay per academic year (fall and spring semesters). Faculty members shall be considered as working an overload when they teach greater than thirty (30) credit hours or greater than forty (40) contact hours; in cases where the number of credit hours for a full teaching load falls below twenty-four (24) credit hours, a faculty member shall be considered as working an overload when he/she teaches greater than forty-eight (48) contact hours. Where necessary, contact hours shall be converted to credit hours at rates consistent with prescribed course hour conversions. Each college shall develop overload procedures consistent with the above. In addition, the college president has the authority to develop optional overload plans; such plans shall be developed in consultation with the faculty and must be approved by the Chancellor. Extra pay for an overload shall be the rate of the faculty members' nine-month salary multiplied by .015 for each overload credit hour. Overloads shall be paid at the end of the academic year (fall and spring semesters). If separation occurs after only one semester in that academic year and an overload was taught in that semester, payment for the overload shall be at the end of that semester.

At the president's discretion, payments for overloads worked in the fall may be made after January 15 if in the president's judgment the faculty member's anticipated spring semester course load would result in an overload for the academic year. The payment shall be for the fall workload only. In cases where the overload does not materialize, recovery of any overpayment must be finalized by May 15.

6.2730 Salary Increases for Faculty Ranked Personnel

Merit pay for *Administrative and Professional Faculty* is outlined in *Administrative Policy Manual* section 3.22. Teaching faculty must receive a rating of "Meets Expectation" to receive merit increases.

The merit pay plan for Thomas Nelson Community College provides merit recognition in the following ways:

- a) Granting of promotion;
- b) Granting of a merit award salary increase;
- c) Granting of a non-cumulative merit bonus;

When granting promotion, faculty are eligible for the following salary increases:

Promotion to Assistant Professor - \$1,500 or start of the salary schedule for rank, whichever is greater;

Promotion to Associate Professor - \$2,500 or start of the salary schedule for rank, whichever is greater;

Promotion to Professor - \$3,500 or start of the salary schedule for rank, whichever is greater.

6.3000 Faculty Promotion

Thomas Nelson Community College welcomes the opportunity and encourages each faculty member to seek professional and educational advancement through the opportunity of promotion in rank. Qualifications for promotion to faculty ranks are stated in the *VCCS-29 Chart*, Normal Minimum Criteria for Each Faculty Rank. Fulfillment of normal minimum criteria does not guarantee promotion to a given faculty rank. The procedures for applying for promotion can be found in *Administrative Policy Manual*, section 3.13, Guidelines for Promotion for Faculty Ranked Personnel and *VCCS Policy Manual* 3.7.

Appendix 6-B: VCCS-29 Chart

6.3100 Faculty Grievance Procedure

The Grievance Procedure is intended to provide a fair process for resolving complaints or disputes. If a complaint or dispute cannot be resolved through informal discussion, the grievant may pursue the formal Grievance Procedure. This procedure shall include but is not necessarily limited to (i) the Professional Employee's Appointment Policy, (ii) the Procedures for Non-reappointment, Dismissal, Suspension or Reduction in Staff for College Personnel Holding Faculty Rank. Nothing in this procedure is intended to substitute for nor repeal the policies/procedures governing tenured faculty. See the *VCCS Tenure Policy* as detailed in the *VCCS Policy Manual* section 3.16.

Definitions

- A. **Grievance** - A grievance is a complaint or dispute between an employee of the college holding faculty rank (the grievant) and an administrator, a faculty member acting in a supervisory capacity, or a member of the classified staff of the college with respect to the application or interpretation of the rules, policies, procedures, and regulations of the College or the Virginia Community College System as they adversely affect the grievant's work activity or terms of employment. Only the application or interpretation is grievable and not the rule, policy, procedure, or regulation itself. A complaint or dispute may include but is not limited to (i) disciplinary action; (ii) dismissal; (iii) demotion; (iv) suspension; (v) non-reappointment; (vi) reduction in force; (vii) promotion; (viii) multi-year appointment; (ix) acts of reprisal as the result of using of the grievance procedure or of participation in the grievance of another employee of the VCCS; (x) acts of reprisal as the result of faculty members exercising their constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board; and (xi) discrimination on the basis of race, color, creed, political affiliation, age, handicap, national origin or sex.

The State Board reserves the exclusive right to manage the affairs and operations of the VCCS. Except in the case of misapplication or misinterpretation of policy, the following complaints are non-grievable: (i) establishment and revision of wages or salaries, faculty rank classifications or general benefits; (ii) work activity accepted by the employee as a condition of employment or work activity which may reasonably be expected to be a part of the job content; (iii) the contents of ordinances, statutes or established personnel policies, procedures, rules and regulations; (iv) a personnel action within policy and the authority of the person implementing policy, such as: non-reappointment, dismissal, suspension, reduction in force, multi-year appointment, promotion, and demotion; (v) the hiring, promotion, transfer, assignment and retention of employees within the agency; and (vi) the relief of employees from duties of the agency in emergencies.

- B. **Faculty Member** - Faculty members are those employees who hold faculty rank and occupy a permanent full-time or part-time teaching, counselor or librarian position. Restricted faculty members are employees who hold faculty rank and occupy a full-time position which is funded in whole or in part by non-state revenues or has been accepted under special conditions or which is identifiable as non-continuing in nature.
- C. **Administrators and Professionals** - Administrators and professionals shall be defined as those employees who hold faculty rank and occupy a permanent full-time or part-time administrative and professional position as defined in the Governor's Consolidated Salary Authorization for Institutions of Higher Education, except counselors or librarians. Restricted administrators and professionals are employees who occupy a position funded in whole or in part by non-state revenues or has been accepted under special conditions or which is identifiable as non-continuing in nature.
- D. **Adjunct Faculty** – Adjunct faculty are employed to teach less than a normal faculty load or to teach less than a full session on a semester by semester or summer term basis. The adjunct faculty contract contains no guarantee of continued employment.
- E. **Law** - The term law used herein includes all Federal and State court decisions, all Federal and State statutes, and all lawful regulations and policies emanating therefrom. The Attorney General's Office may provide advice and guidance with respect to questions of law. Upon request, interpretations of policy, rules and procedures shall be provided by the Chancellor.

Procedure:

Informal Resolution Prior to Filing the Grievance

- A. **Informal Meeting** - When a complaint or dispute arises, the first step must be an informal meeting between the complainant and the immediate supervisor. This meeting shall take place within twenty (20) workdays of the occurrence which gave rise to the complaint or dispute or when the complainant should have reasonably known of its occurrence.
- B. **Arbitration** - After the informal meeting, the parties to the complaint or dispute may agree in writing to submit the problem to arbitration by some person on whose appointment they both agree. If the decision of the arbitrator is agreeable to both parties, they should sign a written statement of the dispute's resolution, a copy of which will be given to each party. The decision may be implemented provided it is within the authority of the parties involved and is within policy. The parties have ten (10) workdays from the date of the informal meeting to try to reach agreement by arbitration. If agreement is not reached within that time, the complainant has ten (10) workdays in which to file the grievance.
 - 1. **Grievance Level One** - Immediate Supervisor - If the complaint or dispute cannot be resolved informally, the grievant may file a formal written grievance with the immediate supervisor¹ within ten (10) workdays following the informal meeting with the immediate supervisor or the conclusion of the arbitration process. A copy of the written grievance must also be forwarded by the grievant to the college human resources officer. The written grievance shall meet the requirements of 3.13.3.a. Within ten (10) workdays of receipt of the written grievance, the immediate supervisor shall render a written decision on the grievance

and provide a copy to the grievant and to the college human resources officer who will maintain a separate grievance file.

2. **Grievance Level Two** – Vice President or Equivalent Position - The grievant may file a written appeal of the Level One decision with the grievant's vice president (or equivalent position, i.e., the person reporting directly to the president and having overall responsibility for the area in which the grievant works) within ten (10) workdays of receipt of the written decision rendered by the immediate supervisor. The appeal shall include the written grievance described above in Level One, the supervisor's written decision, and a concise explanation of the basis of the appeal.

The vice president or equivalent position shall set a date for a meeting and notify the grievant and the immediate supervisor. The meeting shall take place within ten (10) workdays after receipt of the written appeal by the vice president or equivalent position, unless the time is extended by the vice president or equivalent position for good cause. The grievant and the supervisor may call persons to offer information pertinent to the grievance. Each side of the grievance shall have the right to question all witnesses and to examine all documents and tangible evidence presented. Witnesses shall be excused upon completion of their statement. The party desiring such persons to be present at the meeting has the responsibility to make all necessary arrangements. Electronic recorders may be used. The use of a stenographic reporter is prohibited, except by mutual consent.

The vice president or equivalent position shall communicate the decision in writing within ten (10) workdays from completion of the meeting to the grievant and to the immediate supervisor.

3. **Grievance Level Three** - Ad Hoc Hearing Committee or President - The grievant may file a written appeal of the Level Two decision with the president within ten (10) workdays of receipt of the written decision. The grievant shall request either that the appeal be heard by the president or that an ad hoc hearing committee be appointed according to the procedures established herein.

C. **Ad Hoc Hearing Committee**

If the grievant requests that an ad hoc hearing committee be appointed, the president shall, within ten (10) workdays after receipt of the written appeal, implement the procedures outlined below. For good cause, the time for selection of the committee may be extended by the president to the earliest available date.

Procedure for the Appointment of the Ad Hoc Hearing Committee –

Purpose:

To provide for a uniform and fair selection of prospective committee members and the appointment of ad hoc hearing committees from college personnel holding faculty rank.

General Provisions:

Each college shall identify a list of prospective committee members for service on an ad hoc hearing committee for the purpose of conducting the Faculty Grievance Procedure.

The prospective committee members shall be elected from the various segments of the college faculty: teaching faculty, counselors, librarians, and administrators.

1. **Role and Function of Ad Hoc Hearing Committee:** The role and function of the committee is to determine whether the challenged action is within policy and the authority of the person taking the action, and provide a written report of findings of fact and the decision. Committees may not exceed the scope of the purpose for which the committee was established (see definition of grievance above, Paragraph II.A.).
2. Within ten (10) workdays after the ad hoc hearing committee has been appointed, the chairman, in consultation with the ad hoc hearing committee, shall set a time and place for a hearing and notify the grievant, the grievant's immediate supervisor, and the vice president or equivalent position. The hearing shall begin within twenty (20) workdays after the ad hoc hearing committee has been appointed. The chairman, in consultation with the committee, may continue the hearing, for good cause, to the earliest practical date. The committee's report, which will include findings of fact and its decision, shall be based on the information presented at the hearing and shall be consistent with the rules, policies, procedures, and regulations of the college and the VCCS. The ad hoc hearing committee shall arrive at its report by simple majority vote and shall communicate its findings of fact and decision in writing, within ten (10) workdays after the hearing is completed, to the grievant, the grievant's immediate supervisor, the vice president or equivalent position, and the president. If there is a dissenting member, a minority opinion including the rationale for dissent, shall be included in the report. The report of the ad hoc hearing committee shall be reviewed and signed by each member of the committee. Nothing herein should be construed as delegating to the committee any power of neither management, nor authority to award any compensatory relief.

The president may, within ten (10) workdays of the receipt of the report, submit a written petition to the committee for clarification or to reconsider its report should the president find errors or inconsistency of fact and conclusion. The written petition should specify the perceived errors or inconsistencies of fact. The committee shall respond within ten (10) workdays. For good cause, the president may extend the ten (10) workdays to the earliest practical date. The petition and the committee's response shall become part of the record.

The decision of the ad hoc hearing committee shall be binding upon the parties unless the provisions of Level Four apply or the president determines that the decision violates the law, or the rules, policies, procedures or regulations of the college or the VCCS. In this case, the president must state in writing the exact law, or the rules, policies, procedures or regulations of the college or the VCCS which have been violated. The president must communicate in writing the findings to each party involved in the grievance. If the finding is against the grievant, the grievant may proceed at once to Level Four.

D. **President's Hearing** - If the grievant requests that the president hear the appeal in person, the president shall, within ten (10) workdays after receipt of the appeal, set a date for a hearing and notify the grievant, the grievant's immediate supervisor, and the vice president or equivalent position.

1. The hearing shall begin within twenty (20) workdays after receipt of the appeal by the president. The president may continue the hearing, for good cause, to the earliest practical date.
2. The president shall render a decision in writing within ten (10) workdays of the completion of the hearing with copies to the grievant, the grievant's immediate supervisor, and the vice president or equivalent position. The decision of the president shall be final under the provisions of this grievance procedure, except where the provisions of Level Four apply.

Essential Elements of the Ad Hoc or President's Hearing:

1. Each side of the grievance shall have the right (1) to present relevant information or witnesses; (2) to question all witnesses; (3) to examine all documents and tangible evidence presented; (4) to receive at no cost a copy of the evidence, the documents and a transcript of the proceedings. A verbatim transcript shall be provided in audio form and in written form if requested by either party.
2. The chairman/president shall be the presiding officer and rule on objections and govern the proceedings. The chairman/president may require each side to make brief opening and/or closing statements, with the grievant making the second presentation. The chairman/president will designate the time allowed for this purpose and allow neither party to exceed the allotted time, except upon petition. If the petition is granted, both parties involved will be given equal additional time. The chairman/president shall begin and end the hearing, as appropriate, and may grant a recess or continuance as required.
3. Governing rules of procedure should be established in writing by the committee/president, and made known to all parties involved at least seven (7) days prior to the commencement of the hearing. The hearing is not intended to be conducted as court proceedings, and the technical court rules of evidence are inapplicable. The committee/president should consider all reliable and relevant information presented. Hearsay evidence may be admissible if the committee determines that such evidence is reliable and relevant to the issue under consideration.

4. Grievance Level Four - State Appeals Panel

There are four conditions under which the grievant may appeal to a State Appeals Panel of the VCCS (provided that the grievance process has been fully exhausted at the college).

- a. Condition one: When the college ad hoc hearing committee/president rules against the grievant.

- b. Condition two: When the president rejects the findings of the ad hoc hearing committee.
- c. Condition three: When the grievance is directly against the president.
- d. Condition four: When the grievance procedures have not been followed to the prejudice of the grievant.

The State Board Appeals Officer² as the executive secretary of the State Appeals Panel is responsible for orienting the panel to its role and responsibility, providing for staff support, and distributing written grievance documents for the panel's review prior to its initial meeting. All appeals to the State Appeals Panel are to be directed to the State Board Appeals Officer. The grievant must file the appeal within twenty (20) workdays of the receipt of the decision from Level Three. Within ten (10) workdays of the receipt of the appeal the State Board Appeals Officer shall select by lot the State Appeals Panel, which is to examine the grievance. The selection of the panel will follow the procedure outlined below. The panel shall elect its own Chairman. No one who has served on the Level Three ad hoc hearing committee may serve on the State Appeals Panel for the same grievance.

6.3200 Time Limitations

1. Extension of Time: It is important to good relationships that grievances be initiated and processed as expeditiously as possible. The time limitations specified for either party may be extended by mutual written agreement.
2. Effect of Failure to Initiate a Complaint or Dispute within Time Limit: A failure to raise the complaint or dispute within the time limits shall result in the loss of the right of the grievant to further appeal.
3. Effect of Failure of Grievant to Appeal within Time Limit: If there is no mutual written agreement to extend the time limits set herein, and if a decision at one level is not appealed by the grievant to the next level of the procedure within the time limit specified, the right of the grievant to further appeal is terminated.
4. Effect of Failure to Respond to Grievant within Time Limit: Failure at any level of the grievance procedure to initiate communication of a decision to the grievant within the specified time limit shall result in an automatic right of appeal to the next level of the procedure. The appeal must be made by the grievant within the time frame which would have been allotted.

6.3300 General Provisions

1. **Identification:** All written grievances and appeals shall identify the name and position of the aggrieved party, the name and position of the party or parties against whom the grievance is filed, the date of filing, a concise statement of the nature of the grievance, the specific rule, policy, procedure, or regulation of the VCCS or the college which has allegedly been misapplied or misinterpreted, how it was misapplied or misinterpreted, and the specific redress being sought by the grievant.

2. **Avoiding Interruptions:** In pursuing the provisions of this procedure, every effort shall be made to avoid interruptions of classroom activity and other college functions and the unnecessary involvement of students or others not directly involved in the act being grieved or the grievance process itself.
3. **Informal Discussion:** Nothing contained herein shall be construed as limiting the right of the grievant to discuss the matter informally with any appropriate member of the college. If the grievance is settled informally and/or the grievant withdraws from the procedure at any level, such a settlement shall be deemed a final resolution and shall be entered in the records as such.
4. **Clarification of Administrative Structure:** It shall be the responsibility of each college president, where necessary, to provide a clarification on the relationship of Levels one through three to the college's administrative structure. The term "immediate supervisor," as used herein, refers to the first line of administration.
5. **Placement of Records:** Once a grievance has been formally filed (Grievance Level One), a record shall be kept in the Human Resources Office. After final resolution of the grievance, only the rendered decision shall be placed in the personnel file of each party to the grievance. The record of the case shall be treated with the same confidentiality as other personnel records.
6. **Applicability to Temporary Faculty Members:** When a temporary part-time faculty member (P-14) has a grievance, the same procedures as set forth herein shall apply except that the procedure shall end at Level Two.
7. **Applicability to Administrators and Professionals:** When an administrator or professional has a grievance, the same procedure as set forth herein shall apply.
8. **Representation by Legal Counsel:** In order to promote amicably the informal resolution of potential grievances, legal counsel may not participate prior to Level One. Both parties to the grievance have the right to employ legal counsel, who may be present and participate at any level of the formal grievance procedure. Any party intending to have legal counsel present at the hearing must notify the other party to the grievance of that intent.
9. **Timing:** The grievance procedure at the institution (absent agreement otherwise) should take place when the parties are under contract and during regular working days.
10. **Public Statements:** Except for such simple announcements which may be required covering the time of hearings and similar matters, public statements and publicity about a case shall be avoided by all parties so far as possible until all proceedings have been completed.
11. **Academic Freedom:** Nothing in this policy shall be used to restrain faculty rank employees in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board.
12. **Job Termination:** The initial recommendation of job termination may be issued from the vice president/provost or the president instead of the immediate supervisor. In all such cases, the faculty member shall be notified of the identity of the person making the initial recommendation. All subsequent proceedings shall begin at the appropriate level (vice president /provost or president) and recommendations of lower level administrators, if any, shall be included in the record for future consideration.

13. **Delivery of Notices:** When giving notice of action or requesting appeal, it is the author's responsibility to make all reasonable effort to ensure that the person(s) designated to receive such notices and requests receive them personally. Personal delivery by the author for which a receipt is obtained or certified mail with return receipt should be used for the delivery of notices and requests.

6.3400 Personnel File

Personnel records for faculty-ranked employees are maintained in the College's Human Resources Department in accordance with *Administrative Policy Manual*, section 3.11. These records provide documentation on all personnel actions involving the employee and generally provide an official employment history. The documentation relates to such matters as payroll and performance evaluation, as well as to routine personnel actions.

6.3500 Release of Employment Information

The Virginia Freedom of Information Act (Code of Virginia §2.2-3705.8) requires the release of certain information for a state employee. This information includes the employee's position title; the employee's job classification title; dates of employment; and annual salary, official salary or rate of pay, if such pay exceeds \$10,000. The Department of Human Resource Management must provide this information upon request by citizens of Virginia as well as newspaper or other media outlets with wide circulation in the Commonwealth.

6.4000 Benefits

6.4100 Retirement Program

Virginia Retirement System

The Virginia Retirement System offers the following retirement plans.

Appendix 8: Thomas Nelson Online Resource: Virginia Retirement System Handbook

Plan 1 - Faculty are covered under the provisions of the Virginia Retirement System (VRS) Plan 1 if your membership date is before July 1, 2010 and you were vested (you had at least five years of service credit) as of January 1, 2013. If you leave employment but do not take a refund of your member contributions and interest or are maintaining an account balance in an optional retirement plan authorized or administered by VRS, you will be considered a deferred member. If you return to covered employment, you will be rehired under Plan 1.

Vesting is the minimum length of service you need to qualify for a future retirement benefit. You become vested when you have at least five years (60 months) of creditable service. Vesting means you are eligible to qualify for retirement if you meet the age and service requirements for your plan. You also must be vested to receive a full refund of your member contribution account balance if you leave employment and request a refund.

You become eligible for an unreduced retirement benefit at age 65 with at least five years (60 months) of creditable service or at age 50 with at least 30 years of creditable service.

Plan 2 - You are in VRS Plan 2 if your membership date is on or after July 1, 2010, or your membership date is before July 1, 2010, and you were not vested as of January 1, 2013.

Vesting is the minimum length of service you need to qualify for a future retirement benefit. You become vested when you have at least five years (60 months) of creditable service. Vesting means you are eligible to qualify for retirement if you meet the age and service requirements for your plan. You also must be vested to receive a full refund of your member contribution account balance if you leave employment and request a refund.

You become eligible for an unreduced retirement benefit when you reach your normal Social Security retirement age and have at least five years (60 months) of creditable service or when your age and service equal 90. Example: Age 60 with 30 years of creditable service.

Hybrid Plan - The plan applies to most members hired on or after January 1, 2014.

You are vested under the defined benefit component of the Hybrid Retirement Plan when you reach five years (60 months) of creditable service. VRS Plan 1 or VRS Plan 2 members with at least five years (60 months) of creditable service who opt into the Hybrid Retirement Plan will stay vested in the defined benefit component.

You are always 100% vested in the contributions that you make.

Under the defined benefit component of the plan, you become eligible for an unreduced retirement benefit when you reach your normal Social Security retirement age and have at least five years (60 months) of creditable service, or when your age and service equal 90. Example: Age 60 with 30 years of creditable service. For the defined contribution component, you are eligible to receive distributions upon leaving employment, subject to restrictions.

Virginia Sickness and Disability Program (VSDP)

Salaried state employees and salaried faculty covered under the provisions of VRS Plan 1, Plan 2 or the Hybrid Retirement Plan are eligible for Virginia Sickness and Disability Program coverage.

Under the Virginia Sickness and Disability Program (VSDP), a short-term disability is an illness, injury or other condition, such as surgery, pregnancy, complications from pregnancy or a catastrophic or major chronic condition that prevents you from performing the full duties of your job. The disability may be non-work related or work-related. A work-related disability is the result of an occupational illness or injury that occurs on the job and the cause is determined to be compensable under the Virginia Workers' Compensation Act.

The maximum short-term disability period is 125 workdays. The 125-workday period is based on a Monday-through-Friday workweek and includes paid holidays. If you are still disabled after 125 workdays, you may be placed on long-term disability.

As a participant in the Virginia Sickness and Disability Program (VSDP), you are covered automatically under the VSDP Long-Term Care Plan. You pay no cost for this coverage while you are employed in a VSDP-covered position. The VSDP Long-Term Care Plan provides benefits if you need help with everyday life tasks because of a prolonged health problem or following a major illness or injury. The plan assists with the cost of care in a nursing home or hospice facility; assisted living facility care; community-based care; home healthcare services; informal caregiving; and alternative or transitional care.

The maximum daily benefit amount is \$96 with a lifetime maximum of \$70,080. You are eligible for benefits when a licensed healthcare professional certifies that you are unable to perform at least two of six activities of daily living without assistance or you have a severe cognitive impairment requiring substantial supervision to protect you from threats to health and safety.

Optional Retirement Plan

The Optional Retirement Plan for Higher Education (ORPHE) is a defined contribution plan tax-qualified under Section 401(a) of the Internal Revenue Code and governed by the provisions of Section 51.1.-126 of the Code of Virginia. Under a defined contribution plan, the retirement benefit is based on contributions and net investment gains on contributions. You decide how to invest the money in your ORPHE account from your provider's investment options and assume all risk associated with your investments. VRS has contracted with Fidelity Investments Tax-Exempt Service Company (Fidelity Investments) and the Teachers Insurance and Annuity Association- College Retirement Equities Funds (TIAA-CREF) to provide the investments and record-keeping for the ORPHE. You select your provider when you elect the ORPHE. Each provider offers a number of investment options across various fund types from which you can create your own investment mix.

Plan 1

- a. For participants whose retirement plan coverage date is before July 1, 2010
- b. 10.4 percent employer contribution.
- c. Vesting is immediate

Plan 2

- a. For participants whose retirement plan coverage date is on or after July 1, 2010
- b. Five percent pre-tax employee contribution plus 8.5 percent employer contribution
- c. Vesting is immediate

Deferred Compensation

Thomas Nelson offers faculty and staff opportunities to participate in a Tax-Sheltered Annuity (TSA) 403(b) program, as a pre-tax savings vehicle, and a Cash Match plan for eligible faculty and staff who contribute at least \$10 pre-tax each pay period to their TSA plans.

The Commonwealth of Virginia 457 Deferred Compensation Plan (the "Plan") can help you picture a secure financial future by offering you the opportunity to plan for your retirement. The Plan is available to you as a convenient way to save for retirement. And the sooner you start participating in the Plan, the sooner you begin enjoying the benefits of before-tax savings, a cash match, and tax-deferred growth and compounding.

Once you are contributing to one of the 403(b) companies or to the Deferred Compensation Plan, you will be eligible for a cash match. The cash match program offers a 50% match with a cap of \$20.00 per pay period as long as you contribute \$40.00 of your own money per pay period.

Health Coverage

Full-time salaried employees have a choice at the time of initial hire to elect health coverage from the health plans offered for participation. The faculty member must enroll or waive coverage within 30 calendar days of employment. This period is considered the initial enrollment period. An enrollment for healthcare coverage may also be done at a later time when experiencing a qualifying mid-year event as defined on the state's health enrollment form. To waive participation, complete the State Health Benefits Program Active Employee Eligibility and Enrollment Form at www.dhrm.virginia.gov/forms and submit it to Human Resources within the 30 calendar-day election period.

Coverage in the health plan for new hires takes effect the first day of the month coinciding with or following the date of hire, as long as Human Resources receives the enrollment action within 30 calendar days of that date. The 30 calendar-day count begins on the date of hire and ends 30 days later.

Health care changes due to a qualifying event may be made within 60 calendar days of the event. The count begins on the day of the event and ends 60 calendar days later. Coverage generally takes effect the first of the month following the date the agency receives the enrollment action.

Subscriber identification cards are issued by the carrier. Eligible employees may also enroll or make changes to healthcare benefits during the annual open enrollment period in the spring of each year. Reenrollment in health plans is not required each year.

The state contributes to the cost of healthcare for full-time employees. There is no state contribution to premium cost for part-time salaried participating employees. Healthcare premiums are deducted on a pre-tax basis.

Tuition Assistance

Thomas Nelson Community College is committed to providing ongoing opportunities which promote professional and personal growth for all faculty and staff. The tuition assistance plan forms a portion of this program and provides faculty and staff with funds to improve job performance in their present positions as well as meet changes and new demands.

For additional information on the Educational Aid and Continuous Learning Courses, see section 3.6 of the *Administrative Procedures Manual*.

Flexible Benefits Program

Flexible Spending Accounts allow the employee to set aside a portion of his/her income on a pre-tax basis and then use that money to pay for eligible healthcare or dependent care expenses. This is accomplished by deducting the premiums before taxes are calculated, thus reducing the amount of Federal, State, and Social Security withholding. Strict IRS guidelines apply including definitions for what is an eligible expense and the "use it or lose it rule". There will be an administrative fee taken on a pre-tax basis.

Optional Life Insurance

Employees who are covered by VRS Basic Life Insurance are eligible to purchase Optional Life Insurance coverage. Employees who enroll in Optional Life Insurance may also enroll a spouse and dependent children. The employee pays the premiums. Optional group life insurance provides benefits for natural and accidental death or dismemberment. You pay the premiums through payroll deduction. You can select one of four coverage options to cover yourself, up to a maximum of \$750,000. You can cover your spouse for up to half the maximum amount of the coverage you select for yourself, not to exceed \$375,000. The optional life insurance plan is administered by the Virginia Retirement System and provided under a group policy underwritten by the Minnesota Life Insurance Company.

Legal Resources

This optional program allows employees to pay \$18.00 per month for legal services. There are no deductibles, claim forms, waiting periods or fee schedules. Legal services include: traffic violations; landlord/tenant disputes; defense in civil suits; uncontested divorce; preparation of wills, including a living will; real estate purchase; product warranty disputes; and advice and consultation. Contact Human Resources for enrollment materials.

Mandatory Insurance

Upon employment full-time employees are enrolled in a group life insurance policy at no cost to the employee. The life insurance benefit is equal to your annual salary, rounded to the next highest thousand, and then doubled. An accidental death benefit is equal to the annual salary, rounded to the next highest thousand, and multiplied by four. If group life insurance coverage exceeds \$50,000 for natural death, policyholders may be required to report a portion of the premiums paid as income for federal, state and FICA tax purposes.

Virginia Credit Union

You may choose to become a member of the Virginia Credit Union. Direct deposit and payroll deductions are available to you. A membership application and further information may be obtained at their website.

Appendix 8: Thomas Nelson Online Resources: Virginia Credit Union

Employee Assistance Programs

The employee assistance program provided to health plan members offers up to four visits at no cost to you or members of your household for counseling in such areas as mental health, substance abuse, work and family issues, and financial or legal matters. In general, care must be authorized in advance. You or your eligible dependent will speak to an EAP specialist who will assess your problem and coordinate assistance. Should your problem require mental health or substance abuse care, you will be referred to a provider, under your mental health and substance abuse benefit. Your EAP specialist or care manager will arrange a referral according to your specific needs. Contact your plan's Member Services department for more information.

CommonHealth

The CommonHealth employee wellness program strives to make a difference in the health of employees and the workplace by integrating health into the work culture. More than 40 different health promotion services are offered to state agencies, including fitness and stress management, personal health and safety, and weight control and nutrition. For additional information, visit the

CommonHealth website or contact the Thomas Nelson CommonHealth Coordinator in the Physical Education department.

Appendix 8: Thomas Nelson Online Resources: CommonHealth Website

Workers’ Compensation

Workers’ Compensation is the benefit provided to employees by the Virginia Workers’ Compensation Act if they suffer work-related injury or disease. Claims and decisions will be made in accordance with the policies and procedures of the Department of Human Resource Management and the Division of Risk Management. Any accidental injury or illness sustained on the job during college hours should be reported immediately to the immediate supervisor and Human Resources. A panel of physicians and immediate care facilities acceptable to workers’ compensation insurance administrators for the Commonwealth of Virginia is available in Human Resources. All claims for workers' compensation are reviewed by the Virginia Division of Risk Management's third-party administrator, Managed Care Innovations, to determine if they are covered under the provisions of the Virginia Workers' Compensation Act.

6.4200 Leave

Annual Leave

Annual Leave (Twelve-Month Administrative/Professional and Presidents, Twelve-Month Teaching Faculty)

A. Annual Leave

The State Board approved a new annual leave option for presidents, administrative/professional faculty and 12-month teaching faculty effective January 1, 2007. The new annual leave program establishes “up-front” leave, higher accrual rates per pay period, and reduces the carry-forward and pay-out limits for unused annual leave. Positions are divided into categories of president, executives/senior administrators, and administrators/professional with different up-front leave, accrual rates, carry-forward and pay-out limits for each category. The categories and accrual rates are displayed in the following chart:

	Up Front, Upon Hire	Accrual Per Pay Period Worked	Maximum Accrual Per Year	Maximum Carry Forward Limit	Maximum Payment Limit
Presidents	120 hours 15 days	10 hours	240 hours 30 days	240 hours 30 days	240 hours 30 days
Executive/Senior Administrators	96 hours 12 days	8 hours	192 hours 24 days	192 hours 24 days	192 hours 24 days
Administrators, Professional faculty, 12- month teaching faculty	84 hours 10.5 days	7 hours	168 hours 21 days	168 hours 21 days	168 hours 21 days

1. Positions Included in Leave Categories

- a. Executives: Executive Vice President, Vice President, Provost, Executive Vice Chancellor, Vice Chancellor, faculty rank members of the Chancellor’s Cabinet, and Associate Vice Chancellors with State Board Responsibility.
- b. Senior Administrators: Assistant Vice President, Associate Vice President, Assistant Vice Chancellor, Dean, Campus Dean, Director.
- c. Administrators: Assistant Director, Associate Director, Coordinator, Assistant Coordinator, Administrative Officer, Counselor, Librarian, twelve-month teaching faculty.

2. Primary Policy Provisions

Up-front leave is granted on the date of hire for current presidents, administrative/professional faculty and 12 month teaching faculty. In addition to the one-time up-front leave, annual leave is accrued each pay period. On January 10th of each year, the annual leave balance will be reduced to the carry-forward limit. Upon termination of employment, payment will not exceed the pay-out limit.

3. Application of Policy

The new annual leave policy is the only option available to presidents, administrative/ professional faculty and 12-month teaching faculty hired on or after January 1, 2007. Faculty employed under the old plan who chose not to switch to the new option during the designated window period, will remain under the old plan.

Leave is not advanced unless when designated by VCCS 3.9.3 as advanced; it is accrued in semi-monthly periods that coincide with the lag pay schedule. Such leave is credited at the end of the pay period. Leave may not be used until it is credited.

The president, vice presidents, and provosts who elected not to join the new plan will continue in their existing arrangement which does include some advancement of leave up to a certain level of service.

All leave reporting is done using PeopleSoft.

Accrual rates are covered in DHRM policy 4.10. Accrual rates for state employees with previous state service are covered by DHRM Policy 1.55 and DHRM Policy 2.20.

When terminating employment or when moving from an administrative or professional position to a nine-month teaching position, an employee shall be paid for only the maximum leave allowed by the policy covering the employee.

B. Carryover of Unused Leave (does not apply to employees covered by the new plan provision)

All annual leave in excess of the maximum allowed shall be carried over beyond January 1 of each year. However, the excess leave must be used by June 9 of the same calendar year. The remaining excess hours will be converted to sick leave on an hour-for-hour basis as of July 10, except for participants in the Virginia Sickness and Disability Program (VSDP). As annual leave is used during

the first six months of the calendar year, the hours used shall be deducted from the excess hours balance. When all excess hours have been used, annual leave taken shall be deducted from the current calendar year balance.

Note: Converting excess annual leave to sick is not possible for faculty members who have chosen to participate in the Virginia Sickness and Disability Program (VSDP) or the new annual leave plan.

6.4300 Sick Leave

Faculty electing the Virginia Sickness and Disability Program (VSDP) shall have sick leave as specified in the VSDP policy. For faculty not eligible for, or not electing VSDP, the VCCS sick leave policies for 12-month and 9-month faculty and presidents discussed in this section shall apply. In all cases, for 9-month faculty, the smallest unit of leave charged shall be a half day.

For additional information on the Faculty Personal and Sick Leave Procedure, see section 3.10 of the *Administrative Procedures Manual*, or *VCCS Policy Manual*, section 3.9.

6.4400 Personal Leave

Faculty electing the Virginia Sickness and Disability Program (VSDP) shall have personal leave as specified in VSDP policy. For faculty not eligible for, or not electing VSDP, personal leave of three (3) days shall be granted at the beginning of the academic year to all full-time 9-month teaching faculty members. In all cases, the smallest unit of leave shall be a half-day. For example, an absence of two hours will be charged as 4 hours of leave. Absences of more than one-half day shall be charged on a day-for-day basis (5 days, 40 hours, per week) regardless of the faculty member's schedule (See sick leave for exception for faculty on Family Medical leave). This leave may be taken by faculty members at their discretion, provided satisfactory prior arrangements have been made with the faculty members' supervisors. Personal leave is not intended for recreational purposes. Unused personal leave shall be converted to sick leave accrual at the end of the summer term following the academic year for which it was granted. The personal leave policy shall not apply to participants in the Virginia Sickness and Disability Program (VSDP) with the following exception: the smallest unit of leave charged shall be a half-day for teaching faculty

For additional information on the Faculty Personal and Sick Leave Procedure, see section 3.10 of the *Administrative Procedures Manual*, or *VCCS Policy Manual*, section 3.9.

6.4500 Leave Without Pay

Leave without pay may be granted at the discretion of the president for reasons such as but not limited to the following:

1. Professional development related to one's discipline or occupational field;
2. Educational leave in excess of such leave allowable with pay (not to exceed two years when combined with educational leave without pay);
3. Full-time study;
4. Foreign teaching assignments or exchange teaching;

5. Serious health condition;
6. Family or personal purposes;
7. Military leave in excess of such leave allowable with pay.

Since granted leave involves reemployment, leave is not automatically given to any person who requests it. A leave of absence without pay shall not be granted for more than 12 calendar months.

6.4600 Leave Sharing

Leave sharing for administrative/ professional faculty shall be in accordance with Department of Human Resource Management policies and procedures. Teaching faculty will be eligible to participate only as leave recipients since they do not earn annual leave.

Eligibility and Criteria

Thomas Nelson Community College full-time classified staff and 12-month faculty are eligible to donate and receive leave under the leave share program according to the following conditions:

Participants in the Virginia Sickness and Disability Program (VSDP) may donate leave. VSDP participants are not eligible to receive leave share donations to cover absences for personal medical conditions because the VSDP provides this coverage.

VSDP participants are eligible to receive leave share donations to cover absences for family members' medical conditions if they are using approved family and medical leave under FMLA.

In most instances, leave may be donated to a family member employed at another state agency (details available from the leave share administrator).

Leave is donated to recipients only after all leave balances (annual, sick, compensatory and holiday) have been exhausted.

Leave share recipients must have been placed on leave without pay for 5 consecutive work days (40 hours) for each personal medical condition occurring in a 365-day period.

While on leave without pay status, employees receiving donations through the leave share program do not accrue annual or sick leave.

Any medical information provided will remain confidential.

Donor Procedures

The college's leave share program follows these donor procedures:

1. Donations are made in eight-hour increments of annual leave using a leave share donor form. Annual leave that will be "lost" at the end of each calendar year may be donated.
2. Donations can be made to a specific employee, if applicable.
3. Donor leave may be reclaimed only if the donor form has not been processed.

Recipient Procedures

1. To request donated leave, the employee completes the leave share recipient application form with the supervisor's signature to indicate awareness of the request. The application must include a physician's certification of the medical condition with an expected return-to-work date.
2. The employee can elect to remain anonymous.
3. If the employee stays out longer than specified by the physician's certification for return to work, leave share donations will cease (unless a new doctor's certification is provided with an extended return-to-work date).
4. An employee who is a maternity patient may apply for leave share donations for the period covered by a doctor's certification as medically necessary.
5. A second physician's certification may be required at the agency's choice.
6. Eligible recipients are not required to reimburse donated leave hours except in the following conditions:
 - a. The employee receives compensation from another source for the same period of time that leave share hours were received (for example, monies are received from the leave share program and workers' compensation benefits are received retroactively for the same period of time).
7. It is determined that abuse has occurred, which may result in disciplinary action.
8. Following are the procedures to reimburse donated leave:
 - a. Repayment of donated leave is made at the recipient's (not donor's) current pay rate.
 - b. Reimbursed leave hours will be returned to the original donor(s).

Agency Responsibility:

An e-mail communication to solicit annual leave for an employee (unnamed, if requested) will be sent to all full-time employees.

Exclusions

Medical conditions resulting from the following actions are excluded from eligibility for leave share benefits:

1. Any occupation-related accident or illness for the period in which workers' compensation benefits have been awarded
2. Injuries that are intentionally self-inflicted
3. Injuries occurring in the course of committing a felony or assault
4. Employees may not use donated leave during the period of any disciplinary suspension.

6.4700 Educational Leave with Pay

Partial Pay -- Faculty members holding three- or five-year appointments who are granted educational leaves of absence with partial pay and are not employed full-time during at least two academic semesters of the period August 16 through August 15 of the following year shall have their current multi-year appointments extended for one year.

An educational leave of absence, with or without pay, shall not disqualify the year of its occurrence as counting towards a year of service. No more than two academic years may be exempted from the years of full-time service requirement because of educational leave.

Eligibility:

Educational Leave with Pay (Teaching, Professional, and Administrative Faculty)

A. Eligibility

To be eligible for educational leave with pay consideration, all faculty personnel must meet the following criteria:

1. Teaching/professional faculty shall not become eligible for educational leave with partial pay until they become eligible for or are in a multi-year appointment. Administrative faculty shall become eligible for educational leave with partial pay when they have completed a minimum of three years of service at the college.
2. Teaching, professional, and administrative faculty must have completed three years of continuous, creditable full-time P-3 service in the VCCS since a previously approved paid leave (sabbatical or educational). There is an absolute maximum of educational leave that may be taken in a four-year period: for teaching faculty, two semesters; and for twelve-month administrative/professional faculty, one year. The number of applicants to be approved will depend upon funds available. First consideration will be given to the following categories, dependent upon the needs of the college:
 - a. Faculty members needing to complete requirements for an advanced degree or for promotion.
 - b. Faculty members requiring further training.

Educational leave with pay will be granted only for taking credit bearing courses or undertaking an approved course of study.

Application: Submit a memorandum with justification for the leave along with an Employee Educational Assistance Request form to the college vice president through appropriate supervisors.

B. Monetary Compensation and Benefits

The pay rate while on educational leave with pay will not exceed 50 percent of the (current) salary in effect on the last workday covered by the Faculty Employment Contract prior to the effective date of educational leave with pay. For administrative/professional faculty, leaves for the academic year will normally begin on July 1; for one semester only—July 1 for Fall and January 1 for Spring. For nine-month teaching faculty, leaves for the academic year will normally begin on August 16; for one semester only—August 16 for Fall and January 1 for spring. The individual shall execute a promissory note agreeing to repay the gross salary and any educational aid (tuition assistance) received while on leave if that individual does not return to the college which granted the leave with pay, or to another VCCS college, or to the VCCS System Office upon completion of the educational leave. If the faculty member resigns prior to

the completion of the obligation, the outstanding prorate portion of the note shall be paid in full within one year following termination of employment.

If the faculty member resigns prior to the completion of the obligation, the outstanding pro rata portion of the note shall be paid in full within one year following termination of employment. The individual who fails to complete successfully any portion of the educational leave may be required by the resident (or chancellor in the case of the president) to reimburse the college a proportional amount of the moneys received while on leave. In the event of death or approved disability, this note is canceled.

6.4800 Sabbaticals

The purpose of a sabbatical is to permit longer-term activities that will improve a faculty member's teaching effectiveness, enhance creative and/or artistic activities, improve professional competency and provide a renewed capacity for significant contribution of service to the college Section 6—Personnel Policies and Procedures and the community at large. Sabbatical leave for professional development is available to teaching, administrative, and professional faculty, and the college president. Sabbatical leave is not designed for planned courses of study for academic credit.

A. Description

A sabbatical leave is a compensated leave of absence of one or two semesters for full-time academic faculty and up to 12 months for administrative and professional faculty and the college president. Sabbatical leave shall be granted for approved projects of full-time independent study, research, and/or creative work that will renew teaching abilities and foster and enrich intellectual and professional growth and development. Projects may be concerned with wide-ranging interests or with work in specialized fields and should address issues in the substance of the applicant's teaching field, research interests, professional field, or in some other area which will enhance understanding of related fields. It is not designed for planned courses of study or academic credit.

B. Eligibility

To be eligible for consideration, all faculty applicants for sabbatical must meet the following criteria:

1. Hold a full-time nine-month teaching Faculty Employment Contract or a twelve-month teaching, professional, or administrative Faculty Employment Contract.
2. Have completed six years of creditable full-time or equivalent regular part-time P-3 service in the VCCS at the time of application for sabbatical leave.
3. Have completed six years of creditable full-time or equivalent regular part-time P-3 service in the VCCS since a previously awarded paid leave (sabbatical or educational). There is an absolute maximum of sabbatical leave that may be taken in a seven-year period for teaching faculty, two semesters; for twelve-month administrative/professional faculty, one year.
4. Have a sabbatical plan that meets the criteria enunciated in the Human Resource Development Plan of the college.
5. The number of sabbatical leave awards in any year will depend on the availability of funds.

A memo with justification for the request along with a promissory note should be submitted to the vice president through the supervisor.

C. Obligation to the College during and upon Completion of Sabbatical Leave

1. While on a sabbatical with pay, faculty members shall advise the vice president in writing, with a copy to Human Resources, by February 1 of their plans to return the following academic year (for Fall Semester only, by November 15; for Spring Semester only, by April 1).
2. Faculty members who are awarded sabbatical leave shall serve twice the time of the approved leave at the college after return from sabbatical leave with pay.
3. A written report summarizing project accomplishments must be submitted to the president through the appropriate administrative channels.
4. A faculty member who transfers to another public educational institution outside the VCCS, within the state of Virginia, after receiving sabbatical leave with pay will be responsible for repaying Thomas Nelson for any portion of the required years of post-leave service which has not been completed. In the event the receiving institution is willing to repay the cost of the sabbatical leave by interagency transfer of funds, then the faculty member may be released from the repayment agreement.

6.4900 Family and Medical Leave

Family and Medical Leave: Family Medical Leave provides eligible faculty with up to 12 weeks of unpaid family or medical leave in a calendar year because of the birth of a child or the placement of a child with the employee for adoption or foster care, because the faculty member is needed to care for a family member (child, spouse, or parent) with a serious health condition or because the faculty member's own serious health makes him or her unable to perform the responsibilities of his/her position. This policy shall be administered in accordance with Department of Human Resource Management policies and procedures, however the following shall apply.

- a. **Intermittent Leave:** Intermittent leave must be taken on an hour-for-hour basis or planned as part of a reduced work load. For a reduced work load, the difference between a full load and a reduced load would be charged to Family/Medical leave. The reduction cannot exceed 12 workweeks or 480 hours. A medical certification is required. The work schedule must be approved by the division chair or other designated person.
- b. A community college may designate the use of accrued leave for absences covered by this policy as Family/Medical leave. Other leave policies have not changed as a result of this policy.

Procedure

Employees complete and submit a signed Request for Family and Medical Leave form along with medical documentation. Submit both documents to Human Resources within 30 days of the start of leave.

6.5000 Community Service Leave

Eligible faculty may receive sixteen (16) hours of paid leave per calendar year to participate in school activities or serve as a volunteer member of a community service organization.

- a. Eligibility: Full-time instructional and administrative faculty are covered by the provisions of this policy.
- b. Limitations: Leave may be used only with the prior approval of the faculty member's supervisor.
- c. Administration: This policy shall be administered in accordance with the Department of Human Resource Management policies and procedures.

6.5100 Civil Leave

This policy provides guidelines to agencies for granting paid and/or unpaid leave time to employees who are performing certain civic duties, and to employees who are participating in the formal resolution of workplace conflicts and certain other work-related activities.

Civil and Work-Related Leave may be granted to the employee for absences during scheduled work hours for the following reasons:

1. To interview for other positions with the state.
2. To participate in resolution of work-related conflicts or of complaints of employment discrimination.
3. To attend work-related administrative hearings as a party or witness.
4. To attend one initial session at DHRM's Career Center and one subsequent visit per leave year thereafter.
5. To attend one initial session with the Employee Assistance Program per qualifying incident.

(Employees who are not eligible for the EAP because they have waived state health coverage may consult the third-party administrator to obtain a referral to other behavioral health resources.)

Military Leave

Military leave is granted with or without pay to faculty and classified employees for active duty in the armed services of the United States or for employees who are former members of the armed services, or current members of the U.S. reserve forces or the Commonwealth militia, or the National Defense Executive Reserve. Requests and approvals will be made in accordance with the policies and procedures of the Department of Human Resource Management.

The employees shall be granted up to 15 workdays of paid military leave. A workday shall mean 1/260 of the total working hours an employee is scheduled to work during the entire federal fiscal year.

Holidays

Holidays for twelve-month faculty and presidents shall be authorized in accordance with Department of Human Resource Management policies and procedures. Holidays shall be observed in accordance with the annual college calendar published by the college for the calendar year. Accordingly, colleges and the System Office may schedule the observance of a holiday on a day other than that which is prescribed by State policy.

Nine-month administrative faculty shall be authorized only those holidays which fall within the nine-month appointment period as prescribed by State policy and observed in accordance with the annual college calendar.

Periods of leave with or without pay (LWOP) (except for the use of earned annual or sick leave, educational leave, sabbaticals, or military leave) of over 14 calendar days cause a discontinuity for a semester, disqualifying it from counting towards a full year of employment. A discontinuity is not a break in service. Since granted leave involves reemployment, leave is not automatically given to any person who requests it. A leave of absence with or without pay shall not be granted for more than 12 calendar months. Employees who are in a leave without pay status the day before or the day following a holiday will lose payment for the holiday. Exception: If an employee's first day of work is in a pay period that begins with a holiday and the employee works the next day, the employee will be paid for the holiday. This provision also applies to employees who are returning from LWOP status whose date of return is a holiday.

Leave agreements shall be developed and signed by both the college president and the faculty member. Agreements shall state the right and condition of reinstatement and must include an explanation of personnel policies that affect changes in salary, benefits, retirement and seniority. Faculty members may be allowed to retain any applicable leave balance to their credit as part of the leave agreement. No leave without pay agreement shall exceed one fiscal year in length. Prior to signing, the faculty member shall be informed of the contents of the agreement. A copy of the agreement shall be placed in the faculty member's personnel file prior to the beginning of the leave. While leaves with and without pay are considered on an individual basis, the following will apply:

6.4200 Drug-Free Workplace

Students or employees of a Virginia Community College shall not possess, sell, use, manufacture, give away or otherwise distribute illegal substances including drugs or, where prohibited, alcohol while on campus, attending a college sponsored off-campus event, or while serving as a representative of the college at off-campus meetings. Students or employees who violate this policy shall have college charges processed against them in the normal manner of due process provided by college rules. Further, students or employees who violate this policy shall have committed a criminal offense, and the college shall notify the appropriate agency of the Commonwealth of Virginia, county or city government for investigation and, if warranted, prosecution.

Employees must notify their supervisors of any conviction of a criminal drug law, based on conduct occurring in or outside of the workplace or an alcohol beverage control law or law that governs driving while intoxicated, based on conduct occurring in the workplace. Notification of a conviction must be made in writing and delivered no later than five calendar days after such conviction. An appeal of a conviction does not affect the employee's obligation to report the conviction.

6.5300 Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in State and local government services, public accommodations, transportation and telecommunications. This part of the law is enforced by the U.S. Equal Employment Opportunity Commission and State and local civil rights enforcement agencies that work with the Commission.

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities.

An employer is required to provide a reasonable accommodation to a qualified applicant or employee with a disability unless the employer can show that the accommodation would be an undue hardship -- that is, that it would require significant difficulty or expense.

6.5400 Outside Employment

Faculty may engage in outside employment so long as it does not interfere with their work performance, or professional responsibilities to the college or create a conflict of interest as specified in the State Conflict of Interest policy.

6.5500 Name and Address Changes

The Human Resources Office is required to maintain a current address and telephone number (home and work) for each member of the faculty and staff. Report changes to your address, name and phone number to Human Resources in a timely manner.

Emergency Contact Update

You are required to keep your emergency contact information in PeopleSoft updated. This is especially important in the event of a serious emergency.

6.5600 Exit Process

Employees are required to complete and submit a clearance form prior to their last work day on campus.

Resignation

A resignation letter should be submitted to your Academic Dean with a copy to Human Resources at least two weeks prior to your last workday.

7.0000 GENERAL POLICIES AND PROCEDURES**7.1000 Campus Conduct**

Campus and college activities by students and/or college employees are under the jurisdiction of the college and must conform to the following college rules and regulations:

A. Student Conduct

Please see the "Statement on Student Rights and Responsibilities" in the current *Student Handbook*.

B. Disruptive Students

Classroom management is the responsibility of the faculty member. Faculty and students have the right to a positive learning environment, one that promotes the free exchange of ideas and cultivates mutual tolerance. The learning of the whole class should not be jeopardized for the sake of a single student.

Faculty has the right to temporarily dismiss a student from class when the student's behavior distracts or disrupts the other students' learning.

Appendix 3-A: Academic Misconduct/Disruptive Student Faculty Referral Form

1. Non-Violent Classroom Situations

- a. Disruptions that can be handled by the faculty: Annoying, rude, or disruptive student behavior that necessitates faculty action.

Remedies: The faculty may talk with the student during the class or after class. The faculty member discusses classroom expectations with the full class, including rules of behavior. **Syllabi should contain behavioral expectations.** Warnings to the student should be made with progressive penalties as judged appropriate. The student may be given the *Student Handbook* with specific reference to the Student Conduct section that refers to "disruptive student behavior".

Depending on the severity and persistence of the problem, the student may be given a letter from the faculty member, or sent an email. The faculty member may also meet with the student and develop a behavioral contract specifying what will happen if misconduct continues. The faculty member may ask the student to leave the classroom.

- b. Disruptions that need to be referred to the Academic Dean: if individual safety is not an issue, the disruption continues, and the faculty efforts fail, then the faculty member should consult the Academic Dean. The dean provides advice to the faculty member, and takes appropriate actions that may include a phone call or letter to the student with reference to the Student Conduct policy. The student may be required to meet with the Dean prior to returning to the class. The student may

be charged formally with a conduct violation and provided a disciplinary hearing. A behavioral contract may be developed by the Dean that would formalize an agreement whereby the student agrees to stipulations in order to continue in the class.

Appendix 3-B: Personal Individual Consultation Form

2. Threat of Violent Classroom Situations

The presence of imminent danger requires immediate attention, especially here a physical threat exists and emergency actions are necessary.

The faculty member (or designee) should immediately go to (or calls) the College Police for assistance, briefly describing the nature of the emergency.

Telephones are located in each classroom for emergency use. These phones can be used to call on campus only. In case of an emergency, dial 911. If you need to reach the campus operator, dial 0.

For additional information on the Threat Assessment Team, see section 12.10 of the *Administrative Procedures Manual*.

C. *Illegal Substance Policy*

Recent regulations issued by the federal government, combined with the growing number of drug and alcohol related incidents have made us aware of the need for policies which regulate the use or non-use of such substances. Thomas Nelson Community College, in its *Student Code of Conduct*, has identified as violations the unlawful use, possession, or distribution of narcotics, hallucinatory drugs, or controlled substances of any nature and the unauthorized use or consumption of alcohol on campus or any off-campus school-sponsored event, activity, or course.

Additionally, the college has complied with the Higher Education Amendment of 1986, which requires colleges and universities, in order to maintain federal financial aid eligibility for subgrants to certify that these institutions have drug abuse prevention programs, and become partners with the Virginia Tidewater Consortium for Higher Education to establish a consortium-wide drug-use and alcohol-abuse prevention program.

This policy statement and the procedures that follow are designed to describe the institution's position on the use and/or abuse of drugs and alcohol on campus in accordance with Sections 6.5.3 and 6.5.4 of the Virginia Community College System Policy Manual. The unlawful manufacture, distribution, dispensation, possession, and/or abuse of a controlled substance on the campus of Thomas Nelson Community College by any student is prohibited.

1. Any student alleged to be in violation of this policy will be subject to disciplinary action as described in the Student Code of Conduct.
2. The Student Activities Coordinator will offer drug and alcohol abuse prevention programs for students.

3. Current guidelines for activities where alcoholic beverages are served are available in the Thomas Nelson Community College *Administrative Policy Manual*, section 3.8.

7.1100 Emergency Information

Purpose: Thomas Nelson employees provide a valuable leadership element to students' safe and efficient reaction to an emergency situation. The instructor is an authoritative figure for the student and can influence how the student responds in an emergency. Calm, collected, and clear directions by the instructor and staff will have a reassuring effect on the students. Therefore, it is very important for faculty, staff and students to be prepared for emergencies and to familiarize themselves with proper procedures.

Review this Emergency Action Plan (EAP) periodically and know who to contact in the event of an emergency. You should also know:

- The two (2) safest and most direct evacuation routes.
- The location of campus emergency callboxes, first aid kits, automated external defibrillators (AED), and fire extinguishers.
- The designated assembly locations outside the facility.
- Locations of storm shelter safe areas.
- The appropriate shelter-in-place procedure for potential hazards.

Faculty should:

- Provide his/her class or audience with general information relating to emergency procedures and advise them of the evacuation routes, emergency exits and assembly locations. This information should be shared during the first week of class and throughout the semester.
- Provide the location of this document to students.
- Assure that persons with disabilities have the information they need. The instructor should be familiar with the disabled student's plan, be able to direct visitors with disabilities and know the location of the evacuation chair(s) nearest to their classroom and how to use it.
- Take responsible charge of the classroom and follow emergency procedures for all alarms and emergencies.
- Account for all students. Accounting for students can be very difficult; however, an attempt must be made. Faculty should take attendance and keep rosters with them.
- Encourage students to sign up for e2Campus.

Staff should:

- Be familiar with the EAP and able to respond appropriately to crisis.
- Provide students and guests with general information relating to emergency procedures and advise them of the evacuation routes, emergency exits and assembly locations.

Appendix 7-B: Evacuation Assembly Areas

Students should:

- Become familiar with the emergency procedures listed within the EAP and know where to seek further information.
- Sign up for e2Campus

Medical Emergencies: Medical emergencies will occur at Thomas Nelson, and it is important that members of the college community understand how to respond to protect human health and safety. Medical emergencies can occur at any time and may be the result of traffic accidents, slips or falls, pre-existing health conditions, workplace accidents, etc.

1. Preparation: To prepare for a potential medical emergency, consider the following
 - Receive CPR and First Aid training.
 - Know the locations of Automatic External Defibrillators (AED) and receive AED training.
 - Maintain an adequate supply of prescription medication(s) with you, if necessary.
 - Update your emergency contact information – in the event that someone must be contacted in an emergency.
 - Notify your supervisor and/or co-workers of health conditions, if you are comfortable doing so and it is necessary for your safety in the event of an emergency.
 - Know or maintain contact information for your primary care physician and the location of hospitals near your work and home.
2. Procedures/Response: If someone requires immediate medical attention:
 - a. Immediately call or have someone call Campus Police and report the emergency. Provide the following information:
 - Type of emergency
 - Building address and the exact location of the victim
 - Condition of the victim
 - Identity of the victim suspected or known cause of the injury or illness
 - Any dangerous conditions
 - b. Provide first aid and medical assistance as necessary, if trained.
 - c. Follow instructions of the Emergency Dispatcher.
 - d. Do not move the victim, unless the person is in immediate danger.
 - e. If the victim is conscious, try to comfort him/her and obtain medical information (i.e., medical problems, medications, etc.). Any medical information will assist medical personnel if the victim loses consciousness.
 - f. If the Campus Police is not on scene, have someone meet the ambulance at the building entrance or at a safe location and direct emergency personnel to the victim.
 - g. Contact Campus Police at 757-825-2732 to advise them of the situation. Police contact after hours, weekends and holidays is 757-879-3649.

Evacuations:

1. A building may need to be evacuated due to a fire or other unforeseen emergency such as utility failure, chemical spill, structural damage, or violence. In these situations, the fire alarm system or other alert notification system may be used to initiate a building evacuation; however, verbal commands from staff, faculty, police or other emergency response personnel may also be used. Whenever a fire alarm is activated or verbal commands are given, all individuals must begin exiting the building and proceed to their designated assembly area(s).
Appendix 7-B: Evacuation Assembly Areas

2. All buildings must have continuously unobstructed exit paths to permit prompt evacuation and allow immediate access for emergency response personnel. Students, faculty and staff should familiarize themselves with the exit routes and assembly areas.

Appendix 7-B: Evacuation Assembly Areas

3. It is the responsibility of supervisors, faculty and staff to ensure that employees and students are familiar with evacuation signals, evacuation routes, exterior designated assembly areas (Appendix 7-B: Evacuation Assembly Areas), and other procedures related to evacuation.
4. During an Evacuation:
 - Remain calm.
 - Immediately stop what you are doing.
 - If time, conditions and safety permit, take important personal items with you (i.e., car keys, purse, medication, glasses, etc.). Leave everything else. Instruct students to do the same.
 - Walk directly to the nearest exit, assisting students and visitors with evacuation procedures. Move quickly; however, do NOT run, push or crowd.
 - Check doors for heat before opening by touching it near the top with the back of your hand. Do NOT open a hot door.
 - If smoke is present, stay low and crawl to your exit.
 - Do NOT use elevators.
 - Use handrails in stairwells, and stay to the right.
 - Keep noise to a minimum so you can hear emergency instructions.
 - Assist people with disabilities/special needs and those unfamiliar with evacuation procedures.
 - Once outside, move quickly away from the building and to your assembly area, unless otherwise instructed.
 - Actively assist in keeping roadways and walkways clear for emergency personnel.
 - Do NOT return to the building until instructed to do so.
5. Accountability: Immediately following an evacuation, attempt to identify missing persons and relay the names and suspected location to emergency response personnel.
6. Emergency Evacuation and Fire Drills: Emergency evacuation and fire drills are required and must be conducted in accordance with the Virginia State-Wide Fire Prevention Code.

Fire: Deaths and damages caused by fires can be mitigated if proper preparation and response procedures are taken by individuals during a fire. This policy provides information to help individuals plan, prepare, and respond to a fire.

1. Procedures:
 - Remain calm.
 - Activate the nearest fire alarm pull station.
 - Call 911 from a safe location. Prepare to give the following information:
 - o Exact location of the fire (campus, building name and room number)
 - o Location of the fire or smoke within the facility
 - o Cause of fire (if known)
 - o Number and type of injuries (if known)
 - o Your name
 - o Any other information that you think would be beneficial
 - Fire extinguishers. Thomas Nelson has no expectations that untrained personnel should attempt to extinguish any fire. However, if you have had

training and the fire is small (waste basket size), you may attempt to extinguish it. If, after 5 seconds of extinguisher employment, there is still fire, evacuate immediately.

- EVACUATE if you cannot extinguish the fire.
- For larger fires, GET OUT; close doors as you leave to confine fire as much as possible.
- If clothing catches fire, STOP.....DROP.....ROLL.
- Do not allow the fire to come between you and the exit.
- Follow the evacuation procedures found in paragraph D., Evacuations.
- Proceed to the assembly area and verbally warn others to evacuate the building as you exit the building. Direct students and visitors to the assembly area. Assembly areas are found in paragraph D., Evacuations.
- If you are unable to exit the building, notify a person who is exiting the building, notify police by dialing 911, shout for assistance, drop an object to the ground from an exterior window, or hang a highly visible object from a window to get the attention of emergency response personnel.
- Do NOT re-enter the building until authorized by emergency personnel.

2. Evacuation Tips:

- Feel doors with the back of your hand for heat. Do NOT open the door if it is hot. If the door is not hot, open it slowly. Stand behind the door and to one side; be prepared to close it quickly if fire is present.
- If smoke is present, stay as low as possible and crawl to an exit door. Keep one shoulder against the wall as you exit the building to avoid becoming lost.
- Do NOT use elevators.
- Knock on closed doors as you leave and yell “Fire!” on your way out.
- Make note of the location of anyone who may have been unable or refused to evacuate.
- If trapped in a room:
 - o Retreat. Close as many doors as possible between you and the fire.
 - o Seal cracks around the door to prevent smoke from entering. Call 911 and report your location.
 - o Be prepared to signal from a window but DO NOT BREAK THE GLASS unless absolutely necessary (outside smoke may be drawn in).
 - o Open the window a few inches for fresh air and hang a highly visible object from the window.

Inclement Weather Plan: Weather emergencies can pose serious threats to employees and students. Severe weather includes high winds, thunderstorms, lightning storms, hail, floods, tornadoes, hurricanes, extreme heat or cold, and other weather systems that have the potential to create safety hazards or cause property damage.

In general, the College must continue certain operations during periods of inclement weather due to the needs of students, the requirements of ongoing College activities, and other factors. However, the College has a policy on inclement weather, which clearly defines how such declared days impact faculty and staff (see the Inclement Weather Policy page). Generally, there are three possible responses to incidents of inclement weather:

- Delayed opening. During a delayed opening, College officials will publicly announce the specific time at which the College will open. Essential employees may be required to report to work earlier, depending on the situation.

- Early Closing. In the event of an early closing, the College will cease all academic classes and regular business operations at a publicly announced time. Essential employees may be asked to extend their work schedule depending on the situation.
- Closure of offices and business operations. In the event of a closure, all day and evening classes will be cancelled. All offices and regular business operations will be closed. Essential employees may be asked to report to work depending on the situation.

Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Inclement Weather Procedures

Additional Frequently Asked Questions:

If an instructor cannot get to campus because of bad weather, he or she must notify the responsible division. The faculty member or the division will try to contact students using their Thomas Nelson email, so be sure to check your email messages. Students must check Blackboard for additional information about the class.

Unlike public schools, Thomas Nelson does not operate a school bus system and uses different criteria to decide that it is appropriate to close. Thomas Nelson closes only when its own roads, parking lots, the main highways or the roads immediately around the campuses are too dangerous to negotiate safely. Thus, Thomas Nelson may be open when other local schools are closed.

If the College closes, classes at off-campus locations such as local schools will also be cancelled. If the College remains open but the school is closed, the Thomas Nelson class is cancelled for that day. Students should pay attention to local school closing information if they are taking classes at a local school.

If Thomas Nelson campuses at both the Hampton and Historic Triangle campuses are open and a different location/site (i.e. Southeast Higher Education Center) is closed, classes at the closed location/site will be cancelled.

If Thomas Nelson campuses at both the Hampton and Historic Triangle campuses are closed and a different location/site (i.e. Southeast Higher Education Center) is open, classes will be held at the location/site as scheduled.

We realize that a general decision for the College cannot account for the individual circumstances of all students. Use your best judgment and be prompt in communicating your situation to your instructor.

When the College announces a delayed opening, any class with at least 45 minutes of class time remaining after the College opens will be held. For example, if the College opens at 10:00 a.m., a 9:30-10:45 a.m. class will begin at 10:00 a.m. This procedure applies to all credit classes.

The safety of students and employees is the most important consideration. Sometimes decision makers get information indicating that the College should close at times that do not exactly coincide with the beginning and ending of every class. It is better to cancel the class in this case than to keep the students when conditions are getting dangerous. Thomas Nelson classes do not all start and stop on a uniform schedule. Any early closing time is likely to interrupt some classes.

Delayed Opening:

Under a delayed opening, the delayed opening time will apply to College classes, offices and regular business operations and will be determined with each incident of inclement weather.

- Employees not identified as “essential personnel” are expected to arrive at work by the designated delayed opening time.
- Non-essential employees must immediately notify their supervisor of his/her inability to report to work at the delayed opening time.
- Essential personnel who do not report to work will be charged a full day’s leave or be placed on leave without pay. Employee must inform his/her supervisor the reason for the absence. Supervisors must approve the leave of the employee.
- Employees whose shift begins after the delayed opening time should report to work as regularly scheduled.
- Employees identified as “essential personnel” should report to work by the designated time established by their supervisor.

Early Closing

In the event of an early dismissal, the designated early dismissal time for College classes, offices and business operations will be determined with each incident of inclement weather and followed consistently.

- Employees identified as “essential personnel” should report to work by the designated time established by their supervisor.
- Employees not identified as “essential personnel” will be dismissed to go home and will not be charged any leave for the balance of the employee’s work day.
- Employees who leave earlier than the designated dismissal time will be charged leave or no pay for the full amount of time they are absent prior to the dismissal time.
- Essential personnel are expected to remain at work as regularly scheduled, unless otherwise directed by their supervisor.
- Employees who have not been identified as “weather or event essential personnel” who have shifts beginning after the designated early dismissal time should not report to work.

Class Cancellation

If inclement weather conditions warrant a decision to cancel classes and close offices and regular business operations, employees who have not been designated as “essential personnel” should not report to work. Essential personnel are expected to report to work as scheduled, unless otherwise directed by their supervisor.

Supervisors of employees who work special shifts will make clear how closings or delayed openings affect attendance expectations.

P-14 employees who miss work due to inclement weather will not be paid for time missed. If the College has a delayed opening, early dismissal or closure due to inclement weather, P-14 employees will receive pay for the hours they actually work.

The employee will be charged leave for their absence beginning at the designated opening time until the time they arrive. For example, if the designated opening time is 10:00 a.m. and the employee arrives at 10:30 a.m., they will be charged ½ hour leave.

Individual departments are responsible for designating “essential personnel” and ensuring that all such employees are aware of their responsibilities. These duty areas might include positions in Plant Services who assist with snow and ice removal. Individual staff members who are uncertain of their designation as essential personnel should consult their supervisor.

Employees should make every attempt to get to work within the bounds of their personal safety. Faculty and staff who face particularly dangerous hazards in transit to work during inclement weather should consult with their supervisor before inclement weather strikes as soon as conditions become unsafe. Depending on the circumstances surrounding an individual's responsibilities on campus, it may be possible to arrange for making up lost time or using annual leave when weather conditions prohibit an individual from traveling to campus for a regularly scheduled shift.

Please refer to your appropriate employment type below:

Classified Employees may use the following types of leave:

- Accrued compensatory time – may be required to use this first (overtime eligible CS employees only)
- Personal Leave (full day only)
- Accrued annual leave
- Leave without pay

Administrative Professional Employees may use the following types of leave:

- Accrued annual leave
- Personal Leave (full day only)
- Leave without pay

Full-time Faculty may use the following types of leave:

- Personal Holiday (full day only)
- Leave without pay

Adjunct Faculty are not eligible for leave

Administrative Professional and classified employees must receive prior approval from their manager/supervisor and must have a current signed Telecommuting Agreement on file.

Upon prior approval from the manager/supervisor, an overtime eligible Classified employee may:

- Use leave without pay.
- If business needs allow, temporarily adjust his/her schedule to work additional hours during the workweek that the inclement weather occurred.

Overtime-eligible employees receive compensation leave for overtime worked in accordance with Thomas Nelson and DHRM policies regarding overtime.

In the event of inclement weather, the College recognizes the need to address how such conditions may affect the overall operations of the institution. In general, the Thomas Nelson Police Department and Plant Services check road conditions in the early morning hours when inclement weather is expected to occur. Conditions are reported to College administrators who discuss via conference call whether the College should delay opening or cancel classes and close business operations. They make this determination based on the following four criteria:

- Designated College road and routes are open to travel.
- Thomas Nelson parking lots are accessible.
- Interstate 64 is open for travel.
- Conditions appear to be such as to allow students, faculty and staff to reach campus.

The College's primary means for communicating to students, faculty and staff – including information on weather-related delays, closure of non-essential offices and cancellation of classes is the Inclement Weather Notification as follows:

- e2Campus Text Alert System which will issue alerts via web, e-mail and voice mail, and also via SMS text messages to those who provide mobile phone numbers
- Web
- Employee Telephone Tree
- Media (TV, Radio, and Print)
- Social Media (Facebook, Twitter)

In most cases where decisions on the College operating status can be made in the overnight and early morning hours, information on weather-related delays or closure of non-essential offices and cancellation of classes will be made via Inclement Weather Notification by 6 a.m.

In addition to the Inclement Weather Notification, the College employs secondary communication methods to aid in disseminating weather related closures, delays or other emergency information through the following sources. These sources are activated after the Inclement Weather Notification, and should not be relied upon as the most timely and accurate information sources, since some of these sources further down the list are outside the College's direct control:

- Weather information hotline: Individuals may call 757-825-3662 for recorded announcements about the College's operating status;
- College home page (www.tncc.edu): In the event inclement weather affects the College's operating status, a graphic link to detailed information and policies will be placed prominently on the College's home page;
- College switchboard: The switchboard, at 757-825-2700, provides information about the College's operating status when inclement weather strikes; this number often may be busy due to volume;
- External media: Local radio and television stations will be informed whenever the College's operating status is affected, but should not be relied upon as a primary source of information.

Normal College operations, including all academic classes and business operations, will commence at the regularly scheduled time on the next work day.

1. Definitions:

- a. Watch: A "watch" is issued when conditions are favorable for the development of severe weather within or close to the watch/ listening area, but the occurrence, location, and/or timing is still uncertain. It is intended to provide enough lead time so those who need to set their plans in motion can do so.
- b. Warning: A "warning" is issued when severe weather is confirmed by radar or reported by storm spotters. Warnings advise of a threat to life or property. If you are in the affected area, you should seek safe shelter immediately.
- c. Advisory: An "advisory" is issued when a hazardous event is occurring or has a very high probability of occurrence. Advisories describe events that cause significant inconvenience.
- d. Severe Weather/Thunderstorm: Severe thunderstorms are defined as winds of 58 mph or higher and/or hail 3/4 inch in diameter or larger.
- e. Tornado Watch: A tornado watch is issued when severe thunderstorms and tornadoes are possible in and near the watch area. When a tornado watch is issued, stay tuned to

local radio, TV, or NOAA weather radio for further information and possible warnings. Consider shelter operations and be prepared to take cover if necessary.

- f. Tornado Warning: A tornado warning is issued when a tornado is imminent. When a tornado warning is issued, seek safe shelter immediately.

2. Response: If the area is under a tornado WARNING, seek shelter immediately! Direct students and visitors to the shelter locations.

- Go IMMEDIATELY to:
 - o The nearest Severe Weather Shelter Area OR
 - o An appropriate area capable of providing protection from the event:
 - o Hardened structure
 - o Interior hallway or room free of windows or other glass structures
 - o At the lowest level in the building; use stairs, do NOT use elevators
- Use your arms to protect your head and neck. Protect your body from flying debris with any available furniture or sturdy equipment.
- Do NOT open windows.
- Take account of your co-workers and/or students and attempt to locate missing persons if safety permits.

3. Severe Weather Shelter Areas: An appropriate shelter area capable of providing protection from severe weather should have the following characteristics:

- Be located in an interior room of hardened structure (e.g., conference room, classroom, hallway, bathroom, or office). Seek shelter in a hardened structure if you are located in a modular, prefabricated, or temporary structure.
- Be free of windows and other glass structures.
- Be at the lowest level in the building.
- Thomas Nelson identifies the storm shelter location with a yellow decal placed above the doorway of locations that are storm shelters.



4. Suggested Contingency Plans for Severe Weather:

- a. Open Buildings (auditoriums, gymnasiums, etc.): Try to get into the restroom or an interior hallway. If there is no time to go anywhere else, seek shelter right where you are. Try to get up against something that will support or deflect falling debris. Protect your head by covering it with your arms.
- b. Automobiles: Get out of your vehicle and try to find shelter inside a sturdy building. A culvert or ditch can provide shelter – lie down flat and cover your head with your hands. Do NOT take shelter under a highway overpass or bridge.
- c. Outdoors: Try to find shelter immediately in the nearest substantial building. If no buildings are close by, move away from the tornado's path at a right angle. If there is no time to escape, lie down flat in a ditch or depression and cover your head with your hands.

5. After a Severe Weather Event:

- Watch out for and stay away from fallen power lines. Report downed power line to Campus Police.
- Stay out of the damaged area.

- Help injured persons if you can do so without putting yourself in risk of injury. Provide first aid if you are trained. Report injuries. Do NOT move seriously injured persons unless they are in immediate danger.
- Use the telephone only for emergency calls.
- Be aware that utilities such as gas, power, and water lines may be damaged. If you are aware of a gas leak, power outage, utility failure, or other building damages, report the issue.
- Wait for instructions from College officials, Campus Police and/or Security Guards.

Earthquake: An earthquake cannot be forecasted; therefore, it is best to be prepared at all times. Earthquakes can seriously damage buildings and their contents and disrupt gas, electric and telephone services. Aftershocks can occur for weeks following an earthquake. In many buildings, the greatest danger to people in an earthquake is when equipment and non-structural elements such as ceilings, partitions, windows and lighting fixtures shake loose.

1. Response:

- a. If you are indoors, stay there until the shaking has stopped and you are sure exiting is safe. Stay calm and take precautions to protect yourself from potential debris:
 - DROP to the floor.
 - COVER by getting under a sturdy table or other piece of furniture.
 - HOLD ON until the shaking stops. If there is no table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
 - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
 - Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, load-bearing doorway.
 - Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
 - Do NOT use elevators.
 - Stay inside until the shaking stops and it is safe to go outside.
- b. If you are outdoors, move away from buildings, overhangs, trees, and power lines to a clear area such as a large open public area or field.

2. After the Earthquake: Once the shaking has stopped:

- Exit the building when safety permits and move to the designated assembly area. Faculty and staff will direct students and visitors.
- Use emergency exit route information posted throughout the building to determine the quickest route out.
- Expect aftershocks.
- Use the telephone only for emergency calls.
- Be aware that utilities such as gas, power and water lines may be damaged. If you are aware of damaged utilities, report the issue.
- Wait for instructions from College officials, Campus Police and/or Security Officers.

Active Shooter/Threat: An active shooter/threat is an individual actively engaged in killing or attempting to kill or seriously harm people. In most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Active shooters usually continue to move throughout a building or area until stopped by law enforcement, suicide, or other intervention.

1. Response: Do NOT activate the fire alarm! The building should not be evacuated using this method. You should quickly determine the most reasonable way to protect your own life. You should:

a. RUN: If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Warn individuals not to enter an area where the active shooter may be.
- Have an escape route and plan in mind.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Prevent individuals from entering an area where the active shooter may be.
- Keep your hands visible.
- Follow the instructions of any police officers.
- Do not attempt to move wounded people.
- Call 911 when it is safe to do so.

b. Hide (Shelter in Place): If safe evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view – away from doors/hallways and behind solid objects, if possible. You can sit on the floor, out of common view, away from doorways and windows.
- Seek cover to provide protection if shots are fired in your direction (i.e., in a room with a closed and locked door). Cover is any object that can stop bullets that you can get between you and the shooter
- To prevent an active shooter from entering your hiding place:
 - o Lock the door.
 - o Blockade the door with heavy furniture.
 - o Close, cover, and move away from windows.
 - o Silence your cell phone and/or pager (even the vibration setting can give away a hiding position) and turn off any source of noise (televisions, computers, radios, etc.).
 - o Turn off lights.
 - o Remain quiet.

c. FIGHT: As an absolute last resort, and only when you feel your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:

- Act as aggressively as possible against him/her.
- Throw items and improvise weapons.
- Work together as a group.
- Commit to your actions.

2. Reporting the Incident: When possible, call 911 and provide the following information:

- Location of the active shooter.
- Number of shooters, if more than one.
- Physical description of the shooter(s).
- Number and type of weapons held by the shooter(s).
- Number of potential victims at the location.
- Your location.

3. Law Enforcement Role/Response and Your Actions: The primary goal of law enforcement is to eliminate the threat and stop the active shooter as soon as possible. They will proceed directly to the area in which the last shots were heard. As the first responders' primary

responsibility is to eliminate the threat, they will NOT be able to stop to help injured persons until the environment is safe. Officers will need to take command of the situation. Expect officers to shout orders and even push individuals to the ground for their safety. When they arrive, it is important that you:

- Remain calm and follow instructions.
- Put down any items in your hands.
- Immediately raise your hands and spread your fingers.
- Keep hands visible at all times.
- Avoid making any sudden movements.
- Avoid pointing, screaming, and/or yelling.

4. Information and Assembly Points: After you have reached a safe location or assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do NOT leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

5. Additional Information/Training: The interactive web based courses identified below will provide additional guidance to individuals so that they can prepare to respond to an active shooter situation:

- IS-907 – Active Shooter: What You Can Do, available at <http://training.fema.gov/EMIWeb/IS/IS907.asp>
- IS-906 – Basic Workplace Security Awareness, available at <http://training.fema.gov/EMIWeb/IS/IS906.asp>

Bomb Threat/Suspicious Package: A bomb threat may come to the attention of the receiver in various ways. It is important to compile as much information as possible. Please DO NOT attempt to notify or evacuate an entire building as this could consume valuable time that would be better used to gather important information. Keep in mind that the vast majority of bomb threats are false and are primarily intended to elicit a response from the building occupants. In the case of a written threat, it is vital that the document be handled by as few people as possible, as this is evidence that should be turned over to the Thomas Nelson Police. If the threat should come via e-mail, make sure to save the information on your computer. Most bomb threats are transmitted over the telephone; thus, the following instructions are provided with that assumption.

1. Bomb Threat Procedures: A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or deaths. If told that the building is occupied or cannot be evacuated at the time, the bomb threat caller may be willing to give more specific information on the bomb's location, components, or methods of initiation.

a. When a bomb threat is CALLED-IN, perform the following actions:

- Remain calm.
- Attempt to keep the caller on the line as long as possible. Ask him/her to repeat the message.
- Use the Bomb Threat Checklist located in the *Administrative Policy Manual*, section 12.2. Obtain as much information as possible from the caller.
- If possible, write down every word spoken by the person.
- If you have caller ID, write down the caller's phone number. If you do not have caller ID or if the number did not appear, do not hang up the phone. The telephone where the bomb threat is received should not be hung up and should not be used again until after law enforcement arrives on the scene.
- Remember - the caller is the best source of information you have.

- Immediately after the caller hangs up, use a different phone to report the threat to Police (911).
 - Remain available, as Campus Police will want to interview you.
 - Wait for further direction from them.
- b. When a WRITTEN threat is received, perform the following actions:
- Remain calm.
 - Avoid handling it unnecessarily in order to preserve possible evidence.
 - Call Police (911) and wait for directions.
- c. When a bomb threat is received by EMAIL, perform the following actions:
- Remain calm.
 - Print the message.
 - Do not close the email message.
 - Call Police (911) and wait for further direction from them.

2. Suspicious Item or Package Procedures:

- a. When a suspicious item or package is RECEIVED (i.e., by mail, courier, UPS, FedEx, etc.), perform the following actions:
- Remain calm.
 - If the object or package is un-opened, do NOT open, disturb or move it.
 - If the object or package is opened, do NOT further disturb or move it. Do NOT try to clean up the substance.
 - Clear all persons from the immediate vicinity.
 - Call Police (911).
 - Close any door or section off the area to prevent others from entering.
 - Move to a safe distance.
 - Be available to provide the whereabouts of the suspected object to the Police.
- b. Some physical characteristics of suspicious packages and letters include, but are not limited to:
- Excessive postage
 - Handwritten or poorly typed addresses
 - Incorrect titles
 - Title, but no name
 - Misspellings of common words
 - Oily stains, discoloration or odor
 - No return address
 - Excessive weight
 - Lopsided or uneven envelope
 - Protruding wires or aluminum foil
 - Excessive securing material, such as masking tape, string, etc.
 - Visual distractions
 - Ticking sound
 - Marked with restrictive endorsements, such as “Personal” or Confidential”
 - Shows a city or state in the postmark that does not match the return address
 - Foreign mail, air mail and special delivery

NOTE: These are simply some of the physical characteristics. A package containing certain characteristics may not warrant further action. Much should be based upon your own knowledge and experience of the packages and letters that you normally receive.

- c. When a suspicious item or package is FOUND, perform the following actions:
- DO NOT handle/touch the suspicious item/package.

- DO NOT use a cell phone, radio or other transmitter.
- All suspicious items should be treated as a bomb until proven or deemed otherwise.
- Persons should be evacuated from around the item.
- Retreat to a safe location and call Police (911).
- It is important that employees and students are always cognizant and do not leave brief cases, backpacks, handbags, etc., unattended. These items could be construed as suspicious and cause undue time, energy and expense to determine that the item is “safe.”

3. Explosive Device Found Procedures:

- DO NOT TOUCH – MOVE AWAY IMMEDIATELY to a safe distance. More distance is always better. As a rule of thumb, go to a point where you can no longer see the device. Stay away from glass structures.
- Advise others to evacuate.
- Immediately call Police (911) – DO NOT USE A CELL PHONE!
- Use cover. More is always better.
- STAY AWAY!

4. Critical Safety Rules:

- DO NOT TOUCH any unusual or suspicious items.
- DO NOT ACTIVATE THE FIRE ALARM.
- If informed to evacuate, scan your immediate work area for any unusual or suspicious items as you leave the area.
- All suspicious items should be treated as a bomb until proven or deemed otherwise.
- NEVER use a radio, cellular telephone, or other transmitter during a bomb incident.
- Assembly areas should be thoroughly searched for suspicious items immediately.
- BE AWARE OF SECONDARY DEVICES.

Important Phone Numbers and Websites:

1. James City County Alert System:

a. The James City County (JCC) Alert is administered by James City County and is used to immediately contact you during a major crisis or emergency. JCC Alert delivers important emergency alerts, notifications and updates to you on all your devices:

- Email account (work, home, other)
- Cell phone (via SMS)
- Office phone
- Pager
- Smartphone/PDA

b. When an incident or emergency occurs, authorized senders will instantly notify you using JCC Alert. JCC Alert is your personal connection to real-time updates, instructions on where to go, what to do or what not to do, who to report to, and other important information. For more information visit: <https://www.jccalert.org/index.php?CCheck=1>

2. City of Hampton Emergency Notification: The city of Hampton offers its citizens a wide range of information, from emergency notifications, business announcements, school news, regional issues, neighborhood updates, and more. For more information, visit <http://www.hampton.gov/enews/>

3. e2Campus: The e2Campus system is a self-service, web-based, mass notification network that empowers Thomas Nelson to send instant alerts to faculty, staff, and students.

4. Thomas Nelson Homepage: The College homepage (<http://tncc.edu/>) will display information to assist in safety and emergency management during incidents.

Thomas Nelson inclement weather information is available at <http://tncc.edu/about-2/general-information-2/inclement-weather-procedures/>

5. Threat Assessment Team: The Threat Assessment Team and Violence Prevention Committee are committed to improving community safety through proactive, collaborative, coordinated, objective, and thoughtful approaches to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety, security, and well-being of the campus community. Students, employees and visitors can report suspected threats on line by clicking the below icon or by using the TIPS icon located on the extreme lower right of the Thomas Nelson homepage.
6. Thomas Nelson Important Phone Numbers: All are in the 757 area code.
 - Campus Police Dispatcher: 825-2732
 - Police contact after hours, weekends and holidays: 879-3649
 - Safety Office: 825-2996
 - Emergency Preparedness: 825-3450
 - Plant Services: 825-2815
 - Closings and Inclement Weather information (recorded): 825-3662

Important Terms and Definitions

Important Terms and Definitions

1. **SECURE IN PLACE.** When there is a potentially dangerous situation taking place in or around the College such as an armed intruder, an active shooter, or any ongoing threat of injury or death, a “SECURE IN PLACE” alert may be issued. The goal of a “SECURE IN PLACE” is to place students and staff in a safe location and isolate the intruder out of your classroom or office space. This alert is the trigger to lock your classrooms and offices and follow the Active Shooter instructions in this plan. Do not give the intruder the opportunity to enter your space or move freely from room to room and have easy access to students/staff. Please refer to page 12 for active threat response options.

WARNING

THOMAS NELSON CANNOT SECURE THE EXTERIOR DOORS IN A TIMELY MANNER TO PREVENT THE INTRUDER FROM ENTERING INTO A BUILDING! YOU MUST SECURE (LOCK) YOUR CLASSROOM OR OFFICE IN RESPONSE TO A SECURE IN PLACE ALERT.

2. **Shelter in Place.** Seek immediate shelter inside a building. This course of action may need to be taken during a potentially dangerous situation. These situations can include the release of hazardous materials in the outside air, an aircraft incident, vehicle fire, or other hazards not associated with an active threat. When you hear the Shelter in Place alert, immediately go inside the nearest building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
3. **Storm Shelter.** A location designated to shelter in during severe weather. Identifiable by the Storm Shelter decal placed above doors that lead to a safe shelter area. This is the location you move to during a tornado warning. It is YOUR responsibility to know where the closest shelter

is located.

4. Thomas Nelson Emergency Alert System. An integrated system of voice, SMS, desktop display and email systems used by Thomas Nelson to deliver emergency notifications.

7.1200 Safety

Safety is the responsibility of all college employees and everyone is expected to adhere to the following safety regulations:

- A. Faculty members shall instruct students in the proper use of all instructional equipment. All students enrolled in science labs are to sign the *Lab Consent Form* the first day of lab. These are to be turned in by the instructor to the lab manager or lab assistant. No student may remain in lab if they have not signed this document.
- B. During class and laboratory time, it is the responsibility of the instructor to supervise the use of all equipment. Instruction given concerning the use of equipment should also include relevant safety precautions.
- C. At the end of each laboratory session, it is the responsibility of the instructor to supervise the use of all equipment and supplies, turn out the lights, and lock the door of the laboratory.
- D. Supply rooms are to be kept locked at all times when not under the direct supervision of the instructor or a laboratory assistant.
- E. Although students should be encouraged to practice and experiment when their classes are not in session, such activity should not be permitted on college premises unless there is an instructor or laboratory assistant responsible for the safety of the student and the security of the equipment involved.
- F. During natural science and health technology laboratory time and nursing clinical experiences, it may be necessary for the student to come into contact with blood or other body fluids. It is the instructor's responsibility, using OSHA guidelines, to instruct students in the safe and proper handling of these fluids. Students are expected to comply with these guidelines.
- G. All accidents involving life safety matters or medical emergencies should be reported immediately to the College Police and Academic Dean.

7.1210 Firearms and Other Dangerous Weapons and Materials

Thomas Nelson Community College Policy:

1. Possession or carrying of any weapon by any person, except a police officer, is prohibited on college property in academic buildings, administrative office buildings, student centers, child care centers, dining facilities and places of like kind where people congregate, or while attending any college-sponsored sporting, entertainment or educational events. Entry upon the aforementioned college property in violation of this prohibition is expressly forbidden.

2. Faculty, staff, and students may not possess or carry any weapon anywhere on college property except as outlined below.

Exceptions:

1. Current sworn and certified local, state, and federal law enforcement officers with proper identification, may possess or carry a weapon on college property, inside all campus buildings, and at all campus events.
2. Faculty, staff, and students may secure handguns, rifles, and shotguns in a compartment or container of parked vehicles. Faculty, staff, and students who wish to secure a handgun in their vehicle must possess a valid concealed handgun permit. The compartment or container may be a trunk or other storage area. At no time shall a weapon be visible in plain view while inside a vehicle.
3. Visitors and contractors may secure handguns, rifles, and shotguns in parked vehicles. Visitors and contractors are encouraged to secure weapons in the trunk of vehicles or otherwise out of sight of passersby. If visitors and contractors store handguns in a parked vehicle, the handgun must be secured in a compartment or container inside the vehicle.
4. The Thomas Nelson Chief of Police may authorize in writing a person to possess, store, or use a weapon: (i) when used for educational or artistic instruction, display, parade, or ceremony sponsored or approved by the college (unloaded or disabled only and with other specified safeguards, if appropriate); or (ii) for any college-approved training, course, or class.

For additional information on the Weapons Policy, see sections 12.13 of the *Administrative Procedures Manual*.

7.1220 Crime Statistics

Crime prevention is defined as the anticipation, recognition and appraisal of a crime risk, and the initiation of some action to remove or reduce such risks. Crime prevention at Thomas Nelson Community College is viewed as a proactive strategy designed to eliminate or minimize criminal opportunity before a crime actually occurs. As an institution of higher learning, we realize we have a responsibility to do everything “within reason” to minimize occurrence of crimes on campus. We also realize that this is not only a moral obligation, but a legal one as well. For these reasons, we are thoroughly committed to implementing any measures that may possibly increase the level of safety and security for all of the campus community. However, we must also remember that crime prevention is not only the responsibility of the Department of Police and Security Services office, but of the entire campus community.

Thomas Nelson is compliant with the Department of Education’s Clery Act requirements.

Information on the incidence of crime at the college is available in the *Annual Security Report* that may be obtained at any campus Police and Public Safety office or on the Thomas Nelson website. The report includes statistics for the previous three years concerning reported crimes

that occurred on campus and are posted to the Thomas Nelson Website by October 1st of each year.

Appendix 8: Thomas Nelson Online Resources: Thomas Nelson Campus Police

7.1230 Mandatory Reporting of Child Abuse and Neglect

While everyone should be concerned about child abuse and neglect, certain individuals are required by law to report both actual and suspected instances. In 2012, the Virginia General Assembly (SB 239) added “**any person employed by a public or private institution of higher education**” to the list of “**mandated reporters**” set out in §63.2-1509 of *the Code of Virginia*. Mandated reporters, including all Thomas Nelson faculty and staff, are those persons who in their professional or official capacity are required to report instances of suspected child abuse and neglect to the local Social Services Department or to the Department of Social Services.

What is an abused or neglected child?

The *Code of Virginia* §63.2-100 defines an abused or neglected child as any child under 18 years of age whose parent or any person responsible for his or her care:

- Causes or threatens to cause non-accidental physical or mental injury;
- Has a child present during the manufacture of a controlled substance or during the unlawful sale of such substance where such activity would constitute a felony violation;
- Neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing, or healthcare;
- Abandons the child;
- Neglects or refuses to provide adequate supervision given a child’s age and level of development;
- Knowingly leaves a child alone in the same dwelling with a person, not related by blood or marriage, who had been convicted of an offense against a minor for which registration is required as a violent sexual offender; or
- Commits or allows to be committed any illegal sexual act upon a child, including incest, rape, indecent exposure, prostitution, or allows a child to be used in any sexually explicit visual material.

7.1300 Smoking Policy

Smoking is not permitted in any college facility, within 25 feet of any building access or egress point or in state-owned vehicles. For additional information on the complete policy and procedure on Institutional Policy on Smoking, see section 12.7 of the *Administrative Procedures Manual*.

7.1310 Food and Drinks

Food and drinks are not permitted in classrooms, laboratories, or the library by either faculty or students. The faculty is responsible for adhering to and enforcing this regulation.

7.1400 Accidental Injuries or Illness General Policy

Any accidental injury or illness sustained on the job at the college should be reported immediately to Campus Police.

The rescue squad will be called to take any major emergency case to the nearest hospital emergency room. A major emergency shall be classified as any life-threatening situation, especially with anyone who has stopped breathing, whose heart has stopped, who is unconscious, who is bleeding heavily, or who has sustained a severe burn or a fracture of the neck, back, or leg. In case of injury or illness not requiring immediate emergency room attention, the student's relatives may be called to pick up the student at the college to take the student to their family physician or home. If the student is a minor, but legally emancipated, the student may make the decision as to transportation to physician (whether by friend, family, or self-transport if deemed able). Under no circumstances should an employee of the college transport an injured person.

If an employee of Thomas Nelson experiences accidental injury or illness please refer to Section 6.2300 of the *Faculty Handbook*.

7.1500 Assumption of the Risk Form

The standard agreement to serve as a liability disclaimer for field trips, intramural activities, and other voluntary activities involving risk of physical injury is the Assumption of the Risk Form. For additional information on the assumption of risk policy, see sections 6.10 of the *Administrative Procedures Manual*.

Appendix 7-A: Assumption of the Risk Form

7.2000 Bulletins and Bulletin Boards

Bulletin boards are provided for the convenience of the faculty, staff, and students. Authorization to post on specific bulletin boards must be obtained from the supervisor concerned.

7.2100 Lost and Found

Lost and found articles are kept and may be called for at the Campus Police. Articles left unclaimed in classrooms and other places on campus should be taken to the Campus Police office where they may be identified and picked up by their owners.

7.2200 Telephones

All services are provided through a Voice Over IP (VOIP) system operated by IT Support Services on a network in conjunction with the VCCS.

Appendix 7-C: TNCC IPT Quick Reference

A. Placing a Call

To place a call, lift the handset, press a line button, or press the New Call soft Key. Then dial the number using "9" to get an outside line.

B. Answering Incoming Calls

To answer an incoming call, using a handset, headset or speakerphone, lift the handset, press the headset, press the line button of the incoming call, press the answer soft key, or press the speaker button.

C. Service Requests

Telephone service problems should be reported to the IT Help Desk (757-825-2709, or to helpdesk@tncc.edu).

7.2300 Thomas Nelson Photo Identification

Thomas Nelson Photo IDs are required and are available in the Photo ID Office. To obtain a photo ID, faculty, staff and students must present some form of pictured identification and an assigned employee EMPLID/student number. The Photo ID Office is located in Diggs Hall, Room 155, Hampton Campus and Room 111, Historic Triangle Campus.

7.3000 Office Assignments

The assignment of faculty office spaces on a given campus is the responsibility of the Academic Dean and/or Provost.

7.3100 Room Assignments

The assignment of rooms on a given campus is the responsibility of the Academic Dean and/or Provost.

Classes are to be held at the time and in the room designated in the *Schedule of Classes*. Any change in assignment of classes to a classroom must be requested by the faculty and approved by the Academic Dean and/or Provost.

Appendix 7-D: Room Use Form

7.3200 Parking and Traffic Regulations

All faculty and staff are expected to observe the traffic and parking regulations of the college. All vehicles parked on the campuses of Thomas Nelson Community College and at all locations where Thomas Nelson classes are being held must display a current Thomas Nelson Vehicle Parking Permit and park in the correct designated lot. The parking hangtag should be placed in the appropriate location indicated. All vehicles are required to be registered with the Parking Services Office. Failure to register your vehicle and display a current parking permit may result in the receipt of a parking citation, towing, or wheel locking of the vehicle. To obtain parking permits, faculty, staff, and students must present a current vehicle state registration card, some form of picture identification and an assigned employee EMPLID/student number. It is suggested that automobiles be kept locked at all times.

See Appendix 8: Thomas Nelson Online Resources: Parking Services Information

7.3300 Expressive Activity

As a public institution of higher education, Thomas Nelson will continue to carry out our educational mission in a way that allows for free speech and expressive activities in an environment that values integrity, diversity, and mutual respect.

For additional information about Thomas Nelson’s Expressive Activity policy, see sections 12.15 of the *Administrative Procedures Manual*.

7.4000 Intellectual Property

Members of the faculty and staff of Thomas Nelson are responsible for complying with United States copyright law and for initiating his or her own intellectual property agreements with the College. Thomas Nelson encourages its faculty and staff to have a basic knowledge of current United States Copyright Law and Virginia Intellectual Property Law as they pertain to state-supported colleges, and Section 12.0 of the *Virginia Community College Policy Manual* regarding intellectual property.

This policy determines ownership rights and responsibilities regarding intellectual property produced by a student and/or an employee of Thomas Nelson Community College (Thomas Nelson). This Policy is subject to applicable law and is consistent with United States copyright laws and the Development of Patent and Copyright Policies and Procedures by State Supported Institutions of Higher Education of May 6, 1987. Although Thomas Nelson might legally claim ownership of all intellectual property created by or for it, this policy exercises that right more narrowly in order to encourage creativity.

For additional information about Thomas Nelson’s Intellectual Property Policy, see sections 7.15 of the *Administrative Procedures Manual*.

7.4100 Publicity and Media Relations

College Public Relations and Marketing will be responsible for preparing and/or releasing communications to the news media so that the community served by the college may be kept informed of the development and activities of the campuses of the college. All news releases concerning any college activities should be made through the College Public Relations and Marketing office and no individual member of the faculty or the staff is to issue press releases except through this office. This does not preclude the answering of routine questions asked of faculty members by the news media; however, the College Public Relations and Marketing office should be made aware of any inquiries made by the press or electronic media.

Should a member of the faculty or staff write a book, give a lecture, win an honor, hold a conference, or receive an award, it should be reported to the College Public Relations and Marketing office so that an appropriate news release can be prepared.

7.4600 Photo Release Form

The official Release Agreement form must be used for any person participating in a film, photo, etc., produced by the college or specifically for College use. All Release Agreements should be sent to the College Media Relations Public Information office for their records.

Appendix 7-E: Photo/Videotape Release Form

7.5000 Academic Calendar

The *Academic Calendar* provides information concerning dates and deadlines important to the operation of the college.

See Appendix 8: Thomas Nelson Online Resources: Academic Calendar



THOMAS NELSON 2020

Thomas Nelson Community College's Strategic Plan for 2015-2020

Executive Summary

The Thomas Nelson 2020 strategic plan outlines the goals and priorities that the College has identified as paramount to effectively meeting the post-secondary education needs of our diverse communities over the next five years. Through collaborative work with our stakeholders, the College is succeeding in achieving its mission. Using Thomas Nelson 2020 as a guide, the College can achieve further success and more effectively serve the Peninsula community.

This strategic plan is the culmination of a year-long planning process at the College. The process began with an all-day planning retreat in March 2014 that brought together approximately forty individuals from across the College to review both internal and environmental information and identify the primary assets, needs, opportunities, and aspirations of Thomas Nelson. From those discussions emerged a set of major themes for the College's new strategic plan. A second all-day retreat was held in October 2014 to review those themes in the context of the College's mission and new data regarding student experiences at Thomas Nelson. That retreat concluded with a general affirmation of the work of the first retreat and recommendations on how to merge the themes into major strategic goals for the College to pursue. The work accomplished during those retreats, combined with the work of the College's Ad-hoc Mission Review Committee and Institutional Effectiveness Committee, has resulted in a new strategic plan to guide the institution's operations and define its shared aspirations.

Over the next five years, from 2015 to 2020, Thomas Nelson will focus its efforts on using both proven and new approaches to best serve students, faculty, staff, and our greater community. We will build upon existing strengths while also developing new capabilities and infrastructures to best deliver on our mission.

Using Thomas Nelson 2020 as our guide, the College's priorities for the future will center on the following three strategic goals:

- Improve the Overall Success of Students
- Strengthen Partnerships with the Peninsula Community
- Enhance College Capacity for Excellence

Thomas Nelson sees a bright future under this new plan and its associated goals. We will be proactive in addressing students' academic and personal success needs, we will offer new programs and equipment that keep pace with current and emerging careers and technologies, we will be responsive to business and community needs, and we will capitalize on our people, culture, and facilities to make it possible for Thomas Nelson to take full advantage of the opportunities that lie ahead.

Successful execution of the plan will require leadership throughout the College, diverse collaboration both internal and external and, most importantly, dedication by everyone to work together to realize our shared goals and aspirations.

Guiding Principles

The development of Thomas Nelson 2020 included reflection on Thomas Nelson's guiding principles – our mission, vision, philosophy, and core values. We designed an inclusive mission review and strategic planning process that encouraged broad participation and meaningful discussion. That process helped us refine our mission statement, redefine our vision, and develop strategic goals to express who we are now and what we aspire to be as the Peninsula's community college.

The College's new mission and vision statements, and its existing philosophy and core values, are listed below:

Mission - Thomas Nelson Community College changes lives, empowers students to succeed, and enhances the civic and economic vitality of the Peninsula community through high quality education and workforce training, excellent services, and innovative partnerships.

Vision - As the Peninsula's Community College, Thomas Nelson is committed to excellence, recognized for student success, and dedicated to meeting the needs of our community.

Philosophy - At Thomas Nelson learning is fostered, lives are changed, excellence is an attitude, and responsiveness to our students and community is paramount.

Core Values - The College's strength lies in our value system. These core values embody the principles, ideals, and beliefs of our students, faculty, staff, administrators, and College Board. Our values form the foundation for our actions, and they reflect what is important to us and what we strive to be as members of the Thomas Nelson community:

- **Students First** – We are passionate about our students' success and their futures, and we are committed to providing outstanding academic and workforce education opportunities in a supportive collegiate environment that will equip students to compete in the global workforce.

- Educational Excellence – We value high standards for learning and appreciate our dedicated faculty and staff who create learning environments that stimulate intellectual growth and academic achievement, encourage life-long learning, and help students realize their dreams.
- Community Responsiveness – We affirm our commitment to meeting the education and workforce training needs of our community and to building strong innovative partnerships that support the economic vitality of our region.
- Integrity – We expect everyone to take responsibility for their actions, to engage in ethical behavior, and to impart honesty, trust and transparency in all interactions.
- Diversity – We are committed to exploring and understanding our similarities and differences and fostering inclusive working and learning environments that promote respect and appreciation for our diverse cultures, beliefs, lifestyles and perspectives.
- Mutual Respect and Shared Governance – We value the contributions of everyone, encourage the sharing of ideas, and commit to equitable treatment in all that we do. We acknowledge a shared responsibility for institutional success and improvement, and commit to shared decision making characterized by broad participation, openness and teamwork.

Strategic Goals and Objectives

The goals outlined in Thomas Nelson 2020 represent priorities we aspire to achieve in support of our mission of changing lives, empowering students to succeed, and enhancing the Peninsula’s civic and economic vitality. Our plan is designed to align with the new strategic plan of the Virginia Community College System (VCCS), Complete 2021. The strategic goals of Thomas Nelson 2020 represent a holistic approach to improving student success and institutional effectiveness, and are intended to support achievement of the singular Complete 2021 goal of tripling the number of credentials awarded by VCCS colleges between 2015 and 2021.

The future is always marked by change. With Thomas Nelson 2020 as our guide, Thomas Nelson will meet the challenges and capitalize on the opportunities change always brings. The College’s commitment to excellence in education and service will greatly benefit our students, faculty, staff, and the greater community as we apply proven and innovative ways to advance our mission over the next five years.

For each strategic goal (1-3), the operational objectives will serve as major examples for plan implementation during the 2015-2020 timeframe. Specific outcomes in support of plan goals will be developed annually as part of the College’s institutional effectiveness process, and those outcomes will be used to monitor and document success in fulfillment of Thomas Nelson 2020 and the College mission.

Goal 1: Improve the Overall Success of Students – Provide students with the educational opportunities, resources, and support they need to accomplish their goals, succeed as students, and grow and develop as individuals and community members.

Related Objectives:

- Students progressing to 4-year colleges and universities will have developed strong proficiencies in general education competencies that effectively prepare them to succeed in their chosen majors, in their careers, and in community and civic life
- Students progressing directly into the workforce will have developed the skills and abilities needed to advance through career pathways and succeed in their chosen careers and in community and civic life
- Students will have clear and comprehensive roadmaps for effectively progressing toward and fulfilling their educational and career goals
- Students will have ready access to clear, consistent, and comprehensive information regarding all College programs and academic and student support services
- Students will be engaged in an appreciative and proactive advising system that emphasizes shared responsibility among students, faculty, and staff to further student success
- Students will be provided with instructional delivery methods that are strategically focused to promote educational goal completion and student success
- Students will be afforded expanded opportunities for personal growth and development and social interaction outside the classroom

Goal 2: Strengthen Partnerships with the Peninsula Community – Collaborate with education, industry, and other community partners to enhance the vitality of the Peninsula and expand opportunities for students.

Related Objectives:

- The College will serve as a catalyst for community partnerships
- The College will be responsive to emerging occupations and industries, and will provide students with the education and training needed to succeed in those emerging fields
- The College will proactively engage and serve its diverse communities, to include high school students and parents, military service members and their dependents, adult learners, and populations traditionally underserved in higher education
- The College will attract strong advocates and increased investment through clear articulation of its identity and value to the community, and promotion of its programs and initiatives
- The College will partner with community stakeholders and invest resources to establish and build signature programs in advanced manufacturing, health professions, information sciences, and the visual and performing arts

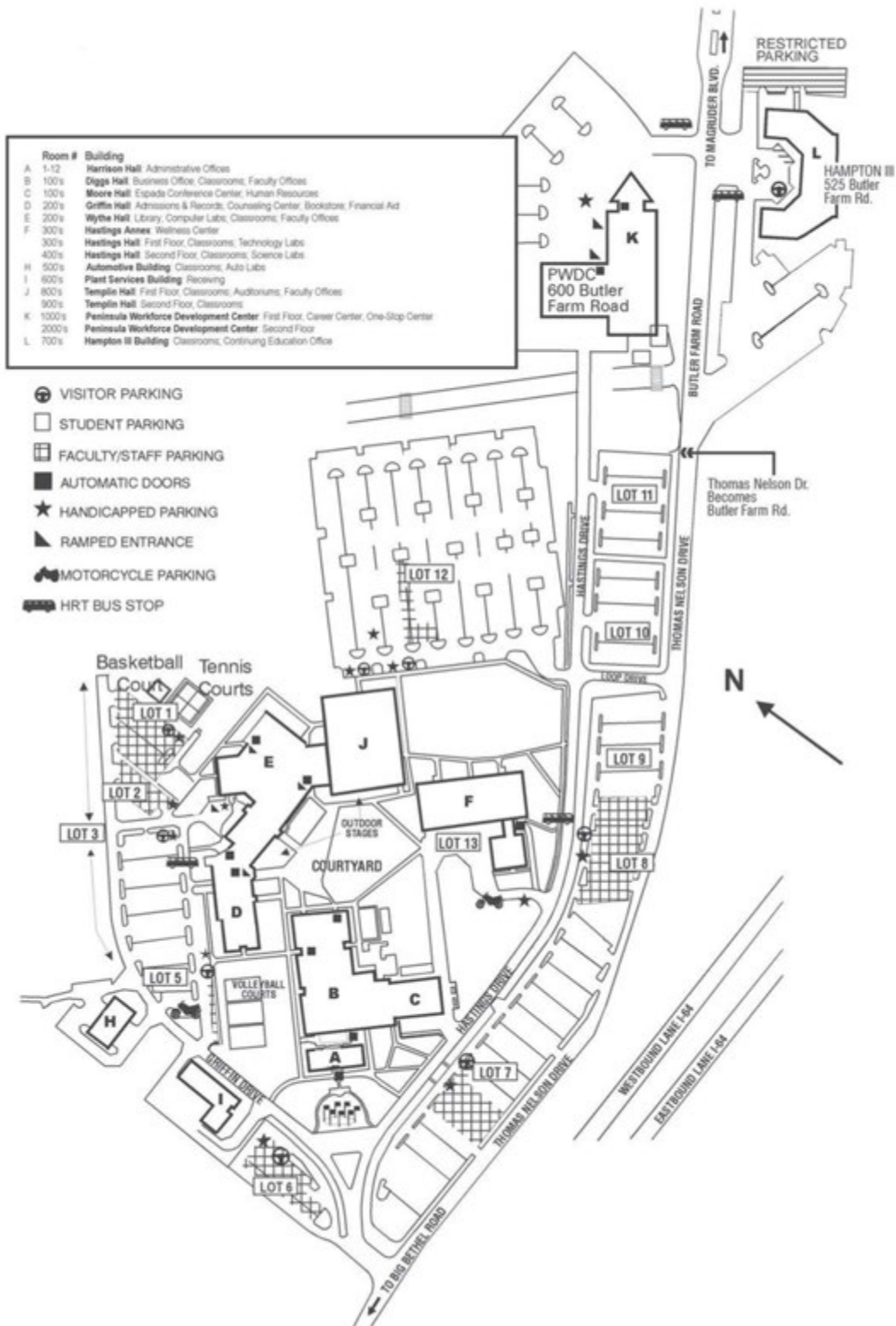
- The College will build and grow innovative community partnerships to provide students with enhanced opportunities for work-based learning and career exploration
- The College will partner with area 4-year colleges and universities to create and promote clear and accessible transfer pathways to baccalaureate degree programs and establish a shared commitment for transfer student success
- The College will partner with area school systems to help ensure that new high school graduates come to Thomas Nelson prepared to enter college courses and succeed

Goal 3: Enhance College Capacity for Excellence – Improve the College’s capacity to support and engage students, employees, and community members through investment in current and future employees, new and enhanced facilities, and improved operations.

Related Objectives:

- The College will operate as a high-performance learning organization that embraces the ideas and diversity of its employees as a major asset and works collaboratively at all levels to accomplish its mission
- Employees will be effectively supported as life-long learners, and will be provided with the professional development and training they need to excel in their positions and grow and develop as leaders
- The College will build and retain a highly qualified, diverse, and inclusive workforce
- The College will proactively streamline processes and align resources to provide students and the community with exceptional services and programs
- The College will capitalize on information resources and research to enhance its capacity for informed decision-making and institutional improvement
- The Hampton Campus will be transformed to provide a more appealing, engaging, and functional environment for students, employees, and community members

Thomas Nelson Hampton Campus



1-D: Thomas Nelson Campus Locations

Thomas Nelson Academic Locations

CONTACT INFORMATION

email: studentactivities@tncc.edu.

HAMPTON CAMPUS

Room 224, Griffin Hall **Phone:** (757) 825-2863

Hours of Operation:

Monday - Friday - 8:00 a.m. - 5:00 p.m.

HISTORIC TRIANGLE CAMPUS

Suite 229, Second Floor **Phone:** (757) 258-6588

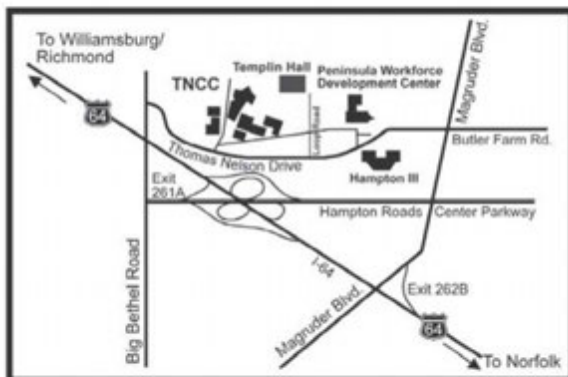
Hours of Operation:

Tuesday - Thursday - 9:00 a.m. - 3:00 p.m.



HISTORIC TRIANGLE
4601 Opportunity Way
Williamsburg, VA 23188
(757) 253-4300

ACADEMIC CAMPUSES AND OTHER LOCATIONS



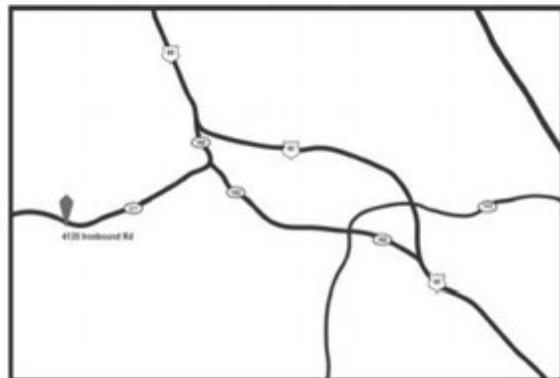
HAMPTON CAMPUS
99 Thomas Nelson Drive
Hampton, VA 23666
(757) 825-2800

MARY T. CHRISTIAN AUDITORIUM

Templin Hall
99 Thomas Nelson Drive
Hampton, VA 23666
(757) 825-2779

PENINSULA WORKFORCE DEVELOPMENT CENTER

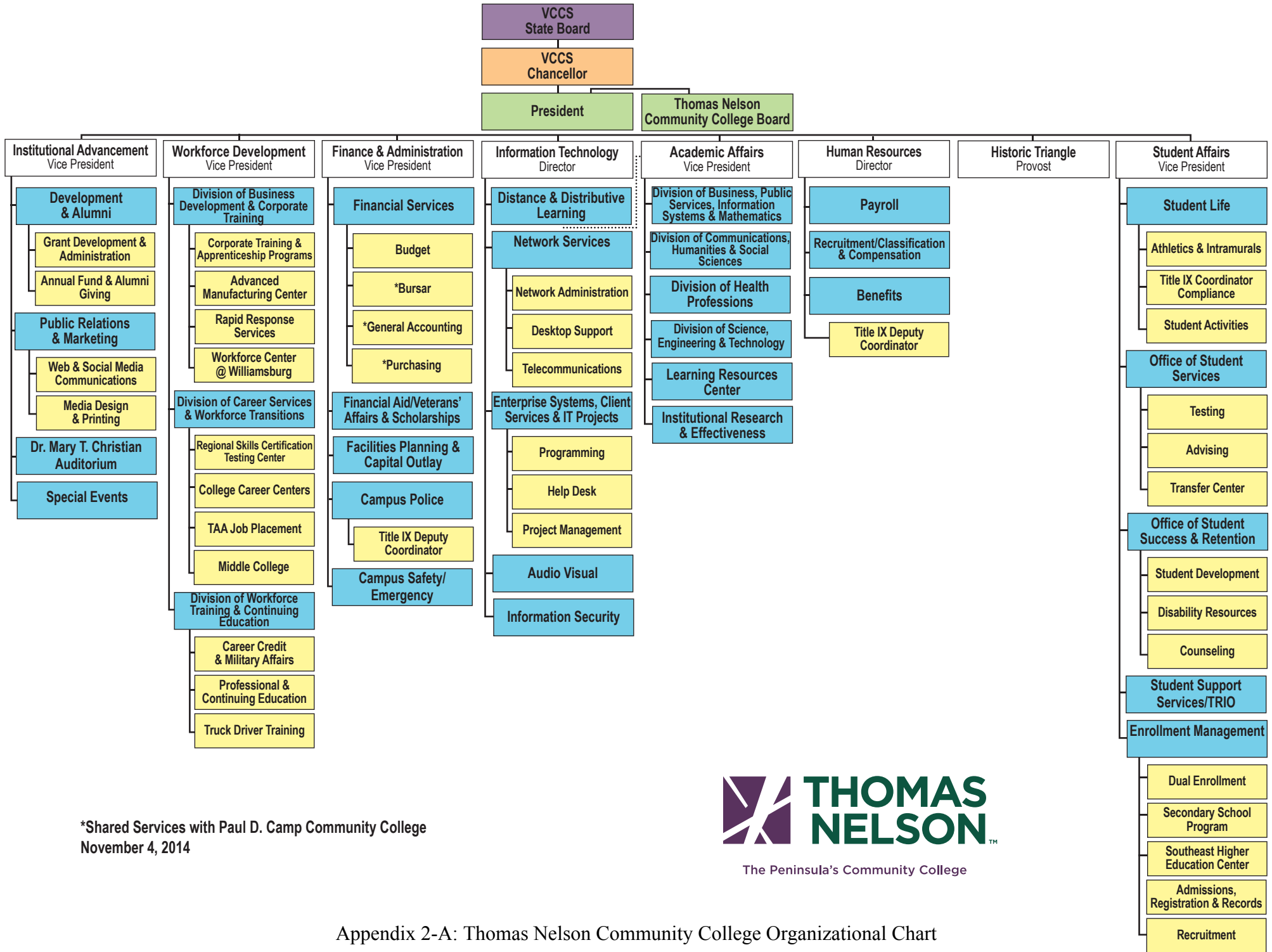
600 Butler Farm Road
Hampton, VA 23666
(757) 865-3122



THOMAS NELSON WORKFORCE CENTER
4135 Ironbound Road, Second Floor
Williamsburg, VA 23188
(757) 345-2855



SOUTHEAST HIGHER EDUCATION CENTER
(next to Heritage High School)
5720 Marshall Avenue
Newport News, VA 23605
(757) 283-7820 ext. 63532



*Shared Services with Paul D. Camp Community College
November 4, 2014



The Peninsula's Community College

Appendix 2-A: Thomas Nelson Community College Organizational Chart

Colleges of the Virginia Community College System

Blue Ridge Community College

Box 80, One College Lane
Weyers Cave, Virginia 24486
540-234-9261; 888-750-2722

Parham Road Campus

1651 East Parham Road
Richmond, Virginia 23285-5622
804-523-5555

Central Virginia Community College

3506 Wards Road
Lynchburg, Virginia 24502
434-832-7600; 800-562-3060

Western Campus

1851 Dickinson Road
Goochland, Virginia 23063
804-523-5555

Dabney S. Lancaster Community College

P.O. Box 1000
1000 Dabney Drive
Clifton Forge, Virginia 24422-1000
540-863-2800

John Tyler Community College

Chester Campus
13101 Jefferson Davis Highway
Chester, Virginia 23831
804-796-4000; 800-552-3490

Danville Community College

1008 S. Main Street
Danville, Virginia 24541
434-797-2222

Midlothian Campus

800 Charter Colony Parkway
Midlothian, Virginia 23113-4383
804-594-1400

Eastern Shore Community College

29300 Lankford Highway
Melfa, Virginia 23410
757-789-1789; 877-871-8455

Lord Fairfax Community College

Middletown Campus
173 Skirmisher Lane
Middletown, Virginia 22645
540-868-7101; 800-906-5322

Germanna Community College

Locust Grove Campus
2130 Germanna Highway
Locust Grove, Virginia 22508
540-423-9030

Fauquier Campus

6480 College Street
Warrenton, Virginia 20187-8820
540-351-1516

Fredericksburg Campus

1000 Germanna Point Drive
Fredericksburg, Virginia 22408
540-891-3000

Mountain Empire Community College

3441 Mountain Empire Road
Big Stone Gap, Virginia 24219
276-523-2400

J. Sargeant Reynolds Community College

College Administration
P.O. Box 85622
1701 E. Parham Rd.
Richmond, Virginia 23285-5622
804-371-3000

New River Community College

P.O. Drawer 1127
Dublin, Virginia 24084
540-674-3600

Downtown Campus

700 East Jackson St.
Richmond, Virginia 23285-5622
804-523-5555

Colleges of the Virginia Community College System

Northern Virginia Community College

College Staff
4001 Wakefield Chapel Road
Annandale, VA 22003
703-323-3000

Alexandria Campus

3001 N. Beauregard Street
Alexandria, Virginia 22311-5097
703-845-6200

Annandale Campus

8333 Little River Turnpike
Annandale, Virginia 22003-3796
703-323-3000

Loudoun Campus

1000 Harry Flood Byrd Highway
Sterling, Virginia 20164-8699
703-450-2500

Manassas Campus

6901 Sudley Road
Manassas, Virginia 20109-2399
703-257-6600

Medical Education Campus

6699 Springfield Center Drive
Springfield, VA 22150-1913
703-822-6500

Woodbridge Campus

15200 Neabsco Mills Road
Woodbridge, Virginia 22191-4099
703-878-5700

Extended Learning Institute

(Mailing Address Only)
8333 Little River Turnpike
Annandale, Virginia 22003-3796
703-323-3368

Patrick Henry Community College

645 Patriot Avenue
Martinsville, Virginia 24115-6693
276-638-8777

Paul D. Camp Community College

Franklin Campus
100 North College Drive
P.O. Box 737

Franklin, Virginia 23851
757-569-6700

Oliver Kermit Hobbs Campus

271 Kenyon Road
Suffolk, Virginia 23434
757-925-6300

Piedmont Virginia Community College

501 College Drive
Charlottesville, Virginia 22902-7589
434-977-1620

Rappahannock Community College

Glenns Campus
12745 College Drive
Glenns, Virginia 23149
804-758-6700

Warsaw Campus

52 Campus Drive
Warsaw, Virginia 22572
804-333-6700

Southside Virginia Community College

Christanna Campus
109 Campus Drive
Alberta, Virginia 23821
434-949-1000

John H. Daniel Campus

200 Daniel Road
Keysville, Virginia 23947
434-736-2000

Southwest Virginia Community College

P.O. Box SVCC
Richlands, Virginia 24641
276-964-2555

Thomas Nelson Community College

Hampton Campus
P.O. Box 9407
Hampton, Virginia 23670
757-825-2700

Historic Triangle Campus

4601 Opportunity Way
Williamsburg, Virginia 23188
757-253-4300

Colleges of the Virginia Community College System

Tidewater Community College

College Staff

P.O. Box 9000

Norfolk, VA 23509-9000

757-822-1122; 800-371-0898

Chesapeake Campus

1428 Cedar Road

Chesapeake, Virginia 23322

757-822-5100

Thomas W. Moss, Jr., Norfolk Campus

300 Granby Street

Norfolk, Virginia 23510

757-822-1110

Portsmouth Campus

7000 College Drive

Portsmouth, Virginia 23703

757-822-2121

Virginia Beach Campus

1700 College Crescent

Virginia Beach, Virginia 23453

757-822-7100

Virginia Highlands Community College

P.O. Box 828

Abingdon, Virginia 24212-0828

276-739-2400

Virginia Western Community College

P.O. Box 14007

Roanoke, Virginia 24038-4007

540-857-7231

Wytheville Community College

1000 East Main Street

Wytheville, Virginia 24382

276-223-4700



THOMAS NELSON COMMUNITY COLLEGE GOVERNANCE COMMITTEES

**THOMAS NELSON COMMUNITY COLLEGE
GOVERNANCE COMMITTEES**

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Thomas Nelson Community College

Governance Committees

As part of its Core Values, Thomas Nelson Community College has a strong commitment to Mutual Respect & Shared Governance: “We value the contributions of everyone, encourage the sharing of ideas, and commit to equitable treatment in all that we do. We acknowledge a shared responsibility for institutional success and improvement, and commit to shared decision making characterized by broad participation, openness, and teamwork.” A major way of realizing this value is through College’s governance committees. Through these committees, there is an organized and appropriately representative process for reviewing issues, for soliciting input, and for making recommendations and decisions that ensure the effective operation and strategic advancement of the College.

Each governance committee is assigned reporting responsibility to the President or a member of the President’s Cabinet. The membership of governance committees is established in the descriptions that follow. Those who hold membership on a given committee by virtue of position, appointment, or election are expected to participate actively and constructively on the committee as part of their College responsibilities.

The person to whom a committee reports (President, Vice President, or Director) receives the reports and recommendations of the committee and determines any follow-up action to be taken. In instances involving changes to institutional policy, the matter will be referred to the President for consideration by Cabinet. The person to whom the committee reports is responsible for informing the committee members of the action taken on committee reports and recommendations.

In addition to the governance committees, there are four constituency groups representing members of the college community in accord with their responsibilities: Faculty Senate, College Support Staff Association, Council of Mid-Level Managers, and Student Government Association. These constituency groups organize themselves in accord with the needs of their membership. The leadership of the constituency groups have direct access to the President and appropriate Cabinet members, and they have membership on the College Council.

As needed, ad hoc committees, task forces, and informal work groups may be formed to address specific issues. In such instances, care should be taken to ensure that proper communication and coordination occur with any standing governance committee that has purview for the issue under consideration.

REPORTING TO THE PRESIDENT

Cabinet

Purpose:

The President’s Cabinet provides oversight for the effective operation of the College in accord with its mission and provides leadership for the advancement of the College in accord with its vision and strategic goals. The Cabinet reviews and provides advice to the President for all matters of institutional policy, budget, allocation of personnel, and major issues related to programming and institutional practice.

Membership:

- a. President (Chair)
- b. Provost, Historic Triangle Campus
- c. Vice President for Academic Affairs

- d. Vice President for Finance and Administration
- e. Vice President for Institutional Advancement
- f. Vice President for Student Affairs
- g. Vice President for Workforce Development
- h. Director of Human Resources
- i. Director of Technology

Meetings:

Usually every week.

College Council

The College Council makes recommendations to the President on policy changes that enhance the College mission to its student population: credit, non-credit, Middle College, dual enrollment, co-enrollment and community services. The membership collaboratively explores major College concerns.

Membership:

- a. President (Chair)
- b. Members of the President's Cabinet
- c. Academic Deans from each division
- d. Dean, Student Services, Historic Triangle Campus
- e. Dean, Student Success, Hampton Campus
- f. Director, Public Relations & Marketing
- g. Director, Institutional Research and Effectiveness
- h. Chief, Campus Police
- i. Chair, Council of Mid-level Managers
- j. President of the Faculty Senate (FS)
- k. President of the College Support Staff Association (CSSA)
- l. President of the Student Government Association (SGA)
- m. Representative for Adjunct Faculty

The College Council is a non-voting body that advises the President. Final decisions on matters under consideration rest with the College President. The College President may decide to invite additional persons to serve on the College Council depending upon the issues under consideration.

Institutional Effectiveness Committee

Purpose:

The Institutional Effectiveness Committee provides institutional guidance on the College's continuous improvement processes. The Committee shall be responsible for the following:

1. Evaluation of the College's institutional effectiveness framework, to include institutional policies, procedures, and timelines relative to all aspects of institutional effectiveness.
2. Review and analysis of the College's overall efforts and accomplishments relative to institutional effectiveness, and identification of recommended next steps for the institution based on that integrated evaluation.

3. Monitoring of institutional progress toward achievement of the College's strategic plan and related goals.

The Committee will help ensure that institutional effectiveness processes are on-going, integrated, research-based, and College-wide. Recommendations based on Committee review and analysis will be provided to the College President.

Membership:

- a. Director, Institutional Research and Effectiveness (Chair)
- b. Vice President, Finance and Administration
- c. One representative from each major functional area of the College, to include:
 - Academic Affairs
 - Finance and Administration
 - Human Resources
 - Information Technology
 - Institutional Advancement
 - Student Affairs
 - Workforce Development
- d. One teaching faculty member elected by each Academic Division

Term:

Two-year rotation, by appointment, for functional area representatives and teaching faculty; continuous membership for all others

Meetings:

Two meetings per semester (Fall and Spring)

Appointments Advisory Committee (multi-year contracts and promotions)

Purpose

The Appointments Advisory Committee provides information and advice on all teaching faculty and counselors eligible for three- and five-year (multi-year) appointments and on all teaching faculty and counselors eligible for promotion. The committee will follow the processes described in Thomas Nelson Community College APM 3.13.

Membership:

- a. One faculty-ranked Administrator appointed by the President
- b. One teaching faculty from each Academic Division elected by division faculty
- c. One Learning Resources Center faculty member elected by the LRC faculty
- d. One counselor elected by the counseling faculty

Meetings:

Meetings on multi-year contracts will occur in the fall; meetings on promotions in the spring. The President may also convene this committee during the summer.

Term:

Two-year elected rotation.

Process:

Under the direction of Human Resources documentation, the committee will produce a document listing their recommendations for both multi-year appointments and for promotions to the President. The Vice President for Academic Affairs will additionally provide a separate report to the President for consideration in a final decision. The President will forward final recommendations to Human Resources.

REPORTING TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Academic Calendar Planning Committee

Purpose:

The Academic Calendar Planning Committee is charged with recommending the academic calendar to be followed each year. They are responsible for a calendar that includes the approved number of class days, final examination schedule, faculty professional development days, and college holidays (when they affect the class day count) by semester.

Membership:

- a. Vice President for Academic Affairs (Chair)
- b. Vice President for Finance and Administration or designee
- c. Associate Vice President for Student Affairs
- d. Director of Financial Aid
- e. Dean of Student Services or Student Success
- f. One Academic Division Dean
- g. One faculty member elected from each Academic Division
- h. Enterprise Systems Group Academic Affairs/Records Specialist
- i. Curriculum Specialist
- j. Director of Human Resources

Meetings:

As needed during fall and spring semester. The VPAA may also convene the committee during the summer.

Term:

Two-year elected rotation

Process:

The committee will review input for the academic year(s) as requested by the VPAA. Proposed calendars will be reviewed and approved by the committee and submitted to the Enterprise Systems Group Academic Affairs/Records Specialist for the purpose of computing deadlines consistent with academic policy. Final calendars are then presented to the President's Cabinet for review and approval prior to publication.

Curriculum Committee

Purpose:

The Curriculum Committee reviews all requests for the establishment of new curricula and courses, or for the modification or elimination of existing curricula and courses as stated in the College Catalog. The committee makes recommendations to the Vice President for Academic Affairs (VPAA).

Membership:

Voting Members:

Each academic division will elect faculty representatives (full-time teaching faculty) from the following areas:

- a. Business, Public Services, Information Systems and Mathematics (BPSISM):
 - one faculty from Business/ITE
 - one faculty from Developmental Math
 - one faculty from Math
 - one faculty from Public Services
- b. Communications, Humanities and Social Sciences (CHSS):
 - one faculty from Communications (English, Foreign Language, and Speech)
 - one faculty from Developmental English
 - one faculty from Humanities/Fine Arts
 - one faculty from Social Sciences
 - one faculty from Visual Arts/Performing Arts
- c. Health Professions (HP):
 - one faculty from Health Professions
- d. Science, Engineering and Technology (SET):
 - one faculty from Engineering/Engineering Technologies
 - one faculty from Health/Physical Education
 - one faculty from HVAC/Automotive
 - one faculty from Natural Sciences

To the extent possible, care should be taken to ensure appropriate representation from both campuses.

Ex officio (Non-Voting) Advisors:

- a. Curriculum Specialist
- b. One full-time counselor
- c. Two Academic Deans
- d. Assessment Coordinator
- e. Representative from Workforce Development

Committee Chair:

The Vice President for Academic Affairs will serve as committee chair.

Meetings

Meetings will be held monthly on the third Thursday at 3:00 p.m. or as needed during the fall and spring semesters. The VPAA may also convene the committee during the summer session. As appropriate, faculty and deans may be invited to present curriculum proposals and respond to questions from the committee during deliberations of agenda items. Meetings are open to all faculty and staff.

Terms

Ex Officio members serve continuously. Faculty members elected from the academic divisions serve two-year terms. Terms should be staggered to ensure that no more than half of the members rotate off of the committee in any academic year.

Process

All requests for course and program actions should be forwarded from the Academic Dean to the Office of Academic Affairs by the first day of the month. Requests must be submitted on appropriate VCCS and Thomas Nelson forms and must include all required information. The Curriculum Specialist will review all submissions for accuracy and completeness and for compliance with VCCS and Thomas Nelson policies.

With the approval of the VPAA, the Curriculum Specialist prepares the agenda and backup materials and disseminates information to committee members no later than one week prior to the scheduled Curriculum Committee meeting. At least eight voting members must be present to take action on course and program proposals.

A summary of actions taken by the Curriculum Committee will be prepared by the Curriculum Specialist and disseminated to committee members. The VPAA will present recommendations of the committee to the President's Cabinet for approval and then submit items to the College Board for approval as appropriate. Once approved by the Board, the Office of Academic Affairs prepares materials for submission to the VCCS as required by VCCS policies. As required by policies of the Southern Association of Colleges and Schools Commission on Colleges, the Office of Institutional Research and Effectiveness will submit notification of substantive changes, program discontinuances, and program additions to SACSCOC.

Following state-level action and SACSCOC approval, the Office of Academic Affairs will notify the Curriculum Committee and appropriate college constituencies of the approved course and program changes, and ensure that modifications and additions are made in SIS and college publications in a timely fashion.

Honors Council

Purpose:

The Honors Council will develop and implement a comprehensive honors program at Thomas Nelson Community College that promotes undergraduate research, critical thinking, problem solving, innovation, creativity and academic excellence by providing students an opportunity to do individual projects under faculty mentors or to take classes with other Honors students. The Council will make recommendations about the organization, offerings, policies, procedures, and processes of the Honors Program. The Council will also determine student eligibility for enrollment, review and approve course and project proposals, and conduct program assessment as appropriate to ensure program quality.

Membership:

- a. One teaching faculty acting as Honors advisor
- b. One academic dean (supervisor of the Honors advisor)
- c. One faculty member from each Academic Division
- d. One faculty member from Student Affairs
- e. One faculty member from Learning Resources Center
- f. One Honors student

- g. One Phi Theta Kappa student member
- h. One Phi Theta Kappa faculty advisor

Meetings:

Monthly or as needed during fall and spring semester. VPAA may convene during summer semester

Term:

Honors Council members are appointed by the VPAA. The Chair is also appointed by the VPAA. Students serve one-year terms. The Council members and the Honor's advisor serve a two-year term. Terms should be staggered to ensure that no more than half of the members rotate off of the committee in any academic year.

Process:

Under the leadership of the Honor's advisor, Council reviews and approves Honors student applications, Honors contracts and/or Honors courses prior to enrollment for each academic term. Council monitors student progress and verifies completion of the Honors contract at the end of each semester and certifies students for Honors designation at graduation.

Faculty Hearing Panel (Faculty Grievance)

Purpose:

The Faculty Hearing Panel members provide a slate of prospective members for ad hoc peer review committees as provided for in the Faculty Grievance Procedure (Section 6.2.9).

Membership:

- a. Two Administrators appointed by the President
- b. One teaching faculty from each Academic Division elected by division faculty
- c. One Learning Resources Center faculty member elected by the LRC faculty
- d. One counselor elected by the counseling faculty

Meetings:

As needed during fall and spring. The VPAA may also convene the committee during the summer.

Term:

Two-year elected rotation.

Process:

The committee elects its chair as provided by Human Resources, the committee will provide a document with their recommendations to the VPAA. The VPAA will review the recommendations with the President. The final report will be submitted to Human Resources for execution.

Intellectual Property Committee

Purpose

The Intellectual Property Committee reviews all matters pertaining to intellectual property created using the resources of Thomas Nelson and can include works created by students, faculty or staff. The Director for

Learning Resources serves as the Intellectual Property Administrator for the college, and in accordance with VCCS policy 12.0.4 the intellectual property administrator is to be assisted by an appropriate college committee.

Membership:

- a. Director for Learning Resources (Chair)
- b. Director for Information Technology
- c. Vice President for Academic Affairs
- d. Vice President for Finance and Administration
- e. Distance Learning Representative
- f. Academic Dean appointed by the Vice President for Academic Affairs
- g. Faculty Member nominated by the Academic Dean
- h. Two Faculty Member nominated by the Academic Deans
- i. Workforce Development Representative

Faculty Reward and Recognition Committee:

Purpose:

In accordance with the Faculty Development, Evaluation, Reward and Recognition Plan, the Reward and Recognition Committee is responsible for reviewing applications and nominations intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of Thomas Nelson Community College and the Virginia Community College System.

Membership:

- a. One faculty member from each Academic Division (nominated by Dean)
- b. One Academic Division Dean or higher-level Academic Administrator appointed by the President
- c. One Student Services representative appointed by the President
- d. One Human Resources representative appointed by the President

Full-time teaching faculty members shall constitute a majority of the membership of the committee.

Meetings:

The Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

Term:

The term of appointment is one academic year. Members may be reappointed to multiple and/or successive terms on this committee.

Process:

The Faculty Reward and Recognition Committee will review nominations for awards outlined in the Faculty Development, Evaluation, Reward and Recognition Plan in a timely manner, determine if the activity or contribution described is consistent with the intent and standards of the plan, and notify nominees if they are to receive an award. The committee shall also make award recipients aware of any further steps necessary to take delivery of the award.

REPORTING TO THE VICE PRESIDENT FOR STUDENT AFFAIRS

College Enrollment Team (CET)

Purpose:

Serving under the guidance of the Vice President for Student Affairs, committee members will serve as a participatory committee to develop a comprehensive, holistic, and integrated approach to developing a college-wide enrollment management plan while making recommendations for course scheduling, and student success strategies to improve access, processes, persistence, and completion.

Membership:

- a. Vice President for Student Affairs (Chair)
- b. Associate Vice President for Student Affairs
- c. Manager of Enrollment Services
- d. Director of Enrollment Management
- e. One Division Dean (serves on rotating basis)
- f. One faculty member from each Academic Division (nominated by Dean)
- g. One member from Faculty Senate (nominated by Senate)
- h. One member from College Support Staff Association (nominated by CSSA)
- i. One Career Coach (nominated by Director of Enrollment Management)
- j. One representative from Institutional Research & Effectiveness (Nominated by Director of IRE)
- k. Director of Public Relations and Marketing
- l. Web and Social Media Manager
- m. One representative from Information Technology (nominated by Director of IT)
- n. Director of Financial Aid
- o. Associate Vice President for Workforce Training and Continuing Education
- p. One representative from Business Office (nominated by VP of Admin and Finance)
- q. Testing Center Coordinator
- r. Academic Counselor or Advisor (nominated by Dean of Student Success)
- s. Student Representative (nominated by SGA)
- t. One representative from Learning Resources (nominated by Director of Learning Resources)

Meetings:

Monthly or as needed during fall and spring. The VPSA may convene this committee during the summer.

Term:

Continuous, unless noted above in membership or subjected to change by nomination process

Process:

The committee meets monthly or as necessary under the direction of the Vice President for Student Affairs. Recommendations resulting from the work of the committee are forwarded to College Cabinet for discussion and approval or disapproval.

Cultural Affairs

Purpose:

Serving under the guidance of the Vice President for Student Affairs, committee members will serve as a participatory committee to increase awareness and appreciation of the college's diverse populations found throughout the college community.

Membership:

- a. Vice President for Student Affairs (Chair)
- b. Student Activities Coordinator
- c. Events Coordinator
- d. Two Graduates of the Diversity and Inclusion Institute (nominated by the Director of Human Resources)
- e. One Faculty Ranked Administrator (nominated by the Vice President for Academic Affairs)
- f. Four Teaching Faculty (1 from each division- nominated by Division Dean)
- g. Three Classified Staff (nominated by Supervisors)
- h. Three Student Representatives (nominated by SGA or Faculty/Staff)
- i. PR and Marketing Staff Member (nominated by VPIA)
- j. Workforce Development Staff Member (nominated by VPWD)
- k. Representative from Business Office (nominated by VP of Admin and Finance)
- l. Representative from Human Resources (nominated by the Director of Human Resources)

Meetings:

Monthly or as needed during fall and spring. The VPSA may convene this committee during the summer.

Term:

Continuous or subjected to change by nomination process

Process:

The committee meets monthly or as necessary under the direction of the Vice President for Student Affairs. Recommendations resulting from the work of the committee are forwarded to College Cabinet for discussion and approval or disapproval when necessary.

Admissions Committee

Purpose:

The Admissions Committee recommends action on the appeals of students who have been academically suspended from the College or from another institution or who are not otherwise eligible for admission to the College and who are seeking admission or readmission. The committee may recommend three distinct actions: (1) denial of admission, (2) delay of admission, or (3) admission with restrictions.

Membership:

- a. Associate Vice President for Student Affairs (Chair)
- b. One Financial Aid representative
- c. One faculty member appointed by Vice President for Academic Affairs
- d. One counselor appointed by Vice President for Student Affairs

Meetings:

Monthly or as needed during fall and spring semesters. The VPSA may also convene the committee during the summer.

Term:

Continuous for Associate Vice President for Student Affairs. All others serve two-year rotation.

Process:

The committee meets after July 10 for fall semester, after October 31 for spring semester and after March 31 for summer semester admission appeals. Results of pending appeals are directed to the AVP for Enrollment Services for action.

Student Discipline Hearing Panel

Purpose:

The Student Discipline Hearing Panel members provide a slate of prospective members for the Discipline Committee as provided for in the Student Code of Conduct (Appendix P, Section 5).

Membership:

- a. Associate Vice President for Student Affairs (Chair)
- b. Three teaching faculty appointed by the Faculty Senate
- c. Three Classified staff appointed by the CSSA President
- d. Three students appointed by the Student Activities Coordinator

Meetings:

As needed during fall and spring semester. AVPSA may convene during summer semester.

Term:

Two-year rotation

Process:

The committee reviews student discipline incidents as an appeal process to the Thomas Nelson Community College Judicial System.

REPORTING TO THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Budget Advisory Committee

Purpose:

The Budget Advisory Committee educates staff on the budget development process. Provides feedback to the campus community.

Membership:

- a. Vice President for Finance and Administration (Chair)
- b. Associate Vice President for Financial Services
- c. One member from Workforce Development
- d. Budget Analyst

- e. Two Academic Deans
- f. One Mid-Level Manager (Co-chair)
- g. One faculty member appointed from each Academic Division
- h. Two College Support Staff Association (CSSA) members
- i. One member from the Information Technology Office

Meetings:

As needed during fall and spring. The VPFA may also convene this committee during the summer.

Term:

Continuous for VPFA, AVPFS, and Budget Analyst. All others serve two-year rotation.

Process:

The committee meets in the fall of every year. The approved budget is provided and members are given an overview of the budget development process.

Environmental Sustainability Committee

Purpose:

This committee is responsible for recommending sustainability efforts for Thomas Nelson Community College, beginning with recommendations from the report prepared the previous spring.

Membership:

- a. Vice President for Finance and Administration (Chair)
- b. Two Plant Services representatives
- c. One Workforce Development representative
- d. Director of Human Resources
- e. One faculty member from each Academic Division nominated by Division Dean
- f. One Classified staff representative
- g. One Historic Triangle Campus representative
- h. One IT Department representative
- i. Two students

Meetings:

As needed during the fall and spring. The Vice President for Finance and Administration may also convene the committee during the summer.

Term:

Continuous for Vice President for Finance and Administration and Director of Human Resources. One-year term for students. All others serve two-year rotation.

Process:

Members review the Sustainability Committee Report of the previous spring, prioritize its recommendations, and identify items to be implemented in the coming year. In most cases, implementation will require the involvement of several departments. A Report documenting environmental sustainability efforts taken in the current year and new recommendations proposed for the future is to be prepared and submitted to the

Vice President for Finance and Administration and to the President. This Report is also to be submitted to the Chancellor in support of the President's annual evaluation. It is due to the Virginia Community College System by May 15th of each year, and its contents become an action plan for the subsequent year.

Facilities Committee

Purpose:

The Facilities Committee is responsible for reviewing the College's facility needs, to include: capital outlay (major construction/renovation), minor construction, major maintenance and repair, and Americans with Disabilities Act needs. In the fall of each year the committee will review a listing of these projects. The committee is also charged with monitoring the College's health and safety standards and making recommendations to rectify identified problems.

Membership:

- a. Director of Facilities (Chair)
- b. Director of Institutional Research and Effectiveness (Asst. Chair)
- c. Provost, Historic Triangle Campus
- d. Vice President for Finance and Administration
- e. One Academic Dean
- f. Vice President for Student Services
- g. Manager of Safety and Security
- h. Manager of Enterprise Services
- i. One faculty member from each Academic Division nominated by Division Dean
- j. Two (2) Classified Staff
- k. Two (2) Students
- l. One member from Workforce Development

Meetings:

As needed during fall and spring. The Director of Facilities may also convene this committee when deemed necessary.

Term:

Two year rotation

REPORTING TO THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Performing Arts Committee

Purpose:

The Performing Arts Committee increases awareness and appreciation of the performing arts and maximizes the resources of the College to provide opportunities for community and campus engagement in support of the performing arts.

Membership:

The membership shall consist of the following representatives of the College community.

- a. Vice President for Institutional Advancement
- b. Dean of Academic Division to which performing arts program reports
- c. Chair of Performing Arts
- d. Dr. Mary T. Christian Auditorium (MTCA) Manager
- e. Three teaching faculty, two of whom should represent the academic division to which performing arts program reports (nominated by Division Dean)
- f. Two classified staff
- g. Two student representatives, preferably enrolled in the College's Performing Arts programs

Meetings:

Monthly or as needed to effectively plan and implement performing arts activities for the campus and external communities.

Term:

Continuous for VPIA, Dean of academic division to which performing arts reports, MTCA Manager, and Chair of the Performing Arts Department. All others serve two-year rotation. Committee Chair to be elected by the Committee annually.

Process:

The Performing Arts Committee will meet at least once per month to ensure its purpose is implemented. It will plan and implement at least two (2) events for the campus and external communities during fall and spring semesters.

Social Affairs Committee

Purpose:

The Social Affairs Committee is responsible for improving the campus climate by making arrangements for employee social functions and other social events.

Membership:

- a. Coordinator of Special Events
- b. One member from the President's Cabinet
- c. One faculty member from each Academic Division, elected by division faculty
- d. Three Classified staff including one from Purchasing, self-nominated and selected by the Vice President for Institutional Advancement in collaboration with College Support Staff Association

Meetings:

Monthly or as needed during the fall and spring. The VPIA may also convene this committee during the summer.

Term:

Continuous for the Coordinator of Special Events. All others serve two-year rotation. Committee members to elect Chair annually.

Process:

Meets to plan events for the College. As plans are finalized, a report to the President's Cabinet is presented.

REPORTING TO THE DIRECTOR OF HUMAN RESOURCES

Diversity and Inclusion Committee

Purpose:

The Diversity and Inclusion Committee enhances the College's understanding of diversity and inclusion through venues which will celebrate humanity's similarities and differences.

Membership:

- a. Director, Human Resources (Chair)
- b. Two Administrative/Professional faculty
- c. One teaching faculty appointed from each Academic Division
- d. Three support staff

Meetings:

Monthly or as needed during fall and spring.

Term:

Continuous for Director of Human Resources. All others serve two-year rotation.

Process:

The Diversity and Inclusion Committee will meet at least once a month to ensure its purpose is implemented. It will be responsible for designing the modules for the Institute for Diversity and Inclusion and for selecting qualified faculty to lead meaningful discussions pertaining to assigned topics.

Professional Development Committee

Purpose:

The Professional Development Committee will identify the types of professional development activities, workshops, institutes and other training opportunities the College should offer its employees in support of continuous learning and the enhancement of leadership abilities at all levels.

Membership:

- a. Director of Human Resources (Chair)
- b. Two Academic Deans
- c. One faculty member appointed from each Academic Division
- d. Two Administrative/Professional faculty
- e. Two support staff
- f. Coordinator of Special Events

Meetings:

Monthly or as needed during the fall and spring.

Term:

Continuous for Director of Human Resources. All others serve a two-year rotation.

Process:

Committee will submit recommendations to the President for training and development opportunities based on the needs of the campus community each year by June 30th. The committee will be responsible for conducting periodic needs assessments.

REPORTING TO THE DIRECTOR OF INFORMATION TECHNOLOGY

Technology Committee

Purpose:

The Technology Committee is responsible for assisting in developing, reviewing, and revising the annual College Technology Plan. The plan will be aligned with Virginia Community College System and college strategic goals and objectives. The committee will also help establish priorities for the allocation of technology resources.

Membership:

- a. Director of Information Technology (Chair)
- b. Vice President for Academic Affairs
- c. Vice President for Student Affairs
- d. Vice President for Finance and Administration
- e. Vice President for Workforce Development
- f. Associate Vice President of Financial Services
- g. Associate Vice President for Enrollment Services
- h. All academic division deans
- i. Director of Distance and Distributive Learning
- j. One faculty from each academic division (Appointed by the Division Dean)
- k. One representative of the Learning Resources Center (Appointed by the LRC Director)
- l. One representative of Student Success (Appointed by the Dean)
- m. One representative from Historic Triangle Campus (Appointed by the Provost)
- n. Capital Outlay Project Manager

Meetings:

Monthly or as needed during the fall and spring. The Director of Information Technology may also convene ad hoc subcommittees as needed.

Term:

Two year rotation for committee members.

Process:

Gathers data from all constituency groups for the purpose of planning. Each fiscal year, the committee will group budget needs and provide discussions where the College will be able to agree on the plan.

Distance Learning Committee

Purpose:

The purpose of the committee is to provide a forum and mechanism for creating, developing, and improving the distance learning experience at Thomas Nelson Community College.

Membership:

- a. Director for Distance and Distributed Learning (Chair)
- b. Vice President for Academic Affairs
- c. Director for Information Technology
- d. Two Distance Learning Faculty from each Academic Division (appointed by the Division Dean)
- e. Two Distance Learning Adjunct Faculty nominated by Division Deans
- f. One Academic Dean

Meetings:

Monthly or as needed during the Fall and Spring term.

Term:

Two year rotation

Process:

1. Establish and maintain a collaborative, comprehensive, and integrative approach to strategic planning for Distance Learning at Thomas Nelson Community College.
2. Define and communicate the planning, assessment and evaluation processes used to guarantee high quality Distance Learning courses.
 - I. Evaluate the Distance Learning processes to ensure the courses have consistent standards in all formats offered.
 - II. Establish criteria, assess data, and evaluate Distance Learning program outcomes to align with the mission of the college.
 - III. Review and report progress toward the accomplishment of the Distance Learning goals and ensure they relate back to the mission of the college.
 - IV. Solicit input from faculty, students and other college committees.

CONSTITUENCY GROUPS

Faculty Senate

Standing committees of the Faculty Forum shall consist of at least nine members each, with each division represented by at least two members and, when possible, one member from the Counseling Center or the Library.

Each committee is directly responsible to and representative of the faculty through the Faculty Senate. Through regular reports to the Senate, the committees (as represented by the Senate Executive

Board) shall maintain liaison with the Vice-President for Academic Affairs and other appropriate administrators. Committees may adopt their own operating procedures subject to approval by the Senate or follow the parliamentary authority of the organization. Separate approved committee operating procedures shall be included as addenda to this document. Committees shall receive their charges from the Executive Board; shall keep minutes of all meetings and forward copies to the President of the Faculty Forum, to the Library Archives, and, as appropriate, to the Vice-President for Academic Affairs through the Senate. Committees may form subcommittees as the need arises.

Other committees, standing or special, shall be appointed by the President as the Forum, Senate or Executive Board shall from time to time deem as necessary to carry on the work of the Forum or Senate. The President shall be an ex-officio member of all committees except the Nominating Committee (Robert's Rules of Order Newly Revised (10th ed.), p. 569, I. 20-26)

Academic and Professional Affairs Committee

It shall be the duty of the Academic and Professional Affairs Committee to review state and local matters concerning academic policy regarding professional rights and responsibilities, personnel policies and procedures, and the interpretation of such policies and procedures.

Adjunct Faculty Issues Committee

It shall be the duty of the Adjunct Faculty Issues Committee to consider concerns of the adjunct faculty at Thomas Nelson Community College and to report these concerns to the Faculty Senate for action. The committee shall insure that the College adjunct faculty members are represented in the Senate, with inclusion of at least one adjunct faculty member from each division, on the committee. See Addendum 1 of the Faculty Senate Constitution for Adjunct Faculty Issues Committee Operating Procedures.

Faculty Evaluation Committee

It shall be the duty of the Faculty Evaluation Committee to review the college plan of faculty evaluation, to consider any proposals referred to it concerning the college plan, and to make recommendations to the Senate for any modification of the plan. This committee shall also liaise with the Virginia Community College System Evaluation Task Force.

Faculty Handbook Committee

It shall be the duty of the Faculty Handbook Committee to endeavor to keep the document current and authoritative through regular and timely review and approved revisions throughout the academic year. In addition, the committee shall make recommendations to the Senate for revisions deemed necessary for clarity, accuracy, and ease of use.

Instructional Development Committee

It shall be the duty of the Instructional Development Committee to assess faculty needs in matters of instruction and professional growth, to provide information and assistance regarding various instructional methods, and to develop a systematic plan for instructional and faculty development at the college. In order to ensure maximum and efficient utilization of the college's instructional facilities and resources, this committee shall review such support areas as the Learning Resource

Center and Media Design and Production Services. In addition to faculty members, this committee shall include one representative of the Vice-President for Academic Affairs.

Student Government Association

The Student Government Association represents the interests of all students at Thomas Nelson and includes students from the Hampton and Historic Triangle campuses. SGA officers and representatives serve on College committees, oversee student clubs and organizations, represent student concerns, and work with Student Activities to provide services and activities for students.

Membership of SGA Officers and Student Senate

- a. President
- b. Vice President (Hampton)
- c. Vice President (Historic Triangle)
- d. Secretary
- e. Treasurer
- f. Hampton Senators (12 Representatives)
- g. Historic Triangle Senators (3 Representatives)

Council of Mid-Level Managers

The purpose of this organization is to provide a structure for regular communication among its members and a vehicle of communication between the collective members and the President and Senior Leadership (referred to as the President's Cabinet) of Thomas Nelson Community College to support the mission and vision of the College.

Membership in the Organization

Membership in this organization is comprised of full-time faculty-ranked administrators and classified managers whose positions are not represented by Faculty Senate, President's Cabinet or the College Support Staff Association. Membership is determined by but not limited to managing a college budget, supervising other college employees and performing other significant function of the College. MLM Leadership will consult with the College's Human Resource Manager to determine membership eligibility.

Leadership Positions of the Organization

The leadership of this organization consists of two Representatives elected from the membership.

College Support Staff Association

The purpose of the College Support Staff Association (CSSA) is to provide a communication link between administration, faculty, and staff, and to provide a forum whereby staff members have a voice in working conditions, college policies, professional development, and other matters affecting the staff at Thomas Nelson Community College.

Membership in the Organization

Membership in the organization is comprised of all classified (P3) and hourly (P14) employees of Thomas Nelson Community College are members of the CSSA and are encouraged to become involved in the organization.

The CSSA is actively involved in the college community. Scholarships and professional development activities, sponsored by the association, are offered throughout the year for the benefit of college employees. In addition, community, fund-raising, and social activities are sponsored throughout the year.

CONSTITUTION OF THE FACULTY FORUM OF THOMAS NELSON COMMUNITY COLLEGE

ARTICLE I: Name

The name of this organization shall be the *Faculty Forum of Thomas Nelson Community College*.

ARTICLE II: Purpose

The purpose of the Faculty Forum is to play an effective role in the operation of the College. The Faculty Forum shall:

- participate in the shared governance of the College in formulating policies and procedures on academic and administrative concerns;
- provide a forum for the exchange of ideas to encourage and facilitate the enrichment of the academic environment and scholarship;
- serve the faculty as a representative democracy;
- serve as a medium for the review and recommendation of curriculum, programs, degrees and academic standards;
- serve as a medium through which instructional theory and technique may be reviewed.

ARTICLE III: Membership

Section 1.

The members of the Faculty Forum shall be all full-time faculty whose positions are not directly involved in administration, i.e., who hold a position on the organization chart beneath the level of Dean, Director, or Coordinator. The elected Adjunct Faculty Senators shall also be members of the Faculty Forum (Section 2).

Section 2.

The *Faculty Senate* is the representative governing body of the Faculty Forum. The Faculty Senate shall be comprised of one Senator for every six full-time members in each academic division, the Counseling Center, and the Learning Resource Center, including members on leave, according to the following example: constituencies of one to six members receive one Senator, seven to twelve member receive two Senators, thirteen to eighteen members receive three Senators, and so forth. The adjunct faculty constituency shall be represented by one Adjunct Faculty Senator from each academic division. Each constituency shall elect an Alternate Senator to serve as a substitute for any of the constituency's Senators in the event of an unavoidable absence from a Senate meeting.

The Senators shall serve as liaisons between their constituencies and the Faculty Senate; shall represent the various sections of the faculty by means of a representative democracy; and shall carry out other duties as directed by the Senate President.

Section 3.

An *Augmented Session of the Faculty Forum* shall consist of all persons at Thomas Nelson Community College who hold faculty rank.

Section 4.

In the event of a vacancy a special election shall be called by the appropriate constituency according to Article VIII.

Section 5.

For nominations, elections and term limits see Article VIII.

ARTICLE IV: Officers

Section 1.

The executive officers of the Faculty Forum and Faculty Senate shall be a President, a First Vice President, a Second Vice President, a Secretary, and the Immediate Past President. These officers need not be Senators but may be elected from the faculty at large by the Faculty Senate and shall perform the duties prescribed herein and by the parliamentary authority adopted by the organization.

The executive officers comprise the *Executive Board* of the Faculty Forum (Article V, Section 1).

The executive officers shall serve as liaisons to the Senate standing committees (Article VI, Section 2).

The Immediate Past President shall advise the Board as to previous policies and activities of the Faculty Senate and shall undertake special projects as assigned by the Board such as serving as representative to state-wide groups. In the event that the Immediate Past President is unable to serve the Executive Board may appoint a former president to this position.

The Secretary shall distribute the agenda and the minutes to the membership and to the College Archives at appropriate times and maintain a hard-copy file for convenient reference. The Secretary shall send to the Archives and maintain a file of the Faculty Senate Resolutions and Administrative Memoranda Manual (Article VII, Section 4).

Section 2.

The President shall appoint a member of the Faculty Forum to serve as Parliamentarian for the organization. The Parliamentarian shall not be a member of the Executive Board, but may attend meetings as a non-voting participant upon invitation by the President.

Section 3.

The Faculty Senate Executive Board shall appoint a past-president to serve as the college representative to the Chancellor's Faculty Advisory Committee (CFAC) for a two-year term (subject to re-appointment). The CFAC representative shall serve as an ex-officio, non-voting member of the Faculty Senate Executive Board.

Section 4.

For nominations, elections and term limits see Article VIII.

Article V: Boards

Section 1.

The boards of the Faculty Forum are the Faculty Senate and the Executive Board.

Section 2.

The Faculty Senate shall be comprised of the duly elected Senators from the college constituencies (Article VIII, Section 1). The Senate shall have general supervision of the affairs of the Faculty Forum between its business meetings, fix the time and place of meetings, make recommendations to the Forum, and perform such other duties as are specified in these bylaws. The Senate shall be subject to the orders of the Forum, and none of its acts shall conflict with action taken by the Faculty Forum.

Section 3.

The Executive Board shall be comprised of five elected members: the President, who shall serve as Chairman; the First Vice President; the Second Vice President; the Secretary; and the Immediate Past President. The CFAC representative is an ex-officio, non-voting member of the Board. The Executive Board shall have general supervision of the affairs of the Senate between its business meetings; fix the time, place, and agenda of meetings; make recommendations to the Senate and Forum; and perform such other duties as are specified in these bylaws.

The Executive Board shall appoint faculty to committees and prepare the charges for the committees, publish and present as appropriate the policies and activities of the Faculty Senate, and discharge such duties as requested by the members of the Faculty Senate. The Executive Board shall be subject to the orders of the Senate, and none of its acts shall conflict with action taken by the Senate.

ARTICLE: VI: Committees

Section 1.

Standing committees of the Faculty Forum shall consist of at least nine members each, with each division represented by at least two members and, when possible, one member from the Counseling Center or the Library.

Section 2.

The President of the Faculty Senate in consultation with other members of the Senate Executive Board shall appoint committee members based on faculty committee preferences provided by a survey conducted by the office of the Vice-President for Academic Affairs. An executive officer will be appointed as liaison to each committee and shall call the first organizational meeting of the committee at which time the committee shall elect their own chair and secretary from among the members.

Section 3.

Each committee is directly responsible to and representative of the faculty through the Faculty Senate. Through regular reports to the Senate, the committees (as represented by the Senate Executive Board) shall maintain liaison with the Vice-President for Academic Affairs and other appropriate administrators. Committees may adopt their own operating procedures subject to approval by the Senate or follow the parliamentary authority of the organization. Separate approved committee operating procedures shall be included as addenda to this document. Committees shall receive their charges from the Executive Board; shall keep minutes of all meetings and forward copies to the President of the Faculty Forum, to the Library Archives, and, as appropriate, to the Vice-President for

Academic Affairs through the Senate. Committees may form subcommittees as the need arises.

Section 4.

In the event that circumstances are such that a standing committee is unable to convene to deliberate on an urgent matter, the Executive Board shall have authority to act on behalf of that committee.

Section 5.

The standing committees and their charges are as follows:

5.1 Academic and Professional Affairs Committee

It shall be the duty of the Academic and Professional Affairs Committee to review state and local matters concerning academic policy regarding professional rights and responsibilities, personnel policies and procedures, and the interpretation of such policies and procedures.

5.2 Adjunct Faculty Issues Committee

It shall be the duty of the Adjunct Faculty Issues Committee to consider concerns of the adjunct faculty at Thomas Nelson Community College and to report these concerns to the Faculty Senate for action. The committee shall insure that the College adjunct faculty members are represented in the Senate, with inclusion of at least one adjunct faculty member from each division, on the committee.

See Addendum 1 for Adjunct Faculty Issues Committee Operating Procedures.

5.3 College Curricula Committee

It shall be the duty of the College Curricula Committee to review all requests for the establishment of new curricula, programs, and courses, or for the modification or elimination of existing curricula and courses as stated in the college catalog. The committee may also make any proposals of its own for the establishment, modification, or elimination of college curricula, programs, and courses. As a Standing Committee of the Faculty Senate, the College Curricula Committee acts on behalf of the Faculty Senate in advising the College President, through the Vice-President for Academic Affairs. The committee chair shall report to the Senate on items under consideration by the committee and on recommendations made and actions taken.

See Addendum 2 for Curriculum Committee Operating Procedures.

5.4 Faculty Evaluation Committee

It shall be the duty of the Faculty Evaluation Committee to review the college plan of faculty evaluation, to consider any proposals referred to it concerning the college plan, and to make recommendations to the Senate for any modification of the plan.

5.5 Faculty Handbook Committee

It shall be the duty of the Faculty Handbook Committee to endeavor to keep the book current and authoritative through regular and timely publication of approved revisions throughout the academic year. In addition, the committee shall review the Handbook when appropriate and make recommendations to the Senate for revisions deemed necessary for clarity, accuracy, and ease of use.

5.6 The Instructional Development Committee

It shall be the duty of the Instructional Development Committee to assess faculty needs in matters of instruction and professional growth, to provide information and assistance regarding various instructional methods, and to develop a systematic plan for instructional and faculty development at the college. In order to ensure maximum and efficient utilization of the college's instructional facilities and resources, this committee shall review such support areas as the Learning Resource Center and Media Design and Production Services. In addition to faculty members, this committee shall include one representative of the Vice-President for Academic Affairs.

Section 6.

Other committees, standing or special, shall be appointed by the President as the Forum, Senate or Executive Board shall from time to time deem as necessary to carry on the work of the Forum or Senate. The President shall be an ex-officio member of all committees except the Nominating Committee (Robert's Rules of Order Newly Revised (10th ed.), p. 569, l. 20-26)

ARTICLE VII: Meetings

Section 1.

The Faculty Forum shall meet at least once a year, usually during the fall orientation period or at such times and places as may be designated by the Executive Board. Additional meetings may be called by the President upon recommendation of the Executive Board.

Special meetings of the Faculty Forum shall be called by the President upon recommendation of the Executive Board or upon written request by ten members of the Faculty Forum.

An Augmented Session of the Faculty Forum shall consist of all persons at Thomas Nelson Community College who hold faculty rank.

Section 2.

The Faculty Senate shall meet monthly during the academic year or at least twice a semester at such times and places as may be designated by the Executive Board. Additional meetings may be called by the President upon the recommendation by the Executive Board.

Special meetings of the Faculty Senate shall be called by the President upon recommendation of the Executive Board or upon written request by five members of the Faculty Senate.

Section 3.

The Executive Board shall meet at least once a month, generally one week before the scheduled Senate meeting.

Special meetings of the Executive Board may be called by the President and shall be called upon the written request of three members of the Executive Board.

Section 4.

The Faculty Forum and Faculty Senate may pass Resolutions or Administrative Memoranda defined as follows:

Resolution: A formal expression of opinion, will or intent of the Faculty Forum or Faculty Senate. Resolutions can originate in either the Forum or Senate and requires a majority vote of those present.

Administrative Memorandum: A written agreement between the faculty and the administration implementing a VCCS or TNCC policy, procedure or protocol. An Administrative Memorandum can originate in either the Forum or Senate and requires a two-thirds vote of those present.

All approved Resolutions and Administrative Memoranda will be sent to the College Archives and maintained by the Secretary in a Faculty Senate Resolutions and Administrative Memoranda Manual.

Section 5.

A matter brought before the Senate may be declared a 'Substantive Issue' by a two-thirds vote of those present. Such an issue shall be referred to the Faculty Forum.

Section 6.

The minutes of all Faculty Forum, Faculty Senate and Executive Board meetings shall be kept by the Secretary and distributed according to the policies of the Senate and of the College.

Section 7.

A quorum for the Faculty Forum shall be one-third of the total number of full-time faculty at TNCC.

A quorum for the Faculty Senate shall be one-third of the registered membership of the Senate.

A quorum of the Executive Board shall be three members.

A quorum of a Faculty Senate committee shall be one-third of the membership of the committee.

Section 8.

Any faculty member who is a member of the Faculty Forum or the adjunct faculty group may attend a Faculty Senate meeting and take part in discussion and debate; however, only Senators may make or second motions and vote.

Section 9.

When a Senator must unavoidably miss a Senate meeting, the elected Alternate Senator from that constituency shall be asked to substitute. Any Senator absent without just reason and without a substitute for two consecutive meetings may be replaced. Generally, Senators serve no more than two consecutive terms.

ARTICLE VIII: Elections

Section 1.

The Faculty Forum Senators shall be elected annually by their respective constituencies four to six weeks before the end of the spring term and prior to the election of the executive officers. The election shall be called by the incumbent Senators. The results of the election shall be certified by the incumbents to the Secretary of the Senate, who shall register the names of the elected Senators.

The election of the Adjunct Faculty Senators shall be called by the Adjunct Faculty Issues Committee. The results of the election shall be certified by the Adjunct Faculty Issues committee to the Secretary of the Senate, who shall register the names of the elected Adjunct Faculty Senators.

Section 2.

Senators shall be elected to serve for one year (or until their successors are elected), and their term of office shall begin May 1. Generally, Senators serve no more than two consecutive terms.

Section 3.

Nominations for executive officers shall be made by a Nominating Committee of newly-elected Senators or of past Senators or Senate officers appointed by the incumbent President with the approval of the Executive Board. Nominations may also be made from the floor with the consent of the nominee.

The executive officers shall be elected annually by a majority vote of the new members of the Faculty Senate present and voting before the end of the spring term.

No member shall hold more than one executive office at a time. Any newly-elected Senator who is subsequently elected to the Executive Board of the Senate shall be replaced as Senator in an election by the same constituency from which that first-elected Senator originated.

Section 4.

The executive officers shall be elected to serve for one year (or until their successors are elected), and their term of office shall begin May 1.

No executive officer may serve in the same office for more than two consecutive years.

ARTICLE IX: Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Forum, Senate and Committees in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Forum, Senate or Committees may adopt (Robert's Rules of Order Newly Revised (10th ed.), p. 569, l. 31-35)

ARTICLE X: Electronic Voting

The President, Executive Board or Committee Chair may, from time to time, call for a vote by electronic mail or other internet resource. Members voting by electronic mail or other internet resource must authenticate with a username and password. At least two tellers defined by the body must count and record the results of electronic or internet ballots.

ARTICLE XI: Amendment/Revision

Section 1.

Proposals to amend the Constitution of the Faculty Forum shall be sent to the Executive Board at least two weeks prior to a regular Faculty Senate meeting. A copy of the proposed amendment shall be distributed immediately by the Secretary to all members of the Senate.

A two-thirds vote of Senators present at a Faculty Senate meeting is required to forward the proposed amendment to the Faculty Forum. A copy of the proposed amendment shall be distributed immediately by the Secretary to all members of the Faculty Forum.

Ratification of the amendment shall require a two-thirds vote of members present at a sequential Faculty Forum meeting within 30 days.

Section 2.

The Constitution shall be periodically reviewed by an ad-hoc committee of the Faculty Forum to ensure that it is meeting the needs of the faculty. Complete revisions of the Constitution shall require the same ratification process as an amendment.

December 1987

Revised by Faculty Senate Forum approval on August 2006

Revised by Faculty Senate Forum approval January 2010

ADDENDUM 1

THOMAS NELSON COMMUNITY COLLEGE OPERATING PROCEDURES FOR ADJUNCT FACULTY ISSUES COMMITTEE

PURPOSE:

The Adjunct Faculty Issues Committee is a standing committee of the Faculty Senate composed exclusively of full-time and adjunct faculty.

The purpose of the Committee is to consider concerns pertaining to the adjunct faculty at Thomas Nelson Community College and to report those concerns and recommended actions to the Faculty Senate.

The Committee shall insure that the College's adjunct faculty members are invited to serve on the Committee, with the goal of including at least one adjunct faculty member from each division.

OBJECTIVES:

Committee objectives include:

- Investigating the concerns of adjunct faculty and, as appropriate, reporting those concerns to the Faculty Senate and recommending to the Senate ways to address those concerns;
- Serving as a liaison between the adjunct faculty/the Faculty Senate and the administration;
- Serving as an advocate for adjunct faculty.

ORGANIZATION:

The Adjunct Faculty Issues Committee shall consist of full-time and adjunct faculty. There shall be at least one adjunct faculty member from each academic division on the Committee. The President of the Faculty Senate shall appoint the full-time faculty members, and the appointees shall select the adjunct faculty members.

The President of the Faculty Senate shall appoint the chairperson of the Committee or a chairperson pro tem to conduct an election of the Committee chairperson.

PROCEDURES:

1. The Adjunct Faculty Issues Committee shall meet twice per semester during the regular academic year, or more often as needed, to address concerns regarding adjunct faculty.
2. The Committee shall receive for consideration matters of concern pertaining to adjunct faculty; evaluate the concerns; decide on a course of action; and, when appropriate, report those concerns to the Faculty Senate.
3. The Committee shall send the minutes of each meeting to all adjunct faculty, the Faculty Senate President, and the College Archivist.
4. The Committee shall request that all division chairs inform adjunct faculty of the existence of this Committee during each semester's Adjunct Faculty Orientation session.

Confidential

To: Counseling Services at (check one)

Main Campus (Hampton) 757.825.2827

Historic Triangle Campus 757.253.4755

From: _____
(Faculty or Staff Member) (Phone) (Mail)

Date: _____

Re: _____
(Student) (SSN/EmplID) (Course)

I have spoken with this student about his/her:

- Insufficient preparation for class
- Insufficient class participation or attendance
- Personal conflict with another student or me
- A personal concern
- Non-compliance with class structure or rules, code of conduct & expectations
- Other _____

Other information (if any):

_____, this referral is NOT disciplinary in nature nor is it mandatory that you follow through with the referral. However, I want you to be a successful student at Thomas Nelson Community College. I encourage you to follow-up by either:

- Calling the office checked above & schedule an appointment with a counselor or
- Dropping by the office checked above & scheduling an appointment with a counselor or
- Talking with the counselor by the phone when he/she calls you regarding this referral.

Would you like to receive follow-up information concerning the student's progress as a result of your referral?

Yes () No () Comments: _____

Would you like this referral to remain confidential? Yes () No ()

Referral Follow-Up: _____

College policies on confidentiality of student information will be respected and no personal matters are shared without the permission of the student. However, the benefits of sharing information with the professor may be one of the recommendations discussed with the student.

DISTRIBUTION: White-Student, Canary-Counselor, Pink-Faculty or Staff

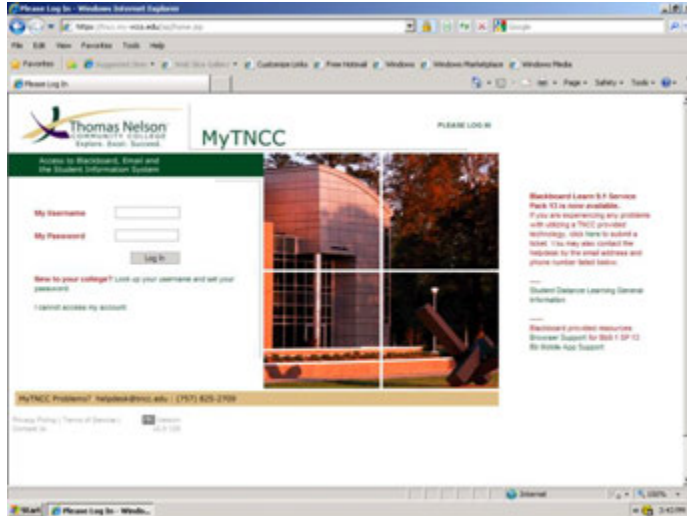
Make-up Testing Form

Instructor's Name	
Class & Section Number	
Student's Name(s)	
Amount of time allowed for test.	
Last date test may be administered.	
Items, if any, that may be used by student during test (e.g., Scantron, calculator, dictionary).	
How test is to be returned to faculty member.	<input type="checkbox"/> Mail back <input type="checkbox"/> Pick-up

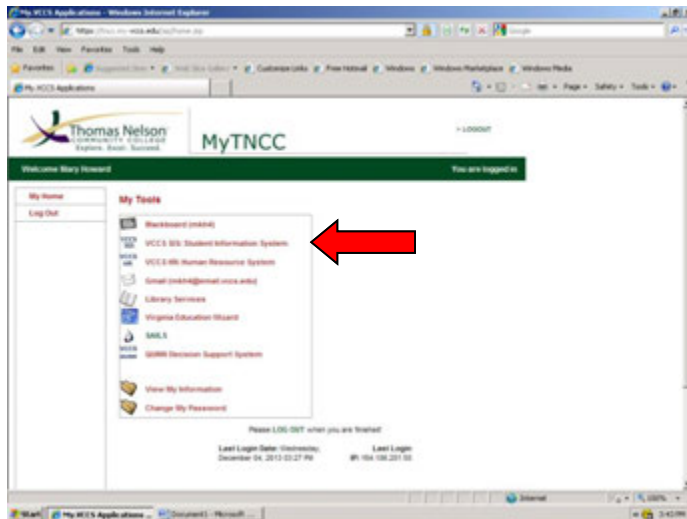
966-03

How to Submit a Class Roster

To access class rosters, go to the “My TNCC” link at the TNCC home page.

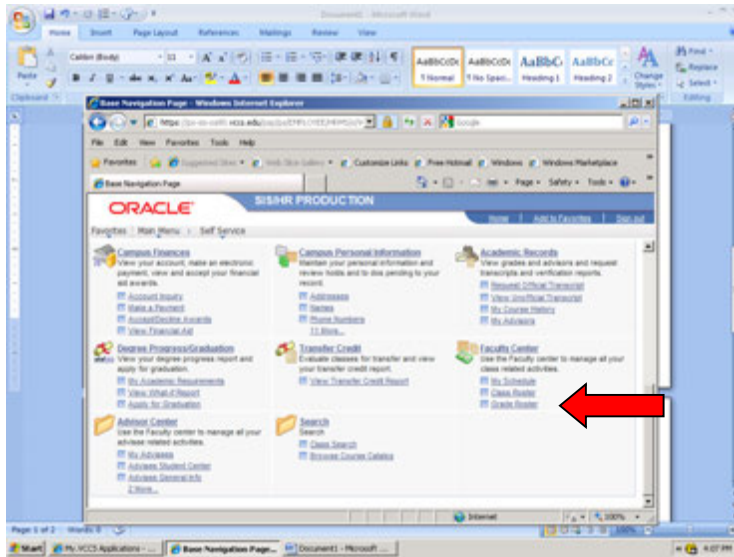


Log in to “MyTNCC” and go to VCCS-SIS Student Information System.



Go to “Faculty Center” and Select “Class Roster”

How to Submit a Class Roster



TNCC offers courses using the following semesters/sessions:

1. Sixteen week semester (15 weeks of instruction and one week of final exams)
2. First eight-week session (8W1)
3. Second eight-week session (8W2)
4. Dynamic sessions

How to Record Grades in The Student Information System

Faculty members are required to input grades by the published Grades Due Date for each term. Sign In – through MyTNCC using your **User Name** and **password**. Click **VCCS SIS Student Information System**.

You will arrive at the SIS PeopleSoft Home Screen.

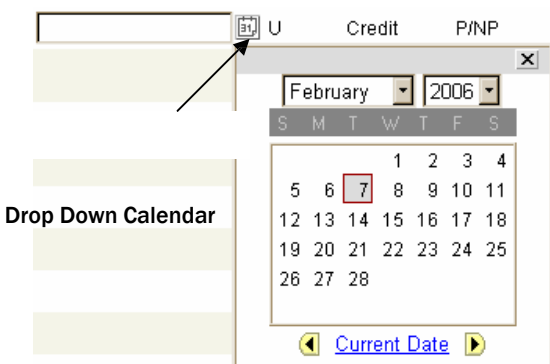
NAVIGATION: HOME > SELF-SERVICE > FACULTY CENTER > GRADE ROSTER

- Click on **Record Grades**
- Select appropriate term from drop-down box; click "change"
- Click on the grade roster icon beside the class for the class for which you wish to enter final grades
- As you scroll down you will notice the Approval Status Box with the following selections:
 - Approved
 - Not Reviewed
 - Ready for Review
- **Set Status: Not Reviewed**
 - Type in the grade and tab (or mouse click) to the next box. Once grades are entered – click on **Save**. Input grades for all students on the Grade Roster. Note: During peak grade entry time – TAB out of each box and wait for "PROCESSING" to complete.

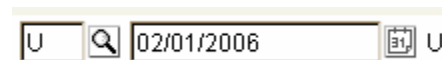
Last Date of Attendance for all F, U and R Grades REQUIRED!

Grade Input	Last Date of Attendance	Official Grade	Short Description	Grading Basis	Status	Detail	Note
<input type="text"/>	<input type="text"/>		Credit	PNP	Pending	Detail	Note
<input type="text"/>	<input type="text"/>	U	Credit	PNP	Graded	Detail	Note

Located beside the Grade Input field you will find the Last Date of Attendance (LDA) field. This VCCS modification requires faculty members to enter a last date of attendance for any F or U or R grade entered. Federal financial aid compliance procedures state that colleges must identify whether a student has truly earned his/her non-passing grades.



Once you enter an F or U or R and tab out – the field will become available. Click on the drop down calendar – and you can select the last date of attendance. The date will populate the field.



- **Set Status: Ready For Review – Save.** Check all grades to be sure they are entered correctly.
- **Set Status: Approved – Save.** These grades are now official and cannot be changed by the faculty member. If there is an error in an Approved grade, contact the College Registrar.

- **Print two (2) copies** of the approved grade roster – one to save for your records and one to turn in to your division office by the end of the semester.
- **Posting Grades** – grades in Approved Status will automatically be posted following the term posting calendar. If there is an error in a POSTED grade, a grade change form must be filled out and submitted to the Division Dean.



Course of Study

Course Prefix/Number:

Course Title:

DIVISION OF

Effective Date _____

Prepared by:

Name/Date

Approved by:

Program Head/Date

Dean/Date

I. INTRODUCTION

Course Prefix/Number:

Course Title:

Course Description (from VCCS Master Course file):

Credits:

Lecture Hours:

Lab Hours:

Pre-requisite(s):

Co-requisite(s):

Additional information about course content:

II. COURSE CONTENT

Include topics or course objectives/units that will be covered in this course. Detail may be included to ensure quality and completeness.

III. INSTRUCTIONAL METHODS

Include methods of delivery that encompasses classroom, hybrid, and distance formats. Identify textbook including title, edition, year, author, publisher, and ISBN.

IV. STUDENT LEARNING OUTCOMES

Provide numbered list (6-10 SLOs) and indicate for each the appropriate Program Learning Outcome, example:

1. Develop critical thinking skills (PLO 1, 5)

- 1.
- 2.
- 3.
- 4.

V. EVALUATION/ASSESSMENT

Grading Scale:

A= ##-## (n%)

B= ##-## (n%)

C= ##-## (n%)

D= ##-## (n%)

F= ##-## (n%)

Provide details of evaluation and assessment components and their weight. The weights may be in a given range of not more than 10% as agreed upon by the department. Individual instructors will specify exact percentages in their syllabus.

VI. GENERAL EDUCATION

Using the scale below, indicate the best descriptor of the emphasis placed on the various General Education components in this course.

A	B	C	D	E
Very Important	Somewhat Important	Neither Important nor Unimportant	Somewhat Unimportant	Very Unimportant

VCCS Policy 5.0.2.2, GENERAL EDUCATION GOALS AND STUDENT LEARNING OUTCOMES

_____ 1. Communication: A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

_____ 2. Critical Thinking: A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

_____ 3. Cultural and Social Understanding: A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

_____ 4. Information Literacy: A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition)

_____ 5. Personal Development: An individual engaged in personal development strives for physical well-being and emotional maturity.

_____ 6. Quantitative Reasoning: A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical

conclusions and to make well-reasoned decisions.

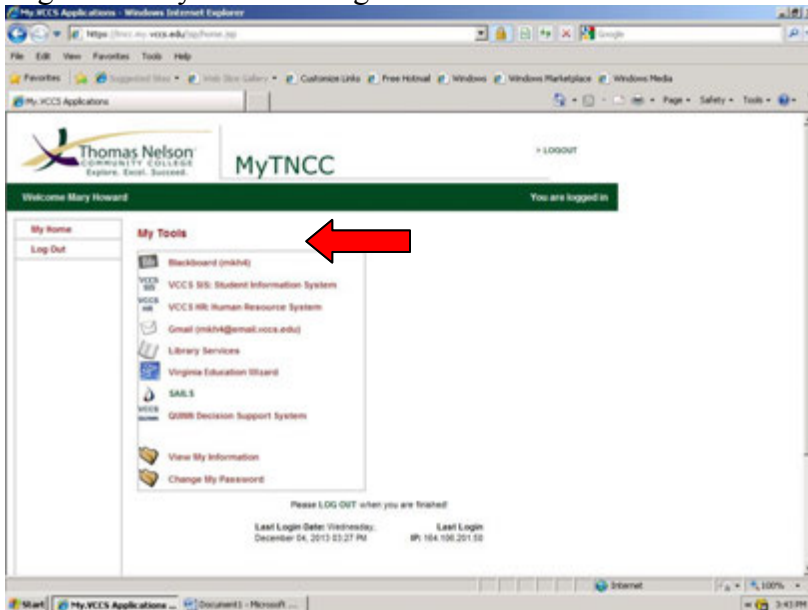
_____7. Scientific Reasoning: A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

Advising Students

A list of assigned advises can be found on “MyTNCC” which is a link from the TNCC web site.



Log on to “MyTNCC” and go to VCCS-SIS Student Information System.



Thomas Nelson Club Advisors

SELECTION OF ADVISORS

- Must be employee of TNCC.
 - Full or part-time staff or faculty.
 - Work study students are not qualified.
- Approved by immediate supervisor and/or dean.
- More than one advisor is encouraged.
 - Select one advisor as Contact Advisor.
 - Signs all funding requests.
 - Receives and distributes important information relevant to the organization.

RESPONSIBILITIES OF ADVISORS

- Consult with the Student Activities Coordinator concerning matters affecting the group, as needed.
- Be familiar with College policies and procedures.
 - Administrative Procedures Manual
- Monitor financial affairs
 - Co-sign all paperwork requesting agency funds.
 - Be aware of college financial deadlines.
 - File current agency account information with Business Office.
 - Encourage dissemination of reports to the general membership on a regular basis.
- Attend meetings and sponsored events.
 - At least one advisor must attend activity in its entirety.
- Provide guidance to officers through regular meetings.
- Help to develop the leadership potential within the group.
- Monitor student time involved with activities.
 - Scholastic standing and the health and safety of the students take precedent over participation in activities.
 - Process group travel requests per APM 6.10 procedures Student Activities Conference/Trip Travel one month in advance of departure.
- Monitor social media sites created by student clubs.

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Revised: 6/1/11

STANDARDS OF CONDUCT

Application: All positions covered by the Virginia Personnel Act, including non-probationary full-time and part-time classified and restricted employees. Agencies may use this policy as a guide for evaluating the workplace conduct of employees who are not covered by the Virginia Personnel Act, such as wage employees, probationary employees and employees expressly excluded from the Act's coverage. (Official Written Notice forms may not be issued to these employees.)

POLICY

It is the policy of the Commonwealth to promote the well-being of its employees by maintaining high standards of work performance and professional conduct.

PURPOSE

The purpose of this policy is to set forth the Commonwealth's Standards of Conduct and the disciplinary process that agencies must utilize to address unacceptable behavior, conduct, and related employment problems in the workplace, or outside the workplace when conduct impacts an employee's ability to do his/her job and/or influences the agency's overall effectiveness.

It is the intent of this policy that agencies follow a course of progressive discipline that fairly and consistently addresses employee behavior, conduct, or performance that is incompatible with the state's Standards of Conduct for employees and/or related agency policies. Disciplinary actions must be founded on the principles of due process and will employ a range of corrective and disciplinary actions that are applied based on the nature and history of the misconduct or unacceptable performance. Corrective and disciplinary actions must be administered through a prompt and fair process as described in this policy's Administrative Procedures. The ultimate goal of this policy and its procedures is to help employees become fully contributing members of the organization. Conversely, this policy is also designed to enable agencies to fairly and effectively discipline and/or terminate employees whose conduct and/or performance does not improve or where the misconduct and/or unacceptable performance is of such a serious nature that a first offense warrants termination.

The Administrative Procedures for the consistent administration of this policy are attached.

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Revised: 6/1/11

EMPLOYEE STANDARDS OF CONDUCT

Employees covered by this policy are employed to fulfill certain duties and expectations that support the mission and values of their agencies and are expected to conduct themselves in a manner deserving of public trust. The following list is not all-inclusive but is intended to illustrate the minimum expectations for acceptable workplace conduct and performance.

Agencies have the authority to supplement this list as needed in a manner consistent with the needs of the organization and intent of this policy.

Employees who contribute to the success of an agency's mission:

- Report to work as scheduled and seek approval from their supervisors in advance for any changes to the established work schedule, including the use of leave and late or early arrivals and departures.
- Perform assigned duties and responsibilities with the highest degree of public trust.
- Devote full effort to job responsibilities during work hours.
- Maintain the qualifications, certification, licensure, and/or training requirements identified for their positions.
- Demonstrate respect for the agency and toward agency coworkers, supervisors, managers, subordinates, residential clients, students, and customers.
- Use state equipment, time, and resources judiciously and as authorized.
- Support efforts that ensure a safe and healthy work environment.
- Utilize leave and related employee benefits in the manner for which they were intended.
- Resolve work-related issues and disputes in a professional manner and through established business processes.
- Meet or exceed established job performance expectations.
- Make work-related decisions and/or take actions that are in the best interest of the agency.

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- Comply with the letter and spirit of all state and agency policies and procedures, the Conflict of Interest Act, and Commonwealth laws and regulations.
- Report circumstances or concerns that may affect satisfactory work performance to management, including any inappropriate (fraudulent, illegal, unethical) activities of other employees.
- Obtain approval from supervisor prior to accepting outside employment.
- Obtain approval from supervisor prior to working overtime, if non-exempt from the Fair Labor Standards Act (FLSA).
- Work cooperatively to achieve work unit and agency goals and objectives.
- Conduct themselves at all times in a manner that supports the mission of their agency and the performance of their duties.

Note: *Non-probationary law enforcement officers employed by the Department of State Police, the Virginia Marine Resources Commission, the Department of Game and Inland Fisheries, the Department of Alcoholic Beverage Control, the Department of Conservation and Recreation, the Department of Motor Vehicle, and the campus police department of any public institution of higher education of the Commonwealth where such department, bureau or force has ten or more law-enforcement officers (policy corrected 1/10/12) also have access to the procedural guidelines of Va. Code § 9.1-500 – 507 in cases of investigation of work-related matters that could lead to the dismissal, demotion, suspension or transfer for punitive reasons of a law-enforcement officer. (This Code section also applies to certain non-covered employees who are law enforcement officers employed by the Division of Capitol Police and the Virginia Port Authority.)*

AUTHORITY

The Director of the Department of Human Resource Management (DHRM) is responsible for the official interpretation of this policy pursuant to the authority provided § 2.2-1201 of the Code of Virginia. DHRM reserves the right to revise or eliminate this policy as necessary.

The Virginia Personnel Act, Code of Virginia § 2.2-2900 *et. seq.* specifies that agency heads shall be the appointing authorities of their respective agencies and shall establish methods of personnel administration within their agencies.

Agencies may supplement this policy to accommodate specific business needs.

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Supplemental policies must be consistent with the provisions of DHRM policy and must be communicated to all agency employees.

RELATED POLICIES

- 1.05 Alcohol and Other Drugs
- 1.25 Hours of Work
- 1.35 Emergency Closings
- 1.40 Performance Planning and Evaluation
- 1.70 Termination from State Service
- 1.75 Use of Electronic Communications and Social Media
- 1.80 Workplace Violence
- 2.30 Workplace Harassment
- 4.30 Leave Policies - General Provisions

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ADMINISTRATIVE PROCEDURES

STANDARDS OF CONDUCT

Purpose

These procedures accompany the Standards of Conduct Policy 1.60 and are designed to assist agencies in the administration of the Commonwealth's disciplinary system.

A. General Principles

Corrective actions, whether informal or formal, must depend upon the nature, consequence(s), or potential consequence(s) of the employee's conduct or performance and the surrounding circumstances and mitigating factors, if any. Management should apply corrective actions consistently, while taking into consideration the specific circumstances of each individual case. Prior to taking any corrective action it is suggested that management consider the following:

- Whether the corrective action is consistent with state and agency standards of conduct.
- The nature, severity, and consequences of the offense.
- Whether the offense constitutes a violation of a policy, procedure, rule, or law.
- Previous counseling, whether informal or formal that addressed the same or similar misconduct or performance.
- Previous disciplinary actions that addressed the same or similar misconduct or performance.
- Whether the offense relates to the employee's job duties and the employee's ability to perform satisfactorily.
- How issues with similarly situated employees have been addressed.
- Mitigating factors that would compel a reduction in the disciplinary action to promote the interests of fairness and objectivity.
- If the corrective action is appropriate for a specific offense.

Before the need for, or in addition to corrective action, supervisors may refer

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employees to the *Employee Assistance Program (EAP)* or other professional assistance program (for employees who do not participate in the state's healthcare plan) as appropriate. Referral to the EAP or comparable program shall not be considered a substitute for any disciplinary action imposed for the commission of an offense.

Note: Referral to the EAP or comparable program *may be required* depending upon the nature of the behavior or misconduct. Agencies are advised to consult with their Assistant Attorney General prior to mandating participation.

B. Corrective and Disciplinary Actions

The Commonwealth's disciplinary system typically involves the use of increasingly significant measures to provide feedback to employees so that they may correct conduct or performance problems. It is designed to encourage employees to become fully contributing members of the organization and to enable agencies to fairly, and with reliable documentation, terminate employees who are unable or unwilling to improve their conduct and/or job performance.

I. Counseling

Counseling is *typically* the first level of corrective action but is not a required precursor to the issuance of Written Notices. Counseling may be an informal (verbal) or formal (written) communication which conveys that an employee's conduct or performance was improper and must be corrected. This level of corrective action would be appropriate for conduct and/or performance issues resulting in minimal impact to business operations, to the safety and well-being of others, or that involve minor infractions of policies or laws.

Counseling may be documented by a letter or memorandum, but not on the Written Notice form. Documentation regarding counseling should be retained in the supervisor's files, and not in the employee's personnel file, except as necessary to support subsequent formal disciplinary action.

Employees are not permitted to have legal representation in counseling sessions.

a. Informal (Verbal) Counseling

Counseling should consist of private discussions between employees and their supervisors regarding the desired course of action to improve the employees' performance and/or conduct, the supervisors' expectations for improvement, and what may occur if the performance or conduct is not corrected. The supervisor should explain that a summary of the conversation will be notated and may be placed in the supervisory file(s).

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b. **Formal (Written) Counseling**

A written memorandum should be issued to emphasize the significance of relatively minor acts of misconduct or unacceptable performance when facts and discussions with the employee demonstrate that verbal counseling has not corrected the problem. It may also be issued as the initial means to address first instances of misconduct or unsatisfactory performance.

Formal counseling must be documented by a letter or memorandum, but not on the Written Notice form. A copy of the letter or memorandum must be given to the employee. Counseling documentation should be retained in the supervisors' files, not in employees' personnel files, except as necessary to support subsequent formal disciplinary action.

When conducting a formal counseling session in which a written memorandum will be issued the supervisor should meet privately with the employee to discuss the conduct or performance issues and the desired course of action for improvement, including the supervisors' expectations and what may occur if the performance or conduct is not corrected.

2. **Written Notices**

When counseling has failed to correct misconduct or performance problems, or when an employee commits a more serious offense, management should address the matter by issuing a Written Notice. A Written Notice may be accompanied by additional actions including suspension; a demotion or transfer with reduced responsibilities with a disciplinary salary action; a transfer to an equivalent position in a different work area; or termination, as described in Sub-Sections a, b, and c. Management should issue Written Notices as soon as reasonably possible after becoming aware of misconduct or unacceptable performance. (Refer to Section E. "Due Process" for procedural guidance.)

The Written Notice Form must include an advisory statement that an active Written Notice may affect the employee's overall annual performance evaluation rating.

To assist management in the assessment of the appropriate corrective action, offenses are organized into three groups according to the severity of the misconduct or behavior.

Examples of offenses, by group, are presented in Attachment A. These examples are not all-inclusive, but are intended as examples of conduct for which specific disciplinary actions may be warranted. Accordingly, any

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*offense **not specifically enumerated**, that in the judgment of agency heads or their designees undermines the effectiveness of agencies' activities, may be considered unacceptable and treated in a manner consistent with the provisions of this section.*

Note: Under certain circumstances an offense typically associated with one offense category may be elevated to a higher level offense. Agencies may consider any unique impact that a particular offense has on the agency and the fact that the potential consequences of the performance or misconduct substantially exceeded agency norms. Refer to Attachment A for specific guidance.

a. **Group I Offense**

Offenses in this category include acts of minor misconduct that require formal disciplinary action. This level is appropriate for repeated acts of minor misconduct or for first offenses that have a relatively minor impact on business operations but still require formal intervention.

- See attachment A for examples of Group I Offenses
- Active Life of Notice: Two years from its date of issuance to the employee.
- Suspension Options: No suspension for first offense, but a third active Group I Notice may result in a suspension of ten workdays (or a maximum of 80 hours for non-exempt employees). Refer to Section D. 1 for guidance on suspensions for exempt employees.
- Accumulation of four active Group I Offenses normally should result in termination unless there are mitigating circumstances.
- Absent mitigating circumstances, a repeat of the *same, active* Group I Offense should result in the issuance of a Group II Offense notice.

b. **Group II Offense:**

Offenses in this category include acts of misconduct of a more serious and/or repeat nature that require formal disciplinary action. This level is appropriate for offenses that significantly impact business operations and/or constitute neglect of duty, insubordination, the abuse of state resources, violations of policies, procedures, or laws.

- See attachment A for examples of Group II Offenses.

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- Active Life of Notice: Three years from its date of issuance to the employee.
 - Suspension Options: Suspension of up to 10 workdays (or maximum of 80 hours for non-exempt employees) for the first Group II Offense. Refer to Section D. 1 for guidance on suspensions for exempt employees.
 - A second active Group II Notice normally should result in termination; however, when mitigating circumstances exist, an employee may be suspended for up to 30 workdays and/or demoted or transferred with reduced responsibilities and a disciplinary salary action; or transferred to an equivalent position in a different work area with no change in salary.
 - A Group II Notice in addition to three active Group I Notices normally should result in termination, but suspension and or a demotion or transfer with reduced responsibilities and a disciplinary salary action; or transfer to an equivalent position in a different work area with no change in salary may be considered.
- c. **Group III Offense:**
Offenses in this category include acts of misconduct of such a severe nature that a first occurrence normally should warrant termination. This level is appropriate for offenses that, for example, endanger others in the workplace, constitute illegal or unethical conduct; neglect of duty; disruption of the workplace; or other serious violations of policies, procedures, or laws.
- See attachment A for examples of Group III Offenses.
 - Active Life of Notice: Four years from its date of issuance to the employee.
 - Suspension Options: Suspension of up to 30 workdays (or maximum of 240 hours for non-exempt employees). Refer to Section D. 1 for guidance on suspensions for exempt employees.
 - One Group III Offense normally should result in termination unless there are mitigating circumstances.

Note: *The active life of Written Notices as stated above are definite and may not be extended due to an employee's absence. Notices expire when an employee voluntarily or involuntarily separates provided that re-employment with the same or different agency occurs after a formal break in service and a new probationary period is required.*

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3. Mitigating circumstances

- a. Agencies may reduce the level of a corrective action if there are mitigating circumstances, such as conditions that compel a reduction to promote the interests of fairness and objectivity, or based on an employee's otherwise satisfactory work performance.
- b. Mitigating circumstances for a Group III offense may support, as an alternative to termination, an employee's demotion or transfer to a position with reduced responsibilities *and* a disciplinary salary action with a minimum 5% reduction in salary; transfer to an equivalent position in a different work area; and/or suspension of up to 30 workdays.
- c. An employee who is issued a Written Notice that would normally warrant termination but who is not terminated due to mitigating circumstances should be notified that any subsequent Written Notice for any level offense during the active life of the Written Notice may result in termination.

C. Pre-disciplinary Leave with Pay

Pre-disciplinary Leave is *leave with pay* to be used when disciplinary action is being considered and the employee's removal from the workplace is necessary or prudent. There are two categories of Pre-Disciplinary Leave with Pay:

1. Immediate Removal from the Workplace for Disciplinary Reviews or Administrative Investigations

Management may immediately remove an employee from the workplace without providing advance notification when the employee's continued presence:

- may be harmful to the employee, other employees, clients, and/or patients;
 - makes it impossible for the agency to conduct business;
 - may hamper an internal agency investigation into the employee's alleged misconduct;
 - may hamper an investigation being conducted by law enforcement ; or
 - may constitute negligence in regard to the agency's duties to the public and/or other employees.
- a. An employee should be immediately advised of the reason for his/her removal from the workplace. As soon as possible after an employee's removal from the work area for reasons stated above, management must provide the employee with written notification of the intended corrective action and a summary or description of the evidence of the offense for which

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the corrective action is being contemplated, and when applicable, that an administrative investigation of the employee's conduct is underway. Employees must be provided a reasonable opportunity to respond before taking any formal corrective action.

- b. Employees may be placed on pre-disciplinary leave in order to conduct a disciplinary review or administrative investigation for up to fifteen workdays (maximum of 120 hours for non-exempt employees). If the disciplinary review or administrative investigation is not completed within fifteen workdays the agency must (1) impose disciplinary action in accordance with this policy; (2) permit the employee to return to work pending the outcome of the review or investigation; or (3) extend pre-disciplinary leave with pay for a specified period of time as determined by the agency head.
- c. Written notification of pre-disciplinary leave with pay pending a disciplinary review or agency administrative investigation should be by memorandum, not by the Written Notice form.

2. Removal from the Workplace for Alleged Criminal Conduct

Management may also immediately remove an employee from the workplace without providing advance notification when he/she is under investigation for alleged criminal conduct that is related to the nature of his/her job or to the agency's mission. Management should consider the employee's ability to perform his/her assigned responsibilities and if the employee's continued presence:

- may constitute negligence in regard to the agency's duties to the public and/or other employees.
 - may be harmful to the employee, other employees, clients, students, or patients;
 - makes it impossible for the agency to conduct business;
 - may hamper the investigation by law enforcement.
- a. An employee who is placed on pre-disciplinary leave with pay because of alleged criminal conduct that impacts the employee's ability to do his/her job or represents a risk to the agency shall be continued on leave with pay until either (a) the employee is formally charged with a criminal offense by authorities or entities outside of the employer agency, such as by arrest or indictment, or (b) the criminal investigation is concluded without any formal charges being made.
 - b. Any employee who is formally charged with a criminal offense (that is related to the nature of his/her job or to the agency's mission) by outside authorities shall be immediately suspended without pay for a period not to

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exceed ninety (90) calendar days. (*Agencies have the option to allow employees to charge accrued annual, overtime, compensatory, or family personal leave to this period of suspension provided that the employee has sufficient leave balances.*)

- c. If, at the conclusion of the 90 day period there has been no resolution of the criminal charge, the employee will be placed on or returned to pre-disciplinary leave with pay until the charge has been resolved. If the criminal investigation is concluded without any formal charges being made, or if the charge is resolved without the employee being convicted of it, the employer shall return the employee to active status. Any accrued annual leave applied to the period of suspension without pay shall be reinstated.
- d. Regardless of the status of any criminal investigation or process, the agency may determine at any time to institute disciplinary charges against the employee under the Standards of Conduct, up to and including termination, based upon the facts or evidence of conduct that prompted the criminal investigation or process.

D. Disciplinary Suspensions

All disciplinary suspensions are without pay. Employees on suspension normally shall not be allowed on the agency's premises, nor shall they be allowed to work except to fulfill previously scheduled court obligations or to file and process a grievance or Equal Employment complaint.

Suspensions resulting from a Written Notice, or an accumulation of Notices, and the maximum periods of suspension are described in Section B. 2, Formal Written Notices, and in Attachment A for each level of Written Notice.

1. Suspension of Employees Exempt from the Fair Labor Standards Act

Exempt employees' salaries may not be reduced as the result of a suspension except as described in this section. Exempt employees should be reimbursed promptly for any disciplinary salary reductions that are non-compliant.

- a. Disciplinary suspension of an exempt employee for an infraction of a safety rule of major significance may be applied for less than a full workday or workweek. Safety rules of major significance are defined as provisions intended to prevent serious danger to the workplace or to other employees, such as prohibiting smoking in explosives plants, oil refineries, and coal mines.

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- b. If an exempt employee is suspended for misconduct the suspension shall be not less than a full workday. Suspensions of more than one workday must be in multiples of full workdays, e.g., a three-day (24 hour) suspension for an employee assigned to 8-hour workdays, or a three-day (30 hour) suspension for an employee assigned to 10-hour workdays. If it becomes necessary to remove an exempt employee from the workplace for a partial workday due to the employee's misconduct, the employee must be paid for that partial day's absence.
- c. If an exempt employee is suspended for disciplinary reasons related to the employee's unsatisfactory attendance or performance issues (non-conduct related) the suspension shall be not less than a full workweek. Suspensions of more than one workweek will be in multiples of full workweeks, e.g., a three-week (120-hour) suspension. An employee may not be permitted to serve a suspension related to attendance or performance other than in whole workweek segments. Less serious violations in these areas should be addressed by other means of discipline, reserving suspension for the most serious or repeated violations.
- d. If an exempt employee is suspended pending the outcome of a criminal investigation, the employee must be paid for any partial workweek suspensions. Full workweeks of suspension are unpaid.

Although probationary employees are not covered by this policy, the FLSA rules for suspension do apply.

2. Pay and Benefits During Suspension

The provisions regarding compensation and benefits set forth below apply to disciplinary suspensions without pay.

- a. Performance increases and annual leave accrual
 - Employees' eligibility for performance increases may be affected by the time on suspension in accordance with Policy 1.40, Performance Planning and Evaluation.
 - Suspensions exceeding 14 calendar days shall affect an employee's length of service for purposes of annual leave accrual.
- b. Annual and "traditional" sick leave accrual

An employee on suspension will not accrue annual or "traditional" sick leave, except that:

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- if a suspension extends into a second pay period, accrual of annual and sick leave shall resume in the second pay period unless the period of suspension exceeds 15 calendar days; and
 - if a suspension extends into a third pay period, accrual of annual and sick leave shall resume in the third pay period unless the period of suspension exceeds 31 calendar days, and so on.
- c. VSDP (Virginia Sickness and Disability Program) benefits
- Employees who are suspended may not access their VSDP benefits during the period of suspension.
 - Employees who are terminated for disciplinary reasons are not eligible to receive VSDP benefits.
- d. Health insurance
- A suspended employee's health insurance coverage continues until the end of the month in which the suspension began, except that there shall be no break in coverage if the employee is reinstated in time to work half of the workdays in the following month.
 - If the length of the period of suspension results in a break in health insurance coverage, the suspended employee must be notified that he/she may retain his or her group insurance coverage for up to 12 months by paying the monthly insurance premiums (both the employee's and state's contribution) in advance and in accordance with state guidelines. This 12 month extension runs concurrently with the 18 months granted under the Extended Coverage provisions of the health benefits plan.
- e. Life insurance
- Life insurance coverage may continue for up to 24 months, with the agency making the full contribution.

3. Pay and Benefits upon Reinstatement

a. Reinstatement from Suspension

- If an agency reinstates a suspended employee with back pay for any period of the suspension, unless directed otherwise in the hearing officer's decision, health benefits must be made effective retroactive to

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the date of reinstatement. The agency shall make appropriate refund(s) to the employee for the State portion of any health insurance premiums that he or she paid to continue coverage during the suspension.

- If an agency reinstates a suspended employee without back pay, there shall be no reimbursement for any portion of health insurance premiums that he or she paid to continue coverage.

b. Reinstatement from Termination

- If an agency reinstates a terminated employee with back pay, unless otherwise directed in the hearing officer's decision, health benefits must be made effective retroactive to the date of termination.

Note:

Suspended and terminated employees may have purchased individual health insurance coverage or acquired coverage through a spouse's health benefits plan. Agencies should inquire about such coverage when discussing back pay and benefits with these employees. If the hearing officer does not grant back benefits because the employee was enrolled in other coverage during the period of suspension or termination, the employee must provide proof of the other coverage.

E. Due Process

Prior to the issuance of any Written Notices, demotions, transfers with disciplinary salary actions, suspensions or terminations, Agency Human Resource Directors or their designees should review the documentation for the recommended actions to determine if the action is appropriate for the offense; if a referral to the employee assistance program is advisable; and what the final recommendation for corrective action should be.

1. Advance Notice of Discipline to Employees

Prior to the issuance of Written Notices, disciplinary suspensions, demotions, transfers with disciplinary salary actions, and terminations employees must be given oral or written notification of the offense, an explanation of the agency's evidence in support of the charge, and a reasonable opportunity to respond.

2. Employee Response and "Reasonable Opportunity to Respond"

Employees must be given a reasonable opportunity to respond after receiving notification of pre-disciplinary or disciplinary actions. *Normally*, a 24 hour period is a sufficient period of time, however, a "reasonable opportunity to respond" should not be based solely on the quantity of time provided but

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also on the nature of the offense, which may or may not require more or less time to refute or mitigate the charge.

F. Use of Grievance Procedure

1. Classified, non-probationary employees may challenge corrective or disciplinary actions through the Employee Grievance Procedure, and may direct questions regarding this procedure to the Department of Employment Dispute Resolution.

Note: *Employees hired after July 1, 2006 under the Higher Education Restructuring Act are not covered by the Virginia Personnel Act, but do have access to the State Grievance Procedure.*

2. Hearing Officer's Authority

- a. General authority
A *hearing officer* may uphold, reduce or rescind corrective or disciplinary actions taken by an agency so long as the officer's decision is consistent with written policy.
- b. Reinstatement by a *hearing officer*
When a *hearing officer* orders an employee's reinstatement from suspension or termination the hearing officer may order:
 - full, partial, or no back pay; and/or
 - a reduction in the employee's disciplinary record such that termination no longer could take place (e.g., the employee has only three Group I Written Notices or one Group II Written Notice). The officer must reinstate the employee with full back pay (minus an appropriate disciplinary suspension, if he/she wishes).
 - credit for annual and sick leave that the employee did not accrue during the period of discharge and/or suspension.
- c. Interim earnings
A hearing officer's award of back pay shall be offset by any interim earnings that the employee received during the period of separation, including unemployment compensation received from the Virginia Employment Commission.
- d. Repayment of health insurance premiums

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- If a *hearing officer* orders reinstatement with back pay for any period of suspension or from termination the employee shall receive reimbursement for any health insurance premiums that he or she paid during the period that would have been paid by the agency.
- If a *hearing officer* orders reinstatement without back pay, the employee shall not receive reimbursement for any portion of the health insurance premiums that he or she paid during the separation.
- Hearing officers have the authority to exclude back benefits for health insurance coverage if the employee was enrolled in other coverage during a period of suspension or termination and awarding back benefits would present undue financial hardship to the employee. The employee must provide proof of the other coverage.

G. Records Management

1. Agencies must update payroll and/or PMIS records immediately upon issuance of a Written Notice, upon placing employees on pre-disciplinary leave or disciplinary suspension, and upon subsequent demotions or transfers with disciplinary salary actions, terminations, or reinstatements.
 - a. The active periods for Written Notices are definite and may not be extended due to an employee's absence.
 - b. Written Notices that are no longer active shall not be considered in an employee's accumulation of Written Notices; *however, an inactive notice may be considered in determining the appropriate disciplinary action if the conduct or behavior is repeated. For example, misconduct which if a "first" offense would normally be addressed through counseling may warrant a Written Notice when the employee has an inactive Notice on file for the same misconduct.*
 - c. Written Notices shall be kept in employees' agency personnel files, including those that are no longer active.

Exception: *A Written Notice must be removed from an employee's personnel file if the agency modifies or vacates its disciplinary action. If, through the grievance procedure, it is determined that the Written Notice issued was not justified, the hearing officer may direct its removal from the employee's personnel file. Such notices shall not be destroyed but shall be retained in a grievance file or separate confidential file and shall not be considered in relation to any future disciplinary or other personnel action.*

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H. Removal Due to Circumstances which Prevent Employees from Performing their Jobs

1. Inability to meet working conditions

An employee unable to meet the working conditions of his or her employment due to circumstances such as those listed below may be removed under this section.

Reasons include:

- loss of driver's license that is required for performance of the job;
- incarceration for an extended period;
- failure to obtain license or certification required for the job;
- loss of license or certification required for the job;
- inability to perform the essential functions of the job after reasonable accommodation (if required) has been considered;
- failure to successfully pass an agency's background investigation;
- conviction of a misdemeanor crime of domestic violence for employees whose jobs require: (a) carrying a firearm; or (b) authorization to carry a firearm; or
- failure to timely present appropriate documentation of identity and eligibility to work in the U.S. as required by federal law.

Prior to such removal, the appointing authority and/or Human Resource Office shall gather full documentation supporting such action and notify the employee, verbally or in writing, of the reasons for such a removal, giving the employee a reasonable opportunity to respond to the charges. Final notification of removal should be via memorandum or letter, not by a Written Notice form.

Employees may challenge removals through the Employee Grievance Procedure, and may direct questions regarding this procedure to the Department of Employment Dispute Resolution.

Agencies may, based on mitigating circumstances, demote or transfer and reduce the employee's duties with a minimum 5% reduction in salary, or transfer them to an equivalent position without a reduction in salary as an alternative to termination.

I. Terminations

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Refer to Policy 1.70, Termination/Separation from State Service for additional information on the disposition of leave and other benefits upon separation from state service.

Glossary

Corrective action

Any intervening informal or formal counseling action taken by management to address employment problems, such as unacceptable performance, behavior, or misconduct.

Counseling

Counseling may be an informal or formal intervention that consists of a discussion between an employee and his or her supervisor regarding problems with the employee's work performance, behavior, and/or conduct. Formal counseling discussions must be documented in a written memorandum. Counseling that is related to work performance may be included in an interim performance evaluation as described in Policy 1.40, Performance Planning and Evaluation.

Criminal Charge

An arrest or indictment by authorities or entities outside of the employer agency against an employee for the commission of a criminal offense.

Criminal Offense

Criminal Offenses include felonies and misdemeanors as defined in the statutes of the United States, the Commonwealth of Virginia, other sovereign states, and other city and county governments. Criminal offenses shall not include traffic or other charges that are specifically differentiated and exempted from statutory criminal offenses; however, DUI or other formal charges which impact an employee's ability to drive a vehicle or could result in incarceration if convicted shall be considered criminal charges.

Interim evaluation: A performance evaluation completed during the performance cycle to document and assess an employee's progress toward achieving the performance plan. If agencies desire to use a form for this purpose, they may use the form provided with Policy 1.40, Performance Planning and Evaluation, or develop their own forms. Interim Performance Evaluations are not considered "official" documents and are retained in the supervisor's confidential file for use in constructing the annual performance evaluation. Counseling, particularly when related to work performance, may be part of an interim evaluation.

Disciplinary action

A formal action taken in response to unacceptable performance or misconduct. Disciplinary actions include the issuance of Written Notices; suspensions; demotions; transfers; disciplinary salary actions; and terminations.

Disciplinary Demotion

Management initiated assignment of an employee to the same or a different position in the same or lower Pay Band with less job responsibilities that must result in a minimum of a 5% reduction in base salary. In no case may an employee's salary exceed the maximum of the pay band following

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a disciplinary salary action.

Disciplinary Review

A process that involves reviewing the facts and circumstances surrounding misconduct or unacceptable performance in order to determine if disciplinary action is warranted.

Disciplinary Salary Action

Employees may be retained in their current positions and have their duties reduced, be demoted, or transferred to positions in the same or lower pay band *with less job responsibilities* in lieu of termination. The employee's salary in each case must be reduced by at least 5%. In no case may an employee's salary exceed the maximum of the pay band following a disciplinary salary action. *(Agencies have the authority to transfer employees to equivalent positions as part of the disciplinary process without a reduction in salary.)*

Due Process

Prior to any pre-disciplinary or disciplinary actions employees must be given oral or written notification of an offense, an explanation of the agency's evidence in support of the charge, and a reasonable opportunity to respond. Agencies must provide a clear and descriptive explanation of the offense in a manner that ensures that the employee understands the facts presented and will be able to present mitigating factors or denial of the charge.

Pre-disciplinary Leave

Pre-disciplinary Leave is leave *with pay* to be used when disciplinary action is being considered and the employee's removal from the workplace is necessary or prudent because: their continued presence may be harmful to the employee, other employees, clients, and/or patients; makes it impossible for the agency to conduct business; may hamper an internal agency investigation into their alleged misconduct; may hamper an investigation being conducted by law enforcement; or may constitute negligence in regard to the agency's duties to the public and/or other employees.

Progressive Discipline

A system of increasingly significant measures that are utilized to provide feedback to employees so that they can correct conduct or performance problems. It is most successful when provided in a way that helps an employee become a fully contributing member of the organization. Progressive discipline also enables agencies to fairly, and with reliable documentation, terminate an employee who is unable or unwilling to improve his/her workplace conduct and/or job performance.

Reasonable Opportunity to Respond

Employees must be given a reasonable opportunity to respond after receiving notification of pre-disciplinary or disciplinary action. Normally, a twenty-four hour period is sufficient, however a "reasonable opportunity to respond" should not be based solely on the quantity of time provided but also on the nature of the offense, which may or may not require time to refute or mitigate the charge.

Standards of Conduct

Positive expectations for work performance, conduct, and behavior.

Suspension

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An employee's absence from work, without pay, that an agency imposes as a part of a disciplinary action.

Unacceptable Conduct/Misconduct

Employee conduct or behavior that is inconsistent with state or agency standards for which specific corrective or disciplinary action is warranted.

Workday

For purposes of suspensions without pay, workday is defined as 8 hours for non-exempt employees. For exempt employees a workday is comprised of the hours scheduled to work on a normal day.

Workweek

A fixed period of seven consecutive 24-hour periods which is established by the employer for each employee. It may begin on any day of the week and at any hour of the day; it need not coincide with the calendar week. Full-time employees normally work a five-day, 40-hour schedule during a workweek.

How to Use School Dude

Please make all maintenance requests via school dude. Please follow the directions below: Please request your set up via our school dude system. The instructions are below. If you have any questions, call Plant Services 825-2815.

Please follow these instructions:

Quick Step Guide

FIRST TIME USER ONLY

- Open your Internet Browser (Internet Explorer, Netscape, Mozilla Firefox, etc...) and type in www.myschoolbuilding.com in the address bar and press Enter or click on Go.
- *Follow the next few steps if you are a first time user or if you are asked to enter an Organization Account Number.*
- If it is the first time your computer has been to the website, enter the Organization Account Number 98079867 and click Submit Organization as prompted.



A screenshot of a web form titled "Select Organization". It features a text input field labeled "Organization Account Number" and a "Submit Organization" button below it.



A screenshot of a web page for entering an email address. The main content area has the text "If you are a new user, welcome! You can begin by indicating your email address by" followed by an "Email Address" input field and a "Submit" button. On the right side, there is a sidebar with a context menu open, showing options like "Save Background...", "Set as Background", "Clear Background", "Set as Desktop Item...", "Select All", "Copy", "Create Shortcut", and "Add to Favorites...". A "Welcome Myschool" logo is visible on the far right.

You should now be viewing a page asking for you email address. Place your cursor on a blank area on the email address page, click your right mouse button and select Create Shortcut. This will add an *icon* on your desktop that you can double click the next time you want to sign in. Enter your Thomas Nelson Community College email address and click Submit. When prompted to enter your first and last name, do so.

You are now viewing an actual work order request form.

Step 1: This will be filled in with your information from the email address you entered at the sign in screen.

How to Use School Dude

Step 2: a) Click on the drop down arrow and highlight the *Location* where you want the work to be done and click the mouse. b) Follow the same steps for *Area*. c) You are required to type in the *Area/Room #* (required field).



Step 3: Select the craft name that best describes your problem and click on it.



Step 4: Type in your description of the problem.

Step 5: Type in the best time would be for a technician to come by *if a technician is assigned*.

Step 6: Type in the date that you would like the work to be completed *if a technician is available*.



Step 7: Type in the password: [gators](#)

Step 8: Click submit

How to Use School Dude

After you click submit, the screen will refresh and automatically go to the *My Request* Tab.

Work Request | Schedule Request | **My Requests** | My Settings | Help

My Work Requests | My Schedule Requests |

My Work Requests

Request Totals
14 Complete

Note: Once the request is assigned to someone for approval, you no longer can edit the request. You can click on the current assigned person name to send email and request changes on your request.

Search for ""

Search this results for: Show All

1 - 10 of total 71 listed

Previous 10 Next 10

Status	Location	Action Taken	Complete Date
Complete	Maintenance Facility	No Action Note	11/19/2004
General Maintenance	3171 Please move box and roll of blueprints to war room. Get key from Frank or Jill. It may take 2 people to carry these.	11/18/2004	

On this screen you will see up-to-date information on your request(s) including the status, work order number and action taken notes. You can click on the number next to the status description to see all requests marked with that status. You can search for any work order request by typing in a key word in the Search box and clicking on GO.

This will pull up any of your requests with that word in it (e.g., keys would pull up any request dealing with keys).

Click on the Work Request Tab to input a new request.

Personnel Security – *Acceptable Use*

Version: 1.0

Status: *Approved: 08/22/2012*

Contact: [Director of Information Technology](#)

PURPOSE

Thousands of users share VCCS Information Technology resources. Everyone must use these resources responsibly since misuse by even a few individuals has the potential to disrupt VCCS business or the work of others. Therefore you must exercise ethical behavior when using these resources.

State Law (Article 7.1 of Title 18.2 of the Code of Virginia) classifies damage to computer hardware or software (18.2-152.4), invasion of privacy (18.2-152.5), or theft of computer services (18.2-152.6) of computer systems as (misdemeanor) crimes. Computer fraud (18.2-152.3) and use of a computer as an instrument of forgery (18.2-152.14) can be felonies. The VCCS's internal procedures for enforcement of its policy are independent of possible prosecution under the law.

SCOPE

In accordance with VCCS Acceptable Use requirements define acceptable and permitted use of COV, VCCS, and college IT resources.

APPLICABILITY

The Acceptable Use Standard is applicable to the System Office and all Colleges.

DEFINITION

VCCS information technology resources include mainframe computers, servers, desktop computers, notebook computers, handheld devices, networks, software, data files, facilities, and the related supplies.

STANDARD

The following standards shall govern the use of all VCCS information technology resources:

1. All users of VCCS IT resources must read and adhere to Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media.
2. You must use only those computer resources that you have the authority to use. You must not provide false or misleading information to gain access to computing resources. The VCCS may regard these actions as criminal acts and may treat them accordingly. You must not use VCCS IT resources to gain unauthorized access to computing resources of other institutions, organizations, individuals, etc.
3. The System Office and colleges reserve the right (with or without cause) to monitor, access and disclose all data created, sent, received, processed, or stored on VCCS systems to ensure compliance with VCCS policies and federal, state, or local regulations. College or System Office officials will have the right to review and/or confiscate (as needed) any equipment (COV owned or personal) connected to a COV owned device or network.
4. The System Office and Colleges shall use an authorized COV warning banner to communicate that IT systems and their use may be monitored and/or confiscated by authorized personnel; and there is no expectation of privacy when using a Commonwealth IT system.
5. Require acknowledgment that monitoring of IT systems and data may include, but is not limited to, network traffic; application and data access; keystrokes (only when required for security investigations and approved in writing by the Agency Head); and user commands; email and Internet usage; and message and data content.
6. Local Administrator rights, or the equivalent on non-Microsoft Windows-based IT systems shall be limited to only authorized staff as appropriate to prevent users from:

- a. Installing or using proprietary encryption hardware/software on VCCS systems;
 - b. Tampering with security controls configured on their workstations;
 - c. Installing personal software on a VCCS system;
 - d. Adding hardware to, removing hardware from, or modifying hardware on a VCCS system and;
7. You must not authorize anyone to use your computer accounts for any reason. You are responsible for all use of your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your account by unauthorized persons. You must not, for example, share your password with anyone.
8. The transmission of unencrypted sensitive data over the internet shall be prohibited unless properly encrypted and approved by the agency head. When connected to internal networks from COV guest networks or non-COV networks, data transmission shall only use full tunneling and not use split tunneling.
9. You must use your computer resources only for authorized purposes. Students or staff, for example, may not use their accounts for private consulting or to support a personal business venture. You must not use your computer resources for unlawful purposes, such as the installation of fraudulently or illegally obtained software. Use of external networks connected to any VCCS facility must comply with the policies of acceptable use promulgated by the organizations responsible for those networks. The VCCS shall document the user's acceptance of the System Office or college Acceptable Use Policy before or as soon as practicable after, gaining access to VCCS IT systems.
10. Other than material known to be in the public domain, you must not access, alter, copy, move or remove information, proprietary software or other files (including programs, members of subroutine libraries, data and electronic mail) without prior authorization.
11. The data owner, data custodian, security officer, appropriate college official or other responsible party may grant authorization to use electronically stored materials in accordance with policies, copyright laws and procedures.
12. You must not distribute or disclose third party proprietary software without prior authorization from the licensor. You must not install proprietary software on systems not properly licensed for its use.
13. You must not use any computing facility irresponsibly or needlessly affect the work of others. This includes transmitting or making accessible offensive,

annoying or harassing material. This includes intentionally, recklessly, or negligently damaging systems, intentionally damaging or violating the privacy of information not belonging to you. This includes the intentional misuse of resources or allowing misuse of resources by others. This includes loading software or data from untrustworthy sources, such as free-ware, onto official systems without prior approval.

14. You should report any violation of these regulations by another individual and any information relating to a flaw or bypass of computing facility security to the Information Security Office or the Internal Audit department.

15. You must not use the Commonwealth's Internet access or electronic communication in cases where it:

- interferes with the user's productivity or work performance, or with any other employee's productivity or work performance;
- adversely affects the efficient operation of the computer system;
- results in any personal gain or profit to the user
- violates any provision of this policy, any supplemental policy adopted by the agency supplying the Internet or electronic communication systems, or any other policy, regulation, law or guideline as set forth by local, State or Federal law. (See Code of Virginia §2.1-804-805; §2.2-2827 as of October 1, 2001.)

Note: Any user of VCCS IT resources employing the Commonwealth's Internet or electronic communication systems for personal use must present their communications in such a way as to be clear that the communication is personal and is not a communication of the agency or the Commonwealth.

ENFORCEMENT PROCEDURE

1. Faculty, staff, students, and patrons at the college or System Office should immediately report violations of information security policies to the Information Security Officer and the Chief Information Officer (CIO).
2. If the accused is an employee, the CIO will collect the facts of the case and identify the offender. If, in the opinion of the CIO, the alleged violation is of a serious nature, the CIO will notify the offender's supervisor. The supervisor, in conjunction with the College or System Human Resources Office, CIO and the CIO, will determine the appropriate disciplinary action. Disciplinary actions may include but are not limited to:
 - a. Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months.

- b. Restitution for damages, materials consumed, machine time, etc. on an actual cost basis. Such restitution may include the cost associated with determining the case facts.
 - c. Disciplinary action for faculty and classified staff in accordance with the guidelines established in the State Standards of Conduct Policy.
 - 3. In the event that a student is the offender, the accuser should notify the Vice President of Instruction. The VP, in cooperation with the CIO, will determine the appropriate disciplinary actions which may include but are not limited to:
 - a. Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months.
 - b. Restitution for damages, materials consumed, machine time, etc. on an actual cost basis. Such restitution may include the cost associated with determining the case facts.
 - c. Disciplinary action for student offenders shall be in accordance with the college student standards of conduct.
 - 4. The College President or designee will report any violations of state and federal law to the appropriate authorities.
 - 5. All formal disciplinary actions taken under this policy are subject to the Commonwealth's personnel guidelines and the accused may pursue findings through the appropriate grievance procedure.
-



Information Technology Employee Acceptable Use Agreement

As a user of the Virginia Community College System's local and shared computer systems, I understand and agree to abide by the following acceptable use agreement terms. These terms govern my access to and use of the information technology applications, services and resources of the VCCS and the information they generate.

The VCCS has granted access to me as a necessary privilege in order to perform authorized job functions at the institution where I am currently employed. I will not knowingly permit use of my entrusted access control mechanism for any purposes other than those required to perform authorized employment functions. These include logon identification, password, workstation identification, user identification, digital certificates or 2-factor authentication mechanisms.

I will not disclose information concerning any access control mechanism unless properly authorized to do so by my employer. I will not use any access mechanism that the VCCS has not expressly assigned to me. I will treat all information maintained on the VCCS computer systems as strictly confidential and will not release information to any unauthorized person.

The penalties for unauthorized disclosure of data can be found in the Code of Virginia § 18.2 – 186.6 (<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+18.2-186.6>).

Computer software, databases, and electronic documents are protected by copyright law. A copyright is a work of authorship in a tangible medium. Copyright owners have the sole right to reproduce their work, prepare derivatives or adaptations of it, distribute it by sale, rent, license lease, or lending and/or to perform or display it. An employee must either have an express or implied license to use copyrighted material or data, or be able to prove fair use. Users of VCCS computers are responsible for understanding how copyright law applies to their electronic transactions. They may not violate the copyright protection of any information, software, or data with which they come into contact through the VCCS computing resources. Downloading or distributing copyrighted materials such as documents, movies, music, etc. without the permission of the rightful owner may be considered copyright infringement, which is illegal under federal and state copyright law. Use of the VCCS network resources to commit acts of copyright infringement may be subject to prosecution and disciplinary action.

The penalties for infringing copyright law can be found under the U.S. Copyright Act, 17 U.S.C. §§ 501-513 (<http://www.copyright.gov/title17/92chap5.html>) and in the US Copyright Office's summary of the Digital Millennium Copyright Act (<http://www.copyright.gov/legislation/dmca.pdf>).

I agree to abide by all applicable state, federal, VCCS, and college policies, procedures and standards that relate to the Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media, VCCS Information Security Standard and the VCCS Information Technology Acceptable Use Standard. These include, but are not limited to:

- Attempting to gain access to information owned by the VCCS or by its authorized users without the permission of the owners of that information;
- Accessing, downloading, printing, or storing information with sexually explicit content as prohibited by law or policy;
- Downloading or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images;

- Installing or downloading computer software, programs, or executable files contrary to policy;
- Uploading or downloading copyrighted materials or proprietary agency information contrary to policy;
- Sending e-mail using another's identity, an assumed name, or anonymously;
- Attempting to intercept or read messages not intended for them;
- Intentionally developing or experimenting with malicious programs (viruses, worms, spyware, keystroke loggers, phishing software, Trojan horses, etc.) on any college-owned computer;
- Knowingly propagating malicious programs;
- Changing administrator rights on any college-owned computer or the equivalent on non-Microsoft Windows based systems;
- Using VCCS computing resources to support any commercial venture or for personal financial gain.

If I observe any incidents of non-compliance with the terms of this agreement, I am responsible for reporting them to the Information Security Officer and/or management of my Institution.

I understand that I must use only those computer resources that I have the authority to use. I must not provide false or misleading information to gain access to computing resources. The VCCS may regard these actions as criminal acts and may treat them accordingly. I must not use VCCS IT resources to gain unauthorized access to computing resources of other institutions, organizations, individuals, etc.

The System Office and colleges reserve the right (with or without cause) to monitor, access and disclose all data created, sent, received, processed, or stored on VCCS systems to ensure compliance with VCCS policies and federal, state, or local regulations. College or System Office officials will have the right to review and/or confiscate (as needed) any equipment (COV owned or personal) connected to a COV owned device or network.

I understand that it is my responsibility to read and abide by this agreement and to read and abide by the Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media, even if I do not agree with them. If I have any questions about the VCCS Information Technology Acceptable Use Agreement or the Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media, I understand that I need to contact my immediate supervisor, the local Human Resource Officer, or appropriate college official for clarification.

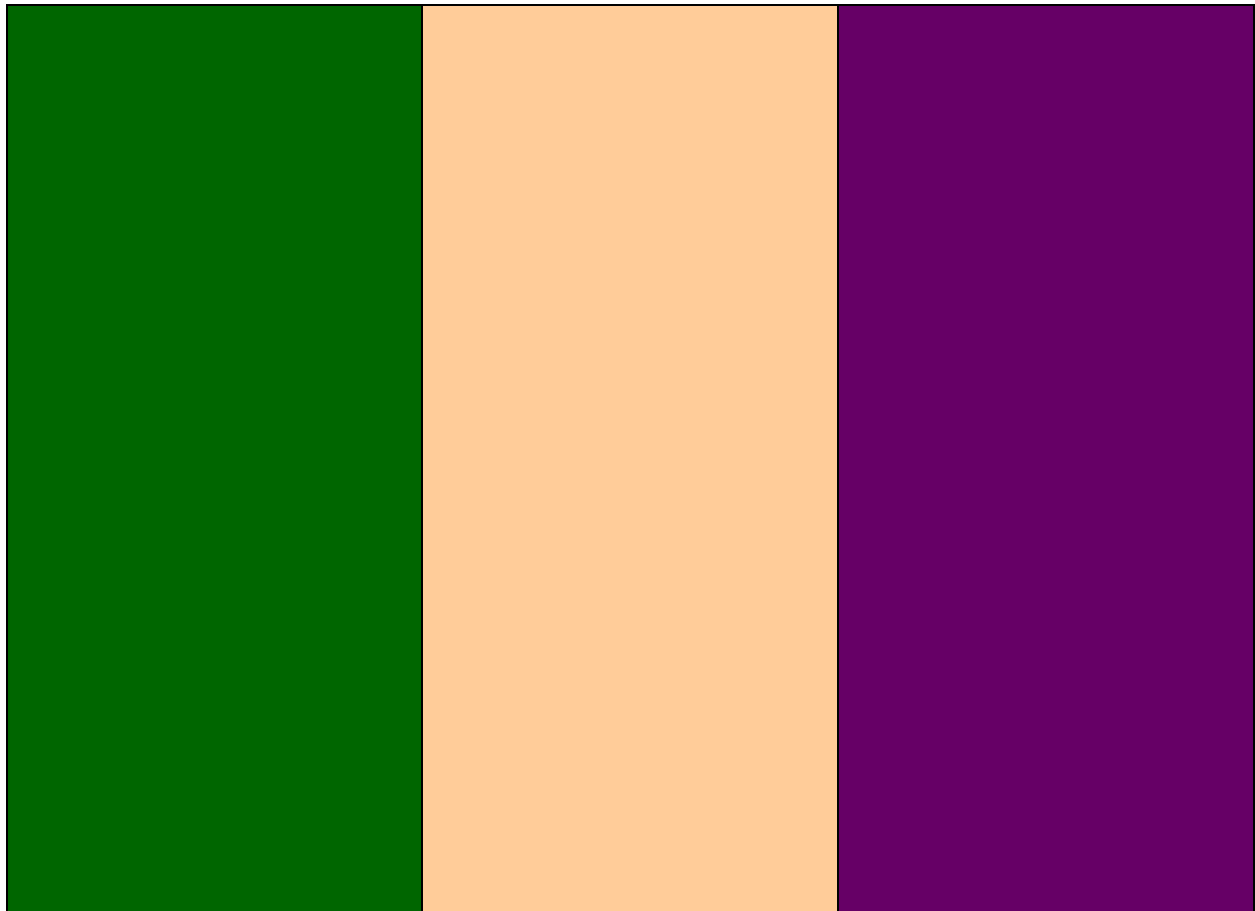
By acknowledging this agreement, I hereby certify that I understand the preceding terms and provisions and that I accept the responsibility of adhering to the same. I further acknowledge that should I violate this agreement, I will be subject to disciplinary action.

I understand that it is my responsibility to read and abide by this agreement and to read and abide by the Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media, even if I do not agree with them. If I have any questions about the VCCS Information Technology Acceptable Use Agreement or the Virginia Department of Human Resource Management Policy 1.75 – Use of Electronic Communications and Social Media, I understand that I need to contact my immediate supervisor, the local Human Resource Officer, or appropriate college official for clarification.

By acknowledging this agreement, I hereby certify that I understand the preceding terms and provisions and that I accept the responsibility of adhering to the same. I further acknowledge that should I violate this agreement, I will be subject to disciplinary action.



Full-time Teaching Faculty
Development, Evaluation,
Reward and Recognition Plan



Revised: May 2, 2014

Faculty Development, Evaluation, Reward and Recognition Plan

Faculty Development, Evaluation, Reward and Recognition Plan

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Faculty Development, Evaluation, Reward and Recognition Plan

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PREAMBLE

The spirit and intent of the Faculty Development and Evaluation Plan for Thomas Nelson Community College is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty is expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their dean/supervisor will provide them with guidance, support, encouragement, due recognition, and a fair assessment of their contributions to the college's mission. As a community, we honor those who have chosen to serve others, who share their passion and commitment for learning with others, and who lead the way by demonstrating their beliefs through continuous learning and improvement.

GUIDING PRINCIPLES

The following are Guiding Principles that are inherent in the Faculty Development and Evaluation Plan.

- Thomas Nelson Community College intends to foster a culture of high performance and a shared commitment to our mission to . . . change lives, empower students to succeed and enhance the social and economic vitality of the region through high quality education. . .
- A commitment to excellence with a focus on student success should be evident in all that we do.
- Faculty efforts should encompass effective performance in Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.
- Faculty should take ownership of their performance and professional development as an ongoing job responsibility and as a responsibility of a member of the college community.
- Professional Development, Evaluation, and Recognition should be purposefully and mutually reinforcing of each other.
- Evidence should inform evaluation and professional development decisions.
- Achievement should be recognized.
- Exemplary performance should be rewarded.
- Peer involvement and collaboration should be encouraged.
- Stakeholders who use the Faculty Development and Evaluation process should be well-trained in its purpose and use.

DEFINITIONS

Annual Performance and Professional Development Objectives (APPDOs): The annual goals which are required of all teaching faculty regardless of the length of their appointments.

College Citizenship: Service activities that are in support of Thomas Nelson Community College (or its initiatives) and that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college in which the participant is not in a leadership role for the activity.

College Representation: Service activities that involve a direct connection between the faculty member who engages in the specific activity and the faculty member's position at the college.

Community Citizenship: Service activities which are indirect in which the faculty member is acting as a community resident who also happens to be a college employee.

Data Sources: Information generated and used for evaluative purposes from Student, Self, Supervisor, and Peers (per college policy).

De Minimis: A non-monetary small gift or token of appreciation—such rewards are not taxable under IRS regulation due to their small or minimal nature.

Development: Structured or formal learning experiences designed to help the individual perform better or learn new knowledge and skills.

Domains (or Performance Domains): Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility.

Evaluation: The periodic assessment of performance that is facilitated by the dean/supervisor.

Evaluation Cycle: The evaluation cycle for all teaching faculty within the VCCS is the calendar year, January to December (See *Appendices A & B*).

Faculty/Faculty Member/Full-time Faculty/Teaching Faculty: For the purposes of the Faculty Development and Evaluation Plan, "faculty," "faculty member," "full-time faculty," and "teaching faculty" refer to nine-month, full-time teaching faculty, except for those in the associate instructor category of employment.

Forms/Instruments/Devices: The actual documents or templates used to conduct an evaluation session, to set goals and objectives, to nominate a faculty member for an award, or otherwise to execute the Development and Evaluation Plan.

Goals: See Annual Performance and Professional Development Objectives.

Institutional Responsibility: Performing assigned or presumed duties in accordance with applicable laws, policies, and procedures. This includes, but is not limited to, adherence to college and VCCS policy, collegiality, student advising, administrative duties, departmental supervision or other college community leadership duties, and additional duties as assigned. Activities that do not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, but which are job related, should be counted in the Institutional Responsibility domain.

Faculty Development, Evaluation, Reward and Recognition Plan

Mentor: The faculty mentor is an experienced and skilled educator who serves as a source of information, guidance, and professional development to assist the mentee in achieving excellence in the four domains of faculty performance.

Policy: VCCS Policy 3.6 which provides the principles and guidelines that outline the Development and Evaluation Plan.

Probationary Faculty: Faculty that are in their first fall/spring appointment year.

Recognition: A non-monetary or *de minimis* award such as certificates, acknowledgement of outstanding accomplishment, preferred parking for a semester, etc.

Reward: Significant monetary awards—bonus, percentage pay increase, or professional development stipend—that are annual awarded on a competitive basis to a limited percentage of faculty.

Scholarly and Creative Engagement: Publications, research, artistic, intellectual, or other presentation and sharing activities that are specifically associated with the faculty member's formally recognized area of expertise.

Senior Faculty: Those faculty members beyond the first three continuous appointment years, whether on a one-year or a multi-year appointment.

Service: The quality participation and commitment to students, college and/or community organizations (See: college representation, college citizenship, and community citizenship).

Teaching: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).

Weighting: The determination of how each performance domain is valued in relation to other factors.

INTRODUCTION

The Thomas Nelson Community College mission is to . . . change lives, empower students to succeed and enhance the social and economic vitality of the region through high quality education. . . . To achieve this, we must foster a culture of high performance by fully utilizing the talent and potential of our full-time faculty. This *Full-time Faculty Development and Evaluation Plan* has been designed to create an environment for teaching faculty which promotes high performance and continuous improvement resulting in world class faculty and increased student success.

The three components of this plan (Annual Performance & Professional Development, Evaluation, and Reward & Recognition) each focus on the four domains of the full-time teaching faculty responsibilities (i.e. Teaching, Scholarly & Creative Engagement, Institutional Responsibility, and Service).

COMPONENTS OF THE FACULTY DEVELOPMENT AND EVALUATION PLAN

- A. **Annual Performance and Professional Development Objectives:** Each faculty member will create three to five annual objectives for continuous professional improvement that are aligned with one or more of the four domains of faculty activity. These objectives will be developed in consultation with and approved by the dean/supervisor.
 - I. **Development Provision for New Faculty:** This provision is designed to assist in the effective development of first-year faculty. It consists of a specially designed Performance and Development Plan for New Faculty which consists of a predetermined set of professional development goals. The second component of the Development Provision is the assignment of a mentor to act as guide.
 - II. **Development Provision for Returning Faculty:** This provision is also available for any returning faculty who either wishes assistance in his/her professional development, or has been identified by the dean/supervisor as not demonstrating adequate performance and/or progress in his/her professional development. The purpose of this provision is to ensure that every effort has been made to support the faculty member as he/she enters the evaluation year of their evaluation cycle.
- B. **Evaluation:** The Full-time Teaching Faculty Development and Evaluation Plan places emphasis on high performance and continuous improvement in each of the four domains of faculty activity. The simplified rating system (Meets Expectations/Does Not Meet Expectations) is determined through numerous criteria as outlined below.

- C. **Recognition and Reward:** All Faculty members who received the evaluation of “Meets Expectations” in their most recent evaluation period are eligible to receive Reward and Recognition. This component provides the means for recognition of and reward for outstanding service for faculty whose performance exemplifies the highest standards of educational excellence in one or more of the four domains of faculty activity.

APPROVAL, IMPLEMENTATION, AND REVIEW OF THE PLAN

- A. **Approval Process:** This plan, crafted by faculty, vetted through administration, and written in accordance with the Virginia Community Colleges Policies was truly a collaborative effort. As such, all stakeholders must be involved in the approval process.

This plan must be accepted by the Thomas Nelson Faculty Senate by majority action. It must then be approved by a majority of the full-time faculty members who vote, and by the president of the college. Final approval must be given by the chancellor of the Virginia Community Colleges System.

- B. **Implementation:** Provided that this plan has completed all stages of the above approval process by August 16, 2014, this plan will be implemented for first-year faculty hired for Fall 2014. If approval occurs between August 16 and October 31, 2014, all faculty will follow this plan beginning in Spring semester 2015. If approval is not received by October 31, 2014, all faculty will continue to follow the VCCS Model Plan. Full-time teaching faculty hired in spring will be held to expectations and evaluated with the probationary first-year faculty evaluation criteria. However, in the subsequent fall they will officially enter their first-year probationary period and will follow the normal evaluation and APPDO sequence for probationary first-year faculty.
- C. **Review Process:** The logistics and dynamics of this plan will be evaluated over the next two years and then reviewed every five years thereafter. In the interim, important issues which are deemed to require amendment may be brought forward by the Faculty Senate and/or the President’s Office. An ad hoc committee can then be formed to address the revision of the Faculty Development and Evaluation Plan. In any case, any revisions or addenda to this plan, subordinate forms, and processes must again follow the Approval Process outlined above.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES (APPDOS)

The Annual Performance and Professional Development Objectives component of the Faculty Development and Evaluation Plan focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Setting objectives, conferring with the dean/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives.

Setting Annual Performance and Professional Development Objectives

Prior to the beginning of each calendar year, each full-time teaching faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the following calendar year. The purpose of this meeting is to set a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. The faculty member should formulate three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1), which is then signed by the faculty member and the supervisor.

Performance and Professional Development Objectives should be consistent with the professional goals of the faculty member as well as the strategic goals of the faculty member's department, program, division, college, and the VCCS. Objectives may be included related to specific professional interests of the faculty member. Faculty should also include objectives which address any areas of performance in need of improvement as noted in the previous year's assessment of Annual Performance and Professional Development Objectives and/or as noted in the faculty member's most recently completed comprehensive evaluation. Faculty who are on a multi-year appointment must address each of the four domains at least once during the appointment cycle.

Technology Professional Development Objective for Non-Probationary Faculty

All faculty members, except probationary first-year faculty, who teach or plan to teach hybrid and/or online classes should establish a professional development objective to complete TOP for certification in online instruction in the initial set of their Annual Performance and Professional Development Objectives for the calendar year which begins January 1, 2015. Faculty who wish to teach hybrid and/or online courses in subsequent years, should establish a professional development objective to complete coursework to earn certification in online prior to teaching a hybrid or online course. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed basis. Such courses include IDOL, MODEL, TOTAL,

Quality Matters™ or equivalent coursework. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective. Faculty members who teach only on-campus classes are encouraged to set Objectives for professional development in teaching with technology.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (TNCC–2A-2C); to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

Thomas Nelson Community College is committed to supporting the professional growth and development of its full-time teaching faculty. Each year, as a part of its budget development process, the college will provide funding from a variety of sources, in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System, to assist faculty in the pursuit of Annual Performance and Professional Development Objectives. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to subsidize the professional development of its faculty. These funds will be pooled and may be accessed by faculty upon request and approval in accordance with college policy and procedures.

The college, and the VCCS more broadly, also demonstrates its support for the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leave, educational leave, and other assistance which advances the college mission, its strategic plan, and the success of its students.

Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1). By signature, the faculty member and the dean/supervisor acknowledge that provision of resources thus identified is expected and that in the event this support is not available it may not be possible for the faculty member to achieve the objective.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1).

At the end of the calendar year, the faculty member and dean/supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1) and are included in the Evaluation component when assessing the Annual Performance and Professional Development criterion in the Institutional Responsibility domain. The faculty member should propose Performance and Professional Development Objectives for the following calendar year. Those objectives should give due consideration to any objectives not met during the current calendar year. The supervisor has final approval over the setting of Performance and Professional Development Objectives and may set one or more specific objectives for the faculty member, particularly in circumstances where the supervisor judges that improvement is needed in one or more of the four performance domains. The supervisor's judgment should be based upon the assessment of the faculty member's achievement of the current year's Performance and Professional Development Objectives and/or other documentable information available to the dean/supervisor.

Developmental Provision for First-Year Faculty

First-year faculty will be immediately enrolled into the Development Provision. This provision includes following the pre-established Performance and Professional Development Objectives for newly hired faculty (TNCC–1A) and being assigned a mentor by the academic dean.

At the beginning of the first semester of employment, the newly hired faculty member and mentor will meet with the dean/supervisor to review these Performance and Professional Development Objectives and the methodology for assessing the achievement of each objective. The supervisor and the faculty member may agree to modify the prescribed objectives where

Faculty Development, Evaluation, Reward and Recognition Plan

appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

At the end of the first semester of full-time employment, the faculty member, mentor, and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1) and will serve to inform the first of two required comprehensive evaluations of the faculty member’s performance during the first year of employment. Before the second semester of full-time employment or within two weeks of the start of that semester, the faculty member, mentor, and supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (TNCC–1A) and reach agreement on any modifications to those objectives where appropriate.

Prior to the end of the second semester of full-time employment (March 1 for Fall semester appointees, and October 1 for Spring semester appointees), the faculty member, in consultation with the supervisor, will meet to reassess and document the status of established Performance and Professional Development Objectives. These updated assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (TNCC–1). In addition, the mentor will present a Mentor’s Report Form (TNCC–6), giving input into the progress made by the new faculty member.

If, as a result of comprehensive evaluation, the faculty member “Meets Expectations,” the faculty member will establish Performance and Professional Development Objectives by following the process described in the subsection of the Plan entitled “Setting Annual Performance and Professional Development Objectives.” In the third and subsequent semesters, objectives are set through the end of the calendar year. All other relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of the Evaluation Plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

Objectives for Senior Faculty Who Receive a “Does Not Meet Expectations” Rating

Senior faculty who receive a “Does Not Meet Expectations” rating and are reappointed will be enrolled into the Development Provision, including the assigning of a mentor. The faculty member will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. However, the supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance.

EVALUATION PLAN

Evaluation Schedule

The evaluation cycles for faculty on different appointments (first-year, second/third-year, and senior faculty appointments) are delineated below. A calendar of annual evaluation activities can be found in *Appendix A*. In *Appendix B* a plan for transitioning colleges and faculty from the previous faculty Evaluation Plan to the new Faculty Development and Evaluation Plan can be found.

- Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summative rating will be assigned each semester, the second-semester evaluation to be assigned by March 15th of their first year of employment.
- Individuals working under their second-year or third-year appointment will receive summative ratings by March 15th for work performed during the previous calendar year (January-December).
- Senior faculty members (those beyond the first three continuous appointment years, whether on a one-year or a multi-year appointment) will receive their summative ratings by December 15th of the last year of the appointment. Evaluations will encompass all work performed during each of the calendar years (January-December) of the appointment.
- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives.
- During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

- Full-time teaching faculty hired in spring will be held to expectations and evaluated with the probationary first-year faculty evaluation criteria. However, in the subsequent fall they will officially enter their first-year probationary period and will follow the normal evaluation and APPDO sequence for probationary first-year faculty.

Evaluation Ratings

Teaching faculty members will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the evaluation cycle appropriate to their appointment term as described in the Evaluation Schedule and *Appendix A*.

Evaluation Domains and Weights

In order to receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (see Tables 1.1 and 1.2). The evaluation will include all aspects of the teaching faculty job description as well as temporary assigned administrative and/or professional duties, whether or not release time was granted.

The percentages given in Table 1 are “weights” expressing the relative importance of each of the four domains; they do not represent the proportion given to each during evaluation. The faculty member must achieve a rating of “Meets Expectations” in each of the four domains.

All faculty will be held to the weights described below, except in cases where the faculty member is reassigned for more than 50% of their teaching load to other administrative and/or professional duties for a time period not to exceed two years.

Faculty with more than 50% of normal teaching load reassigned to other administrative and/or professional duties will consult with their dean/supervisor to adjust the relative domain weights as necessary with the following stipulations: (1) teaching should always comprise the maximum percentage weighting allowed by the reduction in teaching duties (i.e. if the faculty member is teaching 40% of a regular load, teaching must be weighted at 40%), and (2) the supervisor will make the final determination of the domain weights and the expectations in each domain to which the faculty member will be held.

Table 1.1

Domain weightings based on faculty member’s appointment

DOMAIN	1st Year Faculty	2nd/3rd-Year Faculty	Senior Faculty
Teaching	70%	60%	50%
Scholarly and Creative Engagement	10%	15%	20%

Service	10%	10%	10%
Institutional Responsibility	10%	15%	20%

Table 1.2

Domain definitions used for establishing college standard criteria.

DOMAIN	DEFINITION
Teaching	Creating a learning environment that facilitates students’ acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
Scholarly and Creative Engagement	Activities specifically associated with the faculty member’s formally recognized area of expertise.
Service	Quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one’s activities as a professional educator. Service activities are divided into three categories: 1) College Representation: Service activities that involve a <u>direct</u> connection between the faculty member who engages in the specific activity and his/her position at the college. 2) College Citizenship: Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. 3) Community Citizenship: Service activities which are <u>indirect</u> in which the employee is acting as a community resident who also happens to be a college employee.
Institutional Responsibility	Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college—including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Criteria for Achieving the “Meets Expectations” Standard for Each Domain Component

The criteria used for determining the rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms: TNCC–2A (Probationary First-Year

Appointment), TNCC–2B (Second/Third-Year Appointment), and TNCC–2C (Senior Faculty Appointments).

Evaluation Criteria

The evaluation sources will include: Mentor’s Report (TNCC–6) [if applicable], Student Response to Instruction (TNCC–5), Report of Class Observation (TNCC–4A), , self and supervisor evaluation using the appropriate Faculty Evaluation Form (TNCC–2A-2C) depending on the type of appointment of faculty member, and Annual Performance and Professional Development Objectives (TNCC–1). Data from each of these forms will be utilized to contribute to the summative rating for each domain as shown in Table 2. The burden of providing documentation to support a summative rating of “Meets Expectations” rests on the faculty member. The dean/supervisor will utilize all available data and evidence to prepare a narrative report that supports the assignment of each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations.”

Table 2: Sources of Evidence by Domain

DOMAIN	SOURCE OF EVIDENCE
Teaching	Mentor’s Report (if applicable) Student Response to Instruction Report of Class Observation Summative Evaluation of Teaching Effectiveness Self-Report Faculty Evaluation Form (Supervisor Evaluation)
Scholarly and Creative Engagement	Mentor’s Report (if applicable) Self-Report Faculty Evaluation Form (Supervisor Evaluation)
Service	Mentor’s Report (if applicable) Self-Report Faculty Evaluation Form (Supervisor Evaluation)
Institutional Responsibility	Mentor’s Report (if applicable) Self-Report Faculty Evaluation Form (Supervisor Evaluation)

Self-Report: Faculty members shall use forms 2a-c as appropriate to the faculty member's appointment term to prepare and submit a written report that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member's teaching self-rating). This report should also include

- A professional and college activities report that is detailed enough to support the self-assignment of individual ratings of either "Meets Expectations" or "Does Not Meet Expectations" for each of the four domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service)
- A review of goals met/unmet from each Annual Performance and Professional Development Objective pertinent to the current evaluation cycle
- Any other factors as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties).

Student Response to Instruction: Students in all class sections in all semesters will be given the opportunity to complete Student Response to Instruction forms, currently through IOTA Solutions. Student Response to Instruction responses from all class sections taught by the faculty member each semester (TNCC-5) will be summarized by the dean/supervisor in a report, with attachments as necessary to support the report, and will be taken into account when determining the summative evaluation rating. When available and pertinent to the faculty member's performance, written statements from students provided to the faculty member and/or the dean/supervisor should also be included in the faculty member's self-evaluation and/or the supervisor's evaluation as appropriate.

Faculty Evaluation Form: The dean/supervisor will use available evidence from the faculty member's self-evaluation, student data, and the supervisor's own assessment of the faculty member's performance to evaluate each individual domain on the appropriate Faculty Evaluation Form (TNCC-2A, 2B, or 2C, as appropriate to the faculty member's appointment status). In addition to the data sources detailed above, the supervisor will also incorporate the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Objectives (as detailed above) pertinent to the current evaluation cycle.
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than Student Response to Instruction). Supervisors will conduct class observations (and complete a Report of Class Observation (TNCC-4A) and Summative Evaluation of Teaching Effectiveness (TNCC-4B)) with the following minimum frequency:

- Each semester for faculty under a one-semester or under a probationary, first-year appointment
- Once per year for faculty under any other one-year (non-probationary) appointment
- Once within the final three (3) semesters of a multi-year appointment.
- An independent assessment of the faculty member's adherence to college policies.
- Sources of evidence related to the faculty member's performance of any other assigned duties as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties).

Supervisor's Summative Evaluation Rating

The dean/supervisor will determine each faculty member's summative rating of "Meets Expectations" or "Does Not Meet Expectations" utilizing a preponderance of evidence from all of the above data sources. In order to receive a summative evaluative rating of "Meets Expectations," each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains. The faculty member must achieve a "Meets Expectations" rating in each of the four domains in every the appointment term to receive a summative rating of "Meets Expectations."

The Faculty Supervisor Evaluation Conference

Following completion of the summative evaluation process, the dean/supervisor will schedule a meeting with each faculty member to discuss the summative rating and the implications for continued employment as specified in VCCS Policy 3.6.

- Evaluation summary meetings for faculty members in the first three appointment years will be scheduled in advance of the March 15th deadline for non-reappointment.
- Evaluation summary meetings for senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will be scheduled in advance of the January 15th deadline for non-reappointment.

Implications for "Meets/Does Not Meet Expectations" Summative Ratings

Faculty members who receive a "Meet Expectations" summative rating will be eligible to receive a one-year or multi-year appointment, subject to other provisions of the appointment process as defined in VCCS Policy sections 3.4 and 3.6. Reappointed faculty will work with the dean/supervisor to develop Annual Performance and Professional Development Objectives (per *Annual Performance and Professional Development Objectives* section) for the next year. The Annual Performance and Professional Development Objectives will include specific projects,

goals, and anticipated outcomes/deliverables within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Faculty members who meet all of the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion.

Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the college’s Reward and Recognition Plan (per *Rewards and Recognition* section). However, probationary first-year faculty members are only eligible to participate in the Recognition program—they are not eligible to receive a Reward.

Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6.

- First-year faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year. They may, at the discretion of the dean, continue to teach or be reassigned for the spring semester but must be notified by March 15th that they will not be reappointed for the following academic year.
- Second and third-year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be so notified by March 15th.
- Senior faculty (those beyond the first three continuous appointment years, whether they are on a multi-year appointment or on a one-year appointment by choice or by action of the president based, in part, on a previous “Does Not Meet Expectations” rating) who receive a “Does Not Meet Expectations” rating will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to non-reappoint or to grant a one-year or a multi-year appointment.
- Senior faculty who receive a “Does Not Meet Expectations” rating and are reappointed will participate in the Development Provision, including the assignment of a mentor for the following year. The supervisor will take primary responsibility for setting the Performance and Professional Development Objectives during each semester, which should focus on areas of deficiency in the faculty member’s performance.

Evaluation Appeals

Teaching faculty may appeal their evaluation through the Faculty Grievance Procedure; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the appeals process, it will be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

REWARD AND RECOGNITION PLAN

Part 1—Introduction

Purpose and philosophy: The Reward and Recognition Plan is intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of Thomas Nelson Community College and the Virginia Community College System, promote a vigorous learning environment, and demonstrate extraordinary talent and potential in one or more of the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

All full-time teaching faculty at Thomas Nelson Community College are expected to meet high standards of performance as prescribed elsewhere in this Faculty Development and Evaluation Plan. However, for faculty who substantially exceed those expectations in one or more domains of faculty activity, this Reward and Recognition Plan is designed to provide meaningful and timely recognition of professional excellence.

The Reward and Recognition Program is designed to acknowledge and laud exceptional faculty accomplishments, contributions, and activities that support our mission. Because such instances of professional excellence among faculty may be observed by students, adjunct faculty, full-time teaching faculty, staff, or administrators, the Reward and Recognition Plan provides many opportunities for award nomination. Nominations for Recognition may come from the faculty member or their dean/supervisor or any other stakeholder. Nominations for Reward will come from a faculty member, dean/supervisor, or other employees of the college or VCCS. In addition, the Reward and Recognition Plan offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to teaching faculty.

The Reward and Recognition Plan adheres to a culture of evidence, in the belief that a faculty member's documentary record of exceptional performance should be sufficient to establish the nature and extent of the faculty member's participation, effectiveness, and achievement for which the reward or recognition is bestowed.

Faculty Reward and Recognition Committee: At the beginning of each academic year, each division will elect three members to the Faculty Reward and Recognition Committee. Full-time teaching faculty members shall constitute a majority of the membership of the committee. In addition, the president will appoint to the committee at least one academic dean or higher-level academic administrator, at least one Student Services representative, and at least one Human Resources representative.

The term of appointments to the Faculty Reward and Recognition Committee shall extend to the end of the academic year for which members were appointed. Members may be reappointed to multiple and/or successive terms of service on the Faculty Reward and Recognition Committee.

A faculty representative to the Faculty Reward and Recognition Committee is eligible to be nominated to receive Reward and/or Recognition awards pursuant to the Reward and Recognition Plan during the member's term of service on the committee. Committee members who are nominated for Reward or Recognition shall excuse themselves from reviewing their own applications.

The Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

Part 2—Faculty Recognition Program

The Faculty Recognition Program recognizes exemplary achievement by faculty. The Recognition program consists of two awards systems: The Learning Environment Awards Program and the Annual Faculty Recognition Awards Program.

Eligibility (Recognition Awards): In order to be eligible to receive an award in the Faculty Recognition Program, an individual must

- Be a member of the full-time teaching faculty
- Have received an evaluative rating of “Meets Expectations” as of the most recently completed comprehensive faculty evaluation
- Be current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.

Each year, a faculty member may receive multiple Learning Environment Awards as well as no more than one (1) Annual Faculty Recognition Award.

Learning Environment Awards: The college is committed to providing an invigorating learning environment for its students, faculty, and staff. To this end, the college has established the Learning Environment Awards Program as a means of recognizing, on an ongoing basis, extraordinary and exemplary contributions to the learning environment by full-time teaching faculty in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

In order to acknowledge such behaviors and contributions by full-time teaching faculty, the Learning Environment Awards Program provides continuous opportunities for fellow faculty members, administrators, staff, students, and members of the community to identify full-time teaching faculty who should be considered for a Learning Environment Award. It is expected that Learning Environment Awards will be announced throughout the year and that these awards will be more numerous than the Annual Recognition Awards or the awards in the Reward program.

Nomination Process (Learning Environment Awards): Those who wish to recommend a faculty member for a Learning Environment Award may do so at any time by submitting a completed Learning Environment Award Nomination Form (TNCC–10) to the Faculty Reward and Recognition Committee.

The Learning Environment Award Nomination Form includes the name of the faculty member recommended for the award, the teaching discipline or academic school with which the faculty member is associated, a brief description of the behavior or contribution being recognized, the approximate date(s) that the behavior or contribution was observed, the name of the individual submitting the form, and the date of submission.

Review and Selection (Learning Environment Awards): The Faculty Reward and Recognition Committee will review nominations for Learning Environment Awards in a timely manner, determine if the activity or contribution described is consistent with the intent and standards of the Learning Environment Awards Program, and notify nominees if they are to receive a Learning Environment Award. The committee shall also make award recipients aware of any further steps necessary to take delivery of the award.

The nature and value of Learning Environment Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of the Learning Environment Awards receive a certificate of recognition, recognition in the college newsletter and/or on the college website, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

Annual Faculty Recognition Awards: Each year, the college presents a series of Faculty Recognition Awards to full-time teaching faculty who have been nominated and selected for exemplary achievements, contributions, or activities in the areas of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and/or Service. Each Faculty Recognition Award is associated with a specific area of faculty responsibility as indicated by the title of the award and the criteria for selection of recipients. These awards are merit-based meaning that multiple awards may be given (total number not to exceed 10% of faculty), or no awards may be given in any domain where no one has achieved the requisite standard of excellence.

The Faculty Teaching Effectiveness Award: Awarded to any member of the full-time teaching faculty whose performance in the classroom or other instructional environment best exemplifies effectiveness in promoting student achievement, including

- Conducting extraordinary or innovative learning activities to the benefit of students
- Designing instructional materials to improve student learning
- Developing delivery modalities that expand student access
- Demonstrating exceptional achievement of student learning outcomes.

The Faculty Scholarly and Creative Engagement Award: Awarded to any member of the full-time teaching faculty who has achieved a significant academic scholarly accomplishment through research, publishing and/or professional presentations, grant activity, or creative works, including

- Research in the teaching discipline, instructional pedagogy, or instructional technology

Faculty Development, Evaluation, Reward and Recognition Plan

- Publication in newspapers, magazines, scholarly journals, or other recognized media
- Receipt of a major grant or significant contribution to grant development or review
- Production or public exposition of creative works in visual arts, performing arts, musical arts, literary arts, or other fine arts
- Presentation and/or major speech at professional organizations or events
- Honors, awards, or recognition from professional organizations.

The Faculty Institutional Responsibility Award: Awarded to any member of the full-time teaching faculty who has achieved a major accomplishment of significant or world-class quality that furthers the college's achievement of its strategic priorities, including

- Providing leadership for a major strategic initiative
- Chairing a committee or task force that leads to a significant improvement in student success, business processes, or instructional quality
- Singly or jointly achieving a major accomplishment of significant or world-class quality that supports Thomas Nelson Community College's strategic plan or the strategic goals of the VCCS.

The Faculty Service Award: Awarded to any member of the full-time teaching faculty who has selflessly dedicated their time and efforts in service to the college, including

- Service to the college through committee leadership and dedication.
- Exceptional support/sponsorship of student clubs, sports, organizations, etc.
- Effective promotion of the college's profile in the larger community.

The Faculty Diversity Awareness, Inclusivity, & Multicultural Enrichment Award: Awarded to any member of the full-time teaching faculty who demonstrates a high level of enthusiasm and commitment to helping the college celebrate the richness of different cultures and diversity, including

- Conducting activities or events that are designed to enhance diversity awareness, foster inclusivity, and celebrate multiculturalism at the college
- Developing and employing innovative teaching strategies that promote an inclusive learning environment
- Challenging and motivating others to be respectful of diverse cultures, to remove barriers to inclusion, and to foster an atmosphere of acceptance and support in the classroom and throughout the college.

The Faculty Leadership Award: Awarded annually to any member of the full-time teaching faculty who demonstrates leadership and commitment to the college, including

- Leadership and commitment to a strategic initiative
- Leadership and commitment to a special project
- Leadership and commitment to an organization unit
- Leadership and commitment to a college committee.

Nomination Process (Annual Faculty Recognition Awards): On or about March 1 of each year, the Faculty Reward and Recognition Committee will solicit formal nominations for each of the Annual Faculty Recognition Awards. A faculty member may be self-nominated for an Annual Faculty Recognition Award, or may be nominated by an immediate supervisor, by a faculty colleague at the college, by an administrator at the college, by any other college employee, by a student or group of students, or by any other stakeholder.

Those who wish to nominate a faculty member for an Annual Faculty Recognition Award may do so at any time by completing and submitting the Annual Faculty Recognition Award Nomination Form (TNCC–10) corresponding to the specific award for which the nominee is being recommended. The completed form shall be submitted to the Faculty Reward and Recognition Committee.

Each Faculty Recognition Award Nomination Form includes the name of the faculty member who is being nominated, the teaching discipline or academic school with which the faculty member is associated, a brief summary of the rationale for the nomination, the name of and contact information for the individual submitting the nomination, and the date of submission.

Review and Selection (Annual Recognition Awards): By May 1, the committee will complete its review and evaluation of all nominations and will select those nominees, subject to the approval of the president, who are to receive a Faculty Recognition Award. Recipients of Annual Faculty Recognition Awards are recognized at the year-end Employee Recognition and Awards Ceremony.

The nature and value of Annual Faculty Recognition Awards may vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, recipients of an Annual Faculty Recognition Award receive a certificate of recognition, recognition in the college newsletter and on the college website, a commemorative keepsake, and a certificate that allows the faculty member to receive a specific item of personal property that is minimal in value.

Number, Nature, and Value of Recognition Awards: The number, nature, and value of faculty recognition awards will vary and are to be determined by the Faculty Reward and Recognition Committee. In general, however, faculty recognition awards should be more frequent and numerous than awards distributed through the Faculty Reward Program. Recognition awards are to be of non-monetary or *de minimis* value. The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found in the *De Minimis* Fringe Benefits section of the IRS website: <http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>.

Part 3—Faculty Reward Program

The Human Resources Department at Thomas Nelson Community College has a long tradition of recognizing and rewarding our faculty (and other employees) through the ***Outstanding Employee of the Year Awards*** and the ***Greater Gator Customer Service Awards***.

Since the nomination and selection process is already in place, the logistics for these awards will continue to be handled through Human Resources Department.

In addition, the college's Faculty Reward Program consists of the annual ***Spirit of Thomas Nelson Awards for Professional Excellence***, which are awarded each year to those faculty members who substantially and demonstrably exceed performance expectations in one or more of the following areas: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. In order to be considered for a Spirit of Thomas Nelson Award for Professional Excellence, an eligible faculty member must be nominated for the award and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. In order to receive a Spirit of Thomas Nelson Award for Professional Excellence, an eligible faculty member who has been nominated and for whom the necessary supporting documentation has been provided must be selected by the Faculty Reward and Recognition Committee to receive the award.

Eligibility (Spirit of Thomas Nelson Award for Professional Excellence): In order to be eligible to receive a Spirit of Thomas Nelson Award for Professional Excellence, an individual must

- Be a member of the full-time teaching faculty who is not in the first year of full-time employment as full-time teaching faculty at the college
- Have received an evaluative rating of "Meets Expectations" as of the most recently completed comprehensive faculty evaluation;
- Be current in the establishment, assessment, and satisfactory progress on Annual Performance and Professional Development Objectives.

A faculty member may receive no more than one (1) Spirit of Thomas Nelson Award for Professional Excellence per fiscal year.

Nomination Process (Spirit of Thomas Nelson Award for Professional Excellence): An eligible faculty member may be self-nominated for a Spirit of Thomas Nelson Award for Professional Excellence, or may be nominated by the immediate supervisor, by a full-time teaching faculty colleague at the college, or by any other employee of the college or VCCS.

Nominations are to be made by submitting the completed Spirit of Thomas Nelson Award for Professional Excellence Nomination Form (TNCC-12) to the Office of Human Resources by March 15 each year (Table 3). The Spirit of Thomas Nelson Award for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated; the teaching discipline or academic school with which the faculty member is associated; a brief description of the extraordinary accomplishment, contribution, or activity for which the faculty

member is being nominated; the name and signature of the individual submitting the form; the position held by the individual submitting the form; and the date of submission.

Upon receipt of a completed Spirit of Thomas Nelson Award for Professional Excellence Nomination Form, the Office of Human Resources will notify the nominee and provide guidance to the nominee regarding the required supporting documentation and submission deadlines.

Table 3

Spirit of Thomas Nelson Award for Professional Excellence Timeline

March 1	Nominations for Spirit of Thomas Nelson Award for Professional Excellence due to the Office of Human Resources. Application portfolios in support of nominations may be submitted after this date but must be received prior to March 31.
April 1	Nominations and application portfolios forwarded from the Office of Human Resources to the Faculty Reward and Recognition Committee.
April 15	Recipients of Faculty Awards for Professional Excellence selected by Faculty Reward and Recognition Committee.
April 25	Faculty Awards for Professional Excellence presented. (At annual award ceremony)

The Application Portfolio (Spirit of Thomas Nelson Award for Professional Excellence): The Spirit of Thomas Nelson Award for Professional Excellence is presented to full-time teaching faculty who are able to demonstrate exceptional performance in one or more areas of faculty endeavor: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, or Service. Nominees must submit an application portfolio that includes a completed Spirit of Thomas Nelson Award for Professional Excellence Application Form (TNCC–12A-12D) which provides a summary of the accomplishment, contribution, or activity for which they were nominated and also includes supporting documentation of exceptional performance. Evidence provided in the application portfolio should be sufficient to establish that the accomplishment, contribution, or activity was innovative or otherwise distinctive, impactful, and supportive of the college’s mission, vision, and values.

An application portfolio to support exceptional performance in the area of Teaching should contain clear and compelling evidence of extraordinary accomplishment in (1) instructional methodology, (2) student achievement and success, (3) student engagement, (4) learning outcomes assessment, (5) innovative use of instructional technology, and/or (6) offering a course in a new delivery modality (e.g. online).

An application portfolio to support exceptional performance in the area of Scholarly and Creative Engagement should contain clear and compelling evidence of extraordinary

accomplishment in (1) continuing education, academic coursework, or degree attainment, (2) publications, presentations, or creative works, (3) activity in professional organizations, (4) scholarly research, and/or (5) grant activity.

An application portfolio to support exceptional performance in the area of Institutional Responsibility should contain clear and compelling evidence of extraordinary accomplishment in (1) special projects, (2) student advising, (3) administrative responsibilities, (4) leadership in one's academic discipline, department, or division, and/or (5) other non-teaching duties.

An application portfolio to support exceptional performance in the area of Service should contain clear and compelling evidence of extraordinary accomplishment in (1) service to the institution, (2) service to the community, and/or (3) service to the profession.

The application portfolio, including the narrative summary and all supporting documentation should be complete, yet concise. As a guideline, the application portfolio should not exceed ten (10) one-sided pages in length. The application portfolio must be submitted to the Office of Human Resources by the prescribed deadline.

Review and Selection (Spirit of Thomas Nelson Award for Professional Excellence): The Office of Human Resources will forward all nominations for the Spirit of Thomas Nelson Award for Professional Excellence, along with the corresponding application portfolios, to the Faculty Reward and Recognition Committee by no later than March 31 each year. All nominations and portfolios will be reviewed and evaluated by the committee in accordance with a rubric specifically designed for this purpose. The committee will not review application portfolios that are incomplete or that do not conform to prescribed guidelines. Incomplete or non-conforming application portfolios may be returned to the nominee by the Office of Human Resources or by the Faculty Reward and Recognition Committee, but will be considered by the committee only if corrected, resubmitted, and received by the committee by the March 31 deadline (Table 3).

By May 1, the Faculty Reward and Recognition Committee will select those nominees, subject to the approval of the president, who are to receive a Spirit of Thomas Nelson Award for Professional Excellence and will coordinate communications with the Office of Human Resources and other units of the college, as needed, for the purpose of notifying recipients and bestowing the awards.

Nature and Value of Faculty Awards for Professional Excellence: The nature and value of Faculty Awards for Professional Excellence may vary from year to year and are to be determined by the Faculty Reward and Recognition Committee. In general, however, the Spirit of Thomas Nelson Award for Professional Excellence is to be of significant monetary value and is expected to be offered in the form of a bonus or in the form of professional development support, at the discretion of the recipient. As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of a base salary increment.

The Faculty Reward and Recognition Committee should give due consideration to the potential for tax implications associated with the Spirit of Thomas Nelson Award for Professional Excellence. Recipients of the Spirit of Thomas Nelson Award for Professional Excellence are responsible for any tax liabilities associated with acceptance of this award.

All awards presented in a given fiscal year will be of equal monetary value. The monetary value of the award each year will be no less than \$400 and no more than \$1000.

Part 4—Funding the Reward and Recognition Plan

The college's Reward and Recognition Plan will be funded on a fiscal-year basis. For each fiscal year, contingent upon availability of resources, the college will provide funding equivalent to \$150 per full-time teaching faculty position, including both filled and vacant positions, to support the Reward and Recognition Plan. Sources for the required funding are to be determined by the college president and the chief financial officer of the college in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System; however, the Reward and Recognition program may not be funded from state funded salary increases.

Funding the Recognition Component: Thirty-three percent (33%) of the available funds (\$50 per full-time teaching faculty position), will be allocated to the Recognition component of the Reward and Recognition Plan. These funds are specifically intended to support awards of non-monetary or *de minimis* value, in a variety of forms throughout the fiscal year, to individual faculty members who are selected to receive such awards in accordance with the methodology prescribed in Part II above.

The number of faculty who may receive a recognition award and the number of times an individual may receive a recognition award in a given fiscal year are limited only by the funds available to support the Recognition component of the Reward and Recognition Plan. However, faculty Recognition awards should be more frequent and numerous than Rewards.

Funding the Reward Component: Sixty-seven percent (67%) of the available funds (\$100 per full-time teaching faculty position), will be allocated to the Reward component of the Reward and Recognition Plan. These funds are specifically intended to support annual awards of significant monetary value (at least \$400 but no more than \$1000), in the form of a bonus or in the form of professional development support, to individual faculty members who are selected to receive such an award in accordance with the methodology prescribed in Part III above. Each faculty member selected to receive such an award may choose to receive the award in the form of a bonus or in the form of professional development support. Bonuses shall be disbursed on or about May 15 of each year. Rewards in the form of professional development funds may be awarded in the immediately subsequent fiscal year in order to optimize opportunities for their intended use.

As an additional alternative, at the discretion of the college and subject to the availability of funds in any given year, Faculty Awards for Professional Excellence may be offered in the form of

a base salary increment. Base salary increments will be effective with the faculty member’s next annual Appointment Proposal.

Each year, it is anticipated that 10% to 25% of the full-time teaching faculty at the college will receive an award in accordance with the Reward component of the Reward and Recognition Plan. If the number of full-time teaching faculty selected to receive an award in a given fiscal year is equivalent to or less than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, the monetary value of each award shall be \$1000. If the number of full-time faculty selected to receive an award in a given year is greater than 10% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component, available funds will be divided equally among reward recipients. Table 4 provides examples for various potential distributions of awards and the corresponding monetary values.

To ensure a minimum award of \$400 per recipient of the Spirit of Thomas Nelson Award for Professional Excellence, the Reward and Recognition Committee is not permitted to grant awards to more than 25% of the full-time teaching faculty positions, both filled and vacant, that served as the basis for funding the Reward component unless the college allocates additional funding to the Faculty Reward Program. In no case shall the Spirit of Thomas Nelson Award for Professional Excellence be less than \$400.

Table 4

Examples of potential distributions of Awards for Professional Excellence

Percent of Faculty Receiving Awards	Monetary Value Per Award
25%	\$400
20%	\$500
15%	\$650
12.5%	\$800
10%	\$1000

Reallocation of Unexpended Reward and Recognition Funds: In the event that all funds allocated to support the Reward and Recognition Plan are not utilized for the prescribed purpose, remaining funds may be reallocated to other operational areas of the college as needed or returned to the original funding source if appropriate, in a timely manner and in accordance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System.

Part 5—Assessment of Reward and Recognition Program Effectiveness

On a biannual basis, the Faculty Reward and Recognition Committee will conduct an assessment of the effectiveness of the Reward and Recognition Program. The assessment may include, but not be limited to, a survey of the full-time teaching faculty. The survey will be

Faculty Development, Evaluation, Reward and Recognition Plan

designed to measure faculty opinion of how well all aspects of the program are understood by the faculty, how well procedural requirements and deadlines are communicated, how effectively the program is administered, how extensively and equitably rewards and recognition are distributed, how effectively the program encourages faculty to exceed performance expectations and to strive for professional excellence, and how effectively the program supports the mission of the college.

Faculty Development, Evaluation, Reward and Recognition Plan

APPENDIX A: YEARLY CALENDAR OF EVENTS

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Sep. 1	Dean/supervisor communicates first semester evaluation criteria and Performance & Professional Development Objectives.			
By Nov. 15	Faculty member completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and In last year of multi-year appointment self-evaluation for all years of the multi-year cycle.
By Dec. 1	Dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summative evaluation.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Dean/supervisor completes evaluations for current calendar year.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Dean/supervisor completes evaluations for current calendar year.	In every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. In last year of multi-year appointment, dean/supervisor completes evaluation for all years of the multi-year cycle.

Faculty Development, Evaluation, Reward and Recognition Plan

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Dec. 15	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.	For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.
By Jan. 15	Faculty and dean/supervisor receive student evaluation results from Fall semester. Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.
By March 1	Dean/supervisor completes second semester (Spring) evaluations.			

Faculty Development, Evaluation, Reward and Recognition Plan

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Mar. 15	Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.	Faculty member notified of non-reappointment decisions (when applicable).		
By June 1	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.
By June 30	Faculty member receives contract for the next academic year (if eligible).	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.

APPENDIX B: PLAN FOR TRANSITIONING TO THE NEW EVALUATION PLAN

As mandated by the VCCS, Thomas Nelson Community College made the transition to the VCCS Model Plan during the 2013-2014 academic year. This transition and the further transition to the Thomas Nelson Full-time Faculty Development, Evaluation, Reward and Recognition Plan are outlined below.

- Evaluations for employed faculty employed during the 2012-13 academic year was completed in accordance with previously existing plan and previously established deadlines.
- Faculty first hired to teach full-time in Fall 2013 entered the probationary first-year evaluation cycle in the Fall 2013 semester; such faculty participate in the Faculty Development and Evaluation Plan in accordance with the first semester requirements of the VCCS Faculty Development and Evaluation Model Plan.
- In particular, first-semester performance evaluation of faculty hired in Fall 2013 were conducted in accordance with the new faculty evaluation plan by December 15. Spring semester evaluations was completed in a timely manner in order to comply with non-reappointment notification deadline of the following March 15.
- Continuing faculty participated in the SRI program during Fall 2013 and Spring 2014.
- Continuing faculty established Annual Performance and Professional Development Objectives in accordance with the VCCS Faculty Development and Evaluation Model Plan by December 1, 2013.
- Full implementation of the VCCS Faculty Development and Evaluation Model Plan applied to all full-time teaching faculty, as of January 1, 2014.
- Faculty evaluation for returning faculty in the 2014 calendar year will be in accordance with the new VCCS Faculty Development and Evaluation Model Plan. In particular, those faculty on a one-year appointment will be evaluated per the Second- and Third- Year Faculty timeline. Also, any senior faculty who is currently in the final year of their multi-year appointment, will be evaluated per Multi-Year Faculty timeline.
- Faculty contracts/appointment proposals for 2014-15 were issued in Spring 2014 pursuant to results of the evaluations as noted above, by deadlines listed in the VCCS Faculty Development and Evaluation Model Plan.
- Unless otherwise stipulated, faculty in the midst of a multi-year appointment as of January 2014 are deemed to carry a summative rating of “Meets Expectations” until the final year of the current multi-year appointment, whereupon they will participate in a comprehensive evaluation in accordance with the new faculty evaluation plan. In the meantime, they will participate in the Annual Performance and Professional Development and the Reward and Recognition components of the Faculty Development and Evaluation Plan.
- Transition to the Thomas Nelson Community College Faculty Development and Evaluation Plan is outlined on page 2 under Approval, Implementation and Review of the Plan.

TNCC–1A: FIRST-YEAR FACULTY PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

INTRODUCTION

The following Performance and Professional Development Objectives will be used by all teaching faculty in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to the full-time teaching faculty position at the college and in the Virginia Community College System. The objectives reflect the commitment of VCCS faculty to high standards of performance and to continuous improvement.

The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

The Performance and Professional Development Objectives for the third and later semesters of teaching will be developed by the faculty member in consultation with the dean/supervisor.

FIRST SEMESTER

Teaching

- Implement and document at least one strategy for student engagement and learning outcomes. The strategy must include learning objectives, pedagogical approach, faculty-student interaction, one or more student activities, assessment of teaching, assessment of student engagement and learning, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- Attend the VCCS New Faculty seminar, a VCCS Peer Conference, or another teaching related conference, seminar, workshop, or course approved by the supervisor; or work with a mentor to become acclimated to the college mission, vision, and goals and/or to develop one's instructional effectiveness.

Institutional Responsibility

- Initiate collaboration with one or more colleagues, mentors, and/or counseling staff members to develop and apply knowledge of the college's educational programs and student advising processes.

Faculty Development, Evaluation, Reward and Recognition Plan

Service

- Volunteer to participate in a college or community service organization or activity.

SECOND SEMESTER

Teaching

- Reflect on the first semester of teaching to identify from within the general areas of instructional design, instructional delivery, instructional effectiveness, or instructional expertise one specific target for improvement. Develop, implement, and document a strategy to address the target for improvement. The strategy must include objectives, activities, assessments, and reflections on/revision of the strategy.

Scholarly and Creative Engagement

- For faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™, or other education in online instruction approved by the supervisor.
- For faculty anticipated to teach only on-campus courses: Earn certification or course credit approved by the supervisor in teaching with technology.

N.B.: (1) Faculty who have already completed relevant coursework or certification in teaching with technology are exempt from the Technology Performance and Professional Development Objective. The dean/supervisor will have final approval on what coursework or certification meets this Objective. (2) Where deemed appropriate by agreement of the faculty member and the dean the Technology Performance and Professional Development Objective may be moved to the third semester.

Institutional Responsibility

- Participate in an activity in support of the strategic goals of the college/VCCS. Documentation of this must specifically identify the strategic goal, the activity, and reflections and plans for further action.

Service

- Volunteer to participate in a college or community service organization or activity.

THIRD SEMESTER

As part of the evaluation process during the second semester of employment, the faculty member will develop a total of 3-5 Performance and Professional Development Objectives in one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service. The objectives will be developed in consultation with and approved by the dean/supervisor.

**TNCC-1B: ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES
FACULTY/SUPERVISOR AGREEMENT FORM**

Guidelines and Instructions

Purpose: To promote high performance and continuous improvement in the areas of Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility with the goal of enhancing student success.

Guiding Principles:

- Annual Performance and Professional Development Objectives (APPDOs) are integrated with Evaluation and with Reward and Recognition programs. They each provide input into the other.
- APPDOs are established each year for all faculty members regardless of the length of their appointment.
- Each faculty member should establish three to five objectives in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility in consultation with their supervisor.
- The supervisor may add, cut, or modify APPDOs for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement, but the supervisor will make the final determination about which APPDOs will be assigned to the faculty member for the semester/calendar year.
- All four performance domain areas are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period.
- All APPDOs should be clearly stated in one or two sentences.
- **All APPDOs should specify a specific outcome**, not describe an activity. Examples include “Incorporate service learning activities into my instruction” or “complete the redesign of my psychology course,” instead of “attend service learning conference” and “evaluate different ways of designing my course for distance learning.”
- Measures of success or benchmarks might include colloquium evaluations, informal in-class assessments, or peer review.
- APPDO statements should also include a list of appropriate activities that support the achievement of the objective as well as those activities that can be used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include review the literature on information literacy, evaluate instructional software, redesign syllabi, etc.).
- APPDOs fall into two separate categories: Performance or Development
 - Performance Objective: produce an outcome, product, or successful completion of a service activity, etc. during the year.
 - Development Objective: acquire knowledge, skill, or ability in a targeted area with a specific learning objective in mind as well as a description of how that objective will contribute to better performance.
- All faculty are expected to set technology APPDOs within the first three semesters as needed (refer to the technology APPDO section of the College evaluation plan).

Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form

Faculty Name		Position Title	
Dean/supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

I. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Assessment Measures and Benchmarks:	
Approval: _____ Yes _____ No _____ Revise	
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Faculty Development, Evaluation, Reward and Recognition Plan

II. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Assessment Measures and Benchmarks:	
Approval: _____ Yes _____ No _____ Revise	
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Faculty Development, Evaluation, Reward and Recognition Plan

III. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Spring Semester ___ Fall Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Assessment Measures and Benchmarks:	
Approval: _____ Yes _____ No _____ Revise	
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Faculty Development, Evaluation, Reward and Recognition Plan

IV. Objective Statement:	
Domain: <input type="checkbox"/> Teaching <input type="checkbox"/> Service <input type="checkbox"/> Scholarly and Creative Engagement <input type="checkbox"/> Institutional Responsibility	
Completion Date: <input type="checkbox"/> Spring Semester <input type="checkbox"/> Fall Semester <input type="checkbox"/> Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Assessment Measures and Benchmarks:	
Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revise	
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Faculty Development, Evaluation, Reward and Recognition Plan

V. Objective Statement:	
Domain: <input type="checkbox"/> Teaching <input type="checkbox"/> Service <input type="checkbox"/> Scholarly and Creative Engagement <input type="checkbox"/> Institutional Responsibility	
Completion Date: <input type="checkbox"/> Spring Semester <input type="checkbox"/> Fall Semester <input type="checkbox"/> Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Assessment Measures and Benchmarks:	
Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revise	Schedule meeting to discuss goal <input type="checkbox"/> Yes <input type="checkbox"/> No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable)	
Final Assessment	
Faculty Member's Assessment	
Supervisor's Assessment	

Faculty Development, Evaluation, Reward and Recognition Plan

Objective Approval Signatures	
Faculty _____	Date _____
Dean/Supervisor _____	Date _____

Interim Assessment/Objective Revision Signatures (if applicable)	
Faculty _____	Date _____
Dean/Supervisor _____	Date _____

Final Assessment Signatures	
Faculty _____	Date _____
Dean/Supervisor _____	Date _____

TNCC–2A: FACULTY EVALUATION FORM—PROBATIONARY FIRST-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in each of the first two semesters of a teaching faculty member’s probationary first-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, probationary first-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
2. The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.
3. The faculty member will use the comments area on this form and attach supporting materials as needed to document adherence to each of the evaluation criteria. The dean/supervisor will review, add comments, and determine the “meets/does not meet expectations” rating in each domain and for overall performance.

Part 1: Faculty Member

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN <i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <p><i>Instructional Design</i></p> <ol style="list-style-type: none"> 1. For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. 2. Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second semester of employment. 3. Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. 4. Design assessment strategies that effectively measure student achievement of prescribed course outcomes. 5. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. 6. For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Delivery</i></p> <ol style="list-style-type: none"> 1. Align course activities with target learning outcomes. 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<ol style="list-style-type: none"> 2. Employ activities that foster faculty-student interaction. 3. Employ activities that foster cooperative learning among students. 4. Employ methods that facilitate active learning. 5. Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. 6. Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. 7. Employ technology and other supporting materials to achieve instructional objectives. 8. Respond constructively and respectfully to student comments and questions. 9. Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. 10. Foster communication with students outside of class meeting times. 11. Provide students with prompt feedback (usually within one week) on activities and assignments. 12. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. 13. For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Effectiveness</i></p> <ol style="list-style-type: none"> 1. Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. 2. Deliver effective instruction as measured by student performance on learning outcomes assessments. 3. Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). 4. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<p>of receiving summative and formative feedback to inform revisions to instructional effectiveness.</p> <p>5. For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.</p>	
<p>6. <i>Instructional Expertise</i></p> <p>7. Demonstrate currency in academic discipline.</p> <p>8. Demonstrate currency in methods of teaching and learning.</p> <p>9. Demonstrate currency in instructional technology.</p> <p>10. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise.</p> <p>11. For second-semester faculty only: Analyze the previous semester’s student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement.</p>	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member’s formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity. 	

Expectations	Comments
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

<p>INSTITUTIONAL RESPONSIBILITY</p> <p><i>Definition:</i> Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.</p> <p><i>Standard:</i> The faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ol style="list-style-type: none"> 1. Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. 2. Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS. 3. Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester. 4. Fulfill responsibilities as an academic advisor to students (if applicable). 5. Satisfactorily participate in required department, division, campus, committee, and college meetings. 6. Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. 7. Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. 	
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Faculty Development, Evaluation, Reward and Recognition Plan

8. Demonstrate knowledge of and adherence to college and VCCS policies. 9. Contribute to one’s peer teaching community at the college. 10. Establish collegial working relationships with faculty, staff, and administrators.	
INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met	

<p>SERVICE</p> <p><i>Definition:</i> Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> • College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college • College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. • Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee. <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in one or more service activities. Activities may include, but are not limited to, participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization. 	
<p>SERVICE DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations

Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college. • For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation. 	

Evaluator Signature

Date

Faculty Signature

Date

TNCC-2B: FACULTY EVALUATION FORM—SECOND/THIRD-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in the second-year or third-year of a faculty member’s initial appointment at the college. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, second/third-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. Do not use this form for first-year faculty; instead use the evaluation form for probationary first-year appointment faculty.
2. The dean/supervisor will communicate the expectations for second/third-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
3. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.
4. The faculty member will use the comments area on this form and attach supporting materials as needed to document adherence to each of the evaluation criteria. The dean/supervisor will review, add comments, and determine the “meets/does not meet expectations” rating in each domain and for overall performance.

Part 1: Faculty Member

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN</p> <p><i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <p><i>Instructional Design</i></p> <ol style="list-style-type: none"> 1. For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. 2. Distribute the syllabus to students on or before the start date for each course. 3. Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. 4. Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. 5. Design assessment strategies that effectively measure student achievement of prescribed course outcomes. 6. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. 7. Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Delivery</i></p> <ol style="list-style-type: none"> 1. Align course activities with target learning outcomes. 2. Employ activities that foster faculty-student interaction. 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<ol style="list-style-type: none"> 3. Employ activities that foster cooperative learning among students. 4. Employ methods that facilitate active learning. 5. Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. 6. Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. 7. Employ technology and other supporting materials to achieve instructional objectives. 8. Respond constructively and respectfully to student comments and questions. 9. Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. 10. Foster communication with students outside of class meeting times. 11. Provide students with prompt feedback (usually within one week) on activities and assignments. 12. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. 13. Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Effectiveness</i></p> <ol style="list-style-type: none"> 1. Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. 2. Deliver effective instruction as measured by student performance on learning outcomes assessments. 3. Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). 4. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. 5. Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<p><i>Instructional Expertise</i></p> <ol style="list-style-type: none"> 1. Demonstrate currency in academic discipline. 2. Demonstrate currency in methods of teaching and learning. 3. Demonstrate currency in instructional technology. 4. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. 5. Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more scholarly and/or creative activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on second/third-year appointments. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching. ○ Present creative works in forums for which admission/acceptance is competitive. ○ Participate in multiple activities of professional organizations. ○ Present at professional conferences. ○ Organize or lead workshops, seminars, or other training activities for one's peers. ○ Earn graduate credits or a degree. ○ Earn a professional or industry certification. ○ Conduct scholarly research. ○ Write, receive, or review job-related grants. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met</p>	

Expectations	Comments
<p>INSTITUTIONAL RESPONSIBILITY</p> <p><i>Definition:</i> Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.</p> <p><i>Standard:</i> The faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ol style="list-style-type: none"> 1. Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. 2. Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of second/third-year appointment faculty. 3. Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester. 4. Fulfill responsibilities as an academic advisor to students (if applicable). 5. Satisfactorily participate in required department, division, campus, committee, and college meetings. 6. Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. 7. Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. 8. Demonstrate knowledge of and adherence to college and VCCS policies. 9. Contribute to one's peer teaching community at the college. 10. Maintain collegial working relationships with faculty, staff, and administrators. 11. Engage in and document one or more institutional responsibility activities consonant with the number of years of teaching experience, with the number of years of 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<p>experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on second/third-year appointments. Activities may include, but are not limited to</p> <ul style="list-style-type: none"> ○ Implement and facilitate the adoption by others of an innovative advising best practice. ○ Take a leadership role in one’s academic discipline or academic department/division at the college to include chairing a committee or leading a special project. ○ Actively participate on ad hoc college or VCCS committees/projects. ○ Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one’s department/division to advance a cross-functional area approach to student service/success. ○ Mentor a new full-time or new or returning part-time faculty member in one’s department/division. ○ Engage in activities that strengthen relationships with K-12 or four-year school partners. ○ Support the delivery of quality instruction in dual enrollment classes in the faculty member’s discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

<p>SERVICE</p> <p><i>Definition:</i> Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one’s activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> • College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college • College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. • Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee. <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Provide evidence of engagement in service activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by second/third-year appointments. Activities may include, but are not limited to, student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor’s discipline, or service to a community organization. 	
<p>SERVICE DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations
 Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college. • In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year. 	

Evaluator Signature

Date

Faculty Signature

Date

TNCC-2C: FACULTY EVALUATION FORM—SENIOR FACULTY APPOINTMENTS¹

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the entire course of a teaching faculty member’s appointment term (one, three, or five years as appropriate). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

In every year during the evaluation cycle, the senior faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service

Instructions

1. The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended).
2. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of “Meets Expectations” and “Does Not Meet Expectations,” including potential impact on continued employment.
3. The faculty member will use the comments area on this form and attach supporting materials as needed to document adherence to each of the evaluation criteria. The dean/supervisor will review, add comments, and determine the “meets/does not meet expectations” rating in each domain and for overall performance.

Part 1: Faculty Member

FACULTY NAME:	EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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¹ Senior faculty include those beyond the first three continuous appointment years; senior faculty may be on one-year, three-year, or five-year appointments.

Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN <i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) in every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>.</p> <p><i>Instructional Design</i></p> <ol style="list-style-type: none"> 1. For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. 2. Distribute the syllabus to students on or before the start date for each course. 3. Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. 4. Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. 5. Design assessment strategies that effectively measure student achievement of prescribed course outcomes. 6. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. 7. Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<p>8. Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course that the instructor has taught in the previous three years.</p>	
<p><i>Instructional Delivery</i></p> <ol style="list-style-type: none"> 1. Align course activities with target learning outcomes. 2. Employ activities that foster faculty-student interaction. 3. Employ activities that foster cooperative learning among students. 4. Employ methods that facilitate active learning. 5. Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. 6. Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. 7. Employ technology and other supporting materials to achieve instructional objectives. 8. Respond constructively and respectfully to student comments and questions. 9. Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. 10. Foster communication with students outside of class meeting times. 11. Provide students with prompt feedback (usually within one week) on activities and assignments. 12. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. 13. Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 14. Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
<p>class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.</p>	
<p><i>Instructional Effectiveness</i></p> <ol style="list-style-type: none"> 1. Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. 2. Deliver effective instruction as measured by student performance on learning outcomes assessments. 3. Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). 4. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. 5. Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. 6. Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment. 	
<p><i>Instructional Expertise</i></p> <ol style="list-style-type: none"> 1. Demonstrate currency in academic discipline. 2. Demonstrate currency in methods of teaching and learning. 3. Demonstrate currency in instructional technology. 4. Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. 	

Faculty Development, Evaluation, Reward and Recognition Plan

Expectations	Comments
5. Analyze previous semesters’ student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. 6. Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one’s instructional expertise in the instructor’s academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.	
<p>TEACHING DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	

<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member’s formally recognized area of expertise.</p> <p><i>Standard:</i> In every year of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Publish in peer-reviewed forums in one’s academic discipline or the general area of college teaching. ○ Present creative works in forums for which admission/acceptance is competitive. ○ Participate in multiple activities of professional organizations. ○ Present at professional conferences. ○ Organize or lead workshops, seminars, or other training activities for one’s peers. ○ Earn graduate credits or a degree. ○ Earn a professional or industry certification. ○ Conduct scholarly research. ○ Write, receive, or review job-related grants. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations Not Met </p>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p><i>Definition:</i> Performing assigned or presumed duties according to one’s role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.</p> <p><i>Standard:</i> In every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ol style="list-style-type: none"> 1. Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. 2. Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college 	

Faculty Development, Evaluation, Reward and Recognition Plan

<p>and in the VCCS congruent with the performance of senior appointment faculty.</p> <ol style="list-style-type: none">3. Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.4. Fulfill responsibilities as an academic advisor to students (if applicable).5. Satisfactorily participate in required department, division, campus, committee, and college meetings.6. Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.7. Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice.8. Demonstrate knowledge of and adherence to college and VCCS policies.9. Contribute to one's peer teaching community at the college.10. Maintain collegial working relationships with faculty, staff, and administrators.11. Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to<ul style="list-style-type: none">○ Implement and facilitate the adoption by others of an innovative advising best practice.○ Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project.○ Actively participate on ad hoc college or VCCS committees/projects.○ Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success.○ Mentor a new or a returning full-time faculty member required to participate in the Development Provision.○ Engage in activities that strengthen relationships with K-12 or four-year school partners.○ Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation.	
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INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION	
<input type="checkbox"/> Expectations Met	<input type="checkbox"/> Expectations <u>Not</u> Met
<p>SERVICE</p> <p><i>Definition:</i> Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> • College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college • College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. • Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee. <p><i>Standard:</i> In every year of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Take the (co)sponsor role in a student organization. ○ Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation. ○ Attend college activities for which participation is voluntary. ○ Take a leadership or service role in one or more professional organizations. ○ Take a leadership role or active participant role in one or more community organizations. ○ Serve as a judge/juror for a community activity. 	
<p>SERVICE DOMAIN EVALUATION</p> <input type="checkbox"/> Expectations Met	
<input type="checkbox"/> Expectations <u>Not</u> Met	

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations
 Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college. • In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year. 	

Evaluators Signature

Date

Faculty Signature

Date

TNCC–4: REPORT OF CLASS OBSERVATION

DIRECTIONS

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. **Part 1: Background Information** on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. **Part 2: Assessment** on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. **Part 3: Response** on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor’s response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor’s practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

PART 1: OBJECTIVES

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?
5. What methods will be used to develop students' <u>high order cognitive skills</u> (e.g. analyzing, evaluating, creating)?
6. What methods will be used to meet a <u>diversity of learning styles</u> ?
7. What <u>support materials</u> (technology, media, handouts, etc.) will be used to achieve instructional objectives?

PART 2: ASSESSMENT

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
2. The instructor described the learning outcomes to students at the start of the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
3. The instructor successfully interacted with students.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
5. The instructor employed methods to facilitate active learning.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		

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7. The instructor employed methods to target a variety of student learning styles.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
9. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)		
Comments:		
12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)		
Comments:		

PART 3: RESPONSE

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.
Comments:

Instructor Signature

Date

Dean/supervisor Observer Signature

Date

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TNCC-5: Student Response to Instruction Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The course content was well prepared, organized and presented in a clear manner.					
2. The class sessions, activities, tests and assignments were related to the course content.					
3. The instructor clearly stated the policies, procedures, goals & expectations of the course.					
4. The instructor followed the policies and procedures as stated.					
5. The instructor posted and maintained regular and/or virtual office hours and encouraged students to seek help when needed.					
6. The instructor encouraged questions and comments from the students.					
7. The instructor promoted an atmosphere of mutual respect.					
8. The instructor responded to student inquiries in a timely and professional manner.					
9. The instructor graded tests and assignments in a timely and professional manner.					
10. The instructor facilitated learning and encouraged me to think.					
11. The instructor created a positive learning environment.					
12. I would recommend this instructor to another student.					
13. I found the textbook / supplemental materials to be a valuable resource for this course.					
14. Compared to other college courses I have taken, the subject matter of this course was:	More Difficult		Equally Difficult		Less Difficult
15. I was absent from this class:	Never	Seldom	Occasionally		Frequently
16. The average number of hours I spent per week, outside of class, on the course was . . .	1-3 hrs.	3-6 hrs.	6-10 hrs.		Over 10 hrs.

TNCC-6: MENTOR'S REPORT FORM

Faculty Name		Title/ Position	
Mentor Name		Title/ Position	
Period Covered by This Report (semester/year):			

Instructions: Please describe in the space below activities you and the faculty member have engaged in to improve performance in the four domains or make progress in achieving the Annual Performance and Professional Development Objectives.

Domain: ____ Teaching ____ Service ____ Scholarly/Creative ____ Responsibility ____ APPDO
Domain: ____ Teaching ____ Service ____ Scholarly/Creative ____ Responsibility ____ APPDO

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Domain: ____ Teaching ____ Service ____ Scholarly/Creative ____ Responsibility ____ APPDO

Domain: ____ Teaching ____ Service ____ Scholarly/Creative ____ Responsibility ____ APPDO

Mentor's Report Signature:

Mentor _____ **Date** _____

**TNCC-10: LEARNING ENVIRONMENT AWARD
NOMINATION FORM**

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Identification of Award for which Faculty Member is being nominated (Please check one):

Faculty Teaching Effectiveness Award

Faculty Community Impact Award

Faculty Scholarly and Creative Engagement Award

Faculty Multicultural Enrichment Award

Faculty Institutional Responsibility Award

Faculty Leadership Award

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Organization (if other than the College): _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

**TNCC-12: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
NOMINATION FORM**

Name of Person Being Nominated:

First Name: _____ Last Name: _____

Teaching Discipline/Academic School: _____

Check primary domain to consideration for this nomination.

Teaching
Institutional Responsibility

Scholarly & Creative Engagement
Service

Rationale for Nomination: (Please provide a brief narrative describing the activity, behavior, or contribution for which the nominee is being nominated.)

Name of Person Submitting the Nomination:

First Name: _____ Last Name: _____

Title: _____

Organization (if other than the College): _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

**TNCC–12A-D: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
APPLICATION FORMS**

The following pages contain application forms for Faculty Awards for Professional Excellence in the four domains of faculty activity:

- Teaching
- Scholarly and Creative Engagement
- Institutional Responsibility
- Service.

TNCC–12A: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE

IN **TEACHING APPLICATION FORM**

(To be completed by Award Nominee)

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Instructional methodology
- Student achievement and success
- Student engagement
- Learning outcomes assessment
- Innovative use of instructional technology
- Offering a course in a new delivery modality (e.g. online)

Faculty Development, Evaluation, Reward and Recognition Plan

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**TNCC–12B: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
IN **SCHOLARLY & CREATIVE ENGAGEMENT** APPLICATION FORM
(To be completed by Award Nominee)**

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Continuing education, academic coursework, or degree attainment
- Publications, presentations, or creative works
- Activity in professional organizations
- Scholarly research
- Grant activity

Faculty Development, Evaluation, Reward and Recognition Plan

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**TNCC–12C: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
IN **INSTITUTIONAL RESPONSIBILITY** APPLICATION FORM
(To be completed by Award Nominee)**

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Special projects
- Student advising
- Administrative responsibilities
- Leadership in one's academic discipline, department, or division
- Other non-teaching duties

Faculty Development, Evaluation, Reward and Recognition Plan

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

**TNCC–12D: SPIRIT OF THOMAS NELSON AWARD FOR PROFESSIONAL EXCELLENCE
IN **SERVICE** APPLICATION FORM
(To be completed by Award Nominee)**

Nominated by: _____ Nomination Date: _____

Name of Nominee:

First Name: _____ Last Name: _____

Title: _____

Office Telephone #: _____ E-Mail: _____

Signature: _____ Date: _____

1. In the space provided below, please provide a brief summary of the accomplishment, contribution, or activity for which you have been nominated to receive this award. Please identify which area(s) from among the following are most closely associated with your accomplishment, contribution, or activity:

- Service to the institution
- Service to the community
- Service to the profession

Faculty Development, Evaluation, Reward and Recognition Plan

2. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was innovative, distinctive, or impactful.

3. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the college mission.

4. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award was supportive of the strategic goals of the college and/or the Virginia Community College System.

5. In the space provided below, please describe how the accomplishment, contribution, or activity for which you have been nominated to receive this award substantially exceeded performance expectations.

VCCS-29 Normal Minimum Criteria for Each Faculty Rank

May 2013

		Faculty in Humanities, Social Science, Natural Science, Math, Developmental Studies, English as a Second Language, Administrative and Professional, Faculty, Counselors, Librarians		Faculty in Specialized Professional or Technical Associates in Applied Sciences or Art Degree Fields		Faculty in Non-Associates Degree Occupational Fields	
		INITIAL APPOINTMENT/PROMOTIONS	PROMOTIONS	INITIAL APPOINTMENT/PROMOTIONS	PROMOTIONS	INITIAL APPOINTMENT/PROMOTIONS	PROMOTIONS
		Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR		Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year.					
ASSOCIATE INSTRUCTOR		Appointment as a Level I associate instructor requires the same credentials as an instructor or assistant professor. Appointment as a Level 2 associate instructor requires the same credentials as an associate or full professor.					
INSTRUCTOR Teaching Effectiveness Academic Preparation Experience: Related Occupational Experience Total Teaching Experience F/T Community College Experience	Demonstrates Potential Master's in field or Master's with 18 graduate semester hours in teaching field (The minimum requirement for faculty teaching ESL & developmental courses at the instructor level is a baccalaureate degree related to the teaching field). 0 years 0 years 0 years	Demonstrates Potential Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field. 2 years 0 years 0 years	Demonstrates Potential Bachelor's in teaching field or Associate's in the teaching field with demonstrated competency in teaching field. 2 years 0 years 0 years	Demonstrates Potential H.S. Diploma or equivalent; Associate's or equivalent in teaching field. 5 years current experience 0 years 0 years			
	Meets Expectations on Most Recent Evaluation Master's +24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field. 0 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field +24 graduate semester hours obtained subsequent to the Bachelor's. 2 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Bachelor's in teaching field +15 graduate semester hours obtained subsequent to the Bachelor's. 2 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Associate's or equivalent (Major in teaching field). High school or equivalent +30 semester hours toward an Associate's Degree. 5 years 3 years 3 years			
ASSISTANT PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience Total Teaching Experience F/T Community College Experience	Meets Expectations on Most Recent Evaluation Master's +39 graduate semester hours obtained subsequent to the Master's (for a total of 36 grad hours in teaching field). 0 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Master's +15 graduate semester hours obtained subsequent to the Master's. 2 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Associate's related to the teaching field or equivalent +30 semester hours obtained subsequent to the Associate's. 5 years 3 years 3 years			
	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field). 0 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field +36 graduate semester hours obtained subsequent to the Master's. 2 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 6 years 3 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's related to the teaching field. 5 years 6 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Associate's related to the teaching field or equivalent +30 semester hours obtained subsequent to the Associate's. 5 years 6 years 3 years 3 years		
ASSOCIATE PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience Total Teaching Experience F/T Community College Experience Minimum VCCS Experience in Previous Rank	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field). 0 years 9 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field +36 graduate semester hours obtained subsequent to the Master's. 2 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 9 years Postsecondary 3 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field. 5 years 9 years Postsecondary 0 years 0 years			
	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field). 0 years 9 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field +36 graduate semester hours obtained subsequent to the Master's. 2 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 9 years Postsecondary 3 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's related to the teaching field. 5 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Associate's related to the teaching field or equivalent +30 semester hours obtained subsequent to the Associate's. 5 years 9 years Postsecondary 0 years 0 years		
PROFESSOR Performance Evaluation Academic Preparation Experience: Related Occupational Experience Total Teaching Experience F/T Community College Experience Minimum VCCS Experience in Previous Rank	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field). 0 years 9 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field +36 graduate semester hours obtained subsequent to the Master's. 2 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 9 years Postsecondary 3 years 3 years	Meets Expectations on Most Recent Evaluation Master's related to the teaching field. 5 years 9 years Postsecondary 0 years 0 years			
	Meets Expectations on Most Recent Evaluation Doctorate (36 graduate semester hours in teaching field). 0 years 9 years 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field +36 graduate semester hours obtained subsequent to the Master's. 2 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Master's related to teaching field. 2 years 9 years Postsecondary 3 years 3 years	Meets Expectations on Most Recent Evaluation Bachelor's related to the teaching field. 5 years 9 years Postsecondary 0 years 0 years	Meets Expectations on Most Recent Evaluation Associate's related to the teaching field or equivalent +30 semester hours obtained subsequent to the Associate's. 5 years 9 years Postsecondary 0 years 0 years		

(1). Administrative and Professional faculty must receive at least a 'good' summary evaluation rating on the most recent evaluation to be considered for promotion.

ASSUMPTION OF THE RISK FORM

I agree that as a participant in the _____ at _____ associated with _____ Community College (the "College") scheduled for _____ to _____, I am responsible for my own behavior and well-being. I accept this condition of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to _____

I understand that in the event of accident or injury, personal judgment may be required by _____ or College personnel regarding what actions should be taken on my behalf. Nevertheless, I acknowledge that the College and/or _____ personnel may not legally owe me a duty to take any action on my behalf. I also understand that it is my responsibility to secure personal health insurance in advance, if desired, and to take into account my personal health and physical condition.

I further agree to abide by any and all specific requests by the College and _____ for my safety or the safety of others, as well as any and all of the College's and _____'s rules and policies applicable to all activities related to this program. I understand that the College reserves the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury, damage to or loss of my property which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury, damage to or loss of my property is directly due to the negligence of the College and/or _____. I understand that this Assumption of Risk form will remain in affect during any of my subsequent visits and program-related activities, unless a specific revocation of this document is filed in writing with _____, at which time my visits to or participation in the program will cease.

In case an emergency situation arises, please contact _____ (name) at _____ (phone number).

I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

_____ I represent that I am 18 years of age or older and legally capable of entering into this agreement.

Participant's signature

Date

Address

If participant is less than 18 years of age, the following section must be completed:

_____ My child/ward is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and I agree to be responsible for his/her behavior and safety during this event.

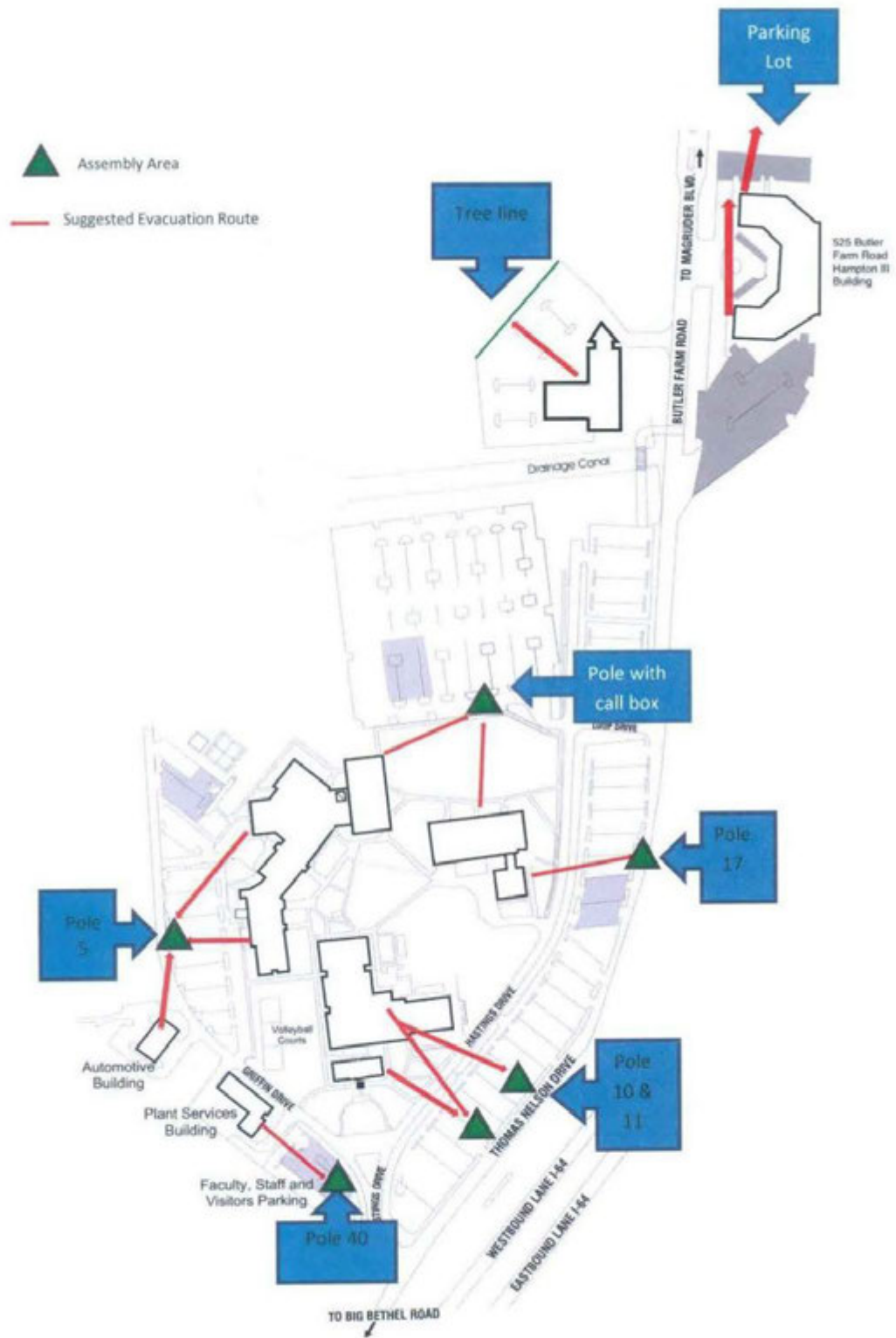
Child's Name

Address

Parent's or guardian's signature

Date

Evacuation Assembly Areas



TNCC

IPT Quick Reference

Placing a Call

You can place a call with the Cisco IP Phone 7941/7961 in any of the following ways:

- Lift the handset
Or
- Press a line button.
Or
- Press the *NewCall* soft key
then
- Dial the number using 9 to get an outside line.

To use a Headset

- Press *HEADSET*
- Dial the number using 9 to get an outside line.

To use the Speakerphone

- Press *SPEAKER*
- Dial the number using 9 to get an outside line

Answering a Call

When a call comes in, you can answer a call using one of the following, handset, headset, or speakerphone.

- Lift the *Handset*
- Press *HEADSET*
- Press the *Line Button* of the incoming call.
- Press the *Answer soft key*
- Press *SPEAKER* button.

Ending a Call

You can end a call using any of the following ways:

Handset

- Hang up the *Handset*.

Headset

- Press the *EndCall* soft key.

Speakerphone

- Press *SPEAKER*.

Muting a Call

While on a call, you can mute the handset, headset, or speakerphone; this prevents the party you are speaking to from hearing.

To mute a call,

- Press *MUTE*.
- The red light will appear and you will hear 1 beep acknowledging that the Mute is activated.

To disengage mute

- Press *MUTE* again.
- Red light will disengage and you will hear 2 beeps acknowledging call is active.

Placing a Call on Hold

While on a call, you can place the call on hold, so that the caller cannot hear you and you cannot hear the caller.

To place a call on hold

- Press the *Hold* soft key.

To return to the call

- Press the *Resume* soft key.
- Select the line button of the call on hold.

Multiple calls on hold

- Select the *Line* button of the call on hold

Transferring a Call

Transfer allows you to send a call to another extension.

To perform a transfer:

- Press the *Transfer* soft key.
- Dial the number to which you wish to transfer the call
- Listen to ringing
- Announce the caller
- Press *Transfer* soft key again
- Hang up

If the party refuses the call

- Press the *Resume* soft key to return to the original call.

Conference Calling

Conferencing a call allows up to 6 different people on one phone call plus the original caller.

- To conference answer the call
- Press the *More* soft key.
- Press *Conf* soft key
- Type in who you want to conference (outside line 9) or extension.
- Then hit *Conf* to bring in all the users.
- Repeat process for multiple users to join in on conversation.

Viewing list of conference participants

- While on a conference call, select *More*, then press *ConfLi* and you will see a list of participants in the conference call

Removing parties from Conference Call

- If you initiate the conference call you can remove certain parties, to complete this press *More*, then select *ConfLi*, then using the arrows scroll through the names. When you are highlighted on the name you wish to remove select *Remove*

Redialing the Last Number Dialed

Redialing allows you to save a number you most recently dialed.

- Lift the handset
- Press the *Redial* soft key

Forwarding All Calls

Forward all Calls allow you to redirect all of calls to another phone.

- Press the *CFwdAll* soft key
- Listen for two beeps
- Enter the number to which you want to forward calls
- Look for flashing right arrow to appear in upper-right corner of LCD (confirmation)
- Look for message on LCD with the number your calls are forwarded to



THOMAS NELSON™

The Peninsula's Community College

Room Use Form

In Order to Check the Availability of a Room Using GatorNet→Select Forms→Scroll to and select: Use Forms→Click to select Room Use Form

Requested by:	Date of Request:
Contact Person:	Telephone Number:
Division/Department:	Approximate Number of Seats Needed:

Purpose/Comments:

If room use is over a length of time, indicate starting date and ending date. If there are dates within the time frame that you will NOT use the assigned room please make note above in the purpose/comment section.

Day(s) of the Week	Month/Day/Year (From-To)	Room Number	Total Time Needed (From-To)

Additional Information:

If audio visual equipment is needed, submit a completed Media Services Request Form at least 24 hours prior to the activity. Please contact AV Department at x2806, 3444, or 3534 form is also available at <https://thomasoncommunityc.sharepoint.com/IT/AudioV/Lists/MSR/Issue/newifs.aspx>.

For special set up needs, submit a completed Work Request Form to Physical Plant Department. Please contact Plant Services at x2815, you may also need to input your request through the following link: <https://www.myschoolbuilding.com/myschoolbuilding/myorganization.asp>.

If Police services are needed (signs on streets, special parking, opening of buildings or rooms during hours other than “normal business hours,” opening of classrooms which may contain special equipment or classrooms that are normally locked, etc.), you must submit your request to Campus Police, at <https://thomasoncommunityc.sharepoint.com/finance-administration/campus-police>, they can be reached at x2732.

Forward this completed form to allenk@tncc.edu at least 48 hours prior to the event. Please call 2914 with questions.

Notify this office of cancelled events, another group may be interested in using the space.



The Peninsula's Community College

Photo/Videotape Release Form

I, (print name) _____, certify that my signature being affixed below on this consent form give permission to Thomas Nelson Community College the full right to use my photograph(s) and/or videotape image and sound byte in its marketing, public relations, promotional or instructional efforts. I willingly agreed to have my photograph(s), videotaped image, and/or sound byte taken, knowing that it could be used in various publications.

Student Name: _____

Address: _____

Tel: _____ Email: _____

Date: _____

Event: _____

Thomas Nelson Online Resources

GatorNet

<https://thomasnelsoncommunityc.sharepoint.com/SitePages/Home.aspx>

Section 1

1.2000

Thomas Nelson Website:
www.tncc.edu

Section 2

2.2000

Responsibilities of the VCCS Board and System:
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+23-215>

Section 3

3.1000

Thomas Nelson Counseling Services:
<http://tncc.edu/services/counseling>

3.1200

Testing Center:
<http://tncc.edu/admissions/testing/services>

Exam Schedules:
<http://tncc.edu/academics/calendars>

3.2000

MyTNCC:
<http://www.tncc.edu/mytncc/>

3.3000

Distance and Distributive Learning for Faculty and Staff
<http://tncc.edu/students/student-resources/distance-learning/distance-learning-faculty-and-staff/>

3.3200

Thomas Nelson Bookstore:
<http://tncc.edu/services/bookstore>

3.7300

Library:
<http://tncc.edu/library/>

3.7400

Technology Learning Center:
<http://tncc.edu/library/technology>

3.7500

College Math Center:
<http://libguides.tncc.edu/mathcenter>

College Math Emporium:
<http://tncc.edu/services/emporium>

Thomas Nelson Online Resources

- 3.7600 College Writing Center:
<http://tncc.edu/collegewriting/>
- 3.7700 Peer Tutoring Center:
<http://tncc.edu/services/peer>
- 3.7800 Testing Center Information:
<http://tncc.edu/admissions/testing/services>
- Disabled Student Services
<http://tncc.edu/students/student-resources/services-for-students-with-disabilities/>
- Section 4
- 4.1200 College Financial Aid Website:
<http://tncc.edu/students/financial-information/financial-aid/>
- 4.2200 Advanced Standing Guide
<http://tncc.edu/admissions/forms>
- 4.6100 Disabled Student Services:
<http://tncc.edu/students/student-resources/services-for-students-with-disabilities/>
- Section 5
- 5.3800 Thomas Nelson Web Policy:
<http://tncc.edu/about/policy/privacy>
- 5.3900 State Travel Regulations:
http://www.doa.virginia.gov/Admin_Services/CAPP/CAPP_Topics/20335.pdf
- Section 6
- 6.2220 Thomas Nelson Campus Police:
<http://tncc.edu/police>
- 6.2240 Title IX: Sex Discrimination
<http://tncc.edu/about/policy/title-ix>
- 6.2500 Compensation and Benefits
<http://tncc.edu/about/hr/benefits>
- 6.4100 Virginia Retirement System Handbook:
www.varetire.org

Thomas Nelson Online Resources

6.4100a Virginia Credit Union:
www.vacu.org

6.4100b CommonHealth Website:
<http://commonhealth.virginia.gov/>

Section 7

7.1100 Thomas Nelson Inclement Weather Procedures:
<http://tncc.edu/safety/weather>

7.1220 Thomas Nelson Campus Police:
<http://tncc.edu/police>

7.3200 Parking Services Information:
<http://tncc.edu/about-2/general-information-2/parking-services-information/>

7.5000 Academic Calendar:
<http://tncc.edu/academics/calendars>

HAMPTON CAMPUS

99 Thomas Nelson Drive
Hampton, VA 23666
757.825.2700

HISTORIC TRIANGLE CAMPUS

4601 Opportunity Way
Williamsburg, VA 23188
757.253.4300

PENINSULA WORKFORCE DEVELOPMENT CENTER

600 Butler Farm Road
Hampton, VA 23666
757.865.3122

THOMAS NELSON WORKFORCE CENTER-WILLIAMSBURG

4135 Ironbound Road, Second Floor
Williamsburg, VA 23188
757.345.2855

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