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<th>Initial Appointment</th>
<th>Promotion</th>
<th>Initial Appointment</th>
<th>Promotion</th>
<th>Initial Appointment</th>
<th>Promotion</th>
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<tr>
<td>Assistant Instructor</td>
<td></td>
<td></td>
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<tr>
<td>Teaching Effectiveness</td>
<td>Demonstrates Potential</td>
<td></td>
<td>Demonstrates Potential</td>
<td></td>
<td>Demonstrates Potential</td>
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<tr>
<td>Academic Preparation</td>
<td>Master's in field or Master's with 18 graduate semester hours in teaching field</td>
<td></td>
<td>Bachelor's in teaching field with demonstrated competence in teaching field</td>
<td></td>
<td>H.S. diploma or equivalent; Associates or equivalent in teaching field preferred</td>
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<tr>
<td>Experience</td>
<td>Demonstrates Potential</td>
<td></td>
<td>Demonstrates Potential</td>
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<td>Demonstrates Potential</td>
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<tr>
<td>Related Occupational Experience</td>
<td>6 years</td>
<td></td>
<td>2 years</td>
<td></td>
<td>5 years current experience</td>
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<tr>
<td>Total Teaching Experience</td>
<td>6 years</td>
<td></td>
<td>6 years</td>
<td></td>
<td>6 years</td>
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<tr>
<td>FT Community College Experience</td>
<td>6 years</td>
<td></td>
<td>6 years</td>
<td></td>
<td>6 years</td>
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<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Performance Evaluation</td>
<td>Achieves expectations on Most Recent Evaluation</td>
<td></td>
<td>Achieves expectations on Most Recent Evaluation</td>
<td></td>
<td>Achieves expectations on Most Recent Evaluation</td>
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<tr>
<td>Academic Preparation</td>
<td>Master's + 24 graduate semester hours obtained subsequent to the Master's for a total of 27 graduate semester hours in the teaching field</td>
<td></td>
<td>Bachelor's in teaching field + 24 graduate semester hours obtained subsequent to the Bachelor's</td>
<td></td>
<td>Master's related to teaching field</td>
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<tr>
<td>Experience</td>
<td>Achieves expectations on Most Recent Evaluation</td>
<td></td>
<td>Achieves expectations on Most Recent Evaluation</td>
<td></td>
<td>Achieves expectations on Most Recent Evaluation</td>
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<tr>
<td>Related Occupational Experience</td>
<td>6 years</td>
<td></td>
<td>2 years</td>
<td></td>
<td>5 years</td>
<td></td>
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<tr>
<td>Total Teaching Experience</td>
<td>6 years</td>
<td></td>
<td>6 years</td>
<td></td>
<td>6 years</td>
<td></td>
</tr>
<tr>
<td>FT Community College Experience</td>
<td>6 years</td>
<td></td>
<td>6 years</td>
<td></td>
<td>6 years</td>
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**Notes:**
- (1) Administrative and Professional faculty must receive at least a “good” summary evaluation rating on the most recent evaluation to be considered for promotion.
1: GENERAL INFORMATION

Mountain Empire Community College is one of twenty-three community colleges operating under the jurisdiction of the Virginia State Board for Community Colleges. The Virginia Community College System was founded in 1966 by the Virginia General Assembly under the leadership of Governor Mills E. Godwin Jr. Mountain Empire Community College was founded in 1970, and classes began in 1972 with six hundred students and thirty-six faculty members.

Mountain Empire Community College serves the counties of Lee, Scott, Wise, Dickenson and the City of Norton. The College operates under a mission statement approved by the Virginia Community College System.

The rules and regulations for the Virginia Community College System are stated in the VCCS Policy Manual. A copy of this manual is available in the offices of the President, the Vice President of Academic and Student Services, the Vice President of Financial and Administrative Services, Admission and records, Student Services, Continuing Education, the MECC Wampler Library, the academic divisions of Arts & Sciences, Applied Sciences & Technologies, the offices of Community Relations and Human Resources.

Additional information pertaining to the College may be found in the VCCS Policy Manual, the MECC College Catalog, the MECC Student Handbook, and the MECC Purchasing Manual. Mountain Empire Community College has established principles and processes to earn the trust of its students, constituents, and the communities it serves. These principles and processes have been historically maintained through accreditation, transparency and ethical and non-discriminatory standards that are guided by its mission, vision and values.

1.1: MISSION

Mountain Empire Community College’s mission is to provide quality higher education and workforce training programs and services that are financially and geographically accessible and meet individual, business, and community needs.

Mountain Empire Community College’s mission is fulfilled through the following avenues:

- General Education: General Education, a component of academic programs, includes the following competencies: Communication, Critical Thinking, Cultural and Social Understanding, Information Literacy, Personal Development, Quantitative Reasoning, and Scientific Reasoning.
- Career-Technical Education: Career and technical education programs meet the increasing demand for technicians, professionals, and a skilled workforce.
- Transfer Education: The transfer education program, which includes freshman and sophomore courses in arts and sciences and pre-professional education, allows students to transfer into baccalaureate degree programs at four-year colleges and universities.
- Developmental Studies: Developmental courses are offered to correct deficiencies in basic areas, such as English, reading, and mathematics, and to prepare students who have not had the required course prerequisites for admission to specific programs.
• Dual Enrollment: Dual enrollment courses allow high-achieving students to meet the requirements for high school graduation while simultaneously earning college credit.
• Distance Education: Distance education courses and programs offer accessibility through a number of delivery modes, to include the internet, video, and off-campus locations.
• Student Services: The College provides programs, services, and resources that facilitate college access, enhance student success, develop career readiness, promote student leadership, and provide opportunities for student engagement.
• Workforce Development: Workforce development encompasses credit and non-credit training to meet workforce needs and promote economic development through programs, customized training, and on-going workshops.
• Community Services: College facilities and personnel support the cultural and educational needs of the region through cultural events, workshops, meetings, lectures, conferences, seminars, community projects, and service learning.

1.2: VISION

Our vision is to educate a diverse group of students by developing the skills they need for success, instilling a commitment to the community, and promoting an understanding of the broader global community.

Mountain Empire Community College will pursue its vision by acquiring the following traits:

• Teaching will be characterized by the use of the best practices for knowledge and skills to be developed, including the involvement of businesses, the use of hands-on interactive mediums, and opportunities for real-life applications of knowledge and skills.

• Instructional delivery will employ non-traditional methods with emphasis on the use of technology. Faculty members will be facilitators of learning, mentors, and role models, exhibiting to students the importance of knowledge, competence, and a thirst for learning.

• The college will be the major provider of workforce training and a leader in community development, partnering with businesses, educational institutions, non-profits, and government to strengthen the competitiveness of the region for attracting and retaining jobs.

• The college will be an exemplary model of service and involvement to our students and the community, promoting economic development, appreciation of culture, and the quality of living in rural, southwest Virginia.

1.3: VALUE STATEMENT
Mountain Empire Community College is committed to our students, to our community, and to each other. We support and promote the values of honesty, integrity and trust. We remain true to the ideals and principles of teamwork and communication. Through the creativity and innovation of our employees, we foster a culture of continuous quality improvement. The foundation of our institution is the unique diversity of educational experiences we provide for the community, shaped by our dedication to teaching and learning and to the values that we share.

1.4: CODE OF ETHICS

The College values serve as a guide for the members of the MECC community when ethical issues arise.

- We are committed to learning environments that foster academic integrity.
- We will foster in all disciplines a mutual respect and openness for the freedom of responsible student thought, research, and discussion on all sides of academic issues to facilitate balanced and thorough academic analysis for all participants.
- We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the Commonwealth and to the communities we serve.
- We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so. We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties.
- We will avoid even the appearance of a conflict of interest.
- We will offer good faith and fair dealings to all those we serve and with each other. Our communications will be civil and professional.
- We will offer employment opportunities in accordance with State, Federal, and System policies supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, age, disability, veteran status, sexual orientation, or political affiliation.
- We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation of these principles.

1.5: NON-DISCRIMINATION STATEMENT

Mountain Empire Community College (MECC) is an open entry institution. Its mission is to provide quality higher education and workforce training programs and services that are financially and geographically accessible and meet individual, business, and community needs. The following pathways exist:
MECC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, MECC shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

Lack of English skills will not be a barrier to admission or participation. In order to eliminate barriers, we take appropriate measures to assess each student's ability to participate and benefit through placement testing and counseling. Based on the assessment and counseling, students are then provided with campus services or a referral to community services to be better prepared for successful participation.

Nondiscrimination Coordinators:
- Title IX Coordinator – Ron Vicars, Room 136, Godwin Hall, 276.523.7480
- Title IX Coordinator (Students) – Lelia Bradshaw, Room 133, Holton Hall, 276.523.2400 ext. 288
- Title IX Coordinator (Employees) – Pam Giles, Room 137, Godwin Hall, 276.523.2400 ext. 212
- Disabilities Coordinator – Dale Lee, Room 131, Holton Hall, 276.523.2400 ext. 343

This document is available in alternative formats to individuals with disabilities. Consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

1.6: ACCREDITATION

Mountain Empire Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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 Mountain Empire Community College. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission’s office. Degree programs are approved by the State Council of Higher Education for Virginia, and are also approved for listing in the U.S. Office of Education directories for participation in various federally-sponsored programs of student aid and educational assistance. The College is authorized by the Veterans Administration to certify students to receive veterans’ benefits and is approved by the Department of Health and Human Services for students who receive Social Security and
Vocational Rehabilitation benefits. The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care. The Nursing program is approved by the Virginia State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326). The Practical Nursing and Nursing Assistant programs are approved by the Virginia State Board of Nursing. The Emergency Medical Services Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs. The Phlebotomy program is approved by the National Phlebotomy Association.

1.7: GOVERNING POLICIES
The purpose of this manual is to delineate basic policies and procedures of Mountain Empire Community College. It is based largely on the VCCS Policy Manual, the official document for policies and procedures of the Virginia Community College System. In all cases, the VCCS Policy Manual takes precedence over the policies and procedures outlined within the MECC Policy Manual.

1.8: GOVERNING BOARD CONTROL
Reference: VCCS Policy – 2.IX.A; State Code §23.215

1.9: BOARD CONFLICT OF INTEREST
Reference: By-laws of the State Board for Community Colleges, Code of Ethics, VCCS Policy Manual Section 2C; State Code § 2.2-3100

1.10: BOARD DISMISSAL
Reference: Bylaws of the State Board for Community Colleges – Article I, Section 1.2; VCCS Section 2, IX-D-3-e (College Board)

1.11: BOARD/ADMINISTRATION DISTINCTION
Reference: VCCS Policy, Section 2-IX – Administrative Relationships and Responsibilities

1.12: DEVELOPMENT AND REVIEW OF POLICIES
A. Identify the need to the President. The need for developing and reviewing policies may be identified through any number of avenues: externally, such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); or internally by the VCCS, or a member of the college community.

B. President delegates the drafting or review of a policy statement to the appropriate administrator. (The administrator may elect to involve a committee, staff, or other individuals with the assignment.)

The VCCS Policy Manual must be reviewed to determine if a policy currently exists and the extent of that policy, whether detailed and sufficient to cover the need, or minimum and
requiring a more detailed local policy. For some policies, an MECC procedure for implementing the VCCS policy may be more appropriate.

C. President may elect to receive comments.
Upon receiving the drafted policy statement or suggested revisions, the President may elect to receive comments from the President’s Staff or the College Council and refer the draft for revisions.

D. President accepts the policy.

E. Policy referred to Local Board if it falls within areas of responsibility.

F. Adoption of a new or revised policy by the President (or Board) will be announced to all faculty and staff via e-mail.

G. Adopted and revised policies will be placed in the appropriate college publications.

NOTE: The President may elect to use the above process (excepting E) for the development of procedures, guidelines, statements, etc.

Definitions:

Policy - any governing principle, plan, etc.

Procedure - a particular course or method of action.

Guideline - any indication of the limits or scope of an undertaking.

1.13: UPDATING POLICIES AND PROCEDURES

The MECC Policy Manual will be reviewed and updated annually, or as needed, to ensure that all faculty and staff are provided current policies, procedures, and information pertaining to the college’s governance, academic instruction, and employees’ rights and responsibilities. The Manual is supplemented by the VCCS Policy Manual, the Virginia Department of Human Resource Management Policies, the MECC Catalog and Student Handbook, and other specified documents.

The MECC Policy Manual is accessible to all faculty and staff on the college’s website. Any employee can obtain a hard copy by printing the Manual from the site.

Faculty, staff, and administrators are responsible for knowing and following the policies and procedures contained in the MECC Policy Manual. If a conflict exists between a policy stated in the VCCS Policy Manual and the MECC Faculty & Staff Manual, the VCCS policy will have precedence. Nothing in the MECC Policy Manual should be interpreted as creating any right or benefit not duly authorized as provided by law, or which is contrary to any law, policy, rule, or
regulation of the Commonwealth of Virginia or of the State Board for Community Colleges. Nor should anything contained in the MECC Policy Manual be interpreted as restricting the authority of the State Board for Community Colleges as conferred by the Virginia General Assembly.

The President’s Staff is responsible for maintaining the MECC Policy Manual. Procedures for new policies, changes, or updates are as follows:

- Faculty and Staff Manual Change Form is to be completed by the person suggesting the change or update and submitted to the President’s Staff for approval
- Faculty and Staff Manual Change Form will require the President’s Signature
- Approved revisions will be provided to the Coordinator of Community Relations to publish in the annual and online link.
- Employees will be notified of changes via email from the President’s office.

A comprehensive review and revision of the MECC Policy Manual occurred in the spring of 2015, with an effective date of August 1, 2015.

The most recent revision/review dates for each section and next scheduled revision/review dates shall be tracked. In order to ensure that MECC’s Policy Manual is kept current, certain offices are assigned responsibility for each Section as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Responsibility</th>
<th>Most Recent Review/Revision</th>
<th>Next Scheduled Review/Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 – General Information</td>
<td>President’s Office</td>
<td>8/1/2015</td>
<td>January, 2017</td>
</tr>
<tr>
<td>Section 2 – Finance &amp; Administration</td>
<td>VP of Financial &amp; Administrative Services</td>
<td>8/1/2015</td>
<td>January, 2017</td>
</tr>
<tr>
<td>Section 3 – Human Resources</td>
<td>Director of Human Resources</td>
<td>8/1/2015</td>
<td>February, 2017</td>
</tr>
<tr>
<td>Section 4 – Academics</td>
<td>VP of Academic &amp; Student Services</td>
<td>8/1/2015</td>
<td>March, 2017</td>
</tr>
<tr>
<td>Section 5 – Student Services</td>
<td>VP of Academic &amp; Student Services</td>
<td>8/1/2015</td>
<td>March, 2017</td>
</tr>
<tr>
<td>Section 6 – Planning, Assessment &amp; Institutional Effectiveness</td>
<td>VP of Academic &amp; Student Services</td>
<td>8/1/2015</td>
<td>April, 2017</td>
</tr>
<tr>
<td>Section 7 – Standing Committees</td>
<td>VP of Academic &amp; Student Services</td>
<td>8/1/2015</td>
<td>April, 2017</td>
</tr>
<tr>
<td>Section 8 – Campus Safety</td>
<td>VP of Financial &amp; Administrative Services</td>
<td>8/1/2015</td>
<td>May, 2017</td>
</tr>
<tr>
<td>Section 9 – Professional Development</td>
<td>Coordinator of Community Relations</td>
<td>8/1/2015</td>
<td>May, 2017</td>
</tr>
<tr>
<td>Section 10 – Public Relations</td>
<td>Coordinator of Community Relations</td>
<td>8/1/2015</td>
<td>May, 2017</td>
</tr>
<tr>
<td>Section 11 – Institutional</td>
<td>VP of Institutional</td>
<td>8/1/2015</td>
<td>June, 2017</td>
</tr>
<tr>
<td>Advancement</td>
<td>Advancement</td>
<td>Date</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Appendices</td>
<td>President’s Staff</td>
<td>8/1/2015</td>
<td>As needed</td>
</tr>
</tbody>
</table>


2: ADMINISTRATION AND FINANCE

2.1: CONTRACTUAL AGREEMENTS – DELEGATION OF SIGNATURE AUTHORITY

Reference: VCCS Policy 4.0.3

State Board policy regarding the delegation of signature authority and execution of contractual agreements.

The President is authorized to delegate signatory authority for contractual agreements. This authority is to be delegated for each fiscal year and must specify which type of documents may be executed including applicable dollar limitations.

The President has designated the Vice President of Financial and Administrative Services as the Contract Administration Officer for the College. The Contract Administration Officer will be responsible for contract administration to include preparation and review of all solicitations for goods and services, review and execution of contractual agreements covered by this policy, legal liaison, maintaining centralized contract files, and preparing any required reports.

This policy does not apply to personnel actions regarding faculty and staff.

2.2: GIFTS AND GRANTS TO THE COLLEGE

Reference: VCCS Policy 4.5; VCCS Policy 4.6

It is the practice of the Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy in the references of this section regarding Gifts and Grants to the College. Additional policy and guidance related this topic is provided in Section 12 Institutional Advancement of this manual.

2.3: ADVERTISING

Advertising on campus is restricted to approved student organizations following guidelines established by the Office of Student Services. Advertising for commercial (i.e., profit-making) purposes by others is restricted to designated community bulletin boards. College mail service, including on-campus mail and campus email, may not be used for advertising or mass mailings. Fliers may not be placed on windshields of vehicles parked on College property. Failure to comply with these policies may subject the individual or organization to costs of damages or cleanup.

Questions regarding this policy should be directed to the Dean of Student Services or Vice President of Financial and Administrative Services.
2.4: BOOKSTORE

The Bookstore is operated by the College as an auxiliary enterprise. All instructional materials required for classes offered by Mountain Empire Community College must be ordered through the Bookstore following established procedures.

2.4.1: Bookstore Hours of Operation

The Bookstore is open during the College’s normal business hours with extended hours during the registration period.

2.4.2: Procedures for Ordering Textbooks and Instructional Materials

All textbooks and instructional supplies must be available for sale to students through the MECC Bookstore. Faculty must identify requirements and place orders to meet textbook and instructional supply requirements with the Bookstore. Textbook requirements must be documented on the BOOK ORDER REQUEST form available on the Bookstore home page located at http://www.me.cc.va.us/DeanAc/Bkst.htm.

The form must be complete and contain current accurate information to ensure that the required textbook is available in the necessary quantities. Quantity estimates should be based upon prior terms requirements and adjusted for known factors (i.e. a sharp decline in the number of first year Criminal Justice students in the previous year will result in fewer textbooks required for second year students). Throughout the registration process, class size must be monitored for all course sections to identify possible textbook shortages/overages. All discrepancies and reorder requests must be submitted to Bookstore personnel timely for necessary action.

The Virtual Library of Virginia (VIVA) web site contains a link to Searchbank/Infotrac located under Collections, Resources, Reference Works that is very useful to research books in print. The site may be used to obtain current edition, publisher and ISBN number for selected textbooks. Searches may be performed for Authors, Subjects or Titles.

Faculty must obtain their desk copy of textbooks directly from publishers. Requests to publishers for desk copies must allow sufficient time to receive the textbook prior to the start of class. Faculty textbooks obtained from the Bookstore must be authorized by an approved MECC Purchase Request for the full retail price.

2.4.3: Refund and Exchange Policy

Full textbook refunds/exchanges will be made during the add/drop period of the semester under the following conditions:

- Proof of purchase is available in the form of the original cash register receipt or record of charge to a third party which specifically identifies the item purchased (because they do not identify the item purchased, credit card receipts or canceled checks do not constitute proof of purchase).
• Books sold wrapped in plastic and displaying the "No Return If Unwrapped" label must still be in the original wrap.
• New books must be in new condition - free of markings, stains, or damage to binding.
• Full refunds/exchanges will be made for books returned due to classes canceled by the College if returned within five days of the class cancellation.
• Full refunds/exchanges will be made in cases of College error including: inappropriate class placement, change to another class due to test results, and other situations on a case-by-case basis.
• Partial refunds may be made during the add/drop period for books which are stained or damaged if the book will be used in subsequent semesters and can be resold as a used book.
• At the end of each semester, the Bookstore schedules a book buy during which students may sell some used books.

**General Merchandise:** Full refunds will be made for merchandise other than text books within five days of purchase if the merchandise is in new condition and accompanied by the cash register receipt.

**Nonrefundable Items:** No refund will be made for special order items, review books, study guides, general interest books, or software.

**Procedures/Processes:** Refunds are authorized by the Bookstore staff, are issued by check only, and are mailed to the student's home address within 14 days of return. No cash refund will be given. The student's signature and address are required for all refunds. The signature of other College officials is required in cases of College error. The Bookstore staff will provide the necessary forms and instructions. Students may appeal the requirements of this policy by contacting the Business Manager located in G192. If the student is not satisfied with the decision of the Business Manager, the second step in the appeal process is the Vice President of Financial and Administrative Services located in G136. If the student is still not satisfied, the third and final step in the process is the President located DC221.

Questions regarding these policies should be directed to the Bookstore Manager.

### 2.5: BUDGET DEVELOPMENT AND MANAGEMENT

Reference: [VCCS Policy 2.VIII. X; VCCS Policy 4.2](#)

#### 2.5.1: BUDGET POLICY

This policy describes the general guidelines for developing Mountain Empire Community College's budgets and for the reporting, review, and management of the budgets. All budgets are developed in accordance with guidelines approved by the State Board for Community Colleges. Policies and procedures related to Administration and Finance are found in Section 4 of the VCCS Policy Manual. Policies related to the fiscal operation of the College can also be found in Section 2B of the VCCS Policy Manual.
The College's budget process allows the interests of all stakeholders to be represented. The process incorporates planning, review and approval, and communication in building the budgets; and the process continues beyond the building stages to incorporate controlling and adjusting as the fiscal year progresses. The College's budget process is intended to support the mission and strategic plan of the College and distribute resources equitably through involvement in the process.

Budgets are the financial representation of the College's plans. The college budgeting process takes into consideration results of the institutional planning process and the official strategic plan as well as historical revenues and expenditures.

Budgets are also controls. It is a violation of state policy for an agency to exceed its appropriation. For more information see Section 20100 of the Commonwealth Accounting Policies and Procedures Manual. Accordingly, budget managers are not to spend more than authorized amounts. Budgets may also be used as performance measures when determining whether programs and management are delivering expected financial performances.

Budgets adopted by the College are recorded in the Administrative Information System (AIS). The budget is prepared and reported on a basis consistent with the chart of accounts approved by the Virginia Community College System (VCCS) and consistent with generally accepted accounting principles. The actual revenues and expenses in execution of the budget are subject to audit by the VCCS Internal auditor and by the Commonwealth of Virginia Auditor of Public Accounts.

Budgets may be revised during the fiscal year depending on needs and circumstances. Expenditures and revenues are monitored throughout the year by the fiscal staff, by departmental budget managers through their on-line access to AIS, by the President’s Staff, and the Local Board.

2.6: STATE FUNDS BUDGETS

2.6.1: EDUCATIONAL & GENERAL (E & G) BUDGET

The Commonwealth of Virginia has a biennial (two-year) budget system. The biennial budget is enacted into law on July 1 in even-numbered years and can be amended in odd-numbered years. The process for developing the Commonwealth’s budget is described on the Virginia Department of Planning & Budget website.

The VCCS represents all member institutions in the statewide budgeting process by working with the Governor’s office, the General Assembly, and the Department of Planning and Budget. While the College, through the President and designees of the President, may interact with the various entities, official requests are submitted by the VCCS.

Funds appropriated from the General Assembly are called general funds and typically are intended for the base operation of the College. The primary uses of general fund appropriations are salary and benefits for faculty and staff and fixed and other operational costs.

The State Board for Community Colleges (State Board) is responsible for the control and expenditure of funds appropriated. General funds approved for community colleges are typically
appropriated to the VCCS, not to individual colleges. The VCCS then distributes funds to each member institution and the central administration units through a budget allocation model. (Funds designated for a particular college by the General Assembly are held in whole for that college but distributed with the budget allocation model.) The Fiscal Services unit of the VCCS manages the budget allocation model. While the model is complex, the primary focus for distributing resources is recent enrollment figures. Other important factors include the number of campuses, the types of approved instructional programs, employment levels, and average salaries. The model was developed and recommended by the Advisory Council of Presidents (ACOP) to the Chancellor. The Chancellor and the State Board for Community Colleges subsequently approved the model.

The General Assembly also appropriated non-general funds entitling the College to collect and expend tuition, fees, indirect costs, grant and contract funds, and miscellaneous funds. Non-general appropriations are distributed through the Budget Allocation Model and approved by the State Board but are based on actual revenue collections. Revenues from tuition and indirect costs support the College’s E & G budget.

After the model calculations are performed by the VCCS, each college receives a "Resource Distribution" packet which details the funds appropriated for the fiscal year. The resource distribution packet typically is received in May, although the date varies and is subject to the legislative process. It is the goal of the College to have a proposed spending plan approved by the end of June. Again, these dates vary and are subject to VCCS and legislative processes. The College’s E & G budget is developed in two parts (a) personnel services and (b) other than personnel services (OTPS). The personnel budget covers salaries for all full and part-time personnel as well as fringe benefits. Personnel costs historically account for over 80% of the total E & G budget. The OTPS budget is for all non-personnel operating expenditures of the institution.

The President’s Staff has primary responsibility for the budget development process. Each member of the President’s Staff solicits input from his or her area of responsibility through the annual planning process so that ultimately every employee has a voice in the budget development process.

2.6.2: INFORMATION TECHNOLOGY PLAN BUDGET

One component of the State budget is the Technology Plan which is funded with special legislative appropriations, the State Council of Higher Education’s Equipment Trust Fund program, and student technology fees. Per Section 4.3.0(a) of the VCCS Policy Manual a technology fee is charged per credit hour for all credit courses including those delivered by distance learning.

Each year the College must submit a Technology Plan to the VCCS for approval. The Technology Plan must be approved by the VCCS Chancellor prior to funds being released to the College. The plan is developed by the Director of Computing and Information Technology with guidance and input from the Vice President of Academic and Student Services and approved by the President. Various initiatives, mandates, standards and guidelines from the state and the VCCS form the framework around which the technology plan is written and implemented. In addition, needs identified through the annual planning process are used in making decisions and setting priorities within the Technology Plan each year.
VCCS purchases of computing, printing and networking systems, software licensing and services are incorporated into the College's plan. The plan also covers fixed networking costs such as monthly line charges, warranties and maintenance agreements and infrastructure for the network.

2.6.3: CAPITAL OUTLAY BUDGETS

Capital Outlay projects must be approved by various state agencies and bodies. The VCCS collects and submits projects on behalf of all member institutions. There are two broad categories of Capital Outlay, capital projects and maintenance reserve projects. Capital projects include the acquisition or proposed acquisition of property, including any improvements thereto, a new construction project or improvements to state-owned property, a renovation, maintenance or repair project, an equipment acquisition or improvements to state-leased property that are financed by public funds. Maintenance reserve projects are a single undertaking that involves major repair or replacement to plant, property or equipment, normally costing from $25,000 to $500,000. Further information regarding the policy for capital projects may be found in VCCS Policy Manual, Section 10.0.

2.7: LOCAL FUNDS BUDGETS

The College has established certain Local Funds Budgets as authorized by the VCCS Policy Manual, Section 4. Management of local funds is the responsibility of the Local Board and the college administration. The Local Board approves the budget in January of each year and the expenditure plan in July of each year. Local funds statements of budget, revenue, expenditures, and cash are provided to the Local Board at each Board meeting.

2.7.1: APPROPRIATION OF LOCALITIES

Each year, the College prepares and submits, with the approval of the Local Board, Localities Appropriation Fund Requests to the governing bodies of the political jurisdictions within the College’s service region. Funds from this budget are used for student financial aid, community service and community information programs, site development, and other expenditures not a part of the State operating budget. Departmental requests for local funds are derived from the annual planning process. The percent of the total budget requested from each locality is based on the percent of the total high school seniors enrolled in the locality. In addition, requests for capital outlay funds are submitted to the governing bodies on an as-needed basis. The proposed Local Funds budget is presented to the Local Board at the January meeting for review and approval.

2.7.2: VENDING COMMISSIONS BUDGET

The Vending Commissions Funds are derived from the operation of the Red Fox Grill and vending machines. Each year the College prepares a budget for the expenditure of these funds. Vending Commissions funds are used for student activities and maintenance, repair, and renewal of equipment in the Red Fox Grill. Departmental requests are identified through the annual planning process.

2.7.3: STUDENT ACTIVITY FEE BUDGET
The College assesses a student activity fee of $1.00 per credit hour for all credit courses. These funds are used for student activities and international education. Departmental requests are identified through the annual planning process and the annual budget is approved by the Local Board. The establishment of the fee and any subsequent change to the amount of the fee require the approval of the Local Board and the State Board.

2.7.4: BOOKSTORE BUDGET

The Campus Bookstore is operated as an auxiliary enterprise. Profits from Bookstore operations are used for special projects with the approval of the Local Board.

2.7.5: GENERAL AUXILIARY FEE BUDGET

It is a general policy of the Commonwealth that parking is to be operated as an auxiliary enterprise; therefore, State funds cannot be used to construct, maintain or operate parking lots. The College assesses a general auxiliary fee of $2.00 per credit hour for all credit courses. The College assesses non-credit courses an auxiliary fee of $2.00 per student per course. The annual budget is approved by the Local Board for projects with a total project budget of up to $25,000, and additionally, approved by the State Board for Community Colleges when the project budget exceeds $25,000. The establishment of the fee and any subsequent chance to the amount of the fee require the approval of the Local Board and the State Board.

2.7.6: LOCAL PLANT (CAPITAL) BUDGETS

The College also maintains various other local capital funds on an as-needed basis. Budgets for these funds are established and controlled by the Local Board.

2.8: GRANT FUNDS BUDGETS

Grants and contract budgets are developed based upon the funds awarded. Grants and contracts held in the College’s Local Funds are subject to the same approval by the Local Boards as other funds.

2.9: BUDGET REQUESTS

Budgets for all funds are requested using the Budget Request Workbook an Excel file. Budget amounts requested should be derived from each unit’s annual planning process and Actions Plans should be referenced by number as appropriate. Instructions for completing the Workbook are included as a workbook page. Assistance in completing the workbook may be obtained from the Business Manager or Vice President of Financial and Administrative Services.

2.10: BUDGET CALENDAR

The calendar on the following pages is a general guideline for the development and management of the College’s budgets. The calendar is subject to change. The timing of the development of the State Funds
Budget will vary slightly depending on the legislative and VCCS processes. The timing of the development of the Local Funds Budget will vary depending on actions of the Localities.

In addition to the tasks shown below, budget managers are expected to develop their requests for funds from their unit planning processes and review budgets and expenditures monthly using their on-line access to their accounts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Administrative review and redistribution of current year budget.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td></td>
<td>Determine requests for Local Funds for the upcoming fiscal year.</td>
<td>Vice President of Financial and Administrative Services and President</td>
</tr>
<tr>
<td></td>
<td>Approve Local Funds requests for upcoming fiscal year.</td>
<td>Local Board</td>
</tr>
<tr>
<td></td>
<td>Submit requests for Local Funds to the Localities.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Provide current status of Local Funds revenues and expenditures to the Local Board.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td>March</td>
<td>Personnel Requisitions for new positions for the next fiscal year should be submitted to the President through the appropriate Vice President with detailed justification included. (Directors reporting directly to the President should submit the same to the President.)</td>
<td>Departmental Managers</td>
</tr>
<tr>
<td></td>
<td>Provide current status of Local Funds revenues and expenditures to the Local Board.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Current fiscal year authority to expend funds reverts to the President. (March 31)</td>
<td>President</td>
</tr>
<tr>
<td>April</td>
<td>Current fiscal year authority to expend funds reverts to the President.</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>Review current year financial position and make decisions about spending for the remainder of the fiscal year.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Budget Managers</td>
</tr>
<tr>
<td>Month</td>
<td>Task</td>
<td>Responsible Party</td>
</tr>
<tr>
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</tr>
<tr>
<td>May</td>
<td>Final payments from Carl Perkins Funds, Equipment Trust Fund, and charges to the Small Purchase Charge Card should be finalized by April 15.</td>
<td>Budget Managers</td>
</tr>
<tr>
<td></td>
<td>Submit requests for funds for the upcoming fiscal year to the Vice President of Financial &amp; Administrative Services by May 1.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td></td>
<td>Determine resources needed for personnel for the upcoming fiscal year and finalize the Salary Plan.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td></td>
<td>Create the first draft of the Budget for the upcoming fiscal year by consolidating the Salary Plan, departmental requests, and estimated fixed costs. Forward requests for equipment and software to the Director of CCIT for consideration in the Technology Plan.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Provide current status of Local Funds revenues and expenditures to the Local Board.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td>June</td>
<td>Finalize the Budget to equal available resources.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td></td>
<td>Communicate state funds budget information to budget managers.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Prepare Local Funds Expenditure Plan based on information received from Localities, requests received from departments and divisions, cash available and anticipated revenue.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td></td>
<td>Finalize Local Funds Expenditure Plan.</td>
<td>President’s Staff</td>
</tr>
<tr>
<td>July</td>
<td>Approve Local Funds Expenditure Plan.</td>
<td>College Board</td>
</tr>
<tr>
<td></td>
<td>Communicate approved Local Funds to budget managers.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
<tr>
<td>September</td>
<td>Provide current status of Local Funds revenues and expenditures to the Local Board.</td>
<td>Vice President of Financial and Administrative Services</td>
</tr>
</tbody>
</table>
** Dates are subject to change and are dependent on receipt of validated budget allocations from the VCCS.

### 2.11: EQUIPMENT INVENTORY

Reference: [CAPP Topic 30305](#)

In accordance with policies and procedures of the Commonwealth of Virginia Department of Accounts and the VCCS, an inventory of all equipment valued at $5,000 or more is maintained in the AIS Asset Management System under the supervision of the Business Manager. Equipment purchases of $500 or more from Equipment Trust Funds are required to be recorded and maintained in equipment inventory. External grants or contracts may also specify inventory accountability at a lower level than the general $5,000 threshold.

All employees are responsible for cooperating with periodic inventory and verification of equipment in their domain. In addition, all employees are required to comply with the following procedures related to moves and relocation of equipment, disposal of surplus or damaged equipment, or reporting lost or stolen equipment.

#### 2.11.1: RELOCATING EQUIPMENT ON CAMPUS

With the exception of audiovisual and computer equipment assigned to the Center for Computing and Instructional Technology, the following procedures are to be used when relocating equipment on campus:

1. Complete the MECC Equipment Change Form
2. Obtain the signature of the department head responsible for the equipment.
3. Obtain the signature of the fixed assets coordinator who is responsible for maintaining the inventory system in the Business Office.

#### 2.11.2: OFF-CAMPUS USE OF EQUIPMENT

Equipment may be taken off-campus for official business use with the approval of the Business Manager. The borrower is responsible for safeguarding and returning the equipment as scheduled or upon request. Employees are responsible for the cost of equipment that is damaged or lost due to negligence while in their temporary custody.

The following procedures must be followed before taking equipment off-campus:

1. Complete the MECC Equipment Change Form available on the MECC Intranet.
2. Obtain the signature of the department head responsible for the equipment.
3. Obtain the signature of the Business Manager.

#### 2.11.3: DISCARD, CANNIBALIZE, TRANSFER, OR OTHERWISE REMOVE EQUIPMENT FROM DEPARTMENTAL INVENTORY RECORDS
An MECC Equipment Change Form must initiated by the responsible department and approved by the department head to request the surplus, discard, cannibalize, scrap, or transfer of equipment. A brief statement as to the general condition of the equipment must be included. Specific requests to transfer equipment to a political subdivision of the Commonwealth (localities or school districts) through a bargain sale transaction must also accompany the form. The fixed assets coordinator notifies the responsible department when all authorizations are complete and the equipment may be transferred. The transfer of equipment to political subdivisions must not be made until notification is received from Department of Purchases and Supply Division of Surplus Property.

The form and supporting documents must be forwarded to the fixed assets coordinator in the Business Office to obtain necessary approvals of the Business Manager and the Department of Purchases and Supply Division of Surplus Property (when required). Upon receipt of all required authorizations, the FAIS Coordinator will record the appropriate transaction on FAIS to remove the equipment from the current inventory listing.

2.11.4: MISSING, DAMAGED OR STOLEN EQUIPMENT

Employees must inform Campus Police and the fixed assets coordinator immediately when they become aware of missing or damaged equipment. Missing or damaged equipment must be thoroughly investigated and reports made to local and/or state law enforcement agencies as appropriate. A copy of the police report or other written documentation of missing or damaged equipment and the investigation must be prepared and forwarded to the fixed assets coordinator. After thorough investigation to validate the status of the equipment and upon authorization by the Business Manager, the fixed assets coordinator will record the appropriate transaction in the AIS Asset Management System to remove the equipment from the current inventory listing.

2.11.5: CONTROLLED EQUIPMENT (NON ETF) < $5,000

Certain non-ETF equipment items valued at less than $5,000 have been targeted for additional monitoring beyond the recording requirements of AIS Asset Management. Equipment items including but not limited to Laptop, Notebook or Tablet PC’s, Digital Cameras or other electronic devices which have value for personal use and high probability of loss through theft or damage have been identified for additional controls. The following controls are designed to improve accountability over these items.

A. Item must be assigned to either the Department Head or with the Department Head’s authorization to an employee of the department.
B. Assignment must be in writing and include date of assignment of responsibility, general description of the item(s), serial number(s), and other pertinent descriptive information. Written documentation may be made through official college email.
C. Employee must acknowledge that equipment shall be used to conduct business for the college.
D. Employee shall immediately notify the Business Manager in writing of lost or damaged equipment assigned to their responsibility.
E. Employee must agree to produce equipment on campus within 2 business days of notice for audit or other verification.
F. Employee must reaffirm acknowledgement of equipment assigned to their responsibility in writing at least annually.

G. Employee must return all equipment assigned upon termination of employment or at any time at the request of the Department Head or other appropriate college official.

H. Failure to comply with the requirements detailed in A-G above may result in loss of use privileges for these items.

Questions regarding these policies should be directed to the Business Manager.

2.12: LOST & FOUND

The Office of Student Services is the College’s official custodian of lost/found items.

2.13: MAIL

2.13.1: POSTAGE

The postage meter is for College business purposes only. Personal mail may not be processed through the postage meter even for equal reimbursement. Employees may purchase postage stamps for personal use in the Bookstore. Departmental personnel are responsible for processing mail using the most economical method available regardless of the source of funds.

2.13.2: USPS PICKUP & DELIVERY

USPS mail carriers deliver and pickup mail from the College Monday through Saturday between 10:30 am and 12:00 noon. The delivery and collection point for campus mail is the Campus Police office. Personal mail or packages containing proper postage may be dropped at the Campus Police office for pickup. The College assumes no liability or responsibility for the delivery of personal mail or packages.

2.13.3: CAMPUS MAIL PICKUP & DELIVERY

As a courtesy, Campus Police or a work study student makes one delivery/pickup round for on and off campus mail per day Monday through Friday to primary division or departmental offices in each building. Deliveries usually occur 11:30 am – 1:00 pm. The schedule may vary due to delays in USPS delivery of mail or as a result of campus events or emergencies. Departmental personnel are responsible for delivering outgoing mail and picking up incoming mail to/from the designated locations daily. Special accommodations for out-going mail may be arranged by direct communication with Campus Police.

2.13.4: BULK (VOLUME) MAIL

Departments organizing a bulk (volume) mailing should contact Accounts Payable personnel in the Business Office to answer general questions concerning the mailing. USPS volume savings require minimum levels to obtain volume discounts. For example: Permit imprint single-piece mailings (full-price) require 200 pieces or 50 lbs; or Presorted and automation First-Class Mail require 500 pieces. If volume discount savings can be achieved, all bulk mailings should include
the College’s USPS permit number printed directly on the mail copy; otherwise the permit number must be manually stamped on each piece. Departmental personnel must prepare a purchase request detailing the number of pieces bundled for delivery to each zip code. Attach an original of the mail item to the purchase request and forward to the business office for calculation of postage costs using the USPS Bulk Mail form and issuance of a petty cash check. Contact Campus Police to provide notification of a bulk mailing and deliver presorted zip code bundles to the mailroom. Campus Police or security personnel deliver presorted mail bundles accompanied with the required payment to the U. S. Postal Service.

2.13.5: OVERNIGHT/EXPRESS MAIL SERVICE

The College has a master account for overnight express mail service with UPS. The P-card administrator may establish any P-card holder as an authorized user through UPS Campus Ship. Deliveries may be scheduled online by the Campus Ship user and charges will be applied to the user’s P-card. Usual P-card log and documentation requirements apply. The designated UPS pickup location is the MECC Bookstore. The final pickup for the day is 4:00 pm.

Questions regarding these policies should be directed to the Vice President of Financial and Administrative Services.

2.14: PARKING

Adequate parking for employees and students is available adjacent to each building without charge. Reserved parking for faculty and staff is available on a first come basis in Lot C adjacent to Godwin and Holton Halls.

Each year during the annual Celebration of People recognition, recipients of Faculty, Staff, Administrator, Wage and Adjunct Faculty Employee of the Year awards are beneficiaries of “perk parking” for the next year. Each employee may select a personal parking space of their choice to be reserved solely for their use. Parking restrictions are valid 24/7. Violators will receive a parking ticket.

Faculty/Staff parking permits issued by the Business Office are required on all automobiles parked in the reserved areas including “perk parking”. Employees and students must display the appropriate handicapped tag to park in any of the spaces reserved for the handicapped. Failure to display Faculty/Staff parking permit or DMV issued handicapped permit or tag will result in the issuance of a parking ticket.

Questions regarding this policy should be directed to the Superintendent of Buildings and Grounds.

2.15: PERSONAL USE OF COLLEGE TELEPHONES, COPIERS, & OTHER SERVICES

Telephones, copiers, fax machines, computers, and other college owned equipment or college-supported services are for business use only.

2.15.1: TELEPHONE USE
Personal telephone calls should be kept to a minimum. Reports of telephone use by extension are provided to supervisors quarterly. The reports should be reviewed, personal long distance charges identified, and the required reimbursement made to the Business Office within 10 days of receipt of the report. To avoid the expense of processing very small reimbursements, the following quarterly reimbursement schedule has been established:

<table>
<thead>
<tr>
<th>Quarterly Total of Personal Charges</th>
<th>Reimbursement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $3</td>
<td>$0</td>
</tr>
<tr>
<td>Over $3</td>
<td>Total Charges</td>
</tr>
</tbody>
</table>

2.15.2: COMPUTER SYSTEMS USE

Computer systems that allow access to the Internet and e-mail are the property of MECC and are provided to conduct college business in an effective and efficient manner. Employees are permitted access to these systems to assist in the performance of their jobs. Employees who access the Internet or send e-mail containing the college’s domain address are representing the college in a public domain and are responsible for doing so in an effective, lawful, and ethical manner to maintain and enhance the college’s public image. E-mail communications should be drafted with the same level of care and discretion as a hard-copy memorandum or document. Electronic communications should never be considered private, confidential, or secure. All messages, files, images, and data created, sent, or retrieved over the Internet or through e-mail are the property of MECC.

The following activities are prohibited when using the college’s Internet or electronic communication system:

- using for personal gain or to further personal views, to include soliciting or marketing commercial ventures, religious or political causes, outside organizations, or other solicitations
- accessing, downloading, printing or storing information with sexually explicit content as prohibited by law
- downloading and/or transmitting fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful or inappropriate messages or images
- installing and/or downloading unauthorized computer software, programs, or executable files
- uploading or downloading copyrighted materials or proprietary information without prior approval
- initiating or forwarding chain e-mail
- sending e-mail using another’s identity, an assumed name, or anonymously;
- permitting any unauthorized individual to use an assigned Internet or e-mail account or access the college’s computer systems in any way

2.15.3: RESPONSIBILITIES

Supervisors are responsible for ensuring that all personnel are aware of this policy and for enforcing this policy.
Supervisors may allow occasional, limited, appropriate personal use of the college’s computer systems when it:

- does not interfere with the employee’s productivity or work performance, or with any other employee’s productivity or work performance
- has no undue impact on the operation of the computer system; or,
- does not violate any provision of this policy or any other policy, regulation or guideline as set forth by the employing agency

Individuals who violate this policy are subject to the terms described in all applicable sections of the Code of Virginia and applicable sections of the Standards of Conduct and Performance for state employees.

Questions regarding this policy should be directed to the Vice President of Financial and Administrative Services.

2.15.4: ACCEPTABLE MOBILE DEVICE USAGE
MECC grants its employees the privilege of using smartphones and tablets of their choosing at work for their convenience. MECC reserves the right to revoke this privilege if users do not abide by the policies and procedures outlined below. This policy is intended to protect the security and integrity of the college’s data and technology infrastructure. Limited exceptions to the policy may occur due to variations in devices and platforms. MECC employees must agree to the terms and conditions set forth in this policy in order to be able to connect their devices to the network.

Acceptable Use
- MECC defines acceptable business use as activities that directly or indirectly support the business of MECC.
- MECC defines acceptable personal use on company time as reasonable and limited personal communication or recreation, such as reading or game playing.
- Employees are blocked from accessing certain websites during work hours while connected to the network at the discretion of the MECC.
- Devices’ camera and/or video capabilities are not disabled while on-site.
- Devices may not be used at any time to:
  - Store or transmit illicit materials.
  - Store or transmit proprietary information belonging to another company.
  - Harass others.
  - Store Personal Identifiable Information of students or other employees.
  - The following apps are NOT allowed: Any app not downloaded through iTunes or Google Play, unless cleared through the IT department in advance.
- Employees may use their mobile device to access the following MECC owned resources.
  - Email
  - Calendars
  - Contacts
  - Documents not considered to be private
Devices and Support
- Smartphones including iPhone, Android, Blackberry and Windows phones are allowed.
- Tablets including iPad and Android are allowed.
- Connectivity issues are NOT supported by IT; employees should contact the device manufacturer or their carrier for operating system or hardware-related issues.

Reimbursement

Security
- In order to prevent unauthorized access, devices must be password protected using the features of the device.
- The device must lock itself with a password or PIN if it’s idle for five minutes.
- After five failed login attempts, the device must lock.
- Rooted (Android) or jailbroken (iOS) devices are strictly forbidden from accessing the network.
- Smartphones and tablets belonging to employees that are for personal use, are allowed to connect to the network.

Risks/Liabilities/Disclaimers
- While IT will take every precaution to prevent the employee’s personal data from being lost, it is the employee’s responsibility to take additional precautions, such as backing up email, contacts, etc.
- MECC reserves the right to disconnect devices or disable services without notification.
- The employee is expected to use his or her devices in an ethical manner at all times and adhere to the MECC’s acceptable use policy as outlined above.
- The employee is personally liable for all costs associated with his or her device.
- The employee assumes full liability for risks including, but not limited to, the partial or complete loss of MECC and personal data due to an operating system crash, errors, bugs, viruses, malware, and/or other software or hardware failures, or programming errors that render the device unusable.
- MECC reserves the right to take appropriate disciplinary action up to and including termination for noncompliance with this policy.

2.16: PROCUREMENT OF GOODS & SERVICES
The Procurement Practitioner I in the Business Office has been designated the Chief Procurement Officer for the College. All purchases must be made in accordance with established procurement law and College procedures including required authorizations prior to commitment of College funds regardless of the source or use of funds. Employees should refer to the Commonwealth of Virginia Agency Procurement and Surplus Property Manual along with the MECC Purchasing Manual and resolve any questions of procurement policy or law with the Chief Procurement Officer before making any commitment of College funds regardless of the source or use of funds.

2.16.1: PURCHASING ETHICS
To ensure the highest ethical behavior and avoid any appearance of impropriety, purchases must be governed in accordance with the National Institute of Governmental Purchasing, Inc. (NIGP), Code of Ethics printed in the MECC Purchasing Manual and the State and Local Government Conflict of Interests Act (Section 2.1-639 Code of Virginia).

2.16.2: CONTRACT AUTHORITY

Authority has been delegated by the President to the Vice President of Financial and Administrative Services to legally bind the College as a party to all contracts, agreements, memorandums of understanding, or any other document regardless of the source of funds. The Vice President of Financial and Administrative Services has in turn delegated authority to the Chief Procurement Officer to approve purchases within the College’s delegated procurement authority authorized by the Department of General Services — Division of Purchases and Supply.

2.16.3: CONTRACT ADMINISTRATION

Any College employee may be designated by the Chief Procurement Officer to perform duties as a “contract administrator” when a contract falls within their generally established area of responsibility. An employee will be notified of their designation as contract administrator in writing through use of the Contract Administrator Designation form accompanied by a copy of the contract. Duties and responsibilities of a designated contract administrator include, but are not limited to:

- Monitor payments made/received of the college and the performance of the vendor to ensure compliance with the terms of the contract.
- Maintain any records necessary to adequately support and verify amounts billed/received.
- Full cooperation with any audit entity examining the contract.
- Immediately notify the Chief Procurement Officer of any potential contract violations.

2.16.4: PURCHASES OF MEALS AND FOOD

This policy is intended to provide guidance for Mountain Empire Community College (MECC) employees when planning the purchase of meals or food items for meetings or events that do not involve travel. State policies require that such purchases be approved in advance by the Agency Head or designee. Approval authority has been delegated to MECC’s Vice President of Financial and Administrative Services. Exceptions to this policy may be made for non-state funds when the intent is clearly expressed by the funding source. Approval should be secured before incurring charges for meals or food items and before requesting that the restaurant restriction on the small purchase charge card be lifted. A form for Business Meals/Food Item Request is available on the college’s Intranet under the Purchasing menu.

Employees should consider the following before requesting approval to purchase meals or food items to be used as a meal or snack:

- The event/meeting where food is provided must involve substantive and bona fide business discussions.
- The allowable rates for business meals can be found in the state travel regulations.
Exceptions to these rates, up to 50% over the applicable guideline rate, may be made with sufficient justification.

- College funds may be used for the following when the first two requirements are met:
  - Meals or food for annual planning retreats held off-campus in locations where food is not readily available for employees to purchase or when time constraints require working during a meal
  - Meetings/events that involve visitors, students, and employees
  - Advisory committee meetings
  - Training events as appropriate
  - Non-routine meetings of all employees
  - Events held to recognize employees' retirement or resignation when sponsored by the President's Office

- College funds may not be used for the following:
  - Purchase of meals or food for recognition or celebratory events other than those sponsored by the President's Office
  - Purchase of meals or food for routine meetings of employees
  - Purchase of water in individual serving-sized containers made of plastic except for use in emergencies or for safety and health reasons
  - A list by name of all persons involved in a business meal must be maintained. If the meal is for a group of conference participants, identify the number of people fed and an explanation of additional meals, if necessary
  - Delivery costs and a reasonable tip are allowable as long as the total cost does not exceed the allowed rate.

### 2.17: REVENUE COLLECTIONS

The Business Office is the official revenue collection point for the College. Authority has been delegated to the following departments for the collection of the types of revenue specified:

- **MECC Bookstore** – sales from store operations
- **Wampler Library** – copies and fines
- **Center for Workforce Development** – tuition, fees, and books for off-campus classes
- **Office of Student Services** – student activity club receipts (remit daily); game room receipts (remit at least weekly)
- **Small Business Development Center** – revenues from workshops

No other office, department or individual is authorized to accept funds from any source for any purpose.

Revenue collections must be remitted to the Business Office daily unless otherwise specified. Collections must be accompanied by a revenue transmittal, cash settlement or other supporting documents.

Student activity clubs are encouraged to remit collections to the Office of Student Services daily to ensure proper safeguard of club funds. Student activity clubs must remit collections to the Office of Student Services at least weekly.
Questions regarding this policy should be directed to the Vice President of Financial and Administrative Services.

2.18: SALES & SOLICITATION ON CAMPUS

The sale or solicitation of any products, goods, food, beverages, or services on campus by student organizations is subject to the guidelines established by the Office of Student Services. All other sales or solicitation of any products require the approval of the Vice President of Financial and Administrative Services. Commercial activities will generally be prohibited.

The sale of products or solicitation of orders by College employees are considered commercial activities and are prohibited during work hours. This policy refers to the sales of Avon products, Mary Kay products, insurance and investment plans, etc. This includes the actual sales or order taking, as well as distributing catalogs and literature. Employees may transact such business during breaks if coworkers are agreeable.

2.19: TRAVEL

Any College employee who travels on college business must complete a Travel Estimate Worksheet and obtain all necessary authorizations prior to departure. This requirement encompasses all business travel to include student activity club travel and travel related to professional development awards.

Out of country travel requires approval of the College President prior to departure. The President or Vice President of Finance and Administration may authorize reimbursement for lodging up to 150% of the guidelines detailed within CAPPS Manual Section 20335 State Travel Regulations prior to travel. Exceptions for lodging above 150% of the guidelines will not be approved. If a traveler chooses lodging that exceeds the 150% guideline, the traveler will be personally responsible for the excess lodging costs and pro-rata taxes.

MECC will reimburse individuals traveling on official College business for reasonable and necessary expenses incurred. Individuals are expected to exercise prudent judgment when making travel arrangements and expenditures. Travel expense accounts are open to the public and must be able to sustain the test of public review. Reasonable expenses are subject to limitations and restrictions described in the State Travel Regulations.

Original receipts are required for registration fees, lodging, gas, business telephone calls, and other miscellaneous items included on the travel voucher. Personal expenses including personal telephone calls, movie rentals, etc. are not reimbursable.

It is recommended that airline tickets be charged to the department’s Small Purchase Charge Card. Airline tickets charged to personal credit cards or the Commonwealth Travel Cards cannot be reimbursed until the travel is completed.

Excel spreadsheets to create Travel Estimate Worksheets and Travel Reimbursement Vouchers are available on the college Intranet under Travel.
2.20: TRAVEL CHARGE CARD

Cardholder Use & Responsibility

Use travel charge cards for reimbursable travel expenses while conducting official College business.

Personal expenses that cannot be reasonably separated from reimbursable travel expenses may be charged. Such expenses must be paid from the cardholder’s personal funds within the payment terms specified by the Commonwealth’s selected travel charge card provider. Caution: The travel charge card may be used to purchase airline tickets; however reimbursement of any prepaid expenses including airfare cannot take place until travel is completed. Prepaid expenses must be submitted on the travel reimbursement voucher and accompanied by adequate supporting documentation. It is recommended that airline tickets be purchased using the department’s small purchase charge card to avoid extended periods for which the traveler cannot be reimbursed.

Restriction: Do not use the travel charge card for small purchases. The travel charge card is separate and distinct from the small purchase charge card and may not be used interchangeably.

Restriction: Do not use the travel charge card for personal expenses not related to travel. The card must be used for official business travel only.

Billing and Payment

- Travel charge card bills are sent by the Commonwealth travel card provider to the cardholder who is responsible for all charges.
- Card balances must be paid by the cardholder when due. Late fees or finance charges should be avoided. If these occur, they are the responsibility of the cardholder.
- The cardholder is responsible for submitting a Travel Expense Reimbursement Voucher to obtain College reimbursement in time to pay the card bill within Commonwealth travel card provider’s time frame. The College encourages all cardholder’s to enroll in the Travel Payment Direct Deposit Program to reduce the number of days required for reimbursement to the fullest extent.
- Noncompliance with travel charge card policies by cardholders is grounds for revocation of card privileges.
- Nonuse of a travel charge card for a period of one year will result in revocation of card privileges.
- Travel charge cards must be surrendered upon termination of employment with the College.

College Responsibility

- Accounts payable personnel in the business office have been designated as the Travel Charge Card Coordinator.
- Applications for the Commonwealth Travel Charge Card may be obtained from the Travel Charge Card Coordinator.
- The College does not issue any travel cash advances for business travel.
- Business office personnel will promptly process the cardholder’s Travel Expense Reimbursement Voucher in order for the cardholder to have the funds to pay the charge card bill within Commonwealth travel card provider’s scheduled payment timeframe.
- The Travel Charge Card Coordinator will review monthly travel card reports of charges to ensure card use is within established policies and cardholders are paying their balances timely. Written notification of apparent noncompliance will be provided to cardholders.
• Requests for revocation of travel charge card privileges will be submitted to the Vice President of Administration and Finance for approval.

The above policies are in accordance with CAPP Manual Section 20335 – State Travel Regulations.

REIMBURSEMENT

Travel vouchers should be presented for approval by the employee to the supervisor within five (5) working days after completion of a trip. For all travel vouchers, the traveler’s supervisor must approve the voucher and submit the voucher to the Business Office for processing within three (3) working days of receipt from the employee. Travel expenses over 30 days old will not be reimbursed without reasonable justification. For complete information regarding travel regulations and reimbursement, contact the Business Office.

State Travel Regulations require that all employees must enroll in direct deposit for travel reimbursements if they travel at least twice a year. Reimbursements will be deposited into the traveler’s designated bank account within three (3) working days after processing by the Business Office. Direct deposit of travel is not related to direct deposit of payroll and the two programs require separate enrollment.

2.21: USE OF COLLEGE VEHICLES

The College has both state pool vehicles and college-owned vehicles available for individuals traveling on official college business. Currently the state pool vehicles consist of two mini vans and two cars. The College owns all other vehicles. The Buildings and Grounds Department is responsible for maintaining and reserving all vehicles. Vehicles may not be used for daily commuting to and from the College or by adjunct faculty for commuting to off-campus classes.

A copy of the “Rules and Regulations Governing the Use of State Owned Vehicles” is kept in the glove box of each vehicle. Individuals driving college vehicles are responsible for knowing and complying with those regulations.

All vehicles are provided a Voyager fuel charge card to purchase fuel at commercial locations. A brochure that describes the card and lists participating vendors is located in the glove box of each vehicle. The Voyager card must be used to purchase fuel for both state pool vehicles and college-owned vehicles. Fuel cards are located in the vehicle’s key case. If the Voyager card is denied, the traveler must document the facts of the situation (gas station/convenience store name, address, date) and notify Accounts Payable personnel immediately upon return to the College.

The basic procedure for use of the Voyager card is:
• **Swipe the card** at the pump or at the counter.
• **Enter the PIN number.** The PIN is located on the face of the card in one of two locations. For state pool vehicles, the PIN is the six-digit vehicle number. For college owned vehicles, the PIN is the last five-digit group of numbers of the Voyager card number.
• **Enter the current mileage of the vehicle.** This step provides a validity test; therefore, it is important that the mileage entered be fairly close to actual mileage of the vehicle.
• **Retain all Voyager card receipts** and forward to Accounts Payable personnel immediately upon return to the College.

Keys and charge cards may be picked up or returned to the Campus Police Office during normal work hours and to the officer on duty outside normal work hours. Campus Police personnel can be contacted using the telephone located at the north end of Godwin Hall.

The traveler is responsible for removing all personal items and debris from the vehicles upon return. Any needed repairs should be reported to the Buildings and Grounds Department upon return from a trip.

### 2.22: RESERVING COLLEGE VEHICLES

Preventative maintenance and repairs will take precedence over travel requests. Vehicles may be reserved by contacting the Buildings and Grounds Office located in the Maintenance Building.

Priority for the use of college vehicles will be determined solely by the cost to the College. Example: A group that would require reimbursement of mileage for two personal vehicles could have priority over an individual traveling a greater distance. Similarly, a trip of several days could receive a lower priority than several shorter trips occurring during the same period. However, if the cost of two trips is equal, priority will be given to instructional activities.

Any change to a vehicle reservation will be communicated promptly to the traveler. Changes to vehicle reservations will not be made less than three days prior to a trip except in extreme situations and in consultation with the traveler who made the original reservation.

Questions regarding the use of College vehicles should be directed to the Superintendent of Buildings and Grounds.

### 2.23: COST BENEFICIAL USE OF PERSONAL VEHICLES

As provided within CAPPS Manual Section 20335 State Travel Regulations, personal vehicle use for official business shall be cost beneficial to the College and thereby reimbursed at the personal mileage reimbursement rate authorized in the current Appropriations Act under the following circumstances:

• Occasional travel having an average daily mileage up to 100 miles per day.
• Routine daily travel within MECC’s service area for distances up to 100 miles per day.
• Travel to/from airports providing commercial air service when overnight parking is required for the trip.
• Other situations where use of a personal vehicle is clearly cost beneficial to the college. A cost benefit analysis must be performed and include consideration of the use of a rental car when a
MECC pool vehicle is not available for the trip. The analysis must be documented and approved by the President or Vice President of Administration and Finance prior to taking the trip.

Election to use a personal vehicle under other circumstances is deemed to be for personal convenience and will be reimbursed at the personal mileage rate unless documented that a state vehicle or rental is not available for the travel. When total miles traveled by personal vehicle exceed 15,000 in the fiscal year, excess mileage will be reimbursed at the rate of $.13 per mile.

2.24: CELLULAR TELEPHONE USE

Because certain studies have shown that motorists who use cell phones while driving are more likely to get into crashes serious enough to injure themselves, the use of a cellular telephone while driving a college vehicle is prohibited. Also prohibited is the use of cellular telephones to conduct college business while driving a personal vehicle. Drivers should safely pull off the road and come to a complete stop before texting, dialing or talking on the phone.

2.25: UNIFORM ACCIDENT PREVENTION & SAFETY PROGRAM

Purpose: The program is established to emphasize the importance of safe driving, to develop a sense of responsibility among all employees at Mountain Empire Community College in the safe operation of state-owned vehicles, and to create an awareness of the need to drive defensively at all times.

Policy: In compliance with Section 52-4 of the Code of Virginia, Mountain Empire Community College has adopted the following policies and procedures for accidents that occur during the operation of a state-owned vehicle.

Accident Reporting
Whenever a traffic crash occurs involving a state-owned motor vehicle, the operator using the vehicle shall immediately report the crash to the Department of State Police while the vehicle is at the crash scene. All traffic crashes involving licensed state-owned vehicles and crashes involving non-licensed state-owned vehicles where a licensed vehicle is also involved shall be investigated by the Department of State Police except: crashes in which the vehicle has been removed from the scene unless the crash is the result of a hit and run or personal injury is involved. This does not include moving the vehicle from the highway as a safety precaution. Damage to a vehicle is discovered after the fact, other than damage resulting from a hit and run crash.

Operators of state-owned vehicles must obtain a copy of the FR-300 form from the investigating authority and deliver it to the Buildings & Grounds Department immediately. A representative of the Buildings & Grounds Department will comply with the following reporting requirements:

Within five (5) days of the crash, two (2) copies of Form FR-300 and two (2) copies of Form SP-209 will be forwarded to the Safety Division of the Department of State Police to report the facts of the crash. Only two (2) copies of the SP-209 need be submitted for crashes not reportable to DMV. The investigating officer’s opinion as to the negligence of all persons involved based on his/her investigative findings will be included.
The original Form FR-300 will be forwarded directly to the Department of Motor Vehicles by the Buildings & Grounds Department.

When possible, injured drivers of state-owned vehicles should notify the State Police Division Headquarters as soon as possible, giving their name and the college name. If hospitalized, the name and location of the hospital should also be provided.

All traffic crashes involving state-owned vehicles not required to be reported to the Department of State Police shall be reported to the Buildings & Grounds Department (276-523-7491) immediately. If the accident occurs after normal operating hours the operator should report the accident to campus security (276-523-7473).

Failure to make reports as required by this policy shall be handled by MECC in accordance with the Standards of Conduct.

**Repairs of Crash Damage**

In case of a traffic crash involving the use of a state-owned pool vehicle, the Division of Fleet Management, of the Virginia Department of Transportation, shall repair the damage to the vehicle, and where there is no contributory negligence on the part of the operator, shall bear the cost of such repairs. Where it has been determined that there is contributory negligence on the part of the operator or origin of the damage is undetermined, MECC will bear the cost of repairing the same.

In those cases where it has been determined that the cause of a crash involving a state-owned motor vehicle was due to either negligence or gross negligence on the part of the operator, appropriate charges may be placed against the employee under the Standards of Conduct.

When a state-owned vehicle has been damaged through gross negligence on the part of the operator, the college may require the operator to pay the first $100.00 of the cost of damage repair to the state-owned vehicle.

In situations involving the unauthorized use of a state-owned motor vehicle, the college may require the operator of the state-owned motor vehicle to pay the entire cost of repairing any damage, which the vehicle might have sustained.

**Agency Control of Use of State Owned Vehicles**

MECC maintains the control as to which employees may not have the privileges of using state-owned motor vehicles. Based on conditions reported by the Department of State Police subsequent to the investigation of an accident, upon the records of the Department of Motor Vehicles or upon recommendations made by the MECC Uniform Accident Prevention Review Committee, the right of an employee to operate a state-owned vehicle may be suspended.

**Intra-agency Accident Prevention and Safety Programs Records**

The Buildings & Grounds Department shall establish a record on each individual crash. Such record shall include, as a minimum, the date of the crash, the location of the crash, vehicle number, the operator’s name, the name of the other party or parties involved, a factual description of the crash, the type of crash, amount of damage, a description of any other vehicle or vehicles involved and the name of their insurance
carrier. The record should also reflect the name of the individual investigating the crash and the classification assigned to the crash after its evaluation.

An additional records system shall be established to include the name of each agency employee who is qualified to operate a state-owned motor vehicle. This record shall include any crash involvement while operating both agency-owned vehicles and vehicles owned by the Division of Fleet Management. It shall reflect the date of each crash in which an individual driver is involved and the final classification assigned to the crash after its evaluation. The department of State Police shall have access to the records at all reasonable times.

**Review Committee**
An Accident Review Committee has been established at MECC. The Committee is comprised of four (4) people and will meet as needed to evaluate a crash in which an agency-owned vehicle is involved.

**Members:**
- Human Resources representative
- Superintendent, Buildings and Grounds
- Campus Police representative
- Supervisor of employee involved in accident

After thoroughly reviewing all of the material concerning the crash, the Review Committee shall evaluate the crash as Preventable, Not Preventable, or Incident based upon the following criteria:

- It shall be considered a Preventable crash when the operator of the state owned vehicle is found to have been guilty of contributory negligence.
- The crash shall be considered Not Preventable when it has been determined that the operator of the state-owned vehicle did not contribute to the crash.
- Those cases resulting from natural forces, from acts by other than human, from a deliberate act, from a non-perceivable object, or while the vehicle is properly parked, shall be classified as an Incident and not considered as crashes in the safety program.

After a crash is evaluated and classified by the Review Committee, the Vice President of Financial and Administrative Services shall then review it. The Vice President of Financial and Administrative Services in consultation with the employee’s supervisor will determine if any action should be taken against the employee under the provisions of the Standards of Conduct.
3: HUMAN RESOURCES

3.1: HUMAN RESOURCES – MISSION

The mission of the Human Resources Department is to provide information and assistance to the employees and students of Mountain Empire Community College, as well as the general public, in the areas of: recruiting, hiring, payroll, fringe benefits, and professional development. We will accomplish these tasks in a professional, efficient manner, recognizing the sensitive and confidential nature of the information processed.

3.2: ORGANIZATION CHARTS

See Appendix A.

3.3: COLLEGE HOURS OF OPERATION

Mountain Empire Community College’s normal operating hours are Monday – Friday, 8:00 a.m. – 4:30 p.m. Some departments may have extended operating hours. If a department has extended hours, the hours will be posted and reviewed by the department manager.

3.4: HOLIDAYS

Reference: DHRM Policy 4.25

MECC observes 12 paid holidays each year. Due to the academic calendar at MECC, all holidays are not taken on the established state holiday dates. A holiday schedule is approved by the Presidents staff and forwarded to all employees and posted by Human Resources each calendar year indicating the dates the holidays will be observed for the following year.

NOTE: If additional days off are provided by the Governor, the employee holiday schedule is adjusted and reposted by the Human Resources Office.

3.5: PAYCHECK DATES

Reference: Department of Accounts Payroll Calendar

Pay check dates are set by Department of Accounts.

All salaried employees are paid twice a month, typically on the first and sixteenth. When payday falls on a weekend or a holiday, pay day will be on business day prior.

Wage and special rate employees received their pay biweekly, every other Monday.

Adjunct Faculty are paid on the 16th of the month during semester teaching. When payday falls on a weekend or a holiday, pay day will be on business day prior.
3.6: DIRECT DEPOSIT AND PAYLINE
Reference: Department of Accounts Payline

Payline provides you with the means to view and print personal earnings for each pay period and year end W-2 forms.

Full-time employee paychecks are generally provided on the first (1st) and the sixteenth (16th) of each month (or earlier as determined by the Department of Human Resource Management’s Pay Calendar). Paychecks for all other employee groups are provided according to the schedule produced by the Financial Operations department.

All full-time and part-time college employees are required to enroll in the Commonwealth’s Direct Deposit Program OR Debit Card Program in order to receive their paycheck earnings.

The Commonwealth of Virginia no longer prints paper paycheck stubs, therefore, all employees are required to enroll in PAYLINE. PAYLINE provides employees with the means to view and print paycheck stubs that provide personal earnings amounts, paycheck deductions, and benefits information (if applicable) for the current pay period and as far back as two years via the Internet. Payroll Quick Links for the Pay Schedules, Direct Deposit and other information can be located on the MECC Intranet at the following link: www.mecc.edu

3.7: OUTSIDE EMPLOYMENT
Reference: VCCS Policy 3.8.8

College personnel are permitted to engage in outside employment when it does not conflict with their professional responsibilities at the College. Members of the faculty shall not engage in any employment at any time that prejudices their usefulness as members of the College faculty or which would reflect unfavorably upon the College or create a conflict of interest.

Virginia conflict of interest legislation requires that state employees who contract to furnish services to more than one state agency during the same time period notify all of the agencies involved of their employment status.

Supplemental employment of College personnel may be permitted with other educational institutions if (a) the work does not conflict with the responsibilities to this College, (b) the extra assignment does not exceed the equivalent of four credits per semester, and (c) prior approval of the outside employment has been granted by the appropriate Vice President.

Approvals for outside employment must be renewed each semester. Faculty members should discuss any intent or plans with their Dean. The Dean will review the request with the appropriate Vice President of Academic and Student Services.

3.8: APPROPRIATE WORKPLACE ATTIRE
Type: Guideline
Mountain Empire Community College observes a business casual workplace attire. Employees with assigned uniforms will be required to wear them during their work shifts. We believe that every faculty and staff member has the personal responsibility to make the appropriate choices in workplace attire that will demonstrate professionalism and serve as a role model to our students. Supervisors and managers have the responsibility of oversight in this area. Clothing with offensive logos, words or pictures are not permitted.

3.9: PERFORMANCE MANAGEMENT

Performance Management policies are covered in sections related to employees classification.

3.10: INCLEMENT WEATHER

Every effort will be made to maintain a normal schedule during inclement weather or other emergency. However, there are times when the weather creates such hazardous travel conditions that the college administration determines it is necessary to alter the normal schedule. When the schedule is altered, announcements will be made on the MECC website, area radio and television stations. Text messages will be sent to all who have subscribed to MECC text messages. Employees may register at [www.mecc.edu/textalerts](http://www.mecc.edu/textalerts) to receive announcements of schedule changes by text message and email. Employees may also call the College’s Information Line at 276-523-7495 for the latest schedule changes.

Announcements of schedule changes include the following:

- “Classes are Cancelled” (All employees report on a regular schedule unless the announcement includes a delayed start time.)
- “The College is Closed.” (Only employees designated as essential are to report.)
- “Two Hour Delay or Snow Schedule.” (Nonessential employees report at 9:30 a.m.)

Since the College serves a large geographic area, employees and students are expected to exercise their own judgment when hazardous conditions exist in their own areas. In the event that a student must miss a class for weather-related or emergency conditions, the student is obligated to notify the instructor as soon as possible and arrange for appropriate make-up work. Similarly, employees should notify their immediate supervisor as soon as possible when unable to report to work. If employees choose to stay home or come to work late when the college is open, they must notify their supervisor as soon as possible and use some type of appropriate leave to cover the time off.

When the College announces that the College is closed, only “essential” employees are required to report. The College will determine essential personnel based on the nature of the closing and notify those personnel individually. Essential personnel will earn compensatory leave or be paid overtime for the hours worked, provided they are in occupational classes which are eligible to earn such time. Employees who are in “non-essential” positions will be allowed the day off without charge to leave time. Employees who are on pre-approved leave when the college is closed for inclement weather will have their leave credited back to the appropriate leave balance.

If the college is closed, all college activities (including committee meetings) are cancelled unless otherwise noted.
3.10.1: Essential Employees
Employees designated as essential are required to work during authorized closings or delayed schedules and will be compensated by:

A. being paid their regular rate of pay for hours worked; and

B. being granted compensatory time for hours worked up to the maximum number of hours of their normal work shifts, regardless of whether the authorized closing occurs during the essential employee's regularly scheduled work shift or the authorized closing is for an entire or partial work shift.

When essential employees do not report to work during authorized closings as required, their hours not worked will be charged to leave with or without pay, as appropriate, except as indicated below:

A. If an essential employee is on pre-approved leave with pay during an authorized closing, his or her hours of leave will be charged to the authorized closing, and not to his/her leave balances.

B. When road conditions and transportation difficulties cause an essential employee to arrive late to work, the lost time will not be charged to the employee’s leave balances or to leave without pay, if the supervisor determines that the conditions and difficulties justify the tardiness.

An essential employee’s failure to report to work as required during an authorized closing may be grounds for discipline under the Standards of Conduct Policy, No. 1.60.

3.10.2: Non-Essential Employees

A. A non-essential employee will be paid for the hours of the authorized closing that he/she was scheduled to work, if he/she worked or took paid leave the day before and the day after the authorized closing. EXAMPLE: an employee who was scheduled to work ten hours on a day when his/her agency was closed for eight hours will be paid for eight hours. In this instance, the additional two hours of scheduled work may be made up by working or by charging the time to paid leave. EXAMPLE: An employee who was scheduled to work six hours on a day when his/her agency was closed for eight hours will be paid for six hours.

B. A non-essential employee who is on pre-approved leave with pay on an authorized closing day will have the leave charged to the authorized closing and not to personal leave balances.

C. A non-essential employee who reports to work as usual as a result of not having heard an authorized closing announcement shall be paid his or her regular rate of pay, but shall not be credited with compensatory leave for any time worked during the authorized closing.

D. A non-essential employee who is required by the supervisor to report to work to accomplish a specific task or meet a deadline during an authorized closing will be credited with compensatory leave for any time worked during the authorized closing.

E. When non-essential employees do not report to work as required on days classes are cancelled or the college is on a delayed schedule or leave work early due to weather, hours not worked will be charged to leave with or without pay as appropriate, except as indicated below:
1. If an employee is on pre-approved leave with pay on a day classes are cancelled or an altered schedule day, his or her hours of leave will be charged to the authorized closing, and not to his/her leave balances.

2. When road conditions and transportation difficulties cause a non-essential employee to arrive late to work, the lost time up to two hours will not be charged to the employee’s leave balances or to leave without pay, if the supervisor determines that the conditions and difficulties justify the tardiness.

F. Exempt employees, including faculty and administrators, are expected to perform normal duties to the extent possible, including monitoring email, returning phone calls, submitting required reports, etc., during periods of inclement weather or other emergency closures.

Questions concerning this policy should be directed to the Human Resources Officer.

3.11: TAXABLE FRINGE BENEFITS

The Internal Revenue Service (IRS) Publication 15-B defines a fringe benefit as: “A fringe benefit is a form of pay for the performance of services. For example, an employer provides an employee with a fringe benefit when you allow the employee to use a business vehicle to commute to and from work.” Publication 15-B also provides that “Any fringe benefit provided is taxable and must be included in the recipient’s pay unless the law specifically excludes it”.

Most of the taxable fringe benefits identified in Publication 15-B that are provided by MECC to employees are “de minimis benefits” (of minimal value and provided infrequently) and are therefore, excluded from the employee’s wages. Occasional parties or picnics for employees and employee service awards are examples of de minimus benefits. However; cash or gift cards, regardless of the value or frequency provided, are taxable.

Publication 15-B provides a complete list of taxable fringe benefits and can be accessed at www.irs.gov. Listed below are the items have been identified as possible taxable fringe benefits currently provided by MECC and the policies and processes established by MECC to ensure compliance with IRS regulations: 1-43

A. Transportation (Commuting) Benefits – The use of an employer provided vehicle for commuting from home to work is considered a taxable fringe benefit. MECC does not provide vehicles to employees for commuting to and from work. Those employees for whom vehicles are permanently reserved must confirm in writing at least annually that the vehicles are not used for commuting. Driving a college-owned vehicle home in the afternoon to use for travel to an approved business event the next morning is not considered commuting if the distance from the employee’s home to the business event is less than the distance from the college to the business event. All other travel between the college and the employee’s home is a taxable fringe benefit and must be reported.
B. Uniforms – The uniforms and other items of clothing provided by MECC for certain employees to wear during working hours, unless determined to be a de minimus benefit, are considered a taxable fringe benefit if they can be worn for personal use outside working hours.

3.12: TOBACCO AND RELATED PRODUCTS

The use of tobacco and related products inside College facilities is prohibited. The use of tobacco and related products is also prohibited within 20 feet of entrance doors. Tobacco and related products includes all forms of tobacco products and methods of use and shall also include any electronic or vapor device designed to simulate smoking.

3.13: VISITORS ON CAMPUS

To maintain a campus environment that is safe and conducive to teaching and learning, the college reserves the right to decide whether visitors will be permitted in any particular location, including on- and off-campus classrooms, laboratories and shops. Visitors are those individuals who are not officially enrolled at the college, including children and guests of students and employees. Visitors are generally not allowed in areas where instruction is being delivered, except in situations where the instructor determines that extenuating circumstances make such attendance permissible. The instructor will determine what constitutes extenuating circumstances and will further determine whether or not a visitor is permitted to attend any given class. It is the responsibility of the student to request the instructor’s permission to bring a visitor to class.

Visitors displaying threatening or disruptive behavior at any on-campus or off-campus location will be asked to leave. In the case of a child, supervision by a responsible parent or guardian is required at all times; disruptive behavior will result in both the child and the supervising adult being asked to leave.

3.14: GIFTS, GRATUITIES OR REWARDS

A state employee is in a position of public trust, and it would present a conflict of interest if he or she accepts gifts, gratuities, favors, or rewards for any services he or she performs in connection with state employment. It also is unlawful for employees to solicit, offer, or accept any money or anything of value in exchange for an appointment or selection for a position at a higher salary grade, or special privilege with any state agency. If an employee violates this policy, he/she may be subject to disciplinary action.

3.15: POLITICAL ACTIVITY

The political activities of employees in state agencies that are funded in whole or in part by federal loans or grants are subject to the conditions of the Hatch Act, a federal law limiting political activities of government employees. If an employee is in a position that is funded by any federal funds, he/she may not:
1. be a candidate for any public or political party elective office in a partisan election (an election is partisan if any candidate runs as a representative of a political party whose presidential candidate received electoral votes in the preceding presidential election);

2. directly or indirectly coerce, attempt to coerce, command or advise a State or local officer or employee to pay, lend, or contribute anything of value for political purposes; or

3. use official authority or influence to interfere with, or to influence the result on an election or a nomination for office.

Whether an employee is in an agency that receives federal funds or not, he/she may not campaign for himself or herself, or anyone else during the hours when he or she is employed to work for the state. Prior to engaging in any political activity, an employee should determine whether such activity violates the Virginia Conflict of Interest Act.

3.16: PURCHASE OF FLOWERS

To express condolences for deaths of College full time and wage employees or members of their immediate families, the College will routinely:

• Send flowers for the death of an employee or an employee’s:
  o Spouse
  o Child
  o Parent
  o Brother
  o Sister
  o Mother-in-law
  o Father-in-law

• Send cards for the loss of other employee family members.

• Send cards for an illness of an employee or family member.

• Treat the death or illness of a member of the College Board and/or the Foundation Board as if that member is an employee.

To express condolences for death of College adjunct employees or members of their immediate families, the College will routinely:

• Send cards for the loss of other employee’s family members.

Nothing in this policy shall prohibit individual employees or groups of employees from purchasing flowers or taking other similar measures using their own funds or resources. The president may authorize that flowers be sent to other individuals or in instances other than those listed above.

The president’s office will be responsible for sending flowers or cards from the College. The supervisor of the employee will be responsible for announcing all deaths (with the permission of the employee or the employee’s family) to the College Community.

3.17: REPORTING CHANGES OF PERSONAL EMPLOYEE INFORMATION
All MECC employees are responsible for maintaining current personal information. This information is stored in the VCCS Human Resource Management System (HRMS). Employees requiring an address change, home telephone number, and/or emergency contact information, must make these changes in the HRMS. A tool kit, providing step by step instructions on making changes to your personal information can be found at the link below.

Note: Name changes require the completion of a new Employment Eligibility Verification form (Form I-9) with original supporting documents presented to a representative of the Office of Human Resources.

For additional information on making changes to your personal information, please use the MECC Intranet.

3.18: EMPLOYEE ID BADGES

Mountain Empire Community College is dedicated to providing a friendly and welcoming environment. To accomplish this goal the college provides name tags to employees so that they can be identified by name by all internal, as well as, external customers and students. All full-time faculty and classified staff should receive ID Badges on the first day of employment.

3.19: EMPLOYMENT POLICIES

3.19.1: Equal Employment Opportunity
Reference: DHRM Policy 2.05

Mountain Empire Community College, a comprehensive community college within the Virginia Community College System, advises interested parties of its firm commitment to provide employment and educational opportunities equally to all persons without regard to race, sex, color, national origin, religion, age, political affiliation, disability, or any non-merit factor.

Accordingly the college has developed affirmative action plans and pledges to take positive actions to recruit and retain qualified minorities and women to classified, administrative, and faculty positions, and to provide working conditions and all benefits and privileges of employment without discrimination and the college further pledges to provide educational opportunities without discrimination to all who reside in our service area, and to actively recruit students from all segments of our population to take full advantage of the opportunities available. The college administration invites all interested agencies, organizations, and individuals to assist us by referring to us potential students and qualified applicants for employment.

The following person has been essential to handle inquiries regarding the non-discrimination policies:

Vice President of Financial and Administrative Services
Mountain Empire Community College
3441 Mountain Empire Road
3.19.2: Alcohol and Other Drugs
Reference: VCCS Policy 1.05

It is the Commonwealth's objective to establish and maintain a work environment free from the adverse effects of alcohol and other drugs. The effects of alcohol and other drugs in the workplace could undermine the productivity of the Commonwealth's workforce, one of Virginia's greatest assets. The adverse effects of alcohol and other drugs create a serious threat to the welfare of fellow employees and to Virginia's citizens.

3.19.3: Employee Wellness Programs

Employee Wellness Programs - changes in your lifestyle can have a big impact on your health. 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 forty (40) different health promotion services are offered to state agencies, including on-site health screenings, fitness and stress management, personal health and safety, and weight control and nutrition. In addition, CommonHealth offers the special Future Moms prenatal program designed to help women have healthy pregnancies. CommonHealth programs are coordinated and announced via the MECC Office of Human Resources. Check your email for announcements and the Human Resources webpage on www.mecc.edu for current and future activities:

3.19.4: Virginia Credit Union Membership (VACU)

Virginia Credit Union Membership (VACU) - You're eligible to join if you're one of the following: Full-time and part-time employee and retiree of any of the following: Commonwealth of Virginia – any state agency or department. The Virginia Credit Union frequently visits the college to conduct personal finance seminars and to accept applications for new accounts; these visits are announced by the MECC Office of Human Resources. For your convenience, VACU Automated Teller Machines are located on the Parham Road and Downtown campuses. For additional information you can access the following link: http://www.vacu.com/membership/eligibility.asp

3.19.5: Service Recognition
Reference: VCCS Policy 1.10

3.19.6: Employee Recognition Programs
Reference: VCCS Policy 1.20

This policy promotes programs that recognize an employee's contributions to the overall objectives of the agency.
3.19.7: **Workplace Harassment**  
Reference: [DHRM Policy 2.30](#)

Mountain Empire Community College does not tolerate harassment in its programs, procedures or practices. This includes, but is not limited to, harassment on the basis of sex, race, color, religion, sexual preference, age, national origin, handicap, or political affiliation. All employees and students of Mountain Empire Community College are covered by this policy.

Harassment may include (but is not limited to) offensive verbal or physical conduct under the following circumstances:

1. Submission to or rejection of the conduct is made the basis for:
   - (a) grade;
   - (b) educational opportunity;
   - (c) admission or graduation;
   - (d) suspension, dismissal or other punitive action;
   - (e) hiring, promotion, transfer, termination, or demotion;
   - (f) performance evaluation or counseling, or

2. The conduct seriously affects work by creating a hostile and intimidating work or learning environment.

Complaints of harassment can be brought to the attention of the supervisor, division/department manager, Human Resources Manager, or any other member of management with whom the complainant feels comfortable talking.

3.19.8: **Workplace Violence**  
Reference: [DHRM Policy 1.80](#)

3.19.9: **Workers Compensation**  
Reference: [DHRM Policy 4.60](#)

If an accident or illness arising from or occurring in the course of an employee’s job causes an employee to miss work, the employee may be entitled to workers’ compensation to help offset the loss of wages during the period he/she is unable to work. In order to be covered, the employee should report the accident to his/her supervisor immediately. If the employee requires medical attention, it will be furnished at no cost to the employee if he/she seeks the services of one of the physicians on the Preferred Provider Panel, and it is approved by the state’s Third Party Administrator for Workers’ Compensation Insurance. The Preferred Provider Panel of Physicians is available from Human Resources.

The College pays the entire cost of Workers’ Compensation Insurance.

3.19.10: **Return To Work**

The policies and procedures provided herein apply to (classified, hourly, wage, and full time and part time faculty) of Mountain Empire Community College. This policy shall apply to employees who are restricted
in the performance of their essential functions due to compensable work-related injuries and non-occupational injuries/illnesses.

Mountain Empire Community College believes it is in the best interest of the agency and its employees to facilitate the expedient return of staff to full duty after they have been absent due to an injury, illness, or other medical condition. This policy shall be applied in situations when an employee is restricted in the performance of their regular duties due to personal injury, illness or medical condition or due to a work-related accident/injury. Mountain Empire Community College provides for the use of transitional duty assignments and shall, to the extent possible, assist employees by temporarily modifying work assignments, duties or arranging for a temporary transfer until the employee is medically released to resume regular duties.

Definitions:

• Return-to-Work Coordinator: The Human Resource Manager will act as the primary contact to the Workers’ Compensation Program and will facilitate the return-to-work program.
• Maximum Medical Improvement (MMI): Point at which employee has recovered and no further progress is anticipated.
• Transitional Duty: A temporary situation when an employee returns from a personal or work-related injury or illness to medically restricted or modified duties. Duties assigned can be those identified in the employee’s current job description with restrictions or another assignment.
• Transitional Employment Plan (TEP): Documentation of the duties the employee will perform during the transitional duty period.
• Transitional Employment Team: Vice President of Finance and Administrative Services, Human Resource Manager, Trades Manager, and the supervisor of the employee in the work-related or non-work related injury/illness will serve in this capacity to develop transitional duty assignments for employees.
• Virginia Sickness and Disability Program (VSDP): Program administered by the Virginia Retirement System which provides employees with income replacement during periods of short and long-term disabilities.
• Workers’ Compensation Program (WCP): Program administered by the Department of Human Resource Management for state employees in accordance with 65.2 Code of Virginia.

Procedures:

Employees must notify their supervisor of work-related injuries. The employee or supervisor must complete the Employer’s Accident Report (EAR) and submit to the Human Resource Manager for review. These forms are maintained in the Human Resources Office.

The Human Resource Office will submit the completed EAR online to Managed Care Innovations, P.O. Box 1140, Richmond, VA 23218-1121 or faxed to (804)649-2435 within 10 days of the incident.

The Human Resources Manager will provide the employee a panel of physicians. Within 24 hours of the initial visit, the Human Resource Manager will communicate with the attending physician to discuss return to work options, to include the ability to provide transitional duty.

In the case of a non-occupational injury/illness, the employee will contact Human Resources. Human
Resources will work with the supervisor and employee to facilitate a return-to-work.

RETURN-TO-WORK PROCESS BELOW WILL APPLY FOR ALL OCCUPATIONAL/NON-OCCUPATIONAL INJURIES/ILLNESSES.

The Human Resource Manager will submit the position description and physical demands if necessary within one week after the initial medical visit including documentation detailing the Return-to-Work Program to the attending physician.

If the employee is released to return to work and can perform the essential functions of their pre-injury position, they will give the release to the Human Resource Manager who will coordinate a start date to report to work. The Human Resource Manager will submit a supplemental report indicating this return to work to the WCP and also will notify VSDP if applicable of the employee’s return to work.

If the employee is released to work with restrictions, the Human Resource Manager in coordination with the supervisor will review the restrictions set forth by the attending physician and will make a decision if the agency is able to provide transitional duty for the employee.

Transitional duty must meet the agency’s staffing needs and accommodate the employee’s medical restrictions while taking into consideration the welfare and safety of the employee and their co-workers.

The Human Resource Manager will schedule an initial return-to-work meeting within 24 hours of receipt of the physician’s release to work with restrictions. The employee, supervisor, and Human Resource Manager will meet, discuss and develop transitional duties, which will focus on the employee’s abilities, comply with the employee’s medical restrictions, and Mountain Empire Community College’s mission.

If the employee cannot return to work in their pre-injury department, the Human Resource Manager will attempt to coordinate a return to work within another department.

If transitional duty is not possible for an employee within the agency or the employee is not released to work, the Human Resource Manager will maintain communication with the employee, WCP, VSDP (if applicable), and the attending physician in order to obtain the employee’s prognosis for recovery and the employee’s functional capacity as soon as feasible after the medical appointment, ideally within 48 hours.

The Human Resource Manager will complete the TEP, review it with the injured/ill employee and supervisor, obtain their signatures, and then submit it to the attending physician for approval.

The Human Resource Manager will submit a supplemental report indicating this return to work to the WCP and also will notify VSDP if applicable of the employee’s return to work.

During transitional duty, the Human Resource Manager will meet with the injured/ill employee to discuss concerns and to evaluate progress every month. This duty can be altered, upgraded, or changed in a manner consistent with medical restrictions and in accordance with an individual’s improved condition.
The Human Resource Manager in coordination with the supervisor may amend the transitional duty should the employee demonstrate improvement or regression. Any amendments must be resubmitted to the attending physician for approval and a copy forwarded to WCP and VSDP, if applicable.

Transitional duty shall be made available to those employees who are expected to return to their pre-injury position and may not normally exceed (90) days. At the conclusion of 90 days, the supervisor in consultation with Human Resources may terminate the transitional duty assignment. If it is determined that the employee has long-term restrictions that result in his/her inability to perform the essential functions of his/her primary position, the provisions of the Americans with Disabilities Act (ADA) and other applicable laws will be applied to determine suitability for employment.

3.19.11: Employment Verification

Reference: DHRM Policy 6.05

Procedures for Release of Information

All requests for personal information about employees by third parties should be forwarded to the Human Resource Manager. College employees who choose to provide work references must comply with the provisions of this policy. The Human Resource Manager will comply with subpoenas ordering employee records to be turned over to the court and will inform the employees of such subpoenas. When the court requests but does not order employees’ files, copies of the requests and files will be forwarded to the Office of the Attorney General for response to the request.

The College must release the following information without the consent or knowledge of the employee:

- Employee’s position title;
- Employee’s job classification title;
- Dates of employment; and
- Annual salary, official salary or rate of pay, if such pay exceeds $10,000 per year.

If additional information is requested, the Human Resource Manager will obtain the written consent of the employee and will provide the requested information to the third party or notify the employee’s previous supervisor, co-worker, etc. that the information may be released.

The following may not be released without the written consent of the employee:

- Performance evaluations;
- Mental and medical records;
- Credit or payroll deduction information;
- Applications for employment;
- Records of suspension or removal including disciplinary actions under the Standards of Conduct Policy;
- Records concerning grievances or complaints;
- Scholastic records;
- Records of arrests, convictions, or investigations;
• Material relating to Workers’ Compensation claims;
• Material relating to Unemployment Compensation claims;
• Retirement records;
• Confidential letters of reference or recommendation;
• Results of pre-employment tests; and
• Personal information such as race, sex, age, home address, home telephone number, marital status, dependents’ names, insurance coverage, or social security number.

3.20: ACCESS TO PERSONNEL RECORDS, DISCLOSURE, AND EMPLOYMENT VERIFICATIONS

The college’s Office of Human Resources shall serve as the official record keeper of all personnel information and records for each college employee. Disclosure – employment verification requests received by college staff members for employment verification by third parties should be referred to the Office of Human Resources via the main telephone number (276) 523-2400.

3.21: FREEDOM OF INFORMATION ACT

The Human Resource Manager will respond to requests under the Virginia Freedom of Information Act for information regarding current or former employees. The response must: a) provide the requested information; or b) if the records are exempt from disclosure under the Virginia Personnel Act, explain why they cannot be provided; or c) if portions of the records are exempt and others are not, provide the portions of the information which are not exempt and delete those portions which are exempt referencing the appropriate section of the Virginia Code that addresses the exemptions.

All employees are responsible for appropriately handling confidential information regarding current and former employees and should direct all requests to the Human Resource Manager. Disciplinary actions may be taken for violations of confidentiality of this policy.

MOUNTAIN EMPIRE COMMUNITY COLLEGE
CONSENT TO RELEASE INFORMATION

I, ________________________________________________________________, hereby authorize Mountain Empire Community College to release information regarding ________________________________________________________________ to ________________________________________________________________.

I agree to hold Mountain Empire Community College harmless for the way in which the requesting entity uses the information.

________________________________________
Employee Signature

________________________________________
Date
3.22: EDUCATIONAL ASSISTANCE AND CONTINUOUS LEARNING
Reference: VCCS Policy 3.10

Purpose: The purpose of this policy is to establish guidelines for the development of programs that will enable Mountain Empire Community College to support the educational goals and continuous learning goals of employees. The implementation of this policy is based on available funding.

Definitions:
Continuous Learning Courses are courses offered at Mountain Empire Community College to employees at no cost. The courses may be job-related or non-job-related. Educational assistance is financial support for approved educational courses or the acquisition of job-related degrees, professional certifications or licenses. It may be granted for a single course or combined with educational leave. The financial support shall consist of the cost of tuition and mandatory fees. In cases with educational leave, full pay, partial pay or leave without pay may be provided.

Forms: VCCS-16
Promissory Note
Professional Development Proposal

Continuous Learning Programs
Eligibility Requirements

A. Program Criteria:
Courses included in this program must be offered by Mountain Empire Community College and may be part of a degree program or for professional development.

B. Employee Eligibility for Continuous Learning Assistance:
Full-time instructional faculty, administrative/professional faculty, full time classified employees, wage employees, and adjunct faculty who are currently teaching for MECC may take continuous learning courses. Dual Enrollment Instructors, temporary wage employees and wage employees whose primary status is as a student are not eligible for this program. This is an employment benefit and therefore it is intended to exclude students from eligibility.

C. Program Requirements:
Employees may take continuous learning courses only at the community college where they are employed. No more than (six) 6 credit hours may be taken in a semester. Classified employees may take (three) 3 credit hours of job-related courses during their normal work hours.

D. Procedures:
a. Employees must request assistance prior to the start of the class.
b. Requests must be submitted to Human Resources by completing the
Educational Assistance/Continuous Learning Request Form. Forms are available from the HR Office or at the HR intranet site.

c. After the request form is approved, the form is forwarded to the Business Office for registration as a non-paying student. Employees must enroll in the course and complete the form in order to access this benefit.

d. After the course is completed, a copy of the final grade (or attendance certification for non-credit courses) will be obtained from Enrollment Services.

**Educational Assistance Programs**

**Eligibility Requirements**

A. Program Criteria: Requests for educational assistance must be for courses that are job-related or are part of a degree program:

1. Job Related: Education or training related to employees' current positions to meet one of the following objectives:
   (a) To provide training in the use of new or modified methods and equipment.
   (b) To provide training in skills and knowledge required by changes in the employees' current position.

2. Degree Requirement: Academic courses taken at regionally accredited institutions:
   (a) To enable qualified administrative and teaching faculty to attain advanced degrees for the maintenance of established standards of the college or to meet specific needs that have been authorized by the College.
   (b) To enable classified employees to complete degree programs which will enhance job performance or support the College mission.

B. Employee Eligibility for Educational Assistance

1. New Employees: New employees are immediately eligible to receive educational assistance for tuition and mandatory fees.
2. This is an employment benefit and therefore it is intended to exclude students from eligibility. Persons whose primary status with the College is as a student, or who serve in positions designated as student positions or as temporary wage employees, are not eligible under this policy.

C. Employee Eligibility for Educational Assistance That Includes Educational Leave With Full Pay, Partial Pay or Without Pay

1. Classified employees should normally have completed at least three (3) years of service with the VCCS. Wage employees and adjunct faculty are not eligible for educational leave.
2. Teaching faculty, counselors, and librarians should normally be eligible for, or have received a multi-year appointment.
3. Administrative and other professional faculty should normally have completed a minimum of three (3) years of service in the VCCS.
D. Exceptions to Eligibility Criteria for Educational Assistance and Educational Leave
   1. The College President may waive or interpret the eligibility requirements in the interest of the effective and efficient operation of the college or interpret eligibility.
   2. When eligibility requirements are waived or denied, an explanatory justification statement approved by the college President shall be attached to the VCCS-16 and maintained in the college files.

Payment Options*: The following payment options for educational course work are available:

A. Reimbursement: Employees pay the required tuition and fees and are reimbursed for the costs when the course is completed and appropriate documentation submitted. The following documents must be attached to the MECC Purchase Request and submitted to the Business Office for reimbursement:
   1. A copy of the approved professional development award notice, if funded through the Professional Development Budget.
   2. A copy of the approved VCCS-16.
   3. A copy of the grade report verifying satisfactory grades were received.
   4. A copy of the receipt reflecting payment of the amount for which reimbursement is requested.

B. Up-front Payment-Promissory Note: The College will pay for the course at the time of registration. The employee and College will execute a promissory note for the amount of tuition and mandatory fees prior to registration for the class. Payment for tuition will be transmitted to the institution by check or interagency transfer.

*For all payment options, the course must be completed satisfactorily with a grade of “C” or better. For any up-front payment, if an employee fails to complete a class, or receives an unsatisfactory final grade, the College will initiate repayment provisions immediately.

Procedures

Educational Assistance Without Leave
   A. Submission of Requests:
      Employees must request education assistance prior to the start of class. Requests must be submitted on the VCCS-16, and signed by the employee, appropriate supervisors, and the President or Vice President of Financial and Administrative Services. If funding from the College’s centralized professional development account is requested, the Professional Development Proposal must also be completed and submitted by the announced deadline.

   B. Degree Required Courses:
      If the class is part of a degree requirement, the employee must submit documentation of acceptance to a degree granting program that is regionally accredited. For classes not part of a degree program, the course must be job-related as determined by the supervisor.

   C. Course Limits:
Employees should normally be limited to no more than six (6) credit hours of course work per semester. The President may approve course work in excess of six (6) credit hours provided it is in the interest of the effective and efficient operation of the college.

D. Courses Taken During Normal Work Hours
   a. Classified employees are allowed to adjust their work schedule to take three credit hours per week during their normal work hours by reducing the normal work week.
   b. Non-exempt classified employees: For non-exempt classified employees, time spent in classes during normal work hours is considered hours of work for computing any overtime liability.
   c. Teaching faculty and administrators are required to ensure that courses do not conflict with teaching and college responsibilities.

Educational Assistance With Leave and Full Pay or Partial Pay
A. Submission of Requests: Employees must request in writing educational assistance with paid or unpaid leave at least one semester prior to the start of the leave. The request should identify the length of time and the amount of pay being requested. Requests must be submitted on the VCCS-16, and signed by the employee, appropriate supervisors, and the President. If funding from the College’s centralized professional development account is requested, the Professional Development Proposal must also be completed and submitted by the announced deadline.

B. Establishing Base Pay: The base salary utilized to compute the partial pay shall be the salary in effect on the last workday prior to the period of educational leave. The base will be adjusted for merit increases at the time the increases become effective for all state employees.

C. Effective date: The effective date to be used when placing nine (9)-month faculty on educational leave with or without pay shall normally be the first day of the fall or spring semester. For other employees, it will be the last day worked before the leave period starts.

D. For educational leave, the College will prepare a letter stating the terms and length of the employee’s leave. It will address the effect of the leave period on salary, benefits, retirement, and the timeframe to notify the College of the employee’s return to full-time employment.

E. Promissory Note Required: Employees going on leave with pay will execute a promissory note. The promissory note will be adjusted to reflect any merit increases which occur during the leave period.

F. Length of Educational Leave: Educational leave with or without pay is limited to twelve (12) months. An extension of twelve (12) months may be granted by the college president.

Promissory Notes
A. Promissory Note Required: Employees receiving up-front educational assistance for a course or for a leave with pay must execute a promissory note for the total amount of salary to be paid and/or costs paid by the State. The note will be executed on the first day of the leave and interest will begin to accrue on the date study is terminated.

B. Continuation Requirements
   a. Any employee receiving educational assistance may be required to sign a continuation agreement.
b. Up-Front Payment for Educational Assistance: Employees will be required to work a minimum of an additional six months for assistance received.

C. Leave With Pay: Employees will be required to work a period twice that of the leave period.

Repayment Provisions

A. If an employee does not successfully complete a course but remains employed within the VCCS, reductions in the employee’s salary will be initiated to recover the cost of tuition and mandatory fees. The repayment schedule, not to exceed six months, will be initiated immediately.

B. An employee who does not return to the college which granted the leave with pay, or resigns prior to the completion of the promissory obligation, will pay the pro-rata portion of the note from existing leave balances or from the final salary payment. If recovery of funds is not available from these sources, a repayment schedule with interest at the prime rate plus one (1) percent shall be paid with the final payment due within six months of the employee’s last day of employment.

C. If an employee accepts employment with another Virginia state agency, a release from the promissory note may be obtained, providing that the employing institution reimburses the college in full.

3.23: BACKGROUND INVESTIGATION FOR NEW HIRES

Reference: DHRM Policy

A. Purpose
In order to protect its interests and the well-being of its students, staff, faculty, and the public, it is the policy of Mountain Empire Community College to conduct criminal conviction and/or driver’s record checks on candidates selected for certain positions.

B. Policy
Background checks will be initiated for the selected candidate. Results will be received PRIOR to the first day of employment or official job offer for the following situations:

1. individuals who will be employed in positions identified as security-sensitive, and
2. individuals identified through the employment process as having potentially job-related convictions.

Driver’s record checks will be conducted for individuals selected for positions that require the possession of a valid motor vehicle operator’s license. The provisions of this policy also apply to wage positions that are subject to operating college vehicles. The determination of either a job-related conviction or falsified conviction information on the application may result in denial of college employment. In making the determination of job-relatedness, consideration will be given to frequency and severity of the crimes and the age of the individual at the time the crimes were committed. The offer of a security-sensitive position is conditional upon the candidate’s successful completion of the conviction checks. Whenever an offer is made in writing, this conditional statement shall be included.
Any information related to convictions will be maintained in the strictest confidence possible. Only essential personnel involved in the hiring process should be informed, on a need-to-know basis. The Human Resource Officer will administer the gathering of this information.

INDIVIDUALS EMPLOYED IN SENSITIVE POSITIONS: Positions identified as security sensitive in nature include the following:

- Positions that have access to material levels of cash or negotiable securities.
- Positions that have significant responsibility for the execution or approval of financial transactions.
- Positions that have responsibility for creating, collecting, or accounting for material levels of accounts receivables.
- Positions that have significant inventory control responsibilities, including the receipt and release of inventory.
- Positions with authority for committing the financial resources of the college.
- Positions with access to, or responsibility for the college’s payroll/personnel and/or purchasing systems.
- Positions that have unsupervised access to college, employee, or student property.
- Positions in the Security Department that have responsibility for the care, safety, and security of people, personal or college property.
- Positions in the Information Technology Department that have access to sensitive data or critical data processing systems.

INDIVIDUALS IDENTIFIED AS POTENTIALLY HAVING JOB-RELATED CONVICTIONS: A background check may also be conducted for individuals who have disclosed potentially job-related convictions on the state application or during the interview, or who have been reported as potentially having job-related convictions by previous employers during the course of employment verification or reference checks.

FALSIFICATION OF JOB APPLICATION: The state application for employment used by the college requires an applicant to describe any convictions of a law violation(s), including moving traffic violations or juvenile offenses committed after the fourteenth birthday. The application form includes the following statement certified by the applicant’s signature:

I hereby certify that all entries on both sides and attachments are true and complete, and I agree and understand that any falsification of information herein, regardless of time of discovery, may cause forfeiture on my part to any employment in the service of the Commonwealth of Virginia. I understand that all information on this application is subject to verification and I consent to criminal history background checks. I also consent to references and former employers and educational institutions listed being contacted regarding this application. I further authorize the Commonwealth to rely upon and use, as it sees fit, any information received from such contacts. Information contained on this application may be disseminated to other agencies, nongovernmental organizations or systems on a need-to-know basis for good cause shown as determined by the agency head or designee.
It is acceptable and appropriate to inquire about convictions, but not arrests, during the interview process. Supervisors should review the conviction statements on the employment application of interviewed candidates and should inquire about potentially job-related convictions during the interview. Any information about job-related convictions or falsification of information should be communicated to the Human Resource Manager for further investigation and appropriate action.

Individuals who do not disclose all required convictions on the application may be denied employment for falsification of the application. Convictions determined to be unrelated to the job during the employment process will not be used to influence the selection decision.

III. PROCEDURES
A. Identification of Security-Sensitive Positions
   The agency has designated the following departments with security-sensitive positions:
   - Business Office – all positions
   - Financial Aid – all positions
   - Human Resources – all positions
   - Information Technology – all positions
   - MECC Foundation – all positions
   - Physical Plant – all positions
   - Security – all positions

   The Human Resource Manager will initiate the background checks on candidates being considered for positions in these areas.

B. Communication of Policy
   The policy is reviewed with each new candidate prior to extending offer of employment. The policy is also included in the Staff and Faculty Manual. The provisions of the background check policy will be communicated to applicants and employees using the following methods:
   1. Applicant release and disclosure form
   2. Departmental employment interviews
   3. Employment offer letters

   The Human Resource Manager will be available to discuss the provisions and procedures of the policy with supervisors, employees and applicants, as needed.

C. Initiating the Background Check
   - For positions requiring the background check, the Human Resource office will obtain a signed Background Release Authorization form for release of this information from the final candidate recommended for hire. The background check will be requested by the HR office.
   - In the event the selected candidate’s background check is such that a job offer will be rescinded, the Human Resource Officer will notify the candidate and then conduct a check on the next candidate determined by the supervisor, vice president, and president to be the one to receive a job offer.
• The Human Resource Officer orders the initial background check from a third party vendor. If the Human Resource Officer determines that a more extensive check should be completed, it will be ordered.
• The Human Resource Officer will notify the employing supervisor and the appropriate dean of the job-related results of the conviction check.

D. Determination of Job-Related Convictions
Only criminal convictions will be considered in determining an applicant’s suitability for employment. Detention and/or arrest without conviction do not constitute valid grounds for employment decisions and cannot play a part in the decision-making process. The Human Resource Officer will review the background records on each candidate for whom an order has been issued to determine job-relatedness. If a job-related conviction is identified, the determination to deny employment to the selected candidate will be made by the Human Resource Officer, in consultation with the employing supervisor, appropriate Vice President, and legal counsel, if necessary. Applicants will be provided with a copy of the background report in situations of adverse hiring decisions.

3.24: COMPENSATION

Reference: VCCS Policy; DHRM Policy 3.05

Statement: It is the practice of Mountain Empire Community College to adopt and adhere to the Department of Human Resource Management compensation policy for classified employees and Virginia Community College System policy for Teaching and Administrative and Professional Faculty. See section relevant to your classification.

3.24.1: Time And Effort Reporting Policy

Purpose:
This policy establishes institutional requirements for reporting payroll distribution activity on sponsored projects. Compensation for personnel services is the largest expense charged to sponsored projects and effort reporting is a required process by the federal government to verify that direct charges for salary to federally sponsored projects are reasonable and reflect actual work performed.

Mountain Empire Community College’s effort reporting system provides an “after-the-fact” confirmation that the salaries paid to individuals reasonably reflect the actual amount of effort expended on a project or that an employee’s in-kind efforts match the specifications in the grant award. Faculty members who serve as Principal Investigators (Grant Managers and Employee Supervisors) on sponsored projects are personally responsible for reviewing, and where appropriate, certifying the effort they and other employees spend on sponsored projects under their direction.

Definitions:
**Effort**: Effort is the percentage of time spent towards particular Work-Related Activities, such as sponsored projects, instruction, proposal preparation, or other administrative duties.
Effort Report(s): Effort Reports are the mechanism used to provide a sponsoring agency with a reasonable assurance that salaries paid from a grant or in-kind/matching efforts are appropriate and reflect a reasonable estimation of the time spent working on the project.

At Mountain Empire Community College, Effort Reports are generated monthly immediately after the salary expenses are paid. Effort Reports are completed by all individuals whose salary is provided in part or entirely through grant funding or by individuals with part of their job duties related to in-kind commitments related to grant awards. Both the employee and the direct supervisor must sign the Time and Effort Report.

Total Effort: For any effort report, the total amount of time spent working for Mountain Empire Community College represents 100% of the time on the job and is defined as total effort.

Work-Related Activities: For the context of the Time and Effort Reporting Policy, Work-Related Activities are areas in which employee time or Total Effort is spent.

Roles and Responsibilities:

Grants Coordinator: The Grants Coordinator is responsible for the college’s compliance to the Time and Effort Reporting policy. The supervisor of any employee partly or entirely supported through grant funding or with part of his/her job duties tied to an in-kind specification is responsible to submit the signed Time and Effort Reports to the Grants Coordinator on the first day of each month.

Business Office: The MECC Business Office is responsible for periodically reviewing Time and Effort Reports (at least biannually) to ensure grant compliance.

Grant Manager and/or Direct Supervisor: The Grant Manager and/or Direct Supervisor is responsible to ensure the total percentage of time allocated to job duties directly aligns with the grant application and award. This individual is responsible to review Time and Effort Reports monthly for accuracy and grant compliance. While supervising the employee, this individual will monitor daily activities to ensure grant compliance.

Scope:
This policy applies to all employees whose salary is supported in part or entirely through grant funding. This policy also applies to all employees whose job duties are related to an in-kind in a grant award specification.

Policy:
Any employee of Mountain Empire Community College whose salary is in part or entirely provided through grant funding or job duties are tied to an in-kind grant specification is required to submit a Time and Effort Report to his/her supervisor on the first day of each month. The Time and Effort Report is an after the fact report that outlines the percentage distribution for job duties for the first day through the last day of the previous month. The Time and Effort Report is an accurate reflection of job duties performed during the preceding month. The total time reported cannot exceed 100% of time committed. The employee’s signature certifies the Time and Effort Report as accurate. After the Time and Effort Report has been submitted to the supervisor and/or grant manager, the supervisor and/or grant manager will sign the Time and Effort Report certifying that to the best of his/her knowledge the report is an accurate report of
time allocated to grant related duties. After the Time and Effort Report has been signed by the supervisor and/or grant manager, the report will be sent to the Grants Coordinator to maintain files that document compliance. The supervisor and/or grant manager should also keep a copy of each report. The Time and Effort Reports will be reviewed at least semiannually by the MECC Business Office for compliance.

3.25: BENEFITS MANAGEMENT

Statement: It is the practice of Mountain Empire Community College to adopt and adhere to the Department of Human Resource Management policy in the references of this section regarding Benefit Management.

3.26: CIVIL AND WORK RELATED LEAVE
Reference: DHRM Policy 4.05

3.27: ANNUAL LEAVE
Reference: DHRM Policy 4.10

3.28: EDUCATIONAL LEAVE
Reference: DHRM Policy 4.15

3.29: EMERGENCY/DISASTER LEAVE
Reference: DHRM Policy 4.17

3.30: FAMILY AND MEDICAL LEAVE
Reference: DHRM Policy 4.20

3.31: LEAVE POLICIES
Reference: DHRM Policy 4.30

3.32: LEAVE SHARING
Reference: DHRM Policy 4.35

3.33: WORKERS COMPENSATION LEAVE
Reference: DHRM Policy 4.60

3.34: ADMINISTRATIVE LEAVE (CIVIL AND WORK RELATED LEAVE)
Reference: DHRM Policy

3.35: LEAVE WITHOUT PAY
Reference: DHRM Policy 4.45

3.36: SCHOOL ASSISTANCE AND VOLUNTEER SERVICE LEAVE
Reference: DHRM Policy 4.40
3.37: **MILITARY LEAVE**
Reference: [DHRM Policy 4.50](http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol457vsdp.pdf?sfvrsn=2)

3.38: **LEAVE TO DONATE BONE MARROW OR ORGANS**

3.39: **PUBLIC HEALTH EMERGENCY LEAVE**
Reference: [DHRM Policy 4.52](http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol457vsdp.pdf?sfvrsn=2)

3.40: **SICK LEAVE**

3.41: **VIRGINIA SICKNESS AND DISABILITY PROGRAM**

3.42: **RETIREMENT**

Participation in a retirement and group life insurance plan is mandatory for full-time salaried employees. The Virginia Retirement System (VRS) is available to all full-time employees. Employees with faculty rank may choose the Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF), or Fidelity Investments Tax-Exempt Services Company as their Optional Retirement Plan (ORP) provider instead of VRS. Information about the different options is available from Human Resources.

3.43: **CLASSIFICATIONS OF EMPLOYEE**

The following employee classifications are authorized for employment status at Mountain Empire Community College:

- Faculty
- Classified
- Administrative and Professional Faculty
- Adjunct Faculty
- Classified Wage
3.44: FACULTY

A. General Conditions of Employment

a. Definition of Full-time Teaching Faculty and Employee Status

Full-time teaching faculty (including program heads and assistants-to-the-dean) are normally on nine-month appointments which include the fall and spring semesters of the academic year. All program heads are appointed as teaching faculty.

Restricted faculty are individuals holding a restricted appointment to instructional, administrative or professional faculty positions. A restricted appointment is an appointment to a position that is funded in whole or in part by non-State revenues, or has been accepted under special conditions, or that is identifiable as non-continuing in nature.

Teaching faculty teaching a course load of less than 80% are categorized as part-time ("P" status) with limited employment benefits. Therefore, healthcare, state retirement, and group life insurance benefits are not available to faculty who teach less than an 80% workload.

b. Faculty Teaching Load and Responsibilities

Teaching faculty duties and responsibilities are not identified through the use of the position description document. However, the full realm of duties and responsibilities of MECC teaching faculty is provided in college Policy, Faculty Teaching Load and Responsibilities. Teaching faculty and their respective academic supervisor are encouraged to review the policy listed below within thirty (30) days of employment and to immediately resolve any questions which may arise.

Additional information may be obtained by referring to VCCS Policy 3.5, Faculty Responsibilities.

c. College Hours of Operations, Course Timeframes, and Instructional Days

The college's official administrative operating hours for the general public are Monday through Friday from 8:00 a.m. to 4:30 p.m. Academic offices and Student Services typically offer additional operating hours to provide evening office and administrative support to students, and full-time and part-time faculty who participate in late afternoon and evening classes. College courses are assigned with “begin” times as early as 8:00 a.m. and “end” times as late as 10:20 p.m., Monday through Friday. Additionally, college courses may be scheduled on Saturday and Sunday.

d. Requesting an Absence from Work

Full-time Teaching Faculty are categorized as “exempt” employees in accordance with the Federal Government’s Fair Labor Standards Act (FLSA). As exempt employees, Full-time Teaching Faculty, are exempt from (not covered by) certain provision of the Act including, overtime and minimum wage. However, exempt employees are covered by the following provisions of the Act: Equal Pay and Recordkeeping.
Thereby, Full-time Teaching Faculty are not required to complete timesheets.

However, Teaching Faculty members are required to report to work in accordance with their assigned teaching schedule and office hours commitment. When a Teaching Faculty member, is unable to work a full or partial day as scheduled, they must use appropriate leave accruals (in 4-hour or 8-hour increments) and submit a Request Absence through the Human Resource Management System (HRMS) and Datamatics to use accrued leave.

Moreover, the teaching faculty member is responsible for informing their supervisor, as soon as possible, if they expect to be late or absent. Teaching faculty members are to ask their respective supervisor about the unit’s procedure for reporting absences. Failure to notify one’s supervisor appropriately could result in disciplinary action, including possible dismissal.

Manual and automated forms, as well as additional policy information can be located by referring to the following policies: VCCS Policy 3.9.0, Faculty Sick Leave VCCS Policy 3.9.2, Personal Leave.

HRMS Tool Kits providing step-by-step instructions for requesting an absence can be located on the MECC Intranet.

e. Job Postings

All full-time and part-time college faculty and staff are encouraged to seek promotional and other career opportunities at Mountain Empire Community College through the job posting process. Current job opportunities are updated and posted as they become available and can be located on the MECC website.

f. Hiring Requirements and Employee Background Screenings

MECC policy and procedures establish the guidelines to be used in conducting employment background screening as part of the college’s employment practices and recruitment and selection process. The purpose of the hiring and employee background screening policy document is (1) to promote a safe work environment and protect the welfare of students, faculty, staff, and visitors; (2) to protect organizational assets including people, property, and information; (3) to properly verify the identity and credentials of applicants; (4) to perform due diligence in ensuring that the college appropriately evaluates candidates’ background and suitability for employment; and (5) to ensure college hiring decisions are based upon job-related information. All full-time and part-time employment candidates are required to submit to the employee background screening process. Moreover, certain state jobs are designated by agencies as "sensitive" according to the definition in the Code of Virginia, §2.2-1201.1. Final candidates for these positions are subject to a fingerprint-based background check, including current employees who apply for a sensitive position.

g. Employee Separation from College Service

Voluntary Separation - Includes the following type of separations – resignation, normal retirement, early retirement, and disability retirement. Resignations of classified staff and wage employees should normally include a two-week notice period. Resignations of faculty rank positions should normally include a minimum of a thirty-day (30) notice period. Full-time college employees who intend to retire from state service should submit their letter of intention to retire ninety days (90) prior to their intended retirement.
date. In all cases, College employees, who voluntarily terminate their employment from the college, must submit a signed letter of resignation or intent to retire, in writing, to the college president with a copy to their immediate supervisor, the appropriate VP and Human Resources Manager.

**Dismissal/Involuntary Separation** – Termination from college during the current appointment term due to incompetence, unsatisfactory job performance, insubordination, or misconduct.

**Non-reappointment/Involuntary Separation** – is the decision to not renew the appointment of a faculty member at the end of the current appointment period due to incompetence, unsatisfactory job performance, insubordination, or misconduct.

In the case of **involuntary separation** of a faculty member, the supervisor must consult with the Human Resource director prior to taking action to ensure proper VCCS procedure is followed and appropriate documentation of the issue is available for the HR file. Additionally, the Office of Human Resources shall provide the separated faculty member with specific direction regarding the separation process on a case-by-case basis. Additional information can be located by referring to VCCS Policy 3.12, Faculty Sanctions.

**Separation Process** - Upon notification of employee separation, the Office of Human Resources shall provide each faculty member with an Employee Separation package and an opportunity to have an Exit Interview with the college’s Human Resources Manager. Separating faculty members are required to reconcile all accounts and return all college property and materials via the Employee Separating Checklist contained in the Employee Separation package.

Completion of the Exit Interview Questionnaire, which is also provided in the Employee Separation package, and the Exit Interview meeting, are optional for the separating faculty member.

**h. Overtime**

In the Commonwealth of Virginia, overtime is defined as hours worked in excess of a forty (40) during an established 7-day work week. Teaching faculty are categorized as “exempt” from the FLSA, and are not eligible for overtime pay.

**i. Layoff and Severance**

The Commonwealth’s layoff policy permits state agencies to implement reductions in the work force according to uniform criteria when it becomes necessary to reduce the number of employees or to reconfigure the workforce including change of positions from full-time to part-time status. Full-time faculty rank employees may be subject to layoff by the college. However, the decision to implement layoff must be non-discriminatory and must comply with the provisions of DHRM Policy 2.05, Equal Employment Opportunity, VCCS Policy 3.14.0, Equal Employment.

In the event of layoff/reduction in staff, faculty benefits will be administered by the following policies: DHRM Policy 1.57, Severance Benefits VCCS Policy, 3.11.1, Reduction in Staff.

**j. Statement of Public Accountability**
State agencies are public institutions supported by the Commonwealth of Virginia, a public employer committed to serving the interests of the taxpayers and accountable to them for the effective use of public funds. Therefore, it is the policy of the Commonwealth that employees are not paid for time that they do not work, unless they use leave time, such as annual leave or sick leave, accrued under human resource policies. Employees will be placed on Leave Without Pay, and their paycheck for that pay period will be reduced, if they are absent from work for personal reasons or because of illness or injury, even for periods of less than one day, if they do not use accrued leave because (1) employee does not request use of accrued leave or request is denied, (2) accrued leave has been exhausted, or (3) employee requests leave without pay.

If the employee’s position is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA), there can be no deductions from compensation for periods of absence from work of less than one day, except for infractions of safety rules of major significance, and or other such critical reasons as established by the Department of Human Resource Management.

k. Reporting Changes of Personal Employee Information

All MECC employees are responsible for maintaining current personal information. This information is stored in the VCCS Human Resource Management System (HRMS). Employees requiring an address change, home telephone number, and/or emergency contact information, must make these changes in the HRMS. A tool kit, providing step by step instructions on making changes to your personal information can be found at the link below.

**Note:** Name changes require the completion of a *new* Employment Eligibility Verification form (Form I-9) with original supporting documents presented to a representative of the Office of Human Resources.

For additional information on making changes to your personal information please use the Exempt Employees’ Tool Kit located on the MECC Intranet.

l. Employee Identifiers

Mountain Empire Community College is dedicated to providing a friendly and welcoming environment. To accomplish this goal the college provides name tags to employees so that they can be identified by name by all internal, as well as, external customers and students. All full-time faculty and classified staff should receive ID Badges on the first day of employment.

**m. VCCS Code of Ethics**

The VCCS Code of Ethics can be accessed at: http://www.vccs.edu/about/where-we-are/public-accountability/code-of-ethics/. Provided by the VCCS Office of Human Resource Services, the link offers access to the values adopted by the Virginia Community College Community for its Code of Ethics.

B. Faculty Compensation

a. Hiring and Salary Determination
Teaching faculty are hired within guidelines established by the Virginia Community College System and college policy.

b. Faculty Rank and the VCCS-29

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on College (SACS). SACS states: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the academic hiring manager is responsible for justifying and documenting the qualifications of their respective faculty; and, MECC Human Resources provides a review of the documents submitted in order to maintain VCCS and SACS compliance. Finally, MECC adheres to VCCS Policy section 3.0 and VCCS-29 to assign rank and to review the credentials of its newly hired faculty (Appendix J).

c. Faculty Employment Contracts

Faculty Employment Contracts are issued annually (by June 30th) in conjunction with the college’s fiscal year Strategic Planning and Budget Process. Administrative and Professional faculty, and 12-month teaching faculty, may normally pick up their new faculty employment contract from the Office of Human Resources; 9-month teaching faculty contracts are normally mailed (via U.S. Postal Service) to the faculty member’s home address. All faculty are expected to return signed contracts to the Office of Human Resources within fifteen (15) days of the date established on the contract.

Additional information regarding this policy can be accessed by referring to VCCS Policy 3.4, Faculty Appointment.

d. Faculty Merit Pay

Under VCCS guidance, each community college is required to submit their annual faculty merit pay plan to the VCCS Office of Human Resources Services for review and approval prior to the issuance of the annual faculty employment contracts.

e. Teaching Overload

Full-time teaching faculty may be offered an overload for teaching additional courses/classes. Overload is further defined as a faculty workload consisting of more than thirty (30) credit hours per academic year, more than forty (40) contact hours per academic year, or more than forty-eight (48) contact hours per academic year, if the corresponding credit-hour load is less than twenty-four (24) credits. Additionally, overload in the summer session is defined as a faculty workload of more than ten (10) credit hours. School/division Deans and Director shall establish all overload assignments.
Overloads are paid twice a year: in January and May.

For additional information regarding faculty overload, refer to VCCS Policy 3.8.4.

**f. Instructional Release Time**

Release time as defined in current VCCS policy, in instructional reassigned time is defined as non-teaching duties translated into teaching credits for the purpose of computing a 9-month or 12-month teaching faculty member’s regular semester teaching load and, if applicable, overload credit hours. Instructional reassigned time is categorized in three groups: (1) generated reassigned time; (2) non-generated reassigned time; and, (3) externally-funded reassigned time. For further guidance in managing instructional reassigned time, refer to VCCS Policy 3.5.2, Teaching Faculty Assigned Temporary Administrative/Professional Faculty Duties.

**g. Multi-Year Appointment Contract Process**

In the case of a Reduction in Staff for Faculty (Layoff), this type of appointment provides the opportunity for an extended call-back period for the affected faculty member in case a position in the same teaching field/discipline becomes available after they have been laid off and during the remaining period of the multi-year contract. For the purpose of multi-year appointments, eligible faculty include: 9-month teaching faculty, 12-month teaching faculty, Counselors, and Librarians who are employed in unrestricted full-time appointments.

For full details of this annual process (January through March), refer to VCCS Policy 3.4.

**h. Teaching Non-Credit Course for Extra Pay**

With written approval from their respective supervisor, full-time teaching faculty, 12-month administrative and professional faculty, or any qualified classified employee may teach non-credit courses, seminars, etc., in addition to their regular job responsibilities, for extra pay. Non-credit teaching assignments for extra pay should not exceed the equivalent of three (3) Continuing Education Units (CEU) or thirty contact hours of non-credit instruction per semester. Moreover, courses taught for extra pay must be schedule outside of the assigned working hours or the faculty member/classified employee will be required to use accrued leave.

For further guidelines on this benefit, see links provided below:

VCCS Policy 3.8.9, Professional Duties and Consulting VCCS Policy, Teaching Non-credit Courses

**i. Stipend Agreement**

This process is used by MECC hiring managers to secure the hiring and the assignment of work or special projects to a full-time VCCS administrator or professional faculty from another VCCS school to perform duties at MECC. Additionally, the home college provides payment to the faculty member and will charge back the funds to MECC through the Inter-Agency Transfer (IAT) process. For stipend agreements, terms and conditions of work assignments including compensation must be determined and agreed upon by the
faculty member and the hiring manager prior to the start of the work assignment. The MECC hiring manager is required to complete the VCCS Stipend Agreement and send to MECC Human Resources for further processing and payment. For additional information, refer to VCCS Policy 3.8.10, Stipends.

j. VCCS Pay Actions

The following classification and compensation actions are available to provide additional pay for administrative, professional, and teaching faculty:

1. Acting pay
2. Additional duties
3. Competitive salary offer
4. Internal alignment
5. Non-competitive voluntary transfer/within the college
6. Non-competitive voluntary transfer/within the VCCS
7. Reallocation
8. Substantial additional duties

For additional guidance and use of the appropriate form for the pay actions listed above, refer VCCS Policy 3.4.0.5.5, Reassignment of Administrators.

k. Faculty Promotion

Mountain Empire Community College welcomes the opportunity and encourages each faculty member to seek professional and educational advancement through the opportunity of promotion in rank. The academic supervisor should provide guidance to their respective faculty members regarding the promotion process in conjunction with the development of annual, individual professional development goals and objectives. Human Resources will request Teaching Faculty and Administrative/Professional Faculty submit their request for promotion in October of each year. Additional information is available by referring to VCCS Policy 3.7, Faculty Promotions.

l. Faculty Sabbatical Leave

Mountain Empire Community College welcomes the opportunity to offer sabbatical leaves to faculty in order for faculty to participate in activities that will improve teaching effectiveness, enhance creative and/or artistic activities, improve professional competency, support the college’s strategic initiatives, and provide a renewed capacity for significant contribution of service to the college and the community at large. However, please be mindful that sabbaticals are not designed for planned courses of study or academic credit.

Sabbaticals may provide a compensated leave of absence of one or two semesters for 9-month teaching faculty, and up to twelve months for 12-month teaching faculty, administrative and professional faculty, and college presidents. Annual deadline for submission of sabbatical leave is February 1.

For additional criteria for sabbatical leave, refer to VCCS Policy 3.10.5, Sabbaticals VCCS Policy 3-15, Faculty Sabbatical Leave.
m. Leaves of Absence for Educational and/or Personal Reasons

Faculty-rank staff may request tuition assistance and a paid or unpaid leave of absence from the college to pursue a degree program related to their current job or position. For additional information regarding this benefit, refer to VCCS Policy 3.10.1, Educational Assistance Programs.

Faculty-rank staff may request a personal leave of absence without pay for family or personal reasons. More information regarding such a request is provided by: VCCS Policy 3.9.8, Leave without Pay.

Annual deadline for submission of Leave of Absence requests is February 1.

n. Summer Teaching Opportunities

Summer teaching opportunities may be available as directed by the Virginia Community College System (VCCS) Budget Model and are subject to change by the VCCS. Therefore, summer teaching assignments are not guaranteed but will be based on budget and student enrollment. Additionally, summer teaching assignments are assigned, at the discretion of the appropriate school dean.

With VCCS guidance the college’s administrative and pay guidelines for summer session are announced by February 1 annually. Additional information is available by referring to VCCS Policy 3.8.2, Summer Teaching Loads.

C. Faculty Performance and Evaluation Plan

All college personnel in positions categorized as 9-month teaching faculty, according to the VCCS Policy Manual, will be evaluated in accordance with the procedures and standards in the Faculty Performance and Evaluation Plan - See Appendix B.

D. Benefits and Programs

a. Group Life Insurance

When you become employed in a permanent, full-time, salaried position with Mountain Empire Community College Community College, and select the Virginia Retirement System, you are automatically covered under the Basic Group Life Insurance program provided by Minnesota Life. The College pays the premium for its employees. As a Commonwealth of Virginia employee you may purchase (at your own cost) additional insurance coverage for yourself, your spouse and/or your qualified dependents.

Additional information can be found at the following link: http://www.varetire.org/employers/plan1-benefits/life-insurance/basic-group-life-insurance.asp.

b. Health Benefits

The Commonwealth of Virginia health benefits program offers the COVA Care, COVA HealthAware and COVA High Deductible Health Plan (HDHP) statewide to full-time and certain part-time employees, early
The Kaiser Permanente regional health maintenance organization is available to members in Northern Virginia only.

Additional information can be found at: http://www.dhrm.state.va.us/hbenefits/employeestoc.html.

i. Medical Reimbursement Accounts - a Medical Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to pay for the out-of-pocket medical, dental, and vision care expenses not covered by your health benefits plan.

ii. Dependent Reimbursement Accounts – a dependent Care Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to reimburse eligible expenses incurred for the care of your child, disabled spouse, elderly parent, or other dependent who is physically or mentally incapable of self-care, so that you (and your spouse) can work or actively look for work.

Additional information regarding the flexible spending accounts can be found at the following link: http://www.dhrm.state.va.us/genlbenefits/flex/overview.html.

c. Supplemental Retirement Savings Programs

Supplemental Retirement Savings Programs – are optional, contributory retirement plans offered to full-time faculty rank employees. The three (3) programs, offered to full-time faculty rank employees of educational institutions are detailed below. Additionally, you are eligible to participate in Supplemental Retirement Savings Programs through voluntary salary deferral, and your contributions and any earnings are tax-deferred until withdrawn, usually at retirement:

i. 457 Deferred Compensation Program - saving for retirement is easy through the Commonwealth of Virginia Deferred Compensation Plan:

   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.
   d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.

The 457 Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan is Voya Financial Services. Additional information regarding the plan can be found at the following link: https://vadcp.ingplans.com/csinfo/planinfo.aspx?cl=VIRGNA&pl=650271PU&page=plan_informationintroduction&domain=vadcp.csplans.com.

Note: Beginning January 1, 2008, newly hired full-time employees are automatically enrolled in the 457 Deferred Compensation Program and the Cash Match Program based on a minimum payroll deduction amount. Employees who do not wish to participate must opt out within the first ninety (90) days of their employment.

ii. 403(b) Tax Annuity Plans – saving for retirement is easy through the Tax Annuity Plans:
a. You contribute to your account through payroll deduction.
b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
c. You can change the amount you want to save, subject to tax code and plan limits.
d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.

The 403(b) Tax Annuity Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan varies based on the vendor selection. You may sign up with any of the approved vendors listed on the Fringe Benefits Management Company’s website. A list of those vendors and a description of their services and plans can be found on the following link: iii. **Cash Match Program** - The Virginia Cash Match Plan (401(a)) is an employer-paid cash match program for qualified employees who are making continuous contributions to the Commonwealth of Virginia’s Deferred Compensation Plan (457) or 403(b) Tax Annuity Plan. If you are a salaried employee contributing at least $10 per pay period, you are eligible for the tax-deferred cash match. Don’t miss this opportunity for FREE MONEY!! Additional information can be found at the following link: [https://vadcp.ingplans.com/csinfo/planinfo.aspx?cl=VIRGNA&pl=650272PU&page=plan_informationintroduction&domain=vadcp.csplans.com](https://vadcp.ingplans.com/csinfo/planinfo.aspx?cl=VIRGNA&pl=650272PU&page=plan_informationintroduction&domain=vadcp.csplans.com).

d. **Employee Assistance Program (EAP)**

Employee Assistance Program (EAP) - The Commonwealth of Virginia’s health plans offered to state employees and their dependents provide employee assistance programs (EAPs). The EAP offers (per incident) up to four sessions at no charge for such services as mental health services; alcohol or drug abuse assessment; child or elder care, grief and family/marital counseling; and legal or financial services. Additional information can be found at the following link: [http://www.dhram.state.va.us/genlbenefits/employeeassistance.html](http://www.dhram.state.va.us/genlbenefits/employeeassistance.html).

e. **Virginia Sickness and Disability Program (VSDP)**

**Virginia Sickness and Disability Program (VSDP)** - The Virginia Retirement System (VRS) administers the VSDP in conjunction with the Department of Human Resource Management and UnumProvident, a third-party vendor that specializes in disability claims management. If the Teaching faculty member chooses the Virginia Retirement System as their retirement program, then they are automatically enrolled in the VSDP. The VSDP provides you with income security when you cannot work because of a partial or total disability. The program includes sick leave; family and personal leave; short-term disability benefits; long-term disability benefits; and a long-term care program. VSDP benefits cover non-work-related and work-related conditions.

Effective July 1, 2009, new and re-hired state employees must complete one continuous year of employment before being eligible for non-work related VSDP income replacement benefits.

Faculty members and/or their respective supervisors must immediately inform MECC Human Resources of a full-time faculty member’s medical absence (planned or unplanned) of more than five (5) work days in order for the faculty member to receive benefits under the VSDP plan. MECC Main telephone number: (276) 523-2400.
Addition information can be found at [http://www.varetire.org/members/benefits/vsdp/Index.asp](http://www.varetire.org/members/benefits/vsdp/Index.asp).

**VSDP Long-Term Care Insurance** - If you are a faculty member participating in the Virginia Sickness and Disability Program (VSDP), you are also covered under the VRS Long-Term Care Program at no cost to you. VRS has contracted with the Long Term Care Group, Inc. to administer benefits under the plan. The VSDP Long-Term Care Plan assists you in paying for nursing home care, assisted living facility care, hospice care, at-home services and community-based care. The maximum daily benefit amount is $96 with a lifetime maximum of $70,080. Additional information can be found at the following link: [http://www.varetire.org/Members/Plan1/Benefits/VSDP-Long-Term-Care/Index.asp](http://www.varetire.org/Members/Plan1/Benefits/VSDP-Long-Term-Care/Index.asp).

**Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program** – VRS has contracted with the Genworth Life Insurance Company as the third-party administrator for the program. Coverage provides a monthly maximum benefit allowance for covered long-term care expenses. As a state employee, you are eligible to enroll in the Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program if you work at least 20 hours a week. You also can enroll select family members between the ages of 18 and 79. Eligible family members include a spouse, adult children, parents, parents-in-law, step parents, step parents-in-law, grandparents, grandparents-in-law, step grandparents and step grandparents-in-law. Employees are responsible for all premium payments.

Additional information can be found at the following link: [www.genworth.com/cov](http://www.genworth.com/cov).

**g. Workers’ Compensation**

  i. **Non-Emergencies** - when an employee (full time or part-time; adjunct faculty or wage/hourly) is injured on the job, the supervisor must ensure that the employee receives proper medical treatment to include first aid. In the event of a non-emergency injury, the supervisor’s next step is to contact the MECC Human Resources Manager by telephone (276 523-2400) to report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to MECC Human Resources at (276) 523-8257 within twenty-four (24) hours of the injury. If first aid is not sufficient, the MECC HR Manager will immediately provide the employee with a panel of at least three (3) physicians from which to choose one as their authorized treating physician for medical care. As stated in the Virginia Workers’ Compensation Act, the agency/college must provide an injured worker with medical treatment. Therefore, the purpose of the panel is twofold: to place the costs of medical care and treatment on the employer and to restore the employee’s good health so that the employee may return to employment as quickly as possible.

  ii. **Emergencies** - in a life-threatening emergency situation the supervisor must seek the necessary medical treatment for the injured employee at the nearest medical service provider by the quickest means available (ambulance, rescue squad, etc.). In a non-life threatening, but still emergency situation, supervisors are to ensure that the injured employee obtains treatment from the nearest emergency medical service provider (emergency room, after care services, etc.). After the emergency situation has ended and the employee has received emergency medical attention, the supervisor’s next step is to contact the MECC Human Resources Manager by telephone (276) 523-2400 to report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to MECC Human Resources at (276) 523-8257 within twenty-four (24) hours of the injury, and, the MECC HR Manager will immediately provide the employee with a panel of at least three (3) physicians from which to choose one as their
authorized treating physician for medical care that the injured employee will use after
treatment by the emergency room, after care services, etc.

iii. How to Report a Work-related Accident, Injury or Illness and Timely Submission - The
employee must IMMEDIATELY report all work-related injuries to his or her supervisor. The
supervisor must contact the MECC Human Resources Manager by telephone (276) 523-2400 to
report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to
MECC Human Resources within twenty-four (24) hours of the injury.

IMPORTANT: In the event that the supervisor is not present in the work area at the time of the injury,
any available college employee should provide immediate assistance to the injured employee, and the
available employee must then contact the supervisor to inform him/her of the accident/injury. If the
Department of Police is notified and reports to the scene of the accident then they are required to
complete a “police/security incident” report and forward a copy to the Office of Human Resources;
however, the available college employee or the injured employee is the person responsible for
informing the supervisor of the accident/injury within 24-hours.

iv. Workers’ Compensation Benefits and Adjusted Pay Procedures – upon receipt of the
Employee Accident Form, the MECC Human Resources Manager will send a comprehensive
email to the injured full-time or part-time employee, supervisor, and department manager
explaining additional injury reporting procedures and possible benefits to expect with an
accepted workers’ compensation claim. Generally, workers’ compensation benefits pay only a
portion of the injured full-time employee’s weekly earnings, and may require the full-time
employee to use their accrued sick leave until a decision is reached regarding the workers’
compensation claim. Part-time college workers are not provided with replacement income, but
may be eligible for limited medical benefits as determined by the MCI Benefits Coordinator and
the Workers’ Compensation Commission. At any rate, the full-time and/or part-time employee
will receive correspondence from the MCI Benefits Coordinator, via U.S. Mail to the home
address, regarding the acceptance or denial of the workers’ compensation claim.

v. Payment of Benefits - payment of all medical expenses arising out of the injury will be made
directly to the medical provider or hospital at the prevailing community rate. Should the
authorized treating physician refer the employee to a specialist, payment will be made directly
to the specialist at the prevailing community rate or contracted Preferred Provider Organization
(PPO). Supervisors and employees should direct questions regarding the payment of benefits to
the MECC Human Resources Manager at (276) 523-2400.

Additional information regarding Worker’s Compensation can be found at the following links:
http://www.dhrm.state.va.us/workerscomp.html.

h. Time-Off Benefits, Paid and Unpaid

i. Annual Leave - Twelve month faculty who are employed in the VCCS prior to January 1, 2007
accrue annual leave each pay period based on the years of salaried state service. All annual
leave in excess of the maximum allowed shall be carried over beyond January 1st of each year
and must be used by July 9th of the same calendar year. The remaining excess hours will be
converted to sick leave as of July 10th, except for participants in the Virginia Sickness and
Disability Program (VSDP).
Twelve-month teaching faculty hired after January 1, 2007 will be granted an “up-front” annual leave load, effective the date of hire. In addition to the one-time, up-front leave, annual leave is accrued each pay period. Annual leave loads and accruals are based on the faculty member’s position category. On January 10th of each year, the annual leave balance will be reduced to the carry forward limit.

Nine-month teaching faculty do not accrue annual leave. Additional information concerning faculty annual leave can be found at the following link:

ii. Sick Leave - this policy permits the agency to provide eligible employees with paid leave from work for reasons related to their own health or that of certain family members, and for family-related absences covered by the Family and Medical Leave Act (FMLA).

Faculty Sick Leave Benefits – are based on the faculty member’s retirement election. Faculty who elect to participate in Optional Retirement Plan (ORP) will automatically participate in the Traditional Sick Leave Plan. ORP Faculty Members cannot participate in the Virginia Sickness and Disability Plan (VSDP) and will have the option of enrolling into the UnumProvident Long-Term Disability Program.

Faculty who elect to participate in the Virginia Retirement System (VRS) have an option of participating in the Virginia Sickness and Disability Program (VSDP) or the Traditional Sick Leave Plan.

Election period is 60-days from the date of hire, failure to make an election will automatically default the faculty member in the VSDP Plan.

In all cases, for 9-month faculty, the smallest unit of leave charged shall be a half day (4-hours).

Full-time 9-month teaching faculty members not electing the Virginia Sickness and Disability Program (VSDP), shall accrue sick leave at the rate of four and one-half (4 1/2) days per academic semester (36.0 hrs), awarded on the first day of each semester. In addition, full-time 9-month teaching faculty, not eligible, or not electing VSDP, shall be granted three (3) days of personal leave of at the beginning of the academic year.

Full-time 12-month teaching faculty members not electing the VSDP program, shall accrue five (5) hours of sick leave per pay period (5 x 24 pay periods = 120). There shall be no limit on the amount of sick leave that can be accrued.

Additional information concerning leave for 9-month teaching faculty can be found on the following link: http://www.vccs.edu/Default.aspx?tabid=456.

Family Sick Leave - employees shall be allowed to use accrued sick leave to take time off from work for the illness or death of an immediate family member. The maximum amount of family sick leave an employee may use for minor or brief periods of disability, or following the death of certain family members, is limited to 48 total work hours in a leave year (for Non-VSDP participants only).

iii. Family Personal Leave Faculty electing the Virginia Sickness and Disability Program (VSDP) are provided with an allotment family personal leave to be used in the leave calendar year. Family/Personal
Leave may be taken at the discretion of the employee for any purpose (family, illness, attend a funeral, or other personal needs, etc.) provided the employee gives reasonable notice and his/her supervisor approves the absence.

**iv. VSDP Sick Leave** Faculty electing the Virginia Sickness and Disability Program (VSDP) are provided with an allotment sick leave to be used within the leave calendar year. You may use your sick leave for illness, injury or pregnancy and visits to licensed treating professionals. You may use up to 33% of your sick leave for qualifying family medical leave absences (FMLA). Additional information concerning VSDP benefits for 9-month teaching faculty can be found at the following link: [http://www.dhirm.state.va.us/hrpolicy/policy.html#benefits](http://www.dhirm.state.va.us/hrpolicy/policy.html#benefits).

**v. MECC Leave Sharing Program** - employees may donate accrued annual leave hours to the “MECC Leave Bank” for use by eligible employees in Leave Without-Pay status. The donation of annual leave to the MECC Leave Bank will allow eligible MECC employees to receive income from the donated leave provided by their colleagues. Donations to specific individuals are not permitted with the MECC Leave Sharing Program, however donations to specified individuals can be made to other state-agency employees.

**vi. Family and Medical Leave Act (FMLA)** - it is the Commonwealth of Virginia and Mountain Empire Community College Community College’s objective to provide eligible employees with up to twelve (12) weeks of unpaid family or medical leave because of the birth of a child or the placement of a child with the employee for adoption or foster care; because the employee is needed to care for a family member (child, spouse, or parent) with a serious health condition; or because the employee's own serious health condition makes him or her unable to perform his or her job. Or, up to twenty-six (26) weeks, to care for a covered military service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member; or, because of a “qualifying exigency” when the employee’s spouse, son, daughter, or parent who is a member of a regular component of the Armed Forces, or a member of the National Guard or Reserves, is on active duty or called to active duty status in support of a contingency operation. Employees wishing to be paid for this time off are required to use their own personal leave accruals in accordance with DHRM leave policies. Additional information can be found at the following link: [http://www.dhirm.state.va.us/hrpolicy/policy/pol4_20FMLA.pdf](http://www.dhirm.state.va.us/hrpolicy/policy/pol4_20FMLA.pdf).

**vii. Civil and Work-Related 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. This particular policy governs absences related to jury duty, juror pay and other types of court appearances. Additional information can be found at the following link: [http://www.dhirm.state.va.us/hrpolicy/web/pol4_05.html](http://www.dhirm.state.va.us/hrpolicy/web/pol4_05.html).

**viii. School Assistance and Volunteer Service Leave** - this policy permits (or, in the case of volunteer fire and rescue service, requires) MECC to grant employees up to sixteen (16) hours of time off with pay per leave calendar year to provide volunteer services through eligible non-profit, human service organizations within or outside their communities. Such service may be provided as a member of a service organization or through authorized school assistance. Effective 7/1/09 the number of hours of paid leave a state employee shall receive to serve as a volunteer firefighter and/or rescue service member increased from 16-hours to 24-hours. The policy supports the Governor’s Commission on National and Community Service which encourages Virginians to dedicate service to others. Additional
information can be found at the following link:  
http://www.dhram.state.va.us/hrpolicy/web/pol4_40.html.

(ix. Military Leave) permits employees to take military leave, with or without pay, for active duty in the armed services of the United States, and permits employees who are former and inactive members of the armed services, or current members of the reserve forces of any of the United States' armed services, or of the Commonwealth's militia, or the National Defense Executive Reserve to take military leave in accordance with federal and state law. The State policy on this matter provides continued salary for employees in the Commonwealth’s Militia called up by the Governor to respond to natural or man-made disasters. Additional information can be found at the following link:  
http://www.dhram.state.va.us/hrpolicy/web/pol4_50.html.

(x. Emergency Disaster Leave) this policy permits Virginia state agencies to grant up to eighty (80) hours of paid leave annually to qualifying employees who are called away from their regular jobs to provide specific kinds of emergency services during defined times of state and/or national disaster. This policy also permits Virginia’s state agencies to grant up to eighty (80) hours of paid leave annually to employees who are victims of disasters that meet the criteria specified in this policy. Additional information can be found at the following link:  
http://www.dhram.state.va.us/hrpolicy/web/pol4_17.html.

(xi. Leave to Donate Bone Marrow or Organs) this policy authorizes eligible employees to use up to thirty (30) workdays of paid leave in any calendar year, in addition to other paid leave, to donate bone marrow or organs. Additional information can be located at the following link:  
http://www.dhram.state.va.us/hrpolicy/web/pol4_37.html.

(xii. Leave Without Pay) it is the Commonwealth of Virginia and Mountain Empire Community College’s objective to allow employees covered under the Virginia Personnel Act to take unpaid time off from work under specified circumstances. Unconditional leave without pay - an employee's approved absence from work without pay that guarantees reinstatement to the position held by the employee before the leave was taken. Conditional leave without pay - an employee's approved absence from work without pay (other than for military leave) that guarantees reinstatement only if the employee's position is available when he or she desires to return from leave. If the position is not available, the employee will be separated and may be employed again only after going through the normal recruitment and selection process. Additional information can be located at the following link:  
http://www.dhram.state.va.us/hrpolicy/web/pol4_45.html.

(i. Retirement Benefits)

Retirement Benefits – VCCS Faculty have the option of selecting one of two retirement plans within 60-days of hire: the Optional Retirement Plan (ORP), a defined contribution plan, OR the Virginia Retirement System (VRS), a defined benefit plan.

The ORP was established for employees in faculty positions who could benefit from portability. For the ORP, contributions are made by the employer (MECC) at the rate of 10.4% of the member’s salary to the selected provider (Fidelity or TIAA-CREF) on behalf of the participant. The participant receives immediate vesting and the retirement benefit is based on the employer contributions and the investment gains and losses on those contributions. The employer (MECC) bears no responsibility for the
outcome of the participant’s investment choices (participant chooses investments from a range of funds offered under the plan provider). More detail on ORP benefits is contained in the ORP for Higher Education Participant Handbook available at www.varetire.org.

Optional Retirement Plan 1 (Employer Paid): Members hired before July 1, 2010 are covered under the provisions of the ORP Plan 1. Employees may be active or deferred under ORP Plan 1. Active members are employees currently working in a covered position. Deferred members not currently working in a covered position but have not withdrawn their funds and have service credit or an account balance in a Virginia Optional Retirement Plan (ORP) as of June 30, 2010 will remain in Plan 1. Deferred members who return to covered employment will be rehired under Plan 1.

Optional Retirement Plan 2 (Employee Paid and Employer Paid): Members hired or rehired on or after July 1, 2010 are covered under the provisions of the ORP Plan 2. Employees who were previously employed in covered position and withdrew their funds will be rehired under Plan 2. Deferred members not currently working in a covered position but have not withdrawn their funds and have service credit or an account balance in a Virginia Optional Retirement Plan (ORP) as of June 30, 2010 will remain in Plan 2 status. Deferred members who return to covered employment will be rehired under Plan 2.

Faculty members are vested with the accumulation of five (5) years of credited state service. A vested Plan 1 member is eligible to receive a reduced retirement benefit at age fifty-five (55) with at least five (5) years of state service. Plan 1 Faculty can receive a reduced benefit as early as age fifty-five (55) with at least ten (10) years of state service. Plan 1 Faculty can retire with unreduced benefits at age fifty-five (55) with at least thirty (30) years of state service or age sixty-five (65) with at least five (5) years of state service.

A Plan 2 Faculty member may receive a reduced retirement benefit at age sixty (60) with at least five (5) years of service. The reduction is based on whether the member is closer to:

- full Social Security retirement age or
- the first date on which the member would have completed thirty (30) years of service and the age plus service equal ninety (90).

VRS Plan 1- Employer Paid: You are covered under the provisions of the VRS Plan 1 if your membership date is before July 1, 2010. You may be an active or deferred member. You are an active member if you are currently working in a covered position. You are a deferred member if you are not currently working in a covered position but have not withdrawn your funds and have service credit in VRS or an account balance in an optional retirement plan as of June 30, 2010. If you are a deferred member and return to covered employment, you will be rehired under Plan 1.

The VRS Plan 1 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation at retirement. The monthly retirement benefit is determined by formula that includes age, years of creditable service, average final compensation thirty-six [36] consecutive months of the faculty member’s highest annual salary.

VRS Plan 2-Employee Paid and Employer Paid: You are covered under the provisions of the VRS Plan 2 if your membership date is July 1, 2010 or later. If you were previously employed in a covered position and withdrew your funds, you will be rehired under Plan 2 if you return to covered employment with no service credit in VRS or no account balance in a Virginia optional retirement plan.
The VRS Plan 2 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation. The monthly retirement benefit is determined by formula that includes age, years of creditable service, average final compensation sixty [60] consecutive months of the faculty member’s highest annual salary.

For additional information you can access the following link:
http://www.varetire.org/members/benefits/defined-benefit/index.asp

E. Essential Training and Certification

Academic and/or professional-level certifications required to maintain position or employment. Essential training and certification needs MUST be documented on the faculty employment contract (annual contract) with the timeframe for completion.

a. Educational Leave of Absence with Full, Partial, or Without Pay
It is the Commonwealth of Virginia and Mountain Empire Community College Community College’s objective to allow employees to take leave (time away from the position) to pursue study related to their work or the work of their agencies. Additional information you can access the following link:
http://www.boarddocs.com/va/vccs/Board.nsf/Public#

b. Continuous Learning Program
Credit courses offered at Mountain Empire Community College to full-time and part-time college employees at no cost. The courses may be job related or non-job related. Employees may participate in up to six (6) credit hours in one semester. Courses must be taken outside of the employee’s established work schedule. This policy does not apply to non-credit classes and does not cover auditing of classes.

c. MECC Knowledge Center (KC) Global
A learning management system (LMS) that provides online, just-in-time training options to the college community. The MECC KC Global also incorporates a web based system for maintaining training documentation, certificates and reports to faculty and staff. Every new full-time and part-time employee is automatically registered into the MECC Knowledge Center Global within 14 days of their hire date. This allows new employees easy access to the KC Global so that they can appropriately track their individual professional development activities.

F. Employee Recognition Programs

a. Commonwealth of Virginia Employee Service and Recognition Programs
This policy promotes programs that recognize an employee’s contributions to the overall objectives of the agency and state government on a State-wide level. The Commonwealth of Virginia may provide monetary, non-monetary and/or leave awards to employees, except that recognition leave may not be awarded to wage employees. Some awards have tax implications as described in the sections below.

Additional information can be found at the following link:
http://www.dhram.state.va.us/hrpolicy/web/pol1_20.html
b. MECC Employee Service and Recognition Programs

The college acknowledges the significant role that recognition can play in the success of the college. To that end, MECC provide guidelines for the establishment and implementation of recognition initiatives for full-time administrative, professional, and nine-month teaching faculty; adjunct faculty; classified employees; and wage employees at the college. Supervisors are encouraged to submit Above and Beyond Award recognitions to recognize employees during the Celebration of People.

c. State Council of Higher Education for Virginia

The State Council of Higher Education for Virginia (SCHEV) administers the Outstanding Faculty Awards (OFA) program, which is the Commonwealth’s highest honor for faculty at Virginia’s public and private colleges and universities. For detailed information regarding the program, history, criteria, award and selection, visit the SCHEV website: SCHEV Outstanding Faculty Awards.

d. MECC Professor Emeritus

The highest honor that the college can bestow upon a faculty member is that of “Professor Emeritus.” A status designed to honor persons for meritorious service as a faculty member of Mountain Empire Community College Community College. To be eligible for professor emeritus status, an individual holding faculty rank of associate professor or professor must have left employment from Mountain Empire Community College after a minimum of ten years service to the college and have made meritorious and significant contributions to the college.

Additional information and the nomination form for MECC Professor Emeritus can be found on the following links:
VCCS Policy 3.1.2, Emeritus

G. Commonwealth of Virginia – Employee Suggestion Program

The Commonwealth of Virginia – Employee Suggestion Program establishes a statewide program to encourage employees to make suggestions for improving state government operations by saving money, making operations more efficient or effective, increasing revenue, or improving safety; to assess the potential value of the suggestions; and to reward employees whose suggestions are approved for implementation. Additional information can be found at the following link:
http://www.dhram.state.va.us/hrpolicy/web/pol1_21.html

H. Equal Employment Opportunity Policy and Guidelines

a. Equal Opportunity

Provides that all aspects of human resource management be conducted without regard to race, sex, color, national origin, religion, sexual orientation, age, veteran status, political affiliation, or disability in accordance with the Governor’s Executive Order on Equal Opportunity and state and federal laws. (For the purpose of this policy “disability” is defined in accordance with the “Americans with Disabilities Act”).
b. Sexual Discrimination and Other Unlawful Harassment

Mountain Empire Community College is committed to maintaining an academic and work environment that creates the freedom for each individual to live, think, act, work, study, and speak without fear of physical, emotional, and psychological harm.

In compliance with Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the college will not tolerate any verbal, nonverbal, or physical behavior that constitutes sexual misconduct by employees in connection to their employment. Furthermore, sexual assault is a violation of the Code of Virginia.

In order to assure that sexual misconduct is precluded, the college strongly encourages individuals who believe they have experienced sexual misconduct to report the alleged misconduct according to the procedures described in Section IV of this policy. Additionally, personnel with supervisory responsibility and classroom instructors are required by federal law to take immediate and appropriate action when incidents of sexual misconduct or possible incidents of sexual misconduct are brought to their attention. Situations of an emergency nature should be reported immediately to the Department of Police or by calling 911.

Training is provided via Professional Development and Renewal to educate employees in the recognition and prevention of illegal workplace harassment and to provide an effective means of eliminating such harassment from the workplace. Moreover, the Commonwealth of Virginia and MECC requires re-training once every two (2) years in the Prevention of Sexual Harassment.

Additional information can be found at the following links for training opportunities:
www.mecc.edu

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c. Performance of Duties within Ethical and Legal Guidelines

Full-time teaching faculty duties and responsibilities are provided in detail in the Faculty section of the Policy Manual and for adjunct faculty, this information is provided in Adjunct faculty section of the Policy Manual. The information provided in both policies is intended to provide a greater description of the college’s expectations of the faculty member along with information to assist in the development of job performance expectations for use in the on-going evaluation of the faculty member’s performance. Academic deans and other hiring managers are to ensure that full-time and part-time teaching faculty are aware of their job expectations through the dissemination and frequent discussion of these two policies and others as provided by the college and the Virginia Community College System.

Like other full-time and part-time college employees, the college does not use the Commonwealth’s position description format or Employee Work Profile for full-time and part-time teaching faculty positions.

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d. Disciplinary Process
The purpose of this section is to set forth procedures to address unacceptable behavior, conduct, and related employment problems in the workplace, or outside the workplace when conduct impacts an faculty member’s ability to do his/her job and/or influences the agency’s overall effectiveness.

Consistent with the Commonwealth’s workplace standards, MECC strongly encourages the practice of “Progressive Discipline.” This step-by-step process of applying discipline ensures that every faculty member is provided with the guidance and means to succeed in their assigned position, and also ensures that the faculty member is provided with “Due Process” in each step along the way. Due process is defined as, “providing [real] opportunity to present objections to the [intended] personnel action.”

Disciplinary actions under the practice of “Progressive Discipline” may include, but are not limited to:

1. **Informal Action** – on the spot feedback from Supervisor to Faculty Member.
2. **Informal Meeting** – private, behind closed door meeting with Supervisor and Faculty Member.
3. **Informal Meeting** – private, behind closed door meeting with Supervisor and Faculty Member along with the issuance of a Counseling Memorandum.
4. **Formal Meeting with Supervisor and Employee** – private, behind closed door formal meeting with Supervisor and Faculty Member to issue Letter of Reprimand. (A member of the Human Resources may be invited to attend this meeting).
5. **Formal Meeting with Supervisor and Employee** – private, behind closed door formal meeting with Supervisor, Faculty Member, and a member of Human Resources staff, in order to initiate more serious disciplinary action.

**NOTE**: Consistent with VCCS Policy 3.12, Faculty Sanctions, certain behaviors or faculty member actions may warrant immediate removal from the workplace and may not include some progressive discipline action steps. However, MECC Office of Human Resources will ensure that every attempt is made to provide the employee with due process in these extraordinary circumstances.

Additional information can be found at the following link: VCCS Policy 3.12, Faculty Sanctions

e. **Employee Relation Matters**

i. **Resolving Employee Relation Disputes** – the college strongly believes that workplace disputes should be resolved at the lowest level of the organization. Therefore, faculty members should immediately bring issues of concern to their respective supervisor to allow the supervisor the opportunity to resolve the issue. Faculty members are also encouraged to utilize the chain-of-command as indicated in the organizational structure (charts) to allow the leadership team within their department to hear their concern and resolve the issue.

When informal discussion of the matter does not resolve the issue, the employee may utilize the services and resolution tools provided by the Virginia Department of Human Resource Management’s (DHRM) Office of Employment Dispute Resolution (EDR). The Office of Employment Dispute Resolution’s mission is to provide state agencies and their employees with a broad range of workplace dispute resolution tools that assure solutions consistent with the Commonwealth's human resource policies and related law. EDR services include: toll-free telephone access to professional workplace counselors, one-on-one or group mediation, etc. Additional information can be found at: http://www.dhrm.virginia.gov/employmentdisputeresolution.html
Additionally, faculty members should feel free to contact the MECC Human Resources Manager for guidance and questions regarding workplace concerns: 523-2400 X212.

ii. **Faculty Grievance Procedure** – The Faculty Grievance Procedure is defined in VCCS Policy 3.13 and includes an informal process and a formal process. Faculty must proceed through the informal process before utilizing the formal process. Faculty are also encouraged to make contact with the college’s Human Resources Manager prior to utilizing the faculty grievance procedure to ensure proper timeframes and steps are followed. A full description of the faculty grievance procedure is available on the following link: [VCCS Policy 3.13, Faculty Grievance Procedure](#)

f. **Reasonable Accommodation**

A reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

In the majority of situations, providing a reasonable accommodation is simple, quick and inexpensive. Additionally, requests for accommodation must be considered on a case-by-case basis, and, in the majority of cases, can be resolved between employee and supervisor. To handle matters of reasonable accommodation, employees and supervisors should refer to College policy 3-11, Reasonable Accommodations to access the request form and become familiar with the college’s policy and procedures.
3.45: CLASSIFIED EMPLOYEES

A. General Conditions of Employment

a. Definition of Classified Employee Status

Employees who are assigned to positions within the occupational families listed in the Commonwealth’s Compensation Plan. These employees are covered by the provisions of the Virginia Personnel Act (Title 2.2, § 2.2-2900 of the Code of Virginia), once they have completed the probationary period.

b. Employee Work Profile (EWP)

The EWP provides a brief work description, performance plan, core responsibilities, performance measures, and employee development goals for classified positions in the Commonwealth of Virginia. Every full-time classified employee and every wage/hourly employee is to be provided with their own individual EWP within thirty (30) days of hire. Additionally, a signed copy of employee’s EWP is to be provided to the Office of Human Resources, within thirty (30) days of hire. Employee Work Profile, Performance Plan and the Physical Demands Worksheet can be found on the College’s forms directory.

c. College Hours of Operations, Work Schedules and Attendance

The college's official operating hours for the general public are Monday through Friday from 8:00 a.m. to 4:30 p.m. A full-time classified employee works a schedule of 40 hours per week. Classified employees working a schedule of 20-29 hours per week are part-time ("P" status).

Employees are expected to report to work in accordance with the work schedule assigned by their respective supervisor, and the employee is responsible for letting their supervisor know as soon as possible if they expect to be late or absent. Ask your supervisor about your unit’s procedure for requesting absences. Failure to notify your supervisor appropriately may result in disciplinary action, including termination.

d. Rest and Meal Periods

Full-time classified employees are required to take an unpaid lunch break of 30 minutes. The lunch period shall not be included in the total required hours of work per day.

Immediate supervisors may, at their discretion, grant employees working an eight-hour day, a maximum of one rest break before the lunch period and one rest break after the lunch period. These breaks shall not be used to extend the lunch period. Furthermore, these rest breaks are included within the total required hours of work and shall not exceed fifteen minutes each.

Lunch periods and/or rest breaks may not be used by employees to extend any of the breaks, to offset arrival or departure time to or from work, or to cover time off for other purposes.
Immediate supervisors must ensure that lunch periods and rest breaks of their employees are scheduled within the limitations of the above restrictions and with the least disruption to college operations or services.

e. Timesheets and Absence Requests

Full Time Classified non-exempt employees are required to document their work hours on the Human Resource Management System (HRMS) and Datamatics systems. Entries must be entered on a daily basis and submitted in HRMS and Datamatics. If leave (absence request) is taken for an entire work day, the timesheet must remain blank for that day. If a partial day of leave is taken the timesheet should reflect ONLY the entries for the hours worked that day. All Leave will be recorded in the HRMS and Datamatics by entering an Absence Request that must be approved by the employees’ supervisor.

Part Time (Wage) non-exempt employees are required to document their work hours on the Human Resource Management System (HRMS). Entries must be entered on a daily basis and submitted in HRMS.

For MECC, the work week for classified non-exempt employees is established as Friday through Thursday.

Exempt classified employees are not required to complete the semi-monthly timesheet.

However, exempt classified employees are required to work a minimum of forty (40) hours per week according to the schedule established by their supervisor. When an exempt classified employee, is unable to work the forty (40) hours of their established schedule, or plans to take time off from work, they must enter an Absence Request through the HRMS and Datamatics system using the appropriate leave type.

HRMS Tool Kits providing step-by-step instructions for timesheets and to request an absence can be located at the following link: www.mecc.edu

NOTE: The designation of “non-exempt” and “exempt” is based on the employee’s actual job duties and responsibilities and determined by the MECC Office of Human Resources in accordance to the Federal Government’s Fair Labor Standards Act (FLSA). The designation is provided on the college organizational charts for each full-time classified position. If you have questions regarding this designation, please do not hesitate to contact the Office of Human Resources.

f. Flexible work schedules are available to classified employees during the summer.

Information regarding flexible summer schedules can be found on the MECC intranet under Human Resources.

g. Job Postings

All full-time and part-time college faculty and staff are encouraged to seek promotional and other career opportunities at Mountain Empire Community College through the job posting process. Current job opportunities are updated and posted as positions become available and can be located on the MECC website.

h. Hiring Requirements and Employee Background Screenings
The college’s hiring process is fully described below:

Employees hired into certain positions must complete a Statement of Personal Economic Interests as required by the Code of Virginia (§2.2-3100). If applicable, this requirement will be listed in the job announcement; updates to requirements and completion of the statement are managed by Human Resources office.

Additionally, all employees must meet certain conditions of employment.

MECC policy and procedures establish the guidelines to be used in conducting employment background screening as part of the college’s employment practices and recruitment and selection process. The purpose of the hiring and employee background screening policy document is (1) to promote a safe work environment and protect the welfare of students, faculty, staff, and visitors; (2) to protect organizational assets including people, property, and information; (3) to properly verify the identity and credentials of applicants; (4) to perform due diligence in ensuring that the college appropriately evaluates candidates’ background and suitability for employment; and (5) to ensure college hiring decisions are based upon job-related information. All full-time and part-time employment candidates are required to submit to the employee background screening process. Moreover, certain state jobs are designated by agencies as "sensitive" according to the definition in the Code of Virginia, §2.2-1201.1. Final candidates for these positions are subject to a fingerprint-based background check, including current employees who apply for sensitive positions.

i. Employee Separation from College Service

Voluntary Separation - Includes the following types of separation – resignation, normal retirement, early retirement, and disability retirement. Resignations of classified staff and wage employees should normally include a two-week notice period. Resignations of faculty rank positions should normally include a minimum of a thirty-day (30) notice period. Full-time college employees who intend to retire from state service should submit their letter of intention to retire ninety days (90) prior to their intended retirement date. In all cases, College employees, who voluntarily terminate their employment from the college, must submit a signed letter of resignation or intent to retire, in writing, to the president of the college and copy their immediate supervisor, appropriate VP and Human resources.

NOTE: Upon receipt of the resignation letter, the President’s office shall immediately send a letter of acceptance of the resignation to the employee with copies to the employee’s supervisor, VP and Human Resources.

Involuntary Separation – Termination from the college due to unacceptable behavior and/or job performance.

In the case of an involuntary separation, the supervisor must consult with the Human Resources Manager prior to taking action to ensure appropriate documentation of the issue is available for the HR file. Additionally, the Office of Human Resources shall provide the separated employee with specific direction regarding the separation process on a case-by-case basis.
Separation Process

Upon notification of employee separation, the college’s Office of Human Resources shall provide each employee with an Employee Separation package and an opportunity to have an exit interview with the college’s Human Resource Manager. Separating employees are required to reconcile all accounts and return all college property and materials via the Employee Termination Checklist contained in the Employee Separation package.

Completion of the exit interview questionnaire, which is also provided in the Employee Separation package, and the exit interview meeting, are optional for the separating employee.

j. Probationary Period

Newly hired full-time classified employees in the Commonwealth of Virginia must successfully complete the established probationary period for continued state employment. The probationary period is defined as the introductory period of employment that allows the employee and agency to determine if the employee is suited for the job. During the probationary period, employees may be terminated at the pleasure of the appointing authority, without access to the State Grievance Procedure. The normal probationary period is 12 months; however, the probationary period can be extended as described in this policy for up to 18 months for performance reasons, if an employee is absent for an extended period of time, or if an employee moves to another position within the last six months of the 12-month period. Classified employees are to be evaluated during the probationary period at the 3-month, 6-month and 12-month intervals. Note: the 9-month interval is optional. Additionally, classified employees who transfer to another state agency after completion of the probationary period are not required to complete a second probationary period.

k. Overtime

In the Commonwealth of Virginia, overtime is defined as hours worked in excess of a forty (40) during an established 7-day work week. Only hours physically worked are used to determine if compensation for overtime is required. Prior approval for overtime compensation must be obtained from the Vice President of Financial and Administrative Services. Mountain Empire Community College will compensate all nonexempt employees with time and one-half leave for all hours worked in excess of forty hours per work week and hour for hour leave for time worked beyond the required hours in a work week in which no more than 40 hours are worked. Overtime and compensatory time earned and not used will be paid on the pay date following the end of the quarter in which the leave is earned. Annual leave, sick leave and holidays are not included in computing overtime in a workweek. MECC’s established workweek is 12:01 a.m. Friday through 12 midnight Thursday. This workweek is used when computing overtime hours worked. Employees are responsible for working required overtime and may only work overtime that has been approved in advance by the Vice President of Financial and Administrative Services. Supervisors are responsible for utilizing alternate work schedules to avoid the use of overtime hours and for requesting the approval of the appropriate member of the President’s staff prior to assigning work in excess of 40 hours per week to an employee. In situations that cannot be anticipated, supervisors are authorized to assign work in excess of 40 hours per week to an employee in order to provide appropriate services to students or others. Overtime hours normally shall not be authorized except where required by exceptional circumstances of an emergency or temporary nature. The Human Resources Office will be responsible for maintaining and monitoring the records of overtime leave and compensatory leave earned and used by
employees. The employee is responsible for accurately recording hours worked and leave taken as required. The employee’s immediate supervisor will be responsible for acquiring the necessary approval, monitoring and verifying leave earned and taken, and providing employees the opportunity to use earned leave.

**Overtime Leave:** Overtime leave will be credited on the basis of one and one-half hours for each hour of overtime worked. Any unused overtime leave is paid out following the end of each quarter. Upon an employee’s termination, the overtime leave balances will be paid at the employee’s ending regular hourly rate or his/her average regular hourly rate over the last three years of employment, whichever is higher.

**Compensatory Leave:** Compensatory leave will be credited hour for hour for time worked beyond the required hours in a workweek in which no more than 40 hours are worked. This may happen when a state holiday, leave day, or inclement weather day is authorized in a week when an employee has taken paid leave such as annual, sick, compensatory, or overtime leave. Any unused compensatory leave is paid out following the end of each quarter.

Questions concerning this policy should be directed to the Human Resources Office.

**I. Outside Employment**

Outside Employment is paid employment with another state agency, private business, or self-employment, including private practice of any kind. Full-time employees who desire to provide consulting services and/or engage in additional employment outside of their employment with the college must obtain the approval of their immediate supervisor in writing, each 12-month period, via the Request to Engage in Outside Employment form. Full-time employees include full-time administrative, full-time professional and 9- and 12-month teaching faculty, and full-time classified employees.

**m. Teaching Credit Course for Extra Pay**

With written approval from their respective supervisor, 12-month administrative and professional faculty or any qualified classified employee may earn extra pay for teaching up to and including eight (8) credit hours per fiscal year, for teaching assignments assigned beyond those that are required as part of their regular job responsibilities and documented in their individual position descriptions. For 12-month administrative and professional faculty extra pay for the above teaching assignment(s) shall be at the rate of faculty member’s equivalent 9-month salary multiplied by .015 each credit hour. For classified employees, the rate of pay is determined via the normal method used for the calculation of the adjunct faculty pay rate.

For further guidelines on this benefit, refer to VCCS Policy, Administrative and Professional Faculty Teaching Credit Courses.

**n. Teaching Non-Credit Course for Extra Pay**

With written approval from their respective supervisor, full-time teaching faculty, 12-month administrative and professional faculty, or any qualified classified employee may teach non-credit courses, seminars, etc., in addition to their regular job responsibilities, for extra pay. Non-credit teaching assignments for extra pay should not exceed the equivalent of three (3) Continuing Education Units (CEU) or thirty contact hours of non-credit instruction per semester. Moreover, courses taught for extra pay
must be scheduled outside of the assigned working hours or the faculty member/classified employee will be required to use accrued leave.

For further guidelines on this benefit, see links provided below:
VCCS Policy 3.8.9, Professional Duties and Consulting
VCCS Policy, Faculty Teaching Load and Responsibilities

o. Layoff and Severance

The Commonwealth’s layoff policy permits state agencies to implement reductions in the workforce according to uniform criteria when it becomes necessary to reduce the number of employees or to reconfigure the workforce including change of positions from full-time to part-time status. Full-time and part-time Classified employees may be subject to layoff by the college. However, the decision to implement layoff must be non-discriminatory and must comply with the provisions of Policy 2.05, Equal Employment Opportunity. This policy should be used with Policy 1.57, Severance Benefits. For additional information visit the following link: http://www.dhrm.state.va.us/hrpolicy/web/pol1_30.html.

p. Statement of Public Accountability

State agencies are public institutions supported by the Commonwealth of Virginia, a public employer committed to serving the interests of the taxpayers and accountable to them for the effective use of public funds. Therefore, it is the policy of the Commonwealth that employees are not paid for time that they do not work, unless they use leave time, such as annual leave or sick leave, accrued under human resource policies. Employees will be placed on Leave Without Pay, and their paycheck for that pay period will be reduced, if they are absent from work for personal reasons or because of illness or injury, even for periods of less than one day, if they do not use accrued leave because (1) employee does not request use of accrued leave or request is denied, (2) accrued leave has been exhausted, or (3) employee requests leave without pay.

If the employee’s position is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA), there can be no deductions from compensation for periods of absence from work of less than one day, except for infractions of safety rules of major significance, and or other such critical reasons as established by the Department of Human Resource Management.

B. Compensation – (How the Classified Employee is Paid)

MECC Classified Employee Compensation processes are established personnel actions affecting full-time classified employees. If there is a need to establish and fill a new full-time classified position, fill a vacant full-time classified position, or request a salary change for an existing employee, contact MECC’s Human Resources Office.

C. Classified Performance Planning, Management, and Evaluation

Use the Classified Staff Performance Evaluation Action Steps to guide you through the specific dates of the performance planning and evaluation process.
Prior to the beginning of the performance cycle (October 25th for classified employees) every full-time classified employee is expected to work with their respective supervisor to develop their Employee Work Profile (EWP) and individual Professional Development Plan. The EWP must be signed by both parties and the Reviewer, and a copy of the signed EWP, Professional Development Plan, Confidentiality Statement, and Physical Demands Worksheet must be submitted MECC Human Resources no later than December 1st each year.

During the performance cycle (for non-probationary classified employees), the supervisor has a variety of tools to use to manage, monitor and document the employee’s performance at any time or any established interval. These tools include:

- MECC Form, Acknowledgement of Extraordinary Contribution*
- MECC Form, Notice of Improvement Needed/Substandard Progress*
- MECC Form, Probationary Period Evaluation for Classified Staff, OR

Use the college’s memorandum template to provide a “Counseling Memorandum.”

**Note:** (*) asterisks indicate that these two forms cannot be issued thirty (30) days prior to the end of the performance cycle; therefore, the forms cannot be issued after September 25th each year.

**At the end** of the performance cycle, every full-time classified employee is encouraged to complete a self-assessment, and the last two columns of his/her individual Professional Development and Renewal Plan. Both forms are to be signed by the employee and submitted to the supervisor within the timeframe specified on the Classified Staff Performance Evaluation Action Steps.

Each supervisor is expected to consider the employee’s self-assessment and the completed Professional Development and Renewal Plan to complete the Employee Work Profile/Performance Evaluation Form. Once the supervisor completes the EWP/Performance Evaluation, it must be submitted to the Reviewer for approval and signature **prior to discussing with the employee**. Supervisors are required to provide a copy of the Reviewer-signed performance evaluation to the employee at least two (2) workdays prior to the evaluation meeting. Supervisors must also submit signed classified performance evaluation documents to MECC Human Resources. The completed evaluation MUST consist of the following:

1. Employee Work Profile/Performance Plan (with original signatures)
2. Employee Work Profile/Performance Evaluation (with / original signatures)
3. Completed Professional Development Plan
4. Employee Self-Assessment (if employee completed)

**D. Benefits and Programs**

**a. Group Life Insurance**

When you become employed in a permanent, full-time, salaried position with Mountain Empire Community College, and select the Virginia Retirement System, you are automatically covered under the Basic Group Life Insurance program provided by Minnesota Life. The College pays the premium for its
employees. As a Commonwealth of Virginia employee you may purchase (at your own cost) additional insurance coverage for yourself, your spouse and/or your qualified dependents.

Additional information can be found at the following link: http://www.varetire.org/employers/plan1-benefits/life-insurance/basic-group-life-insurance.asp.

b. Health Benefits

The Commonwealth of Virginia health benefits program offers the COVA Care, COVA HealthAware, and COVA High Deductible Health Plan (HDHP) statewide to full-time and part-time employees, early retirees and certain family members. The Kaiser Permanente regional health maintenance organization is available to members in Northern Virginia only.

Additional information can be found at the following link: http://www.dhrm.state.va.us/hbenefits/employeestoc.html.

i. Medical Reimbursement Accounts - a Medical Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to pay for the out-of-pocket medical, dental, and vision care expenses not covered by your health benefits plan.

ii. Dependent Reimbursement Accounts – a dependent Care Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to reimburse eligible expenses incurred for the care of your child, disabled spouse, elderly parent, or other dependent who is physically or mentally incapable of self-care, so that you (and your spouse) can work or actively look for work.

Additional information regarding the flexible spending accounts can be found at the following link: http://www.dhrm.state.va.us/genlbenefits/flex/overview.html.

c. Supplemental Retirement Savings Programs

Supplemental Retirement Savings Programs – are optional, contributory retirement plans offered to full-time employees. The three (3) programs, offered to full-time employees of educational institutions are detailed below. Additionally, you are eligible to participate in Supplemental Retirement Savings Programs through voluntary salary deferral, and your contributions and any earnings are tax-deferred until withdrawn, usually at retirement:

i. 457 Deferred Compensation Program - saving for retirement is easy through the Commonwealth of Virginia Deferred Compensation Plan:

   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.
   d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.
The 457 Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan is ICMA-RC Retirement Services. Additional information regarding the plan can be found at the following link: http://www.varetire.org/employers/member-benefits/severance-benefits/tbp/dcp-and-cash-match.asp.

**Note:** Beginning January 1, 2008, newly hired full-time employees are automatically enrolled in the 457 Deferred Compensation Program and the Cash Match Program based on a minimum payroll deduction amount. Employees who do not wish to participate must opt out within the first ninety (90) days of their employment.

**ii. 403(b) Tax Annuity Plans** – saving for retirement is easy through the Tax Annuity Plans:

a. You contribute to your account through payroll deduction.
b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
c. You can change the amount you want to save, subject to tax code and plan limits.
d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.

The 403(b) Tax Annuity Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan varies based on the vendor selection. You may sign up with any of the approved vendors listed on the Fringe Benefits Management Company’s website. A list of those vendors and a description of their services and plans can be found on the following link: www.mecc.edu

**iii. Cash Match Program** - The Virginia Cash Match Plan (401(a)) is an employer-paid cash match program for qualified employees who are making continuous contributions to the Commonwealth of Virginia’s Deferred Compensation Plan (457) or 403(b) Tax Annuity Plan. If you are a salaried employee contributing at least $10 per pay period, you are eligible for the tax-deferred cash match. Don’t miss this opportunity for FREE MONEY!! Additional information can be found at the following link: https://vadcp.ingplans.com/csinfo/planinfo.aspx?cl=VIRGNA&pl=650272PU&page=plan_informationintroduction&domain=vadcp.csplans.com.

d. **Employee Assistance Program (EAP)**

Employee Assistance Program (EAP) - The Commonwealth of Virginia’s health plans offered to state employees and their dependents provide employee assistance programs (EAPs). The EAP offers (per incident) up to four sessions at no charge for such services as mental health services; alcohol or drug abuse assessment; child or elder care, grief and family/marital counseling; and legal or financial services.

Additional information can be found at the following link: http://www.dhhrm.state.va.us/genlbenefits/employeeassistance.html.

e. **Virginia Sickness and Disability Program (VSDP)**
Virginia Sickness and Disability Program (VSDP) - The Virginia Retirement System (VRS) administers the VSDP in conjunction with the Department of Human Resource Management and UnumProvident, a third-party vendor that specializes in disability claims management. When you join the Commonwealth of Virginia as a full-time salaried employee, you are automatically enrolled in the VSDP.

The VSDP provides you with income security when you cannot work because of a partial or total disability. The program includes sick leave; family and personal leave; short-term disability benefits; long-term disability benefits; and a long-term care program. VSDP benefits cover non-work-related and work-related conditions.

Effective July 1, 2009, new and re-hired state employees must complete one continuous year of employment before being eligible for non-work related VSDP income replacement benefits.

Employees and/or their respective supervisors must immediately inform MECC Human Resources of a full-time employee’s medical absence (planned or unplanned) of more than five (5) work days in order for the employee to receive benefits under the VSDP plan. MECC HR Main telephone number: (276) 523-2400.

Additional information can be found at the following link: http://www.varetire.org/members/benefits/vsdp/Index.asp.

f. Long-Term Care Insurance

Virginia Sickness and Disability Program (VSDP) Long-Term Care Insurance - If you are a State employee participating in the Virginia Sickness and Disability Program (VSDP), you are also covered under the VRS Long-Term Care Program at no cost. VRS has contracted with the Long Term Care Group, Inc., to administer benefits under the plan. The VSDP Long-Term Care Plan assists you in paying for nursing home care, assisted living facility care, hospice care, at-home services and community-based care. The maximum daily benefit amount is $96 with a lifetime maximum of $70,080. Additional information can be found at the following link: http://www.varetire.org/Employers/Plan1-Benefits/Long-Term-Care/Index.asp.

Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program – The Virginia Retirement System (VRS) has contracted with the Genworth Life Insurance Company as the third-party administrator for the program. Coverage provides a monthly maximum benefit allowance for covered long-term care expenses. As a state employee, you are eligible to enroll in the Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program if you work at least 20 hours a week. You also can enroll select family members between the ages of 18 and 79. Eligible family members include a spouse, adult children, parents, parents-in-law, step parents, step parents-in-law, grandparents, grandparents-in-law, step grandparents and step grandparents-in-law. Employees are responsible for all premium payments. Additional information can be found at the following link: www.genworth.com/cov.

g. Retirement Benefits

Retirement Benefits – All full-time employees are eligible for membership in the Virginia Retirement System (defined benefit plan). Employees become vested with the accumulation of five (5) years of credited state service.
Full-time employees are vested with the accumulation of five (5) years of credited state service. A vested Plan 1 member is eligible to receive a reduced retirement benefit at age fifty-five (55) with at least five (5) years of state service. Plan 1 employees can receive a reduced benefit as early as age fifty (50) with at least ten (10) years of state service. Plan 1 employees can retire with unreduced benefits at age fifty (50) with at least thirty (30) years of state service or age sixty-five (65) with at least five (5) years of state service.

A Plan 2 employee may receive a reduced retirement benefit at age sixty (60) with at least five (5) years of service. The reduction is based on whether the member is closer to:

- full Social Security retirement age or
- the first date on which the member would have completed thirty (30) years of service and the age plus service equal ninety (90).

**VRS Plan 1- Employer Paid:** You are covered under the provisions of the VRS Plan 1 if your membership date is before July 1, 2010. You may be an active or deferred member. You are an active member if you are currently working in a covered position. You are a deferred member if you are not currently working in a covered position but have not withdrawn your funds and have service credit in VRS or an account balance in an optional retirement plan as of June 30, 2010. If you are a deferred member and return to covered employment, you will be rehired under Plan 1.

The VRS Plan 1 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation at retirement. The monthly retirement benefit is determined by formula that includes age, years of creditable service, and average final compensation based on thirty-six [36] consecutive months of the employee’s highest annual salary.

**VRS Plan 2- Employee Paid and Employer Paid:** You are covered under the provisions of the VRS Plan 2 if your membership date is July 1, 2010 or later. If you were previously employed in a covered position and withdrew your funds, you will be rehired under Plan 2 if you return to covered employment with no service credit in VRS or no account balance in a Virginia optional retirement plan.

The VRS Plan 2 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation. The monthly retirement benefit is determined by formula that includes age, years of creditable service, average final compensation sixty [60] consecutive months of the employee’s highest annual salary.

**VaLORS Plan 1-Virginia Law Enforcement (Employer Paid):** Members hired before July 1, 2010: You are covered under the provision of the VaLORS Plan 1, if your membership date is before July 1, 2010. You may be an active or deferred member. You are an active member if you are currently working in a covered position. You are a deferred member if you are not currently working in a covered position but have not withdrawn your funds and have service credit in VRS or an account balance in an optional retirement plan as of June 30, 2010. If you are a deferred member and return to covered employment, you will be rehired under Plan 1.

VaLORS Plan 1 is a defined benefit plan which provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation. Average final compensation is the average of 36 months of highest annual salary. Your basic monthly retirement benefit is calculated using a
retirement multiplier as a percentage of your average final compensation, which is multiplied by your total service credit at retirement. If you were hired or rehired on or after July 1, 2001, your retirement multiplier is 2.0 percent. If you were hired before July 1, 2001, you had the option to retain the 1.7 percent multiplier with eligibility for the Hazardous Duty Supplement (a fixed dollar amount which is added to your monthly retirement benefit payment); or move to the 2.0 percent multiplier with no supplement.

The normal retirement age under VaLORS is age 60. You become eligible for an unreduced benefit at age 60 with at least five (5) years of service credit or at age 50 with at least 25 years of service credit. You may retire with a reduced benefit as early as age 50 with at least five (5) years of service credit.

**VaLORS Plan 2-Virginia Law Enforcement (Employee Paid and Employer Paid):** Members hired or rehired on or after July 1, 2010: You are covered under the provisions of the VaLORS Plan 2 if your membership date is July 1, 2010 or later. If you were previously employed in a covered position and withdrew your funds, you will be rehired under Plan 2 if you return to covered employment with no service credit in VRS or have no account balance in a Virginia optional retirement plan.

VaLORS Plan 2 is a defined benefit plan which provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation. Average final compensation is the average of 60 months of highest annual salary. Your basic monthly retirement benefit is calculated by using a retirement multiplier of 2.0 percent of your average final compensation, which is multiplied by your total service credit at retirement.

The normal retirement age under VaLORS is age 60. You become eligible for an unreduced benefit at age 60 with at least five (5) years of service credit or at age 50 with at least 25 years of service credit. You may retire with a reduced benefit as early as age 50 with at least five (5) years of service credit.

Additional information can be found at the following links:
Plan 1: [http://www.varetire.org/Members/Plan1/Benefits/DefinedBenefit/Index.asp](http://www.varetire.org/Members/Plan1/Benefits/DefinedBenefit/Index.asp);
Plan 2: [http://www.varetire.org/Members/Plan2/Benefits/DefinedBenefit/Index.asp](http://www.varetire.org/Members/Plan2/Benefits/DefinedBenefit/Index.asp);

**h. Line of Duty Act**

The Line of Duty Act (LODA) provides death and disability benefits to state employees who hold specified hazardous duty positions; e.g., campus police officers. The Virginia Department of Accounts (DOA) administers LODA benefits, reviews claims, pays claims, and verifies eligibility. The Virginia Retirement System (VRS) administers the Line of Duty Act Fund, which provides a funding mechanism for payment of LODA claims.

The Line of Duty Act provides a onetime death benefit payment to a designated beneficiary of $100,000 where death is in the line of duty due to unnatural causes; or $25,000 where death is due to a presumptive cause (heart attack or hypertension) as an active employee or within five (5) years of retirement. In addition, the surviving spouse and dependent children are eligible for continued health insurance coverage at no cost.

If disabled while in the line of duty or due to presumptive causes, the disabled employee, spouse, and dependents are entitled to continued health insurance coverage at no cost.

Additional information can be found at: Line of Duty Act and Forms - Virginia Department of Accounts
i. Workers’ Compensation

i. Non-Emergencies - when an employee (full time or part-time; adjunct faculty or wage/hourly) is injured on the job, the supervisor must ensure that the employee receives proper medical treatment to include first aid. In the event of a non-emergency injury, the supervisor’s next step is to contact the MECC Human Resources Manager by telephone (276 523-2400) to report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to MECC Human Resources at (276) 523-8257 within twenty-four (24) hours of the injury. If first aid is not sufficient, the MECC HR Manager will immediately provide the employee with a panel of at least three (3) physicians from which to choose one as their authorized treating physician for medical care. As stated in the Virginia Workers’ Compensation Act, the agency/college must provide an injured worker with medical treatment. Therefore, the purpose of the panel is twofold: to place the costs of medical care and treatment on the employer and to restore the employee’s good health so that the employee may return to employment as quickly as possible.

ii. Emergencies - in a life-threatening emergency situation the supervisor must seek the necessary medical treatment for the injured employee at the nearest medical service provider by the quickest means available (ambulance, rescue squad, etc.). In a non-life threatening, but still emergency situation, supervisors are to ensure that the injured employee obtains treatment from the nearest emergency medical service provider (emergency room, after care services, etc.). After the emergency situation has ended and the employee has received emergency medical attention, the supervisor’s next step is to contact the MECC Human Resources Manager by telephone (276) 523-2400 to report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to MECC Human Resources at (276) 523-2400 within twenty-four (24) hours of the injury, and, the MECC HR Manager will immediately provide the employee with a panel of at least three (3) physicians from which to choose one as their authorized treating physician for medical care that the injured employee will use after treatment by the emergency room, after care services, etc.

iii. How to Report a Work-related Accident, Injury or Illness and Timely Submission - The employee must IMMEDIATELY report all work-related injuries to his or her supervisor. The supervisor must contact the MECC Human Resources Manager by telephone (276) 523-2400 to report the injury. Then, the supervisor MUST complete the Employee Accident Form and FAX to MECC Human Resources within twenty-four (24) hours of the injury.

IMPORTANT: In the event that the supervisor is not present in the work area at the time of the injury, any available college employee should provide immediate assistance to the injured employee, and the available employee must then contact the supervisor to inform him/her of the accident/injury. If the Department of Police is notified and reports to the scene of the accident then they are required to complete a “police/security incident” report and forward a copy to the Office of Human Resources; however, the available college employee or the injured employee is the person responsible for informing the supervisor of the accident/injury within 24-hours.

iv. Workers’ Compensation Benefits and Adjusted Pay Procedures – upon receipt of the Employee Accident Form, the MECC Human Resources Manager will send a comprehensive email to the injured full-time or part-time employee, supervisor, and department manager explaining additional injury reporting procedures and possible benefits to expect with an accepted workers’
compensation claim. Generally, workers’ compensation benefits pay only a portion of the injured full-time employee’s weekly earnings, and may require the full-time employee to use their accrued sick leave until a decision is reached regarding the workers’ compensation claim. Part-time college workers are not provided with replacement income, but may be eligible for limited medical benefits as determined by the MCI Benefits Coordinator and the Workers’ Compensation Commission. At any rate, the full-time and/or part-time employee will receive correspondence from the MCI Benefits Coordinator, via U.S. Mail to the home address, regarding the acceptance or denial of the workers’ compensation claim.

v. Payment of Benefits - payment of all medical expenses arising out of the injury will be made directly to the medical provider or hospital at the prevailing community rate. Should the authorized treating physician refer the employee to a specialist, payment will be made directly to the specialist at the prevailing community rate or contracted Preferred Provider Organization (PPO). Supervisors and employees should direct questions regarding the payment of benefits to the MECC Human Resources Manager at (276) 523-2400.

Additional information regarding Worker’s Compensation can be found at the following links:
http://www.dhram.state.va.us/workerscomp.html.

E. Employee Recognition Programs

a. Commonwealth of Virginia Employee Service and Recognition Programs
This policy promotes programs that recognize an employee’s contributions to the overall objectives of the agency and state government on a State-wide level. MECC provides employees an opportunity to select their service award based on years of service.

Additional information can be found at the following link:
http://www.dhram.state.va.us/hrpolicy/web/pol1_20.html

b. MECC Employee Service and Recognition Programs
The college acknowledges the significant role that recognition can play in the success of the college. To that end, MECC provides guidelines for the establishment and implementation of recognition initiatives for full-time administrative, professional, and 12-month and 9-month teaching faculty; adjunct faculty; classified employees; and wage employees at the college. Supervisors are encouraged to submit information for Above and Beyond awards for recognition at the annual Celebration of People.

F. Commonwealth of Virginia – Employee Suggestion Program

The Commonwealth of Virginia – Employee Suggestion Program establishes a statewide program to encourage employees to make suggestions for improving state government operations by saving money, making operations more efficient or effective, increasing revenue, or improving safety; to assess the potential value of the suggestions; and to reward employees whose suggestions are approved for implementation.

Additional information can be found at the following link:
G. Equal Employment Opportunity Policy and Guidelines

a. Equal Opportunity

Provides that all aspects of human resource management be conducted without regard to race, sex, color, national origin, religion, sexual orientation, age, veteran status, political affiliation, or disability in accordance with the Governor’s Executive Order on Equal Opportunity and state and federal laws. (For the purpose of this policy “disability” is defined in accordance with the “Americans with Disabilities Act”). Additional information can be found at the following link: http://www.dhram.state.va.us/hrpolicy/web/pol2_05.html.

b. Sexual Discrimination and Other Unlawful Harassment

Mountain Empire Community College is committed to maintaining an academic and work environment that creates the freedom for each individual to live, think, act, work, study, and speak without fear of physical, emotional, and psychological harm.

In compliance with Section 703 of the Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the college will not tolerate any verbal, nonverbal, or physical behavior that constitutes sexual misconduct by employees in connection to their employment. Furthermore, sexual assault is a violation of the Code of Virginia.

In order to assure that sexual misconduct is precluded, the college strongly encourages individuals who believe they have experienced sexual misconduct to report the alleged misconduct according to the procedures described in Section IV of this policy. Additionally, personnel with supervisory responsibility and classroom instructors are required by federal law to take immediate and appropriate action when incidents of sexual misconduct or possible incidents of sexual misconduct are brought to their attention. Situations of an emergency nature should be reported immediately to the Department of Police or by calling 5-911.

Training is provided via the MECC Knowledge Center to educate employees in the recognition and prevention of illegal workplace harassment and to provide an effective means of eliminating such harassment from the workplace. Moreover, the Commonwealth of Virginia and MECC requires re-training once every two (2) years in the Prevention of Sexual Harassment.

Additional information can be found at the following links for training opportunities: www.kc.mecc.

c. Performance of Duties within Ethical and Legal Guidelines

Full-time classified employees and part-time wage hourly employees are to be provided with completed Employee Work Profiles (EWP) which effectively describe the employee’s duties and responsibilities, and establishes the performance plan to be used in the on-going evaluation of the employee’s performance. Supervisors are responsible for the accurate development of these documents and they are to be signed by the supervisor and then forwarded to the reviewer for approval. Reviewers should ensure that performance plans are appropriate before signing the forms. Following the reviewer’s approval,
performance plans are presented to employees for their signatures. Additional information can be found at the following link: http://www.dhrm.state.va.us/hrpolicy/web/pol1_40.html.

d. Disciplinary Process

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.

Consistent with the Commonwealth’s workplace standards for full-time classified employees, MECC strongly encourages the practice of “Progressive Discipline.” This step-by-step process of applying discipline ensures that each employee is provided with the guidance and means to succeed in their assigned position, and also ensures that the employee is provided with “Due Process” in each step along the way. Due process is defined as, “providing [real] opportunity to present objections to the [intended] personnel action.”

Disciplinary actions under the practice of “Progressive Discipline” may include, but are not limited to:

1. Informal Action – on-the-spot feedback from Supervisor to Employee.
2. Informal Meeting – private, behind closed door meeting with Supervisor and Employee.
3. Informal Meeting – private, behind closed door meeting with Supervisor and Employee along with the issuance of a Counseling Memorandum or Notice of Improvement Needed/Substandard Progress.
4. Formal Meeting with Supervisor and Employee – private, behind closed door formal meeting with Supervisor, employee, and a member of the Human Resources staff, and the issuance of the Written Notice at Level I, Level II, or Level III.
5. Formal Meeting with Supervisor and Employee – private, behind closed door formal meeting with Supervisor, employee, and a member of the Human Resources staff, in order to initiate the intended action of Suspension and/or Termination.

NOTE: Consistent with DHRM Policy 1.60, Standards of Employment, certain behaviors or employee actions may warrant immediate removal from the workplace and may not include some progressive discipline action steps. However, MECC Office of Human Resources will ensure that every attempt is made to provide the employee with due process in these extraordinary circumstances.

Additional information can be found at the following link: http://www.dhrm.state.va.us/hrpolicy/web/pol1_60.pdf.

e. Employee Relation Matters

i. Resolving Employee Relation Disputes – the college strongly believes that workplace disputes should be resolved at the lowest level of the organization. Therefore, classified employees should immediately bring issues of concern to their respective supervisor to allow the supervisor the opportunity to resolve the issue. Classified employees are also encouraged to utilize the chain-of-command as indicated in the organizational structure (charts) to allow the leadership team within their department to hear their concern and resolve the issue.
When informal discussion of the matter does not resolve the issue, the employee may utilize the services and resolution tools provided by the Virginia Department of Human Resource Management’s (DHRM) Office of Employment Dispute Resolution (EDR). The Office of Employment Dispute Resolution’s mission is to provide state agencies and their employees with a broad range of workplace dispute resolution tools that assure solutions consistent with the Commonwealth’s human resource policies and related law. EDR services include: toll-free telephone access to professional workplace counselors, one-on-one or group mediation, etc. Additional information can be found at: http://www.dhrm.virginia.gov/employmentdisputeresolution.html. Additionally, classified employees should feel free to contact the MECC Human Resources Manager for guidance and questions regarding workplace concerns: 523-2400 ext. 212.

ii Classified Employee Grievance Procedure and Mediation – Administered by the Department of Employment Dispute Resolution (EDR), the grievance procedure is a formal process through which a full-time Classified employee of the Commonwealth of Virginia can bring workplace concerns to the attention of upper levels of management. The Grievance Procedure Manual lists the rules that must be strictly followed. Failure to follow these specific procedures may forfeit the grievant’s right to this process. The Department of Employment Dispute Resolution also provides professional mediation as a way to resolve workplace disputes in lieu of filing a formal grievance. Additional information regarding these and other EDR services can be found at the following link: http://www.edr.state.va.us/

f. Reasonable Accommodation

A reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

In the majority of situations, providing a reasonable accommodation is simple, quick and inexpensive. Additionally, requests for accommodation must be considered on a case-by-case basis, and, in the majority of cases, can be resolved between employee and supervisor. To handle matters of reasonable accommodation, employees and supervisors should contact the Human Resources Manager to access the request form and become familiar with the college’s policy and procedures.
3.46: FULL-TIME ADMINISTRATIVE AND PROFESSIONAL FACULTY

A. General Conditions of Employment

a. Definition of Full-time Administrative and Professional Faculty Employee Status

**Administrative faculty** perform work related to the management of the educational and general activities of the college, department, or division. All administrative faculty are normally employed on a twelve-month basis beginning on July 1 and ending on June 30. Twelve-month administrative faculty personnel are assigned a faculty rank for which they qualify.

**Professional faculty** are individuals holding non-teaching positions with continuing responsibilities, and are employed on a twelve-month basis beginning July 1 and ending on June 30. All professional faculty are assigned a faculty rank for which they qualify. Librarians and Counselors are professional faculty. Colleges may also designate Coordinator, Assistant Coordinator, and Administrative Officer level positions as professional faculty.

**Restricted faculty** are individuals holding a restricted appointment to instructional, administrative or professional faculty positions. A restricted appointment is an appointment to a position that is funded in whole or in part by non-State revenues, or has been accepted under special conditions, or that is identifiable as non-continuing in nature.

b. Position Description

The position description provides a brief chief objective statement, description of work tasks and duties with approximate percentages of working time, scope of decision-making authority, frequent internal and external contacts, the minimum knowledge, skills, abilities and educational requirements of the job, and lists the preferred job qualifications for administrative and professional faculty positions at Mountain Empire Community College. Every administrative and professional faculty member is to be provided with their own individual PD within thirty (30) days of hire. Additionally, a signed PD is to be included as part of the faculty member’s Annual Faculty Performance Plan.

c. Timesheets and Absence Requests

Administrative and Professional faculty are categorized as “exempt” employees in accordance with the Federal Government’s Fair Labor Standards Act (FLSA). As exempt employees, Administrative and Professional faculty, are exempt from (not covered by) certain provisions of the Act including, overtime and minimum wage. However, exempt employees are covered by the provisions of the Act: Equal Pay and Recordkeeping.

Thereby, Administrative and Professional faculty are not required to complete timesheets. Administrative/Professional faculty members are required to work a minimum of forty (40) hours per week according to the schedule established by their supervisor. When an Administrative/Professional faculty member, is unable to work the forty (40) hours of their established schedule, or plans to take time off from work, they must enter an Absence Request through the Human Resource Management System.
(HRMS) and Datamatics Timesheet Plus system using the appropriate leave type. HRMS Tool Kits providing step-by-step instructions are located on the MECC Intranet.

d. Job Postings

All full-time and part-time college faculty and staff are encouraged to seek promotional and other career opportunities at Mountain Empire Community College through the job posting process. Current job opportunities are updated and posted on Friday of each week and can be located on the MECC website.

e. Hiring Requirements and Employee Background Screenings

Administrative and Professional faculty members hired into certain positions must complete a Statement of Personal Economic Interests as required by the Code of Virginia (§2.2-3100). If applicable, this requirement will be listed in the job announcement; updates to requirements and completion of the statement are managed by the Office of Human Resources.

Additionally, all employees must meet certain conditions of employment.

The following procedures establish the guidelines to be used in conducting employment background screening as part of the college’s employment practices and recruitment and selection process. The purpose of the hiring and employee background screening policy document is (1) to promote a safe work environment and protect the welfare of students, faculty, staff, and visitors; (2) to protect organizational assets including people, property, and information; (3) to properly verify the identity and credentials of applicants; (4) to perform due diligence in ensuring that the college appropriately evaluates candidates’ background and suitability for employment; and (5) to ensure college hiring decisions are based upon job-related information. All full-time and part-time employment candidates are required to submit to the employee background screening process. Moreover, certain state jobs are designated by agencies as "sensitive" according to the definition in the Code of Virginia. Final candidates for these positions are subject to a fingerprint-based background check, including current employees who apply for a sensitive position. For additional information refer to VCCS Policy 3.3.3, 3-39, Employment Background Screening.

B. Faculty Compensation

a. Hiring and Salary Determination

Administrative and professional faculty are hired within guidelines established by the Virginia Community College System and college policy. For details regarding this process, refer to VCCS Policy 3.8.0, Personnel Actions for Full-time Faculty Rank Positions.

b. Faculty Rank and the VCCS-29

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). SACSCOC states: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with
the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the academic hiring manager is responsible for justifying and documenting the qualifications of their respective faculty; and, MECC Human Resources provides a review of the documents submitted in order to maintain VCCS and SACSCOC compliance. Finally, MECC uses the following policies to assign rank and to review the credentials of its newly hired 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 VCCS Policy 3.8.10, Management Structure VCCS Policy, Teaching Qualifications (VCCS-29 – Appendix J).

c. Faculty Employment Contracts

Faculty Employment Contracts are issued annually (by June 30th) in conjunction with the college’s fiscal year Strategic Planning and Budget Process. Contracts for Administrative and Professional faculty, and 12-month teaching faculty, are normally delivered by June 30th; 9-month teaching faculty contracts are normally mailed (U.S. Postal Service) to the faculty member’s home address.

All faculty are expected to return signed contracts to the Office of Human Resources within fifteen (15) days of the date established on the contract. For additional information refer to VCCS Policy 3.4, Faculty Appointment.

d. Multi-Year Contract Process

In the case of a Reduction in Staff for Faculty (Layoff), this type of appointment provides the opportunity for an extended call-back period for the affected faculty member in case a position in the same teaching field/discipline becomes available after they have been laid off and during the remaining period of the multi-year contract. For the purpose of multi-year appointments, eligible faculty include: 9-month teaching faculty, 12-month teaching faculty. For full details of this annual process (October through December), please refer to VCCS Policy 3.4, Multi-Year Appointment Contracts for Faculty.

e. Teaching Credit Course for Extra Pay

Twelve-month administrative and professional faculty may teach and earn pay for teaching up to and including nine (9) credits per fiscal year within the VCCS, for teaching assignments beyond those that are required as part of the regular duties. The college president will determine the positions eligible to receive extra pay for teaching credit courses and shall specify the teaching portion of those administrative or professional faculty member’s regular workload in the college’s faculty handbook or other appropriate publication. Administrators involved in determining teaching loads (e.g., directors, division chairs, vice-presidents, and provosts) shall not be assigned a course for extra pay until all full-time teaching faculty in that discipline are given an opportunity to accept a teaching assignment for extra pay at their institution. Extra pay for such an overload shall be at the rate of the faculty member's equivalent nine-month salary multiplied by .015 for each overload credit hour. Such overload teaching shall be approved in advance by the president.
For further guidelines on this benefit, refer to VCCS Policy 3.8.5, Administrative and Professional Faculty Teaching Credit Courses.

**f. Teaching Non-Credit Course for Extra Pay**

With written approval from their respective supervisor, full-time teaching faculty, 12-month administrative and professional faculty, or any qualified classified employee may teach non-credit courses, seminars, etc., in addition to their regular job responsibilities, for extra pay. Non-credit teaching assignments for extra pay should not exceed the equivalent of three (3) Continuing Education Units (CEU) or thirty contact hours of non-credit instruction per semester. Moreover, courses taught for extra pay must be scheduled outside of the assigned working hours or the faculty member/classified employee will be required to use accrued leave.

For further guidelines on this benefit, refer to VCCS Policy 3.8.9, Professional Duties and Consulting VCCS Policy, Teaching Non-credit Courses.

**g. Stipend Agreement**

This process is used by the MECC hiring manager to secure the hiring and the assignment of work or project to a full-time VCCS administrator or professional faculty from another VCCS school to perform duties at MECC. Additionally, the home college provides payment to the faculty member and will charge back the funds to MECC through the Inter-Agency Transfer (IAT) process. For stipend agreements, terms and conditions of work assignments including compensation must be determined and agreed upon by the faculty member and the hiring manager prior to the start of the work assignment. The MECC hiring manager is required to complete the VCCS Stipend Agreement - Stipend Agreement and send to MECC Human Resources for further processing and payment.

Additional information is found on the following link: VCCS Policy 3.8.10, Stipends

**h. Job Assignments, Substantial Additional Duty Assignments, and Other VCCS Pay Actions**

The following classification and compensation actions are available to provide additional pay for administrative, professional, and teaching faculty:

1. Acting pay
2. Additional duties
3. Competitive salary offer
4. Internal alignment
5. Non-competitive voluntary transfer/within the college
6. Non-competitive voluntary transfer/within the VCCS
7. Reallocation
8. Substantial additional duties

For additional guidance and use of the appropriate form for the pay actions listed above, refer to VCCS Policy 3.4.0.5.5, Reassignment of Administrative and Professional Faculty.

**i. Faculty Promotion**
Mountain Empire Community College welcomes the opportunity and encourages each faculty member to seek professional and educational advancement through the opportunity of promotion in rank. The academic supervisor should provide guidance to their respective faculty members regarding the promotion process in conjunction with the development of annual, individual professional development goals and objectives. Faculty may begin to submit their promotion packages to their respective Dean or Academic supervisor as early as January 1st, but not later than February 1st each year.

For additional information, refer to VCCS Policy 3.7, Faculty Promotion.

j. Faculty Sabbatical Leave

Mountain Empire Community College welcomes the opportunity to offer sabbatical leaves to faculty in order for faculty to participate in activities that will improve teaching effectiveness, enhance creative and/or artistic activities, improve professional competency, support the college’s strategic initiatives, and provide a renewed capacity for significant contribution of service to the college and the community at large. However, please be mindful that sabbaticals are not designed for planned courses of study or academic credit. Sabbaticals may provide a compensated leave of absence of one or two semesters for 9-month teaching faculty, and up to twelve months for 12-month teaching faculty, administrative and professional faculty, and college presidents. Annual deadline for submission of sabbatical leave is February 1.

Additional criteria for sabbatical leave is available by referring to VCCS Policy 3.10.5, Sabbaticals VCCS Policy 3-15, Faculty Sabbatical Leave.

k. Leaves of Absence for Educational and/or Personal Reasons

Faculty-rank staff may request tuition assistance and a paid or unpaid leave of absence from the college to pursue a degree program related to their current job or position.

Faculty-rank staff may request a personal leave of absence without pay for family or personal reasons. For more information, refer to VCCS Policy 3.9.8, Leave Without Pay. The annual deadline for submission of Leave of Absence requests is February 1st.

C. Faculty Performance and Evaluation Plan

All college personnel in positions categorized as administrative and professional faculty, according to the VCCS Policy Manual, will be evaluated in accordance with the procedures and standards in the Faculty Performance and Evaluation Plan: Administrative and Professional Faculty. Librarians and counselors are included in this group. Nine-month teaching faculty, 9-month teaching faculty with partial reassigned time for administrative duties, and 12-month teaching faculty will be evaluated according to procedures and standards in the Faculty Performance and Evaluation Plan: Nine-month and 12-month Teaching Faculty.

The annual process of performance planning and evaluation of administrative and professional faculty is a critical part of Mountain Empire Community College’s commitment to achieving world-class status in fulfilling its mission and goals. Also, the college is committed to promoting and nurturing the continuous professional and personal growth and development of all members of the college community. This
The performance and evaluation plan encourages continuous improvement through processes of strategic planning, goal setting, coaching and mentoring by supervisors, and the regular review and updating of position descriptions.

Additionally, the plan is implemented on a fiscal year cycle, beginning July 1 and ending June 30. For more information, refer to VCCS Policy 3.6, Faculty Evaluations Faculty Performance and Evaluation Plans.

D. Benefits and Programs

a. Group Life Insurance

When you become employed in a permanent, full-time, salaried position with Mountain Empire Community College, and select the Virginia Retirement System, you are automatically covered under the Basic Group Life Insurance program provided by Minnesota Life. The College pays the premium for its employees. As a Commonwealth of Virginia employee you may purchase (at your own cost) additional insurance coverage for yourself, your spouse and/or your qualified dependents.

Additional information can be found at the following link: http://www.varetire.org/employers/plan1-benefits/life-insurance/basic-group-life-insurance.asp.

b. Health Benefits

The Commonwealth of Virginia health benefits program offers the COVA Care, COVA HealthAware and COVA High Deductible Health Plan (HDHP) statewide to full-time and certain part-time employees, early retirees and certain family members. Additional information can be found at the following link: http://www.dhrm.state.va.us/hbenefits/employeestoc.html.

i. Medical Reimbursement Accounts - a Medical Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to pay for the out-of-pocket medical, dental, and vision care expenses not covered by your health benefits plan.

ii. Dependent Reimbursement Accounts – a dependent Care Reimbursement Account allows you to set aside part of your salary each pay period on a pre-tax basis to reimburse eligible expenses incurred for the care of your child, disabled spouse, elderly parent, or other dependent who is physically or mentally incapable of self-care, so that you (and your spouse) can work or actively look for work.

Additional information regarding the flexible spending accounts can be found at the following link: http://www.dhirm.state.va.us/genlbenefits/flex/overview.html.

c. Supplemental Retirement Savings Programs

Supplemental Retirement Savings Programs – are optional, contributory retirement plans offered to full-time employees. The three (3) programs, offered to full-time employees of educational institutions are detailed below. Additionally, you are eligible to participate in Supplemental Retirement Savings Programs through voluntary salary deferral, and your contributions and any earnings are tax-deferred until withdrawn, usually at retirement:
i. 457 Deferred Compensation Program - saving for retirement is easy through the Commonwealth of Virginia Deferred Compensation Plan:
   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.
   d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.

The 457 Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan is ICMA-RC Retirement Services.

Additional information regarding the plan can be found at the following link: https://vadcp.ingplans.com/csinfo/planinfo.aspx?cl=VIRGNA&pl=650271PU&page=plan_informationintroduction&domain=vadcp.csplans.com.

Note: Beginning January 1, 2008, newly hired full-time employees are automatically enrolled in the 457 Deferred Compensation Program and the Cash Match Program based on a minimum payroll deduction amount. Employees who do not wish to participate must opt out within the first ninety (90) days of their employment.

ii. 403(b) Tax Annuity Plans – saving for retirement is easy through the Tax Annuity Plans:
   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.
   d. You are eligible for a cash match as MECC participates in the State’s cash match plan entitled, the Virginia 401(a) Cash Match Plan.

The 403(b) Tax Annuity Plan is a supplement to your VRS retirement benefit. The record-keeper for the plan varies based on the vendor selection. You may sign up with any of the approved vendors listed on the Fringe Benefits Management Company’s website.

A list of those vendors and a description of their services and plans can be found on the following link: http://www.fbmc-benefits.com/VaProviderNetwork/index.asp

iii. Cash Match Program - The Virginia Cash Match Plan (401(a)) is an employer-paid cash match program for qualified employees who are making continuous contributions to the Commonwealth of Virginia’s Deferred Compensation Plan (457) or 403(b) Tax Annuity Plan. If you are a salaried employee contributing at least $10 per pay period, you are eligible for the tax-deferred cash match. Don’t miss this opportunity for FREE MONEY!!

Additional information can be found at the following link: www.varetire.org.

d. Employee Assistance Program (EAP)
Employee Assistance Program (EAP) - The Commonwealth of Virginia’s health plans offered to state employees and their dependents provide employee assistance programs (EAPs). The EAP offers (per incident) up to four sessions at no charge for such services as mental health services; alcohol or drug abuse assessment; child or elder care, grief and family/marital counseling; and legal or financial services. Additional information can be found at the following link: http://www.dhram.state.va.us/genlbenefits/employeeassistance.html.

e. Virginia Sickness and Disability Program (VSDP)

Virginia Sickness and Disability Program (VSDP) - The Virginia Retirement System (VRS) administers the VSDP in conjunction with the Department of Human Resource Management and UnumProvident, a third-party vendor that specializes in disability claims management. If the Administrative and Professional faculty member chooses the Virginia Retirement System as their retirement program, then they are automatically enrolled in the VSDP.

The VSDP provides you with income security when you cannot work because of a partial or total disability. The program includes sick leave; family and personal leave; short-term disability benefits; long-term disability benefits; and a long-term care program. VSDP benefits cover non-work-related and work-related conditions.

Effective July 1, 2009, new and re-hired state employees must complete one continuous year of employment before being eligible for non-work related VSDP income replacement benefits.

Employees and/or their respective supervisors must immediately inform MECC Human Resources of a full-time employee’s medical absence (planned or unplanned) of more than five (5) work days in order for the employee to receive benefits under the VSDP plan.

Additional information can be found at the following link: http://www.varetire.org/members/benefits/vsdp/Index.asp.

f. Long-Term Care Insurance

Virginia Sickness and Disability Program (VSDP) Long-Term Care Insurance - If you are a State employee participating in the Virginia Sickness and Disability Program (VSDP), you are also covered under the VRS Long-Term Care Program at no cost. VRS has contracted with the Long Term Care Group, Inc., to administer benefits under the plan. The VSDP Long-Term Care Plan assists you in paying for nursing home care, assisted living facility care, hospice care, at-home services and community-based care. The maximum daily benefit amount is $96 with a lifetime maximum of $70,080. Additional information can be found at the following link: http://www.varetire.org/Employers/Plan1-Benefits/Long-Term-Care/Index.asp.

Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program – The Virginia Retirement System (VRS) has contracted with the Genworth Life Insurance Company as the third-party administrator for the program. Coverage provides a monthly maximum benefit allowance for covered long-term care expenses. As a state employee, you are eligible to enroll in the Commonwealth of Virginia Voluntary Group Long Term Care Insurance Program if you work at least 20 hours a week. You also can enroll select family members between the ages of 18 and 79. Eligible family members include a spouse, adult children, parents, parents-in-law, step parents, step parents-in-law, grandparents, grandparents-in-
law, step grandparents and step grandparents-in-law. Employees are responsible for all premium payments. Additional information can be found at the following link: www.genworth.com/cov.

g. Retirement Benefits
Retirement Benefits – VCCS Faculty have the option of selecting one of two retirement plans within 60-days of hire: the Optional Retirement Plan (ORP), a defined contribution plan, OR the Virginia Retirement System (VRS), a defined benefit plan.

The ORP was established for employees in faculty positions who could benefit from portability (movement to another non-state employer). For the ORP, contributions are made by the employer (MECC) at the rate of 10.4% of the member’s salary to the selected provider (Fidelity or TIAA-CREF) on behalf of the participant. The participant receives immediate vesting and the retirement benefit is based on the employer contributions and the investment gains and losses on those contributions. The employer (MECC) bears no responsibility for the outcome of the participant’s investment choices (participant chooses investments from a range of funds offered under the plan provider). More detail on ORP benefits is contained in the ORP for Higher Education Participant Handbook available at www.varetire.org.

Optional Retirement Plan 1 (Employer Paid): Members hired before July 1, 2010 are covered under the provisions of the ORP Plan 1. Employees may be active or deferred under ORP Plan 1. Active members are employees currently working in a covered position. Deferred members not currently working in a covered position but have not withdrawn their funds and have service credit or an account balance in a Virginia Optional Retirement Plan (ORP) as of June 30, 2010 will remain in Plan 1 status. Deferred members who return to covered employment will be rehired under Plan 1.

Optional Retirement Plan 2 (Employee Paid and Employer Paid): Members hired or rehired on or after July 1, 2010 are covered under the provisions of the ORP Plan 2. Employees who were previously employed in covered position and withdrew their funds will be rehired under Plan 2. Deferred members not currently working in a covered position but have not withdrawn their funds and have service credit or an account balance in a Virginia Optional Retirement Plan (ORP) as of June 30, 2010 will remain in Plan 2 status. Deferred members who return to covered employment will be rehired under Plan 2.

Faculty members are vested with the accumulation of five (5) years of credited state service. A vested Plan 1 member is eligible to receive a reduced retirement benefit at age fifty-five (55) with at least five (5) years of state service. Plan 1 Faculty can receive a reduced benefit as early as age fifty (50) with at least ten (10) years of state service. Plan 1 Faculty can retire with unreduced benefits at age fifty (50) with at least thirty (30) years of state service or age sixty-five (65) with at least five (5) years of state service.

A Plan 2 Faculty member may receive a reduced retirement benefit at age sixty (60) with at least five (5) years of service. The reduction is based on whether the member is closer to:

- full Social Security retirement age or
- the first date on which the member would have completed thirty (30) years of service and the age plus service equal ninety (90).

VRS Plan 1- Employer Paid: You are covered under the provisions of the VRS Plan 1 if your membership date is before July 1, 2010. You may be an active or deferred member. You are an active member if you are currently working in a covered position. You are a deferred member if you are not currently working in a covered position but have not withdrawn your funds and have service credit in VRS or an account
balance in an optional retirement plan as of June 30, 2010. If you are a deferred member and return to covered employment, you will be rehired under Plan 1.

The VRS Plan 1 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation at retirement. The monthly retirement benefit is determined by formula that includes age, years of creditable service, average final compensation thirty-six [36] consecutive months of the faculty member’s highest annual salary.

**VRS Plan 2-Employee Paid and Employer Paid**: You are covered under the provisions of the VRS Plan 2 if your membership date is July 1, 2010 or later. If you were previously employed in a covered position and withdrew your funds, you will be rehired under Plan 2 if you return to covered employment with no service credit in VRS or no account balance in a Virginia optional retirement plan.

The VRS Plan 2 is a defined benefit plan. A defined benefit plan provides a lifetime monthly benefit in retirement based on your age, total service credit and average final compensation. The monthly retirement benefit is determined by formula that includes age, years of creditable service, average final compensation sixty [60] consecutive months of the faculty member’s highest annual salary. For additional information you can access the following link: [http://www.varetire.org/members/benefits/defined-benefit/index.asp](http://www.varetire.org/members/benefits/defined-benefit/index.asp).

**h. Time-Off Benefits - Unpaid**

**Family and Medical Leave Act (FMLA)** - it is the Commonwealth of Virginia and Mountain Empire Community College’s objective to provide eligible employees with up to twelve (12) weeks of unpaid family or medical leave because of the birth of a child or the placement of a child with the employee for adoption or foster care; because the employee is needed to care for a family member (child, spouse, or parent) with a serious health condition; or because the employee’s own serious health condition makes him or her unable to perform his or her job. Or, up to twenty-six (26) weeks, to care for a covered military service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member; or, because of a “qualifying exigency” when the employee’s spouse, son, daughter, or parent who is a member of a regular component of the Armed Forces, or a member of the National Guard or Reserves, is on active duty or called to active duty status in support of a contingency operation. Employees wishing to be paid for this time off are required to use their own personal leave accruals in accordance with DHRM leave policies. Additional information can be found at the following link: [http://www.dhrm.state.va.us/hrpolicy/policy/pol4_20FMLA.pdf](http://www.dhrm.state.va.us/hrpolicy/policy/pol4_20FMLA.pdf).

**i. MECC Professor Emeritus**

The highest honor that the college can bestow upon a faculty member is that of “Professor Emeritus.” A status designed to honor persons for meritorious service as a faculty member of Mountain Empire Community College. To be eligible for professor emeritus status, an individual holding faculty rank of associate professor or professor must have left employment from Mountain Empire Community College after a minimum of ten years of service to the college and have made meritorious and significant contributions to the college. For additional information, refer to VCCS Policy 3.0.1, Academic Rank, Special Positions, Administrative Titles.

**j. Disciplinary Process**
The purpose of this section is to set forth procedures to address unacceptable behavior, conduct, and related employment problems in the workplace, or outside the workplace when conduct impacts an faculty member’s ability to do his/her job and/or influences the agency’s overall effectiveness. Consistent with the Commonwealth’s workplace standards, MECC strongly encourages the practice of “Progressive Discipline.” This step-by-step process of applying discipline ensures that every faculty member is provided with the guidance and means to succeed in their assigned position, and also ensures that the faculty member is provided with “Due Process” in each step along the way. Due process is defined as, “providing [real] opportunity to present objections to the [intended] personnel action.”

Disciplinary actions under the practice of “Progressive Discipline” may include, but are not limited to:

1. Informal Action – on the spot feedback from Supervisor to Faculty Member.
2. Informal Meeting – private, behind closed door meeting with Supervisor and Faculty Member.
3. Informal Meeting – private, behind closed door meeting with Supervisor and Faculty Member along with the issuance of a Counseling Memorandum.
4. Formal Meeting with Supervisor and Employee – private, behind closed door formal meeting with Supervisor and Faculty Member to issue Letter of Reprimand. (A member of the Human Resources may be invited to attend this meeting).
5. Formal Meeting with Supervisor and Employee – private, behind closed door formal meeting with Supervisor, Faculty Member, and a member of Human Resources staff, in order to initiate more serious disciplinary action.

**NOTE:** Consistent with VCCS Policy 3.12, Faculty Sanctions, certain behaviors or faculty member actions may warrant immediate removal from the workplace and may not include some progressive discipline action steps. However, MECC Office of Human Resources will ensure that every attempt is made to provide the employee with due process in these extraordinary circumstances. For additional information, refer to VCCS Policy 3.12, Faculty Sanctions.

**3.47: ADJUNCT TEACHING FACULTY**

**A. General Conditions of Employment**

**a. Definition of Adjunct Teaching Faculty and Employee Status**

Adjunct teaching 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.

**b. Adjunct Faculty Responsibilities and Conditions of Employment**

Responsibilities of Adjunct Teaching Faculty at Mountain Empire Community College include the following:

- Preparing and updating class syllabi for each assigned class
- Distributing to students a class syllabus on the first meeting of the class by posting on Blackboard (in addition, adjunct faculty are encouraged to provide a hard-copy of syllabi to students on the first meeting of the class)
• Conducting assigned classes in accordance with the course outline, catalog description, and times as listed in the college course schedule and the stipulations of the School Dean/Director
• Meeting every class, including the final examination in the assigned room. Taking attendance at each class meeting.
• Maintaining standards of teaching worthy of accreditation
• Developing and maintaining the minimum number of office hours (one office hour per week per course is required)
• Keeping appropriate records regarding student performance
• Submitting classroom grades, reports and other documentation as required by Academic School and the Office of Admissions and Records
• Participating in the college’s evaluation process which involves administration of student evaluations, and the process of classroom observations by academic leaders
• Observing all VCCS and college policy, procedures and regulations as stated in this handbook
• Participating in at least one Adjunct Faculty Orientation session per year (face-to-face or online session)

c. College Service

The college recognizes that adjunct faculty can provide expertise in adding to the institution’s effectiveness, in addition to fulfilling their primary responsibility of teaching. The college provides several opportunities for such involvement by inviting adjunct faculty to serve on various committees, advise student clubs and organizations, lead and conduct sessions with other faculty as a means of sharing successful teaching strategies and activities, as well as other possible activities. Adjunct faculty are encouraged to consult with their respective Division Dean regarding specific committees and other extra-curricular activities that are available.

d. Lateness/Absence of an Instructor from Class

If the part-time instructor will be late or must miss a class because of illness or some other reason, he/she must notify, as soon as possible, the appropriate Dean. Every effort must be made to speak directly with the Dean. If the Division Dean is not available, it is the adjunct faculty member’s responsibility to contact the Division’s Administrative Assistant or the VP of Academic and Student Services office.

e. Job Postings

All full-time and part-time college faculty and staff are encouraged to seek promotional and other career opportunities at Mountain Empire Community College through the job posting process. Current job opportunities are updated and posted on the MECC website.

f. Hiring Requirements and Employee Background Screenings

In accordance with college policy, the academic division conducts their own hiring for part-time teaching faculty opportunities. However, adjunct faculty must complete or provide the following hiring documents to their Division Dean prior to the first day of employment in order to complete the hiring process:
• Immigration and Naturalization Form (I-9)
• Complete and signed Commonwealth of Virginia State Application Form
• Official academic transcripts from all colleges and universities
• Copies of relevant licenses or certifications
• Employment Background Investigation Notification and Release Form

Additionally, all employees must meet certain conditions of employment.

These procedures establish the guidelines to be used in conducting employment background screening as part of the college’s employment practices and recruitment and selection process. The purpose of the hiring and employee background screening policy document is (1) to promote a safe work environment and protect the welfare of students, faculty, staff, and visitors; (2) to protect organizational assets including people, property, and information; (3) to properly verify the identity and credentials of applicants; (4) to perform due diligence in ensuring that the college appropriately evaluates candidates’ background and suitability for employment; and (5) to ensure college hiring decisions are based upon job-related information. All full-time and part-time employment candidates are required to submit to the employee background screening process. Moreover, certain state jobs are designated by agencies as "sensitive" according to the definition in the Code of Virginia, §2.2-1201.1. Final candidates for these positions are subject to a fingerprint-based background check, including current employees who apply for a sensitive position.

B. Adjunct Faculty Compensation

a. Hiring and Salary Determination

Adjunct teaching faculty are hired within guidelines established by the Virginia Community College System and college policy. Moreover, it is the policy of the college to ensure that equally qualified adjunct faculty receive equitable rates of compensation. At the same time, the college shall offer pay rates that are competitive with other educational institutions and organizations while following clearly defined procedures.

Related policy VCCS Policy 3.4.3 Employment of Adjunct Faculty; VCCS Policy 3.8.7 Workload Credits for Adjunct Faculty

b. Faculty Rank and the VCCS-29

Qualifications for faculty in the Virginia Community College System are aligned with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). SACSCOC states: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its adjunct faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the academic hiring manager is responsible for justifying and documenting the qualifications of their respective adjunct faculty; and, MECC Office of Human Resources provides a review of the documents submitted in order to maintain VCCS and SACS compliance. Finally, MECC uses the following policies to assign rank and to review the credentials of its newly hired adjunct faculty:
c. Adjunct Faculty Contracts

Adjunct faculty contracts are issued by the Division Deans and are typically issued to adjunct faculty prior to or at the start of the semester. The contract agreement is not binding on the College if the College Administration should, because of insufficient enrollment or other such reasons, cancels the intended course and no longer requires the services of the adjunct faculty member. Additionally, the contract and the offer of part-time employment with the College are contingent upon the successful completion of the College’s pre-employment background screening.

The contract period for adjunct faculty is the first day of class through the “grades due date.” Moreover, the adjunct faculty member’s obligation to the contract is not complete until all class grades are posted and attendance records and a copy of the final exam are submitted to the Division Dean.

In accordance with VCCS guidance, the adjunct faculty member must agree that if he/she has an existing employment contract with the Virginia Community College System, that an additional adjunct teaching contract with MECC will be considered an addendum to the existing VCCS contract. And, that the MECC adjunct faculty contract will not supersede any such existing employment contract in any way, unless agreed to by the existing VCCS employing institution, and any conflicts between such existing and additional contracts will be construed in favor of the existing contract.

d. Adjunct Faculty Teaching Loads

For each fall and spring semester, the semester limitation will be no more than twelve (12) workload credits. For summer sessions, the semester limitation will be no more than eight (8) workload credits. Under no circumstances will an adjunct faculty member be allowed to teach in excess of the above limitations.

e. Adjunct Faculty Promotion in Rank

Mountain Empire Community College welcomes the opportunity and encourages each adjunct faculty member to seek professional and educational advancement through the opportunity of promotion in rank. Adjunct faculty who earn additional academic credentials which qualify movement in rank are encouraged to submit the promotion request and official transcripts certifying the earned credential(s) to their respective Division Dean for review. Pending budget availability, the approved promotion in rank becomes effective at the start of the next employing academic semester.

C. Adjunct Faculty Performance and Evaluation

The spirit and intent of the Faculty Development and Evaluation System is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their
dean or 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. To that end, we envision Faculty Development and Evaluation as a continuing dialogue between the faculty and their supervisor.

The Adjunct Faculty Performance and Evaluation System includes three major components: (1) self-evaluation; (2) student ratings; and (3) observation of instruction.

1. **Self-evaluation** – Adjunct faculty members will utilize the Adjunct Faculty Evaluation form to prepare and submit a self-assessment of their teaching performance. The assessment should address the faculty member’s strengths, opportunities for improvement, an analysis of student ratings, and professional development activities in which the faculty member has participated. The adjunct faculty member routinely will submit the evaluation form to his/her dean/supervisor at the end of each fall semester, along with class grades, reports, and other documentation as required by the College. The dean/supervisor will review the self-assessment and return a signed copy with comments to the adjunct faculty member early in the spring semester. Adjuncts who teach only in the spring or summer semesters will submit the self-evaluation at the end of the respective semester. The dean/supervisor will review and return a signed copy with comments to the adjunct early in the following semester.

2. **Student ratings** – Student evaluation forms are administered to all classes taught by faculty in each semester of each academic year. The evaluations are reviewed by the adjunct’s dean/supervisor and copies of the evaluation are provided to the adjunct by the dean/supervisor. Conferences between the adjunct faculty member and his/her dean/supervisor are held as deemed necessary to address any issues of concern.

3. **Observation of instruction** – The adjunct’s dean/supervisor and/or peer program faculty will conduct classroom observations a minimum of once every three years. First-year adjunct faculty will be observed during their initial year of employment, and once every year for three years. Additional observations may be made at the request of the adjunct faculty member and/or at the discretion of the dean/supervisor. The Observation of Instruction form will be used to review the instructor’s classroom performance. The review will be discussed with the adjunct faculty member, and he/she is entitled to submit written comments pertaining to the review. The adjunct faculty member also may request to appeal the review to the next administrative level. For veteran instructors, deans/supervisors may opt to utilize third-party assessments/data, when applicable, in lieu of classroom observations. For example, data concerning students’ pass rates on various certification/licensure exams may be used to attest to the instructor’s quality of teaching.

Adjunct instructors also will be included in the Distance Education and Instructional Technology Committee’s (DEIT) peer review process conducted for all full-time faculty members. This process involves the review of course web sites to ensure that the course contains the required basic components as outlined in the DEIT Standards and Peer Review Criteria and maintains the level of quality expected of MECC distance education classes.

The evaluation of short-term and/or specialty classes will be completed at the discretion of the Division Dean.
3.48: CLASSIFIED WAGE

a. Definition of Wage/Hourly Employee Status
Wage (hourly) employees receive pay for hours worked rather than a fixed salary. Wage employees are sometimes referred to as hourly or P-14 employees who are non-exempt for the purpose of overtime compensation. Wage employees are not covered by the Virginia Personnel Act. This category of employee is used to supplement the workforce during seasonal or temporary workloads. Additionally, wage employees may serve as interim replacements, or perform short-term projects, or other jobs that do not require full-time classified employees. Wage employees are limited to working 1500 hours per agency per year.

b. Wage (Hourly) Position Description
All wage/hourly positions at Mountain Empire Community College require the completion of form Wage Hourly Position Description form by the hiring manager. The Wage/Hourly Position Description form is used to describe the duties and responsibilities for the wage/hourly employee position. Every wage/hourly employee is to be provided with a copy of their position description within thirty (30) days of hire. Additionally, a signed Position Description is to be provided to the Office of Human Resources, within thirty (30) days of hire.

c. Rest and Meal Periods
Wage/Hourly employees are required to take an unpaid lunch break of at least 30 minutes (but no longer than 60 minutes) when the wage/hourly employee is scheduled to work six (6) or more hours per day. The lunch period shall not be included in the total required hours of work per day, except when the lunch period has been designated by the hiring manager as part of the work schedule to provide coverage for extenuating circumstances, necessary services, or facility operations. Immediate supervisors may, at their discretion, grant employees working an eight-hour day, a maximum of one rest break before the lunch period and one rest break after the lunch period. These breaks shall not be used to extend the lunch period. Furthermore, these rest breaks are included within the total required hours of work and shall not exceed fifteen minutes each. Lunch periods and/or rest breaks may not be used by employees to extend any of the breaks, to offset arrival or departure time to or from work, or to cover time off for other purposes. Immediate supervisors are responsible for scheduling the lunch periods and rest breaks of their employees within the limitations of the above restrictions and with the least disruption of college operations or services. For additional information please review Policy 3-14, Standard Work Schedule and Overtime.

d. Timesheets
Wage/Hourly employees are required to document their work hours on the Human Resource Management System (HRMS) bi-weekly timesheet. Punch time entries must be entered on a daily basis and submitted in HRMS. For MECC, the work week for wage/hourly employees is established as Friday through Thursday. HRMS Tool Kits providing step-by-step instructions for timesheets located at the following link: https://mountainempirecomm.sharepoint.com/humanresources/_layouts/15/start.aspx#/SitePages/Home.aspx
B. Compensation – (How the Wage/Hourly Employee is Paid)

Mountain Empire Community College contributes social security taxes on behalf of the wage/hourly employee. Additionally, MECC Wage/Hourly Employee Compensation processes are established personnel actions affecting wage/hourly employees. If there is a need to establish and fill a new wage/hourly position, fill a vacant wage/hourly position, or request a salary change for an existing wage/hourly employee, guidance can be sought by contacting the Human Resources Department.

C. Benefits and Programs

a. Non-Group Healthcare Benefits and Life Insurance

Wage/Hourly employees are not eligible for the Commonwealth’s group healthcare and life insurance programs. However, those seeking healthcare coverage may contact Anthem Blue Cross/Blue Shield for non-group healthcare coverage at their own expense. To obtain enrollment information and premium rates, wage/hourly employees can call 1-800-385-7943 and identify themselves as a part-time Commonwealth of Virginia employee. Anthem Blue Cross/Blue Shield may be able to offer some discount because of your part-time affiliation with the Commonwealth of Virginia.

b. Retirement Savings Programs

Retirement Savings Programs – are optional, contributory retirement plans offered to part-time college employees of educational institutions. Wage/Hourly employees may voluntarily participate in the following retirement savings plan at their own expense; unfortunately, no monies are contributed by the Commonwealth of Virginia or Mountain Empire Community College on behalf of part-time workers.

i. 457-Deferred Compensation – saving for retirement is easy through the Deferred Compensation Plan:
   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.

ii. 403(b) Tax Annuity Plans – saving for retirement is easy through the Tax Annuity Plans:
   a. You contribute to your account through payroll deduction.
   b. You defer paying taxes on your contributions until you retire and begin receiving money from your account.
   c. You can change the amount you want to save, subject to tax code and plan limits.

The record-keeper for the plan varies based on the vendor selection. You may sign up with any of the approved vendors listed on the Fringe Benefits Management Companies’ website. A list of those vendors and a description of their services and plans found at the following link: http://www.fbmcbenefits.com/VaProviderNetwork/index.asp.
4: ACADEMICS

Throughout this chapter of Mountain Empire Community College’s Faculty and Staff Handbook of Institutional Procedures and Guidelines, references are made to pertinent VCCS policies related to that section. Unless additional guidelines are noted, a reference to VCCS Policy indicates that Mountain Empire Community College adopts and adheres to the Virginia Community College System policies cited in the references for that section.

4.1: ACADEMIC POLICIES
Reference: VCCS Policy 5.6

4.2: TEACHING FACULTY RESPONSIBILITIES
Reference: VCCS Policy 3.5; VCCS Policy 3.8

The primary responsibility of the teaching faculty at Mountain Empire Community College shall be to provide quality instruction for the students. The major emphasis shall be on good teaching by working with the students in classrooms, laboratories, individual conferences, and related activities and by helping the students develop their interests and abilities to their fullest capacity. Teaching faculty members report directly to their appropriate Division Dean.

Specific teaching and related duties are as follows:

- Teach 12-15 credits and/or 15-20 contact hours per semester in accordance with VCCS Policy 3.5.0 in the appropriate discipline(s) as assigned.
- Maintain and post a minimum of ten office hours per week.
- Prepare and/or review course syllabus for each course taught each semester according to the format specified in the MECC Policy Manual.
- Prepare course records and grade reports for each section taught.
- Select appropriate texts and support materials for each course taught. Where two or more persons are teaching the same course, a common text, if any, must be used. Exceptions must be approved by the Division Dean. Supplementary teaching aids may vary.
- Review existing curricula and courses and participate in the development of new curricula and courses when necessary.
- Maintain adequate equipment and supplies in laboratory courses. Safety is a major consideration in developing plans for any activity of the college. A conscious awareness of accident prevention will be included in the objectives of any shop or laboratory program.
- Review the college library collection regularly to maintain adequate publications in an assigned discipline.
- Solicit student opinion of instruction, as required by the current faculty evaluation system.
- Act as a student advocate and advisor by monitoring advisee progress, facilitating access to services as appropriate, and assisting in registration and course selection.
- Attend Faculty, Division, and In-Service meetings.
- Participate in the college’s institutional effectiveness activities through program assessment, including monitoring performance measures (internal and external), building enrollment, and maintaining relationships with business and industry such as program advisory committees, as appropriate.
- Serve on college committees as assigned.
- Submit annual budget requests, prepare requisition worksheets for budgeted items as needed, and maintain an up-to-date inventory of equipment assigned for use in instruction.
- Prepare and implement a Professional Development Plan as part of the annual evaluation of the faculty. Faculty members are encouraged to participate in professional organizations.
- Maintain positive professional relationships with colleagues, supervisors, students, and the community.
- Participate in academic processions associated with graduation ceremonies and other official college convocations. Faculty members are expected to furnish their own academic regalia.
- Contact the Division office when unable to meet a class; and, if possible, make the necessary arrangements for a substitute instructor.
- Assist business, industry, government, and other educational agencies, as agreed upon by the individual faculty member and the appropriate Division Dean. Faculty may engage in outside employment or consulting 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. Employees should obtain the approval of the President for any consulting activities that might take the employees away from the college during hours when they might normally be expected to be on campus.
- Perform other duties such as program recruitment, research, grants, or other academic related projects, as agreed upon by the individual faculty member and the appropriate Division Dean. Faculty may be assigned released time for major research or grant projects. In such cases, specific, written task descriptions will be developed for the faculty member. All released time must be approved in advance by the Vice President of Academic and Student Services.
- Participate in community service activities.
- Adhere to policies, procedures, and regulations of the college and the Virginia Community College System.

4.3: FACULTY ASSIGNMENTS
Reference: VCCS Policy 3.5

Teaching and other faculty assignments are usually made by the Dean in consultation with the affected faculty member in accordance with the standards of the Virginia Community College System Policy Manual Section 3.5, Faculty Responsibilities.

4.4: GUIDELINES FOR FACULTY LOAD ALLOCATION
Reference: VCCS Policy 3.5

The major emphasis shall be on teaching, by working with students in classrooms, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens. (VCCS Policy 3.5)
A faculty member’s workload consists of officially assigned duties and responsibilities as stipulated in the VCCS Policy Manual and the MECC Policy Manual. This document—Guidelines for Faculty Load Allocation—provides general workload guidelines for the areas of teaching, college service, and community service.

In keeping with Mountain Empire Community College’s mission, it is necessary for faculty workloads to be allocated primarily in the area of teaching, with additional workload allocations in the areas of academic advising, committee work, student activities, and community activities. This document is intended to be a workload allocation tool that identifies consideration given to different activities in the determination of annual workload. Decisions about workload allocation will be reached on the basis of discussion between the faculty member and the Dean, with final approval from the Vice President of Academic and Student Services.

4.4.1: Teaching

In general, the average number of credit hours for which students register for a course will be the amount of work load credit given for that course (a three credit hour course = three faculty credit hours) in accordance with VCCS policy (Section 3.6). Twelve-fifteen (12-15) credit hours and 15-20 contact hours per semester are required for all full-time faculty. The credits allocated for instruction includes all preparation and grading for a course, new course preparation, the expected maintenance of office hours (minimum of 10 hours per week), time spent in consultation with students, and any other time spent outside of class but working with students in a particular course. There may be mitigating circumstances that the Dean and/or educational programming coordinator will use to increase or decrease the load allocation beyond this general guideline, including the following:

1. Teaching Overloads (Reference: VCCS Policy 3.8.4; VCCS Policy 3.8.2) – Faculty members accepting overload assignments (> 30 credit hours or > 40 contact hours) should discuss appropriate adjustments in nonteaching workload responsibilities with the Dean.

2. Classes with large enrollment – When it can be demonstrated that a large class requires an exceptional workload, an adjustment can be made. In arriving at the decision, the Dean shall consider such variables as the increase in number of student papers, projects, problems, and tests to be evaluated; requirements for supervising laboratory work; and instructional assistance rendered by students, staff members, or other faculty members.

3. Classes with less than minimum enrollment – If the Dean is authorized by the dean to offer a course which has an insufficient number of students enrolled, and if small enrollment significantly reduces the amount of time and effort which the instructor must expend, then the credit received may be adjusted by the Dean. If a class is canceled, the Dean will compensate in another area of the workload, or adjust the workload the following semester. The Dean is obligated to attempt to avoid scheduling courses that cannot meet minimum enrollment expectations.

4. Team Teaching – In general, credit will be shared equally by faculty members who teach courses as a team. For example, if three faculty members teach one, three credit hour course,
each will be credited with one credit hour for the course. It is recognized that in some cases, team teaching requires a great deal more planning and coordination than traditional methods. For instance, some formats require all faculty on the team to be present during all class meetings and active in all phases of the course. When the organization of a team course is expected to require extraordinary effort by all members of the team, faculty may consult the Dean in advance of the semester the course is taught to discuss the possibility of additional workload credit.

5. New Course Preparation – This is a routine part of instruction; therefore, no credit is allocated to new course preparation. Under unusual circumstances, such as a faculty member teaching a course on an emergency basis, credit can be considered through consultation with the Dean.

4.4.2: Academic Advising

Each faculty member is expected to contribute to formal academic advising. Each division is obligated to develop criteria for undergraduate advising, including allocation of students to advisors and tracking of advising efforts. Advising loads are regularly and carefully monitored by academic Deans and the Dean of Enrollment Services to ensure that each faculty member is responsible for a fair and reasonable number of advisees. Faculty are expected to demonstrate that adequate emphasis is placed on the advising role.

4.4.3: Classroom Management

In addition to performing normal teaching activities, faculty members are expected to elicit student compliance with relevant behavior policies. The MECC student Code of Conduct is located in the college catalog.

Every instructor, out of respect for fellow colleagues, should endeavor to leave the class area in good order with the chairs arranged in normal array and with erased whiteboards.

4.4.4: Laboratory Safety Policy

Mountain Empire Community College recognizes that the safety of its students and employees on College property, or when engaged in college-authorized functions, is a fundamental responsibility. Faculty, Staff and students are encouraged to exercise proper care in using any apparatus, and in moving from one area to another.

The College further recognizes and is committed to providing a safe environment in the operation of all courses and College functions. Through the combined efforts of the Board, the administration, the faculty, staff, and students, the College’s Safety Program provides an “on-going” process to promote and reinforce safety regulations. As described in MECC’s Laboratory Safety Policy Handbook, the objectives of the program are as follows:

High Risk Instructional Program Safety Objectives
• To orient all students to proper standards of conduct in all courses.
• To provide clean, organized labs and properly displayed safety signage as appropriate.
• To include safety rules and stress the importance of safety in the course syllabus.
• To orient and instruct all students to proper use and location of lab safety equipment.
• To instruct all students in fire drill and emergency evacuation procedures from labs/classrooms and buildings.
• To instruct and have students demonstrate the proper use of specific tools and equipment in the lab prior to use.
• To assess with a written and performance test, a student’s knowledge of safety practices and procedures before allowing the student to work in the lab.
• To instruct all students in proper personal safety habits and implement specific practices and precautions required for safe operation within each separate course.
• To orient, instruct and enforce all students to comply with all safety standards.
• To instruct all students in proper safety operations of specific machinery and to be able to identify potentially hazardous conditions of such machinery.
• To conduct periodic inspections and maintenance of facilities, tools, machines, equipment and personal protective devices.
• To provide emergency procedures to be followed in the event of an accident involving a student, faculty member or any other individual.
• To identify and properly label hazardous work areas.
• To instruct students in the safe handling and use of chemicals related to their respective trade areas.
• To instruct students in the fundamentals of the Virginia Employees Occupational Safety and Health Act as related to their respective trade areas.
• To instruct students in the fundamental requirements and standards of the Environmental Protection Agency as related to their respective trade areas.
• To utilize advisory councils to review safety plans to ensure currency with industry standards.

4.4.5: Committee Work

Each faculty member is expected to contribute to college governance through service on standing and ad hoc committees. Faculty assignments to standing committees are made by the dean who gives attention to equitable distribution. In the event that a faculty member believes a committee assignment or other college activity to constitute an unreasonable workload, exemption can be considered through discussion with the Dean.

4.4.6: Student Activities

Faculty may choose to serve as advisors to student organizations and/or as chaperons for student trips and functions. Each faculty member who contributes to college service through student activities should use discretion to ensure that this service does not result in an unreasonable work load.

4.4.7: Responsibilities of Sponsors and Chaperons for Student Activities
• The sponsors and chaperons of student clubs or groups are responsible for the conduct and safety of students and participants of each activity or field trip.

• Each approved organization will have one (1) or more faculty advisor or sponsor. This advisor does not have to be a member of the teaching staff, but must be an employee of the college.

• Student club advisors/sponsors will attend the fall orientation for club officers and advisors. This activity is designed to inform the participants of new and standing club procedures.

• Each approved student activity will have two (2) or more faculty chaperons unless approved otherwise by the Dean of Student Services.

• The sponsors/chaperons will direct the group, club and class participants of field trip activities to complete the “Field Trip Release Form.” These forms must be on file in the office of Student Services.

• Sponsors/chaperons need to file a post-activity report with the Student Services Office. This form is available in the office of Student Services.

• All official college functions must be approved in advance by the Dean of Student Services.

• Sponsors/chaperons will advise students who invite a guest(s) to a college function that they will be responsible for the conduct of their guest(s).

4.4.8: Community Activities

Faculty are expected to contribute personal and/or professional service to the community; however, each faculty member must use discretion to ensure that community service does not result in an unreasonable work load.

NOTE: Each faculty member is expected to fulfill the professional obligation to remain active and up-to-date in the discipline and in the classroom. Participation in professional development activities is to be planned, approved by the Dean, and documented in the annual Professional Development Plan. The Dean is to consider professional development activities as part of the faculty workload.

4.4.9: Office Hours – Full Time Faculty

Reference: VCCS Policy 3.5.1

Each faculty member is required to hold a minimum of 10 office hours per week for working with students. These office hours should be posted on the faculty member’s office door and recorded in the office of the appropriate Dean. For faculty members whose number of contact
hours exceeds 20, special provisions may be made subject to the approval of the Vice President of Academic and Student Services for the concurrent scheduling of laboratory and office hours.

4.4.10: Office Hours - Part Time (Adjunct) Faculty

In order to promote the availability of faculty to work with students, part-time faculty will be required to spend time on campus in addition to regular class hours for the course being taught. Part-time faculty may meet this requirement by being available in the classroom the required number of office hours before or after the normal hours for the courses if the classroom is available at such hours, or any other appropriate arrangement for part-time faculty office hours. The office hours of the part-time faculty members should be announced to the class and should be on record in the Office of the Dean.

**Exceptions to office hour requirements due to distance learning, off-campus assignments, or use of technology to serve students may be approved by the Vice-President of Academic & Student Services.

4.4.11: Additional Activities

Reference: VCCS Policy 3.5.3

4.5: ACADEMIC PROCESSIONS

Faculty members are expected to participate in academic processions associated with graduation and presidential inaugurations. Permission to be absent from such ceremonies must be requested well in advance of the scheduled event, in writing from the President.

4.6: ACADEMIC FREEDOM AND RESPONSIBILITY

Refer to VCCS policy 3.5.5.

4.7: DISTANCE EDUCATION


Distance Education at Mountain Empire Community College (MECC) includes courses offered via the Internet, video, off-campus and compressed video. By delivering academically sound courses and educational support services that are flexible, responsive, and innovative, the program enables students to achieve their educational goals. The Distance Education Program is designed for those students who wish to independently pursue academic goals outside the traditional classroom setting. Distance education (DE) courses provide the same quality and content as traditional on-campus courses. These courses have specific qualities that mirror direct classroom instruction, but call for strong student commitment. Distance education courses do not augment or replace on-campus sections. These courses are part of the College's efforts to provide ready access to education throughout the community.

Distance Education is a fundamental part of the college's stated mission to provide access to a variety of quality learning experiences which result in student success and be an active partner in the development, growth, and renewal of the communities MECC serves.

Blackboard™ is the Internet based course management system used by MECC. Blackboard™ is a course management tool that is used in compressed video classes and for on-line or web enhanced classes. Blackboard™ supports flexible teaching and learning through tools that facilitate online collaborations and communication between faculty and students. Blackboard™ allows faculty to post grades and assignments, conduct discussions, and virtual chats, and administer on-line quizzes, test and exams, as well allowing students to submit assignments. Mountain Empire Community College requires that all students enrolled in distance education courses either use a secure login and pass code or take proctored examinations.

Preplanning is crucial to the quality of DE courses and student success. Consequently, before faculty decide to teach and on-line class they should consult with an instructor who has previous experience teaching distance education courses for assistance. A wide range of literature devoted to the topic of distance delivery is available online and in journals and books.

When corresponding with instructors of distance education courses, students are required to use their college issued e-mail account. Distance education courses at MECC can require proctored assignments, including examinations. A proctored environment is provided on campus in the testing center located in the Office of Student Services. Students completing proctored assignments or exams in the testing center are required to verify their identity by presenting their college ID or another acceptable form of identification as stipulated in the MECC Testing Center Guidelines. Students who are unable to take proctored assignments on campus can arrange for an alternate proctored environment through MECC's Assistant Coordinator of Distance Education. MECC does not charge any additional fees for the purpose of verifying student identity. If external identity verification services are required or if the student chooses to use such services, the student is responsible for any and all costs incurred.

4.8: SYLLABI AND COURSE SYLLABI

All adjunct and full-time instructors must prepare a syllabus for each class, each semester it is offered. The course syllabus is specific to each instructor teaching the class.

Syllabi for different sections of the same course should have common objectives.
Instructors needing assistance with the preparation of the syllabus should consult other discipline faculty and/or Dean. A current syllabus for each class, each semester, reviewed by the Dean shall be kept on file in the division office.

Instructors must provide a syllabus to each student so that student will know what is expected from the course. The syllabus must contain all information pertaining to assignments and scheduled examinations.

Instructors are expected to establish clear and specific objectives for the active learning of each student. These shall be given to each student at the beginning of each semester.

The College has an established format to be followed in the preparation of the course.

Each course syllabus shall include the following minimum components:

- Course number and title
- Instructor’s name
- Time the class meets
- Instructor’s office number and office hours
- Course description (from the VCCS master course file)
- Textbooks and other required materials
- Core Competency Statement:
  This course satisfies the following core competencies:
  (List the relevant core competencies based on the course matrix)
- Goals/specific objectives
- Reading assignments
- Other assignments
- Goals/specific objectives
- Instructional methods
- Attendance policy - The following should be stated in the syllabus:

Regular class attendance is required. Specific attendance requirements are explained in the syllabus for each course. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for the subsequent completion of all work missed during an absence. (MECC Student Handbook) Mountain Empire Community College is committed to academic quality and student success. Elements that support both of these values are regular attendance and participation in class. The college policy states that regular class attendance is required. The attendance policy in this class is:

- Due dates when applicable
- Evaluation procedures and grading system
- Academic integrity statement – The following should be stated in the syllabus:
  Academic work in evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Anything less is unacceptable and is considered academically dishonest. Please see the MECC Student Handbook for
the full polity on academic integrity and the code of conduct. In addition, in this class:

- Instructions for individuals with disabilities (as stated below):
  Students may request academic accommodations for disabilities through the Office of Student Services. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Individuals requiring temporary handicapped parking accommodations due to short-term illness should also contact Student Services. All correspondence will be kept confidential.

- Emergency Statement:
  In the event of a College-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods; alternative methods of interaction with the instructor, class materials, and/or classmates; a revised attendance policy; and a revised semester calendar and/or grading scheme. For more general information about a College-wide emergency situation, please refer to:
  - College Website
  - Emergency Text Messaging or Phone System (276-523-7495).

  In the event of a college-declared emergency, the instructor of this class will: (list how you will notify students and provide instructions for continuing this class.)

Prior to the beginning of the semester in which a course is being taught, the faculty member should submit an electronic copy of the syllabus to the Academic Division Office. The absence of a current syllabus from the file is reported to the appropriate Dean.

4.9: REVIEW OF COURSE SYLLABI

The Division Dean is responsible for the review of course syllabi each semester. The Vice President of Academic and Student Services shall conduct periodic reviews to ensure that syllabi conform to the format specified in MECC Policy 4.8. Upon completion of the course, course folders should include an up-to-date course syllabus, a copy of the final class grade roster and supporting documentation on how the grades were derived.

4.10: PROFESSIONAL ASSOCIATIONS

Faculty members are encouraged to avail themselves of opportunities for professional development by participating in professional associations and attending appropriate conferences. Individual members’ dues may not be reimbursed; however, the College will make every effort to provide adequate professional development funding which may be used to defray expenses connected with professional meetings or conferences.
4.11: FACULTY MEETINGS

Special meetings of the faculty will be called by the President as needed. All faculty members are expected to attend faculty meetings called by the President. Permission to be absent from faculty meetings must be approved by the faculty member's immediate supervisor and the Vice President of Academic and Student Services.

4.12: FIELD TRIPS

Field trips may be a valuable supplement to some courses. However, the potential value must be weighed against possible disadvantages, such as monetary cost, loss of time from other classes for the students, inconvenience created for other instructors, and the like. If a field trip adds substantially to a course, it should be a carefully planned part of that course and fully coordinated with participating students' other classes and obligations.

Under no circumstances will field trips be scheduled without the approval of the appropriate Dean and proper coordination with other members of the faculty whose classes may be affected.

All students will be expected to pay out of their own funds any expenses, including transportation charges, for their participation in any field trips (unless other arrangements are approved in advance by the VP of Academic & Student Services and Division Dean). If a field trip is an established part of a course or curriculum, faculty members conducting the field trip may be reimbursed for their actual travel expenses. However, no College funds may be committed without the Dean's prior approval.

Public transportation should normally be used for field trips. Students who travel in private vehicles on field trips, do so on their own responsibility. Interstate trips involving commercial transportation are subject to ICC regulations. Faculty members who are considering the use of a chartered bus or other commercial transportation for out of state field trips should check with the Vice President of Academic and Student Services' Office prior to making any arrangements.

Reasonable accommodations are made upon request for students with disabilities. Students may be asked to complete a "Student Assumption of Risk Statement" form (available in the Office of Student Services and on the college website). Faculty members are responsible to ensure that each student completes a form and returns it to the faculty member prior to the trip.

4.13: PRIVATE INSTRUCTION

Members of the College staff shall not give private instruction for pay in any course they teach at the College. The teaching staff shall not use College facilities or equipment for private instruction in any other course without prior written approval of the President.

4.14: SUBSTITUTE TEACHERS
When instructors cannot meet a class, they must inform the appropriate Dean. The decision to use a substitute instructor for an absent faculty member is made by the Dean. Short absences are generally covered by the full-time or part-time faculty of the College. In any case, faculty members must have a written plan for instruction and should arrange their files and records so that the Vice President of Academic and Student Services or Dean can gain access in the event of an emergency absence.

4.17: CURRICULUM ADVISORY COMMITTEES

An advisory committee is organized to advise educators about the world of work. The committee is composed of a group of persons with specific occupational knowledge and expertise.

Advisory committees are important to the establishment and maintenance of up-to-date educational programs. Changes in technology, business, industry, and government have increased the need for effective communication between education and the world of work.

An advisory committee of interested, competent and concerned citizens is the most productive and effective method for involving the community in education. It is a vital link between the community and Mountain Empire Community College.

4.17.1: ROLE OF THE ADVISORY COMMITTEE

Members of the College faculty are encouraged to assist business, industry, government, and other educational agencies. Faculty members may engage in consulting activities as long as such activities do not interfere with their regular responsibilities and duties for the College. Faculty must not offer services that are within the scope of services offered by the College.

Faculty members must obtain the approval of their Dean for any consulting activities that might take them away from the College during hours when they are expected to be on campus.

4.16: CURRICULUM MODIFICATIONS

A curriculum modification is any change to an existing curriculum. All changes must be sent to MECC’s Instruction and Curriculum Committee (I&C) either as an information item (minor changes) or action item (major changes). This includes reactivation or deactivation of all courses as they may impact program elective selection. (See Section 7.5 for working procedures of the I&C Committee.)

The office of the VP for Academics and Student Services is responsible for ensuring all academic programming modifications follow Virginia Community College System (VCCS) policy (Table 5.3) approval and/or notification processes. In addition, this office is also responsible for ensuring all academic and student services units are aware of new program offerings.

4.15: CONSULTING

Reference: VCCS Policy 3.8.9

Members of the College faculty are encouraged to assist business, industry, government, and other educational agencies. Faculty members may engage in consulting activities as long as such activities do not interfere with their regular responsibilities and duties for the College. Faculty must not offer services that are within the scope of services offered by the College.

Faculty members must obtain the approval of their Dean for any consulting activities that might take them away from the College during hours when they are expected to be on campus.
The Vice President will serve as liaison between the advisory committee and the college administration. The committee’s function is to advise and assist in program planning, not to establish or direct policy. Within the area of its educational, occupational/technical specialty, the committee may:

Assist MECC in the establishment of occupational/technical programs and curricula by:

- Helping to identify present and future occupational needs within the college’s region and the skills and knowledge required by prospective employees.
- Advising the college concerning employment practices; specific certification and licensure requirements; job entry educational levels required by business, industry, government, and the professions; standards and regulations relating to student employment; and occupational placement of graduates.
- Reviewing and submitting recommendations regarding specific program and curriculum proposals, and specialized equipment and facility requirements of new or innovative programs.

Assist with recruitment of students by:

- Publicizing the college’s programs and employment opportunities.
- Encouraging student scholarships and other financial assistance.
- Promote understanding and support of MECC and its programs by:
  - Assisting with the establishment and maintenance of liaison between the college and regional business, industry, professional organizations and agencies.
  - Disseminating information about the college and its programs.

Assist MECC in the conduct of regional studies and surveys.

Participate in the evaluation of MECC’s programs as they relate to the educational and occupational needs of the region.

4.17.2: MEMBERSHIP

The minimum size of any one committee will be six persons and the maximum will vary with the nature of the program(s) served. The membership will be representative of area business, industry, government, and the professions who would benefit from the services of graduates of the respective programs. A representative from each new industry moving into the area should be appointed to an appropriate advisory committee at the earliest opportunity. Full or part-time faculty or staff may serve as ex-officio, nonvoting members of an advisory committee.

4.17.3: RESPONSIBILITIES OF ADVISORY COMMITTEE MEMBERS

Each member is expected to:
• attend meetings regularly, participate in the committee discussions, and serve on
subcommittees when requested.
• study carefully any problems that come before the advisory committee.
• keep the school administration informed of new developments in business and industry.

4.17.4: APPOINTMENT

The Dean will review the qualifications and recommend new committee members to the Vice
President of Academic and Student Services. The Vice President will in turn recommend to the
President who will recommend to the College Board for approval.

4.17.5: ORIENTATION OF NEW MEMBERS

The Dean and the committee chair are responsible for the orientation of new members. Orientation should occur prior to the new member’s first meeting. The committee’s purpose, the
College’s Mission, and the role of members should be included. A tour of College facilities and
introductions of appropriate college personnel should also be included.

4.17.6: LOSS OF MEMBERSHIP

Membership should be reviewed annually by the appropriate Dean. Any member who does not
attend regularly should be contacted to ascertain continued interest and be replaced if interest has
ceased. Notification in writing will be sent by the appropriate Dean regarding loss of membership.

4.17.7: CHAIR

The advisory committee elects a lay member to serve as chair. The chair presides at meetings,
works closely with college officials, calls meetings, plans agendas, appoints subcommittees, and
ensures that the annual program evaluation is complete. The term of office of chair shall be no
more than two years.

4.17.8: VICE-CHAIR

A vice-chair is elected to serve in the absence of the chair. The term of office of vice-chair shall be
no more than two years.

4.17.9: SECRETARY

A committee may elect a recording secretary from its membership or ask a nonvoting college
representative to serve as secretary. The secretary will perform the usual functions of announcing
meetings, communicating information, and recording and mailing copies of the minutes to all
committee members and the director. Minutes of each formal meeting will be kept on file by the
Dean.

4.17.10: MEETINGS
It is important to establish the date, time, and place of meetings early so that members can mark their schedules accordingly. Although the number of meetings to be held each year is dependent on the specific situation and need, at least two meetings are recommended.

4.17.11: AGENDA

Meetings should be conducted with a planned agenda. The responsibility for the development of the agenda lies with the committee chair and the appropriate Dean. The agenda should be sent to each member with the meeting notification and any material necessary for the meeting. This gives members the opportunity to come to the meeting prepared to take an active part in the discussion.

4.18: PRACTICES FOR AWARDING CREDIT

Refer to VCCS Policy 5.3.0.1 and VCCS Policy 5.3.0.2.

Definitions relating to Credit Hours
*Contact Hour: one 50 minute “hour” of formal instruction
^Credit Hour: Also referred to as a Carnegie Unit

Mountain Empire Community College adheres to the Virginia Community College System (VCCS) policy for the awarding of course credit hours. The VCCS credit hour is the same as the Carnegie Student Hour. A Carnegie Student Hour is equal to a 50 minute “academic hour” of formalized, structured instruction time for 14 to 16 weeks, including evaluation time (the VCCS uses 15 weeks for a total of 750 minutes per semester). Depending on the discipline, a laboratory credit hour, which may include practical training, clinical training, or supervised work experiences, consists of two to five academic hours per week for fifteen weeks. Mountain Empire Community College affirms compliance with federal regulations and the Southern Association of Colleges and Schools Commission on Colleges Policy with the following definition of the credit hour:

A credit hour^ is defined as the objectives and amount of work a student could reasonably accomplish in three hours of academically engaged time per week in a 15-week semester, verified by achievement of intended student outcomes. In a seated lecture class, each credit hour would represent one 50 minute “hour” of formal instruction* and approximately two hours of independent student work per week over a 15-week semester, and a final examination. Distance learning or hybrid courses may not include the same amount of synchronous instruction, but will include equivalent objectives and intended student outcomes.

One laboratory credit hour can be the equivalent of two to five contact hours, depending on the discipline. (An expanded definition is included in the Virginia Community College System Policy Manual 5.3.0.1 – 5.3.0.2)

Distance learning courses, per VCCS policy, include the same content, deliver the same student learning outcomes, and carry the same number of course credit hours as do classroom delivered
132 courses.

4.19: ACADEMIC PROGRAM APPROVAL
Refer to VCCS Policy 5.2.

4.20: GRADING SYSTEM FOR CREDIT CLASSES

Reference: current College Catalog; VCCS Policy 5.6.0; VCCS Policy 5.6.0.0; VCCS Policy 5.6.0.1

The grades of “A, B, C, D, P and S” are passing grades. Grades of “F and U” are failing grades. “R and I” are interim grades. Grades of “W and X” are final grades carrying no credit.

The quality of performance in any academic course is reported by a letter grade, the assignment of which is the responsibility of the instructor. These grades denote the character of study and are assigned quality 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 points per credit
- I – Incomplete, No grade point credit.

The “I” grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an “I” grade, the student must (1) have satisfactorily completed more than 50% of the course requirements and (2) must request that 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 “incomplete” extends enrollment in the course, requirements for satisfactory completion shall be established through consultation between the faculty member and the student. 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 relation to the total work of the course; (3) specifies the date by which the work must be completed; and (4) identifies the default (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 student will be provided a copy of the documentation. The College will establish procedures to ensure that all “I” grades that have not been changed by the faculty member through the normal grade change processes are 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 College.

- P — Pass, No grade point credit

The “P” grade applies only to non-developmental studies courses. Pass grades are not included within GPA calculations. Permission of the division dean is required for utilizing the Pass/Fail option. A maximum
of seven (7) semester credit hours from courses for which the “P” grade has been awarded may be applied
toward completion of a degree, certificate, or diploma.

- R—Re-enroll, No grade point credit
  The “R” grade may be used as a grade option, in developmental and ESL courses only, to indicate
  satisfactory progress toward meeting course objectives. 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
  The grade of “S” is used only for satisfactory completion of a developmental studies course (numbered
  01-99).

- U—Unsatisfactory, No grade point credit
  The grade of “U” applies only to developmental studies courses.

- W—Withdrawal, No grade point 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. After that time, the student shall receive a grade
  of “F” except under mitigating circumstances which must be documented by the student and approved
  by the Registrar; a copy of the documentation must be placed in the student’s academic file. Extenuating
  circumstance withdrawal requests must be received by the Registrar by the last class day for the course
  and prior to exams.

- X—Audit
  Students desiring to attend a course without taking the examination or receiving credit for the course may
do so by registering to audit through the usual registration process and paying the normal tuition.
  Permission of the division dean or another appropriate academic administrator is required to audit a
  course. Audited courses carry no credit and do not count as a part of the student's course load. Students
  desiring to change status in a course from audit to credit or from credit to audit must do so within the
  add/drop period for the course.

  Students who desire to earn credit for a previously audited course must re-enroll in the course for credit
  and pay normal tuition to earn a grade other than “X.” Advanced standing credit should not be awarded
  for a previously audited course.

**Developmental Studies**

A grade of “S” (Satisfactory) may be assigned for satisfactory completion of a developmental studies
course (courses numbered 01-09). “S” grades are not included in grade point average calculations.
Students not making satisfactory progress in a developmental studies course shall be graded “U”
(Unsatisfactory). The “I” and “W” grades may be utilized.

**4.21: GRADE POINT AVERAGE**
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.

Semester Grade Point Average

Semester GPA is determined by dividing the total number of grade points earned in courses attempted for the semester by the total number of credits attempted.

Cumulative Grade Point Average

Cumulative GPA, which includes all courses attempted, is computed each semester and is maintained on a continuing basis as a record of the student’s academic standing. When students repeat a course, only the last grade earned is counted in the computation of the cumulative GPA and for satisfying curricular requirements, unless the course is designated repeatable for credit in the Master Course File or is a general usage course. In instances of courses designated as repeatable for credit or general usage courses, all grades/credits are counted in the computation of the cumulative grade point average. Grades of “S”, “P”, “U”, “W,” “X,” and “I” shall not count as first or subsequent attempts when calculating cumulative grade point average. Both the initial attempt and the repeat must be completed at Mountain Empire Community College. General usage courses (in the 90, 95, 96, 97, 98, and 99 series such as 90, 190, 290, etc.) shall not be counted as repeated courses. The repeated courses must be identical in course department and numbers to the first attempt in order to replace the original grade in the cumulative grade point average calculation.

Curriculum Grade Point Average

A curriculum GPA, which includes only those courses applicable to the student’s curriculum, is computed in order to ensure that the student satisfies the graduation requirement for that curriculum. When students repeat a course, only the last grade earned is counted in the computation of the curriculum GPA. Both the initial attempt and the repeat must be completed at Mountain Empire Community College. General usage courses (in the 90, 95, 96, 97, 98, and 99 series such as 90, 190, 290, etc.) shall not be counted as repeated course. The repeated courses must be identical in course department and numbers to the first attempt.

4.22: GRADE CHANGES
Reference: VCCS Policy 5.6.0.6

Occasionally an error in grade recording may occur. Students should review grades carefully and report any errors to Enrollment Services/Registrar immediately. Challenges to grade records must be made within one year of the alleged error.

4.23: GRADE REPORTS
Reference: current College Catalog; VCCS Policy 5.6.0.5
At the end of exams each semester final grades are posted to MECC Online. Final grades are posted to MECC Online at the end of exams each semester. Final grades become a part of the students' academic record. A student may view grades for any term by logging in to MECC Online.

4.24: AUDITING A COURSE

Reference: VCCS Policy 5.6.0; VCCS Policy 6.3.0.1g; current College Catalog

Students may register for a course on an audit basis, which means they are exempt from taking the examinations and do not receive college credit.

Changes from audit to credit and credit to audit must be made by the official last day for students to add a course. This date is found in the Academic Calendar for each semester.

4.25: ACADEMIC RENEWAL

Reference: VCCS Policy 5.6.0.4

Students who return to the college after a separation of five (5) years, or more, may petition for academic renewal. The request must be in writing and submitted to Enrollment Services/Admission. 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 curriculum grade point average (GPA), subject to the following conditions:

- Prior to petitioning for academic renewal the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 G.P.A. in the first twelve (12) semester hours completed after re-enrollment.

- All grades received at the college will be a part of the student’s official transcript.

- 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.

- Total hours for graduation will be based on all course work taken at the college after readmission, as well as former course work for which a grade of C or better was earned, and credits transferred from other colleges or universities.

- The academic renewal policy may be used only once and cannot be revoked once approved.

4.26: GRADE PROCESSING
At the end of exams each semester final grades are posted to MECC Online. Final grades become a part of the students' academic record. A student may view grades for any term by logging in to MECC Online.

4.27: CLASS GRADE BOOKS

Reference: FERPA

Class grade books will be carefully maintained by each instructor. They are official records and are to be retained for at least three full academic years after the completion of the course before being discarded. Faculty is expected to ensure the security of grade books and prevent student identifiable data from being stolen or lost. Faculty should familiarize themselves with FERPA regulations available in the office of Enrollment Services.

Faculty members who leave the employ of the College shall place their record books in the custody of their Dean prior to departure.

4.28: CONTESTED GRADES

Although the course outline should generally describe the grading policy used by the instructor, each student has the right to ask for and receive a specific explanation of the basis of the grade awarded by the instructor.

4.29: GRADE APPEAL

Reference: Current College Catalog

4.30: GRADE APPEAL POLICY

Faculty members at Mountain Empire Community College are responsible for assigning course grades and providing objective grading criteria for which those grades are assigned in the course syllabus. As such, most student disagreements regarding course grades are best resolved informally between the student and faculty member.

The Grade Appeal Procedure provides a fair and orderly process for students who wish to pursue a formal appeal of a course grade. In taking such action, students shall assume the burden of proof concerning any perceived error in the grade assigned. Further, students shall follow the sequence of steps outlined in this procedure with the presumption that, as a matter of rule, instructors do not assign arbitrary and unreasonable course grades.

4.31: GRADE APPEAL PROCEDURE
• Step 1: Students are encouraged to resolve course grade disagreements with their instructor on an informal basis. Should the dispute not be resolved at this level, the student may proceed to Step 2.

• Step 2: Should the student not be satisfied with the outcome of the informal instructor/student meeting, the student shall submit a Request for Grade Appeal form (available in The Office of Enrollment Services) to the Dean of that Division no later than ten (10) working days after the first day of classes for the next academic term. The Director of Enrollment Services will forward the request to the academic dean under whose division the course was offered within ten (10) working days. Within ten (10) working days of receiving the request for grade appeal form, the academic dean shall hold conferences with the student and instructor to consider the grade appeal. The dean shall provide a written report of his/her findings to both parties within ten (10) working days of the conference. For the record, a copy of the report shall be kept on file in the division office, but the original report along with the Request for Grade Appeal form must be returned to the Director of Enrollment Services.

• Step 3: Should the student wish to advance his/her grade appeal to the next level, he/she may notify the Director of Enrollment Services to submit the Request for Grade Appeal form to the Student Affairs Committee within ten (10) working days of receipt of the dean’s report. The committee shall conduct its investigation, make its decision by simple majority vote, and communicate its findings in writing to the student, faculty member, dean and the Vice President of Academic and Student Services. This investigation will take place no later than ten (10) working days after receipt of the written appeal by the student. The final report and any supporting documents along with the Request for Grade Appeal form must be returned to the Director of Enrollment Services.

• Step 4: Should the student wish to advance his/her grade appeal to the next level, he/she may notify the Director of Enrollment Services to submit the Request for Grade Appeal form to the Vice President of Academic and Student Services to attempt to satisfactorily resolve the appeal. The Vice President of Academic and Student Service shall consider the student’s final grade appeal only within the context of assuring that the decision as rendered by the Student Affairs Committee was supported by the evidence presented and, as such, was neither arbitrary nor unreasonable. The Vice President of Academic and Student Services will notify the student, faculty member, and the division dean of his/her decision within ten (10) working days after hearing the appeal. The final report and any supporting documents along with the Request for Grade Appeal form must be returned to the Director of Enrollment Services.

• Step 5: Should the student wish to advance his/her grade appeal to the next level, he/she may notify the Director of Enrollment Services to submit the Request for Grade Appeal form to the President of the college. The President shall consider the student’s final grade appeal only within the context of assuring that the decision as rendered by the Vice President of Academic and Student Services was supported by the evidence presented and, as such, was neither arbitrary nor unreasonable. The President will notify the student, faculty member, division dean, and the Vice President of Academic and Student Services of his/her decision within ten (10) working days after hearing the appeal. The President’s decision is final. The final report
and any supporting documents along with the Request for Grade Appeal form must be returned to the Director of Enrollment Services.

4.32: TIME LIMITATIONS

The time limitations specified for the Grade Appeal Procedure are binding on all parties involved. If any of the time limitations are surpassed, the Grade Appeal at that time will be considered null and void.

4.33: CONVERSION OF AN INCOMPLETE

- A grade of "I" (incomplete) is a temporary grade.
- The instructor who awarded it must complete an “Incomplete Grade Form” at the time of award. (form available in the Academic Division Office or Enrollment Services)
- The instructor must specify on the Incomplete Grade Form, which grade the “I” will revert to if no change is submitted.
- An "I" may be changed to a final grade in the following semester. Students have up to one semester, including summer, to complete coursework.
- A "Grade Change Authorization Form" must be filed to change an "I" to a final grade, or that grade will revert to the grade specified on the initial form.

4.34: COLLEGE SCHEDULE

Reference: VCCS Policy 2-VII-A; MECC website

The College credit programs operate on a semester system, year round schedule as established by the State Board for Community Colleges. The normal pattern includes a fall, spring, and summer term for all community colleges.

Non-credit, workforce training, and other special programs may be offered on alternative special session schedules. Students may take courses in day and evening formats, or through distance education.

4.35: SCHEDULE CHANGES

Course meeting times and/or locations cannot be altered by a faculty member without the approval of the appropriate Dean. Faculty members who expect to be absent from a scheduled class meeting time should notify their Dean in advance for information on relevant policies and procedures.

4.36: TEXTBOOKS

The practice of the College is that the faculty member who teaches a course is responsible for the
selection of the textbooks and study materials for the particular course, subject to the approval of the appropriate Dean. Text selections should be made with particular attention to the course objectives, transferability of credit in transfer programs, special industry requirements in technical programs, and consistency among faculty members teaching the same course. Unless otherwise approved by the Dean, it is the rule of the College that the same text(s) will be used for multiple sections of the same course.

4.37: DESK COPIES OF TEXTBOOKS

Each faculty member teaching a course is entitled to have a desk copy of the textbook for that course. The faculty member should request a desk copy through the appropriate division administrative assistant at the same time a textbook order form is submitted. Desk copies are provided free of charge by most publishers. Desk copies of textbooks cannot be given to faculty members by the College Bookstore.

4.38: COMPLIMENTARY/EXAMINATION COPIES OF TEXTBOOKS

Textbook publishers frequently give faculty in higher education the opportunity to evaluate new instructional materials. However, in order to maintain as low a price as possible for books sold to students, the Association of American Publishers asks faculty members to request complimentary copies only when they wish to review them for specific teaching purposes. It is expected that they will retain these books for reference or, if not, give them to interested students.

Instructors are urged to refrain from selling their complimentary copies to book dealers or other individuals. Review copies disposed of in this way double the publisher's sampling costs, thereby increasing the student's costs. Also, when used book dealers resell review copies they have purchased, the author is deprived of royalties on the sale of these books.

Faculty members requesting examination books and materials for examination should note that the College is liable only for return shipping costs for materials sent "on approval."

4.39: ATTENDANCE OF STUDENTS

Reference: VCCS Policy 5.6.8; current College Catalog

The MECC Catalog and Student Handbook states that "punctual and regular attendance" by students is required. Students are advised to notify the instructor before absences whenever possible. Also the student is responsible for making up missed study and instruction, regardless of the reason for the absence. Within these College guidelines, faculty members are expected to devise an attendance policy which is appropriate for each course, include it in the course outline, and announce it at the beginning of the course.

The Coordinator of Financial Aid and other appropriate college officials periodically make inquiries regarding class attendance records of individual students. Faculty is required to report students who have never attended, when requested to do so by the Financial Aid or Academic Support Services
5: STUDENT SERVICES

5.1: ADMISSIONS
Reference: VCCS Policy 6.0

Individuals are eligible for admission to the community college if they are high school graduates or the equivalent, or if they are eighteen years of age or older and able to benefit academically from study at the community college, as demonstrated by assessment in reading, writing, and mathematics. Minimum scores are noted in the chart below:

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<th>VPT</th>
<th>Compass</th>
<th>Asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>ENF 1</td>
<td>62</td>
<td>35</td>
</tr>
<tr>
<td>Writing</td>
<td>ENF 1</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Math</td>
<td>MTE 1</td>
<td>25</td>
<td>33</td>
</tr>
</tbody>
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Exceptions to this policy may be made by the college president only for documented reasons. Students who do not meet the minimum score requirements are referred to the Dean of Student Services.

MECC 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 a college. MECC also reserves the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger or significantly disruptive by, another college. Students whose admission is revoked after enrollment must be given due process.

It is the policy of the VCCS and MECC to maintain and promote equal employment and educational opportunities without regard to race, color, sex or age (except where sex or age is a bona fide occupational qualification), religion, handicap, national origin, or other non-merit factors. Inquiries concerning the Affirmative Action Policy should be addressed to the College's Affirmative Action Officer, whose office is located in Godwin Hall and who can be reached at 276.523.7478.

Individuals may be admitted to MECC as curricular or non-curricular students.

For all curricular students, the following items are required:

a. A completed official application for admission with social security number requested.
b. Unless otherwise specified by the college, official transcripts from all high schools, colleges, and universities attended. Graduates who complete secondary school in a home school setting must provide a graduation date and may be required to provide documentation of coursework. The VCCS Student Information System academic records will be sufficient for colleges within the Virginia Community College System.

c. Additional information as stated by the college for admission to specific programs or curricula.

For all non-curricular students, a completed official application for admission is required with social security number requested.

5.2: ACCEPTANCE OF ACADEMIC CREDIT

Reference: VCCS 6.0.6; VCCS 5.6.5.1

Mountain Empire Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges. MECC transfers in credits from colleges and universities who hold the same or equal accrediting standards and are applicable to the student’s program of study.

Generally, no credit will be awarded for courses having a grade of lower than a “C.” Courses must be graded. This means courses that were audited or taken pass/fail will not transfer. Students are required to complete 25% of their curricular requirements at MECC. Transfer students may be advised to repeat courses if it is clearly to their advantage to do so in order to make satisfactory progress in the curricula.

Questions regarding transfer credits should be directed to the Registrar.

5.2.1: Evaluating Transcripts

Credits are evaluated as follows:

1. Official transcripts are received and student requests a transcript evaluation.
2. Courses are considered with a grade of “C” or higher in the student’s program of study – this includes general education courses as well as program specific courses.
3. Most Virginia universities and colleges list course equivalence for the VCCS schools and this is consulted.
4. The SCHEV website is also consulted for course equivalence.
5. If there is not course equivalence on the university/college website or SCHEV, course descriptions are pulled and compared to MECC’s course description.
6. If unclear on transferability, professors are consulted to determine course equivalence.
7. At times, a syllabus will be requested from the student for further clarification.
5.2.2: **Accepting Credit from Non-Regionally Accredited Colleges and Universities**

If a student requests credits from a Non-Regionally Accredited institution, it is the student’s responsibility to provide documentation that the course(s) taken meet similar standards to the course offered at MECC.

Documentation will include

- Faculty teaching credentials for the requested transfer course(s); and
- Syllabus from each requested course (not course descriptions)
- Additional information may be requested.

5.2.3: **Non-Credit to Credit**

Reference: [VCCS 5.6.5.1.f](#)

**Statement:** It is the practice of the Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy cited in the references of this section regarding Non-Credit to Credit.

5.3: **GRADUATION REQUIREMENTS**

Reference: [VCCS Policy 5.1.2](#)

5.4: **STUDENT CONDUCT, RIGHTS & RESPONSIBILITIES**

Reference: current [MECC Student Handbook](#)

In developing responsible student behavior, student conduct proceedings play a role secondary to personal example, guidance, and admonition. Educational institutions, however, have a responsibility to protect their educational purpose through the enactment of standards of student scholarship and conduct and through the regulation of the use of institutional facilities. In exceptional circumstances, where preferred means fail to resolve problems of student conduct, designated procedural safeguards will be observed to protect the student from unfair disciplinary procedures involving serious penalties.

5.4.1: **Sanctions**

When violations of the policies regulating student conduct occur, the following sanctions may be imposed upon students:

- **Admonition:** A written statement to a student that he/she is violating or has violated college policy(s).
- **Warning:** Notice, in writing, that continuation or repetition of conduct found wrongful may result in more severe sanctioning.
• Censure: A written reprimand for violation of specified regulations, informing the violator of the possibility of more severe conduct sanctions in the event of the discovery of further violations of any institutional regulation within a stated period of time.
• Conduct Probation: Exclusion from participation in privileged or extracurricular College activities, as set forth in the notice, for a period of time not to exceed one school year.
• Restitution: Reimbursement for damage to or misappropriation of property. This reimbursement may be in service or monetary compensation.
• Suspension: Exclusion from classes and other privileges or activities as set forth in the notice for a definite period of time not to exceed two years.
• Expulsion: Termination of student status for an indefinite period of time. The conditions for readmission, if any, shall be stated in the order of expulsion.

5.4.2: Conduct Resolution and Appeal Procedures

Level I: Administrative Hearing for Alleged Violations of Student Conduct Policies

Instances in which students are accused of violating conduct policies, students are referred to the Dean of Student Services for formal resolution. The Dean of Student Services shall then conduct a careful and thorough investigation of the alleged violation. In the event the investigation shows that there is no substantial information to support the allegations of wrongdoing, the Dean of Student Services shall drop the charges.

If the investigation indicates sufficient information of a policy violation, the Dean of Student Services shall set a date to meet with the student to discuss the charges. Within five (5) calendar days of the conference with the student, the Dean of Student Services shall render a written decision to dismiss the charges or to impose one of the sanctions outlined above. The student may, within five calendar days of receipt of the notice from the Dean of Student Services, submit a written request for an appeal to the Student Affairs Committee (Level II). An appeal to SAC is the only appeal available through the conduct resolution procedures, unless the sanction results in suspension or dismissal from the College.

Level II: Student Affairs Committee Appeal Hearing

Hearing Appeal Procedures: A student found responsible for a violation of college policy may request an appeal for one of the following reasons:

• Insufficient information that a policy was violated
• A serious procedural error in resolving the case
• Sanction inappropriate for the circumstances for the violation

A written appeal to the Student Affairs Committee must be made in writing within 72 hours of receipt of the original written decision, or by 9:00 a.m. on the next college business day if the deadline falls on a weekend or after 5:00 p.m. on a weekday. Typically a decision will be rendered within 10 College business days.
The Student Affairs Committee chairperson will schedule an appeal hearing to be conducted no later than ten (10) calendar days following the student request for appeal. The Student Affairs Committee chairperson will be responsible for notifying the student and the Dean of Student Services of the date, time, and place of the hearing. The Student Affairs Committee shall make its decision by simple majority vote and communicate its findings in writing to the Dean of Student Services and the student within five (5) calendar days after the hearing is completed. After review, the Student Affairs Committee may:

- Affirm the finding(s) of the original hearing authority
- Reverse finding(s) of the original hearing authority
- Reduce the sanction(s) of the original hearing authority

Level III: Vice President for Academic and Student Services Appeal

A subsequent appeal, which is permitted only in cases where suspension or dismissal is assigned by the original hearing authority, must be submitted to the Vice President of Academic and Student Services within 48 hours of the student receiving the previous appeal decision in writing, or by 9:00 a.m. on the next college business day if the deadline falls on a weekend or after 5:00 p.m. on a weekday. The Vice President of Academic and Student Services may either:

- Affirm the finding(s) of the original hearing authority;
- Reverse finding(s) of the original hearing authority;
- Reduce the sanction(s) of the original hearing authority;
- Uphold the appeal decision made by the Student Affairs Committee.

The decision of the Vice President for Academic and Student Services on all hearing appeals resulting in suspension or dismissal is the final decision for the college. The decision of the Student Affairs Committee on all other appeals is the final decision for the college.

Time Limitation/Disciplinary Proceedings

Every effort will be made by all parties to expedite the disciplinary process. The time limitations specified for either party may be extended by written mutual agreement. If there is no written mutual agreement to extend the time limits set herein, the decision reached at the previous level shall be determined to be final.

5.5: GENERAL PROVISIONS/DISCIPLINARY PROCEEDINGS

- Identification – All written notifications and appeals shall include the name of the accused student and the nature of the alleged offense.
- Avoiding Interruptions – In the implementation of this procedure every effort shall be made to avoid interruptions of classroom activities.
- Public Statements – Except for such simple announcements as 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.
- Immediate Suspension – Nothing in the procedures described herein shall prevent the Dean of Student Services from suspending the student immediately, if the continued presence of the student is deemed to be a substantial threat to others or to the welfare of the institution.
• **Delivery Of Notices** – When giving notice of actions or requesting appeal, the notice of appeal should be delivered directly to the person designated to receive it or sent to such person by certified mail, return receipt requested.

• **Academic Freedom** – This disciplinary procedure shall not be used to restrain students 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 for Community Colleges on January 29, 1969.

• **Rights Of Students** – The student shall have the right to counsel at his/her own expense, the right to present and cross examine witnesses, the right to present evidence, the right to examine all documents and demonstrative evidence introduced during the proceedings furnished at his/her own expense.

• **Record Of Proceedings** – The following items will constitute a record of the proceedings: a written summary of the results of the investigation conducted by the Dean of Student Services, a written summary of each meeting between the accused and any official of the College relative to the proceedings.

### 5.6: ENFORCEMENT AND AMENDMENT OF DISCIPLINARY POLICIES AND PROCEDURES

The Student Affairs Committee, in which students, faculty and administration are represented shall be responsible for continuing joint interpretation of the policies and procedures. The same committee shall investigate alleged violations of these guarantees. The committee (less student representatives and the Dean of Student Services) will serve as the hearing panel to review cases of academic and disciplinary dismissal and decide grade and readmission appeals. These policies and procedures may be amended on the recommendation of the Student Affairs Committee subject to the approval of the Vice President of Academic and Student Services and the President of the College.

### 5.7: STUDENT INFORMATION SECURITY

Reference: [VCCS Policy 6.2.7; FERPA](#)

All MECC personnel have an ethical and legal obligation to maintain strict confidentiality of all student records. Before any information is disclosed to anyone other than the student, a signed consent authorizing disclosure of information concerning the student’s academic record and/or performance must be received from the student.

When no signed release is received, and the person requesting the information is an identified representative of a local, state, or federal governmental agency, released information will be restricted to the following: verification of student’s enrollment; dates of registered attendance; degrees earned, if any, date, major, or field of concentration; and honors received.

### 5.8: STUDENT RECORDS RETENTION AND DISPOSITION

Reference: [VCCS Policy 6.2.6; Virginia State Library and Archives](#)

Faculty and other College administrative documents containing such information should not be routinely discarded. Instead, such documents should be rendered illegible by being shredded before discarding or discarded through secure document disposal containers.
5.9: TECHNOLOGY PRIVACY

Reference: VCCS Privacy Policy; VCCS Information Technology Student/Patron Acceptable Use Agreement.

5.10: ACADEMIC LOAD

Reference: VCCS Policy 5.6.4; current College Catalog

5.11: ACADEMIC STANDING/STATUS

Reference: VCCS Policy 5.6.6; current College Catalog

5.12: CHANGE OF REGISTRATION

In all cases, students who wish to make changes in their schedules after initial registration must follow established guidelines.

The guidelines listed below are for courses which meet throughout the course of an entire sixteen-week semester. Courses of other lengths have unique deadlines which are listed in each semester’s Academic Calendar. Students are responsible for knowing the deadline dates for add, drop and withdrawal each semester.

1. Addition of a course: usually students may add a new course during the first five class days of a semester.
2. Dropping a course with a tuition refund: usually students may drop a course and receive a tuition refund during the first eleven class days of a semester.

Withdrawal from a course: usually students may withdraw from a course and receive a “W” grade from the twelfth class day through the ninth week of a semester, which represents 60% of the semester. A withdrawal after 60% of the semester has passed will result in an “F” grade except under mitigating circumstances which requires the documented approval of a Dean.

5.13: OFFICE OF STUDENT SERVICES

The Office of Student Services exists to help students adjust to college life, to assist in co-curricular concerns, and to aid in the selection of careers and lifetime goals. Among the functions of this office are counseling, testing, new student orientation, student activities and wellness events, student conduct, college success skills courses, disability services, career services, student support services, and service
learning. The Office of Student Services is located in Holton Hall.

5.13.1: Testing

The MECC Testing Center coordinates testing services for new and continuing students. The center administers placement testing, ability-to-benefit testing, TEAS testing for nursing, and assists with testing for Distance Education and video courses. Evening and weekend testing (offered in the library) must be arranged with the Testing Coordinator.

The College requires a placement test for all entering students. Exceptions are made if the student has achieved certain scores on the SAT or ACT. Some transfer students may be exempt from taking the placement test. Students may take the placement test without an appointment during operating hours; however, it is recommended that students arrive prior to 10 a.m. to allow ample time to complete the test. Alternate testing hours may also be available upon request. Prospective students should contact student services for testing center hours and for more information about the placement test.

5.13.2: Counseling

As a service to students, the college maintains a staff of academic counselors and advisors to assist students in making decisions regarding career and educational plans. The college does not provide mental health service, but works closely with local community services and makes referrals for students with issues beyond those which can be addressed in an educational setting. Currently enrolled students may access counselors by making an appointment in the Office of Student Services, Holton Hall.

5.13.3: Career Services

The mission of the Mountain Empire Community College Career Center is to provide career exploration and planning services. The Career Center is located in the Office of Student Services, Holton Hall.

The Career Center offers computerized career assessments and career planning to help students determine career goals and thus a college major. Students can receive assistance with employment preparation including workshops and seminars on resume development, resume critiques, interview and business etiquette, mock interviews, tips on job search strategies and job market projections (demand, earnings) and labor market trends. Employment assistance is made available to students through an annual job fair, local and regional job listings posted on campus, student email, and online. To schedule an appointment, visit the Career Center or contact the Career Services Counselor at 276.523.2400, ext. 324.

5.13.4: Disability Services

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the VCCS guarantees that no qualified individual shall by reason of disability be denied access to, participation in, or the benefits of college. Each qualified person shall receive
appropriate, reasonable accommodations upon request to insure full and equal access to educational opportunities, programs, and activities.

In order to provide appropriate, reasonable accommodations to students with disabilities who seek them, colleges should require documentation from a qualified professional that includes a full clinical description and current functional limitations. This documentation should also include information about the methodology used to make a diagnosis, specific results of the assessments used, summary data, and specific assessment scores based on adult norms where having such additional information will assist colleges in engaging in a deliberative and collaborative decision-making process that considers each student’s unique situation and experience, but not where requesting such information becomes overly burdensome to a student. To schedule an appointment please contact the Disability Service Coordinator at 276.523.2400, ext. 343 or visit the Office of Student Services.

5.13.5: Policy for Service Animals, Service Animals In-Training, and Comfort Animals

Office of Primary Responsibility: Office of Disability Services, Student Services

A. Background. Mountain Empire Community College is committed to complying with the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendments Act of 2008 (ADA Amendments Act) and Section 504 or the Rehabilitation Act of 1973 as amended. Mountain Empire Community College will also comply with the Code of Virginia, § 51.5. Rights of Persons with Disabilities (http://law.lis.virginia.gov/vacode/title51.5/chapter9) and all state laws pertaining to individuals with disabilities.

B. Purpose. This document establishes the policies governing the presence of service animals, service animals in-training, and comfort animals on College campuses facilities, and applies to faculty, staff, students, and the public who utilize any college-owned or leased facility. This document is written in accordance with ADA guidelines pertaining to the use of such animals (https://www.ada.gov/service_animals_2010.htm) and Code of Virginia, § 51.5

C. Service Animals.

1. Mountain Empire Community College uses the ADA-approved definition of a service animal as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.”

2. Mountain Empire Community College also recognizes service animals in-training as those animals that are being trained by both students/faculty/staff with disabilities and experienced trainers who may or may not be disabled, provided that all of the following Virginia law conditions are met (Va. Code Section 51.51-44).

- The dog is at least six months of age;
- The dog is either (i) in harness and in training as a guide dog for the blind or visually impaired, (ii) on a blaze orange leash and in training as a hearing dog, or (iii) in a harness, backpack, or vest identifying the dog as a trained service dog, and in all such cases accompanied by a person who is experienced trainer of such service dogs or is
conducting continuing training of a guide/hearing/service dog and is wearing a jacket identifying the recognized service dog organization.

3. In addition to the provisions about service dogs, revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) These service animals shall be permitted in Mountain Empire Community College’s facilities where it is reasonable to do so and where they can be accommodated within those facilities.

4. Service animals or service animals in-training are allowed in all public spaces including waiting areas, administrative offices, cafeterias, libraries, bookstores, walkways, streets, open outdoor spaces, theaters, etc., without seeking permission from any College official. Employees, students and invitees may also bring service animals and service animals in-training into classrooms, laboratories, kitchens and non-sterile environments.

D. Fraudulent Representation of a Service Animal. Under Code of Virginia 51.5-44, any person who knowingly and willfully fits a dog with a harness, collar, vest, or sign, or uses an identification card commonly used by a person with a disability, in order to represent that the dog is a service dog or hearing dog to fraudulently gain public access for such dog pursuant to provisions in 51.5-44 is guilty of a Class 4 misdemeanor.

E. Comfort Animals:

1. Under ADA, comfort animals are not service animals. Comfort animals of any species, which may provide emotional support to a person but are not trained to perform work or tasks related to a person’s disability, are not permitted inside College buildings and facilities.

F. Types of Service Animals:

1. Guide animal is a carefully trained animal that serves as a travel companion for persons with severe visual impairments or who are blind.

2. Hearing animal is an animal that has been trained to alert a person with significant hearing loss or who is deaf when a sound alarm occurs.

3. Support animal is an animal that has been trained to assist a person with a mobility or health impairment. The common tasks a support animal performs include carrying, opening doors, activating elevator buttons, helping a person up after a fall, etc.

4. Seizure Response animal is an animal that has been trained to assist a person when a seizure occurs. Services provided by this trained animal depend on the person’s needs. Animals may stand guard during a seizure, may go for help, or even predict a seizure and warn the person before it occurs.

5. Signal Dog is one trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the
movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from a dog that a dog might give to a person who is blind or deaf.

6. Emotional Response animal is an animal that has been trained to assist a person during a panic attack or onset of anxiety. Services provided by this trained animal may be to stand guard, go around corners to alert of possible danger ahead, to paw at the leg to either warn of an oncoming panic attack or avoid the onset by calming the person, or to lay across the lap or the body of a person in order to provide compression to relieve or avoid the onset of an anxiety or panic attack.

G. Faculty and Staff Responsibilities:

1. General rules:
   - Do not pet or feed service animals. They are working and must not be distracted. Service animals are working animals, not pets.
   - Do not separate or attempt to separate the service animal from his/her partner.
   - Allow service animals in all permissible places at Mountain Empire Community College pursuant to rules noted below.

2. When in doubt about whether an animal is either a service animal or service animal in training, College employees can only ask the following two questions of the person with custody of the animal:
   a. Is the service animal or service animal in-training required because of your disability?
   b. What job or task has the animal either been trained to perform or is being trained to perform?

3. With respect to service animals, College faculty and staff cannot request medical documentation, ask about the person’s disability, request an identification card, proof of training, or ask the person to make the animal perform the activity for which it either trained or is in the process of being trained to perform. If, after asking the two permissible questions, the employee still has concerns about the animal in question, he/she should contact the Office of Disability Services.

4. College faculty and staff may not consider allergies or fear from others as a reason to deny access or provide a service to a person accompanied by a service animal. When a person who is allergic to animal dander and a custodian with a service animal must spend time in the same room or facility, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

H. Student Responsibilities

1. Suggested student guidelines
   - Speak to the custodian first. The service animal and the custodian are a service team. Remember the service animal is working, and the custodian’s life could depend on the service animal staying focused on the job.
• Treat the custodian with respect and sensitivity. Assume the service team can handle themselves. Do not ask personal questions about the custodian’s disability or the service animal.
• Do not pet the service animal without asking the custodian first.
• Do not assume a sleeping service animal is off duty.
• Do not deliberately startle a service animal.
• Do not feed a service animal. Food is the ultimate distraction for a working service animal.
• Do not separate or attempt to separate a custodian from his or her service animal.
• Never agree to be a temporary caretaker for a custodian’s service animal.

I. Animal Custodian’s Responsibilities:

• Custodians are encouraged, but not required, to register their service animal or service animal in-training with Mountain Empire Community College’s Office of Disability Services.
• Service animals and service animals in-training will be the full responsibility of its custodian and shall be under the control of its custodian at all times, and must be harnessed, leashed, or tethered, unless these devices interfere with the animal’s work or the individual’s disability prevents using these devices. In that case, the custodian must maintain control of the animal through voice, signal, or other effective controls.
• Custodians must make sure that all requirements for the presence of a service animal or service animals in-training are met. Current vaccinations (to include rabies, distemper and parvovirus) and identity tags must comply with Virginia requirements and county specific requirements. Dogs must wear a vaccination tag.
• Custodians accompanied by service animals must follow local ordinances regarding animal feces. If a custodian with a disability cannot pick up the animal’s feces, he/she must make arrangements for cleaning up after the animal.
• All service animals and service animals in-training must be in good health and custodians are responsible for their animal’s behavior. If the accompanying animal exhibits unacceptable behavior, including but not limited to aggression when not being provoked, the custodian is expected to employ proper training techniques to correct such behavior.
• A service animal custodian is responsible for ensuring that the animal is kept clean and the service animal is regularly bathed, groomed and treated for ticks and fleas.
• Custodians will be responsible for any extensive damage to College facilities. This does not include normal wear and tear. Service animals may be asked to wear protective shoes to prevent slippage or damage to floors.

J. Reasons for Removing Service Animals from College Campuses or Facilities:

• The animal is out of control and the custodian does not take effective action to control it. This may include but is not limited to, a service animal presenting disruptive behavior such as barking, walking or running around without the custodian, growling, etc. Custodians will be asked to remove the animal from the classroom or premises until the owner takes measures to correct such behaviors.
• The animal’s custodian is mistreating or neglecting the animal.
• The animal is not housebroken.
• The dog poses a direct threat to the health and safety of others. This may include, but is not exclusive to, showing unprovoked aggression, or serious illness.

K. Complaints:

1. Any student who is not satisfied with the decision made concerning a purported service animal, service animal in-training, or comfort animal may file a written complaint using Mountain Empire Community College’s Student Grievance Procedure found in the Student Handbook.

2. Any employee with a disability who is not satisfied with a decision made concerning a purported service animal, service animal in-training, or comfort animal may file a complaint under Mountain Empire Community College’s employee grievance or dispute resolution procedures, found on Mountain Empire Community College’s Human Resources webpage.

L. Inquiries:

For general inquiries about this policy, contact the Office of Disability Services (Dale Lee, Student Leadership and Disability Counselor).

M. Voluntary Registration of Service Animal. Individuals using a service animal or service animal in-training may voluntarily register that animal with the Office of Disability Support Services.

5.13.6: Transfer Services

Transfer services are available to any student who plans on transferring to a four-year college or university to complete a baccalaureate degree program. The transfer counselor is available to assist students in planning their course work at MECC to review the transferability of courses to four-year colleges and universities of interest. Students are encouraged to meet with the transfer counselor upon their decision to pursue a transfer degree.

5.13.7: Student Support Services (The Learning Center) Program

The Learning Center is a federally funded academic support program. It is located in G216 in Godwin Hall. Students receiving assistance from The Learning Center must be enrolled in a degree program and meet at least one of the following eligibility requirements:

First generation college student (neither parent has a Bachelor’s degree or higher). Low income as defined by federal income guidelines.

A student with an appropriately documented learning or physical disability, who also meets income guidelines.

The Student Support Services GAIN Program offers these services free of charge:

• Tutoring - Tutoring is available for most classes upon request.
• Study Skills Development - Students may request assistance to improve study habits and skills.
• Information and Referrals - Information and referrals for on and off-campus services are available.
• Counseling - Academic and career counseling are available upon request. Referrals for other counseling services are available as appropriate.
• Mentoring - Experienced personnel and students are available to provide advice and encouragement.
• Transfer Assistance - A Transfer Counselor is available to ensure a smooth transfer to a four-year institution.
• Financial Aid - Students may receive assistance in locating scholarships, grants, and other financial awards while at MECC and during the transfer process.
• Resources - Resources such as calculators, textbooks, etc. are available on a limited basis for students who qualify for this service.
• Cultural Activities - Students may attend a wide variety of cultural arts and other special events throughout the academic year free of charge.

5.13.8: Educational Talent Search

Educational Talent Search is an early intervention program that serves middle and high students in grades seven through twelve in Lee, Scott, and Wise Counties. The goal of Educational Talent Search is to advise participants in preparing for college. Participants receive assistance with college admission and enrollment, college admission testing, financial aid, career options and improving study skills. For more information, contact the Educational Talent Search Office at 276.523.2400 ext. 333 or 278.

5.14: LIBRARY SERVICES

The mission of the Wampler Library is to provide materials and services which support not only the educational programs of the College but also provide broad exposure to various disciplines, cultures, and ways of understanding. The library houses over 67,000 print and 42,000 electronic book volumes, 90 print and 27,000 electronic magazine, journal, and newspaper issues; and 9,400 reels of microfilm. In addition, the library provides access to the electronic research databases licensed by the VCCS and the Library of Virginia, as well as to the vast electronic resources of VIVA (The Virtual Library of Virginia).

All library collections are accessible online at www.mecc.edu/library. There are 33 public access computers in the library which are provided for conducting research and for completing self-paced instruction, classroom assignments, or personal projects. Enrolled students can access online library resources from off campus via the Internet.

The library staff provides circulation, reference, and interlibrary loan services, as well as technical assistance with the computers and computer software. The library staff also provides information literacy instruction for using the library’s collections and services for research. Books, magazine articles, or other materials, which are not owned by the Wampler Library can usually be obtained through interlibrary loan. All interlibrary loans are free; the library pays any charges for them.

To view library policies and procedures regarding the use of materials, please visit the Library Use Policies and Procedures listed in the reference section of this handbook.
5.15: LIBRARY USE POLICY AND PROCEDURES

5.15.1: Library Photocopy and Printing Policies

A photocopier, microfilm reader-printers, and a computer printer are provided in the library for student use. All copies made on the photocopier, the microfilm reader-printers, and the computer printer are 5 cents each, with the exception of copies of academic work made by current MECC students.

When MECC students present a current student ID at the time of making copies of academic work, there will be no charge for copies. All copying must be in compliance with the United States Copyright Act.

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

5.16: LIBRARY COLLECTION DEVELOPMENT POLICY

The collection development policy statement serves as both a planning tool and a communication device. This policy guiding the development of the Wampler Library’s collection enables selectors to work with consistency toward defined goals, thus shaping stronger collections and using limited funds more wisely, informs faculty, students, administrators, and others as to the scope and nature of existing collections, and the plans for continuing development of resources; and provides information which will assist in the budgetary allocation process.

Since a library is not a static institution, no policy statement can be final and definitive. Collection development must reflect the changing nature of the institution and its programs and curricula; therefore, the collection development policy statement will be reviewed periodically.

Purpose and Clientele

The Wampler Library’s collection is developed to provide students and faculty with access to materials which not only support the educational programs and appropriate research activities of the College but also provide broad exposure to various disciplines, cultures, and ways of understandings. Local residents are welcome to utilize the resources of the Wampler library; however, their needs are not addressed specifically in the development of the collection.
Subject Boundaries

The Wampler Library supports the programs of study as outlined in the College catalog. These instructional programs are supported by retrospective collections of standard works as well as by the addition of pertinent current publications. As new courses and curricula are added at Mountain Empire Community College, appropriate materials will be added to support them.

Needs Supported

The major emphasis of the library’s collection development is on providing materials at an introductory, undergraduate college level in support of the College’s programs of study. The “Open Door” policy of the College allows admission of students with widely varied educational backgrounds; therefore, the library provides materials to support diverse interests and educational levels. Developing an exhaustive research collection is beyond the scope of this collection.

Mountain Empire Community College’s highly selective basic collection serves to introduce and define subjects and to indicate the varieties of information available elsewhere. Professional development of the faculty is supported to a degree; however, the sophisticated research materials needed by the faculty are obtained through interlibrary loan and through the electronic resources provided by the Virtual Library of Virginia.

Priorities and Limitations

The following guiding principles have been developed to help promote the development of a sound and useful library collection of the highest quality:

- Titles added to the collection shall be evaluated in terms of appropriateness for undergraduate use. Highly technical material is to be purchased only if a definite use is proven. To meet the needs of students with differing levels of ability, the library shall acquire materials for students ranging in difficulty from the reading level appropriate for adult basic education to that appropriate for college seniors.
- After the establishment of a core collection, the major emphasis in the acquisition of new titles should be on current publications, especially those which promise to fulfill future as well as current needs.

Priority will be given in the following order:
  - Basic materials for new courses in an expanding curriculum.
  - Materials requested by instructors to supplement their field.
  - General reference materials.
  - Outstanding books in fields not covered by the present curriculum.
  - General reading material.
- Duplicate copies are purchased only when required for instructional purposes or for research needs.
• Format shall be considered when more than one edition of a title is available. Preference will be given to well-designed hardback or trade paperback editions for monographs. For distance education classes, preference will be given to electronic formats.
• Materials dealing with all geographical areas should be acquired. Materials dealing with the history, geography, and culture of the service area of the College will be collected in greater depth.
• Foreign language materials will be purchased only to support classes taught by the College.
• Newspapers are selected in order to provide local and national coverage.
• Because serials require the continuing allocation of funds and space, subscription requests are reviewed carefully. Purchases are very selective. Serial requests are judged by the following criteria: authoritativeness, accessibility of contents through indexes held by the library, cost of subscription in relation to its potential use, ability of students to read and understand the material presented, journal holdings in the subject area, usefulness in other subject areas, and the importance of the journal to supporting the instructional programs of the College. It is recommended that a new periodical be in existence for one year before it is purchased. Backfiles of magazines and newspapers are collected in a microfilm format for economy of storage, completeness of holdings, and durability of material. Extensive electronic backfiles of periodicals are also provided by the Virtual Library of Virginia and the Virginia Community College System. When electronic backfiles are available for a title, microfilm will not be purchased.
• Textbooks are purchased only when a title represents the best source of information in that field.
• Decisions about replacing missing books are made during the annual inventory of the library collection.
• Factors to be considered in book selection include:
  o Permanent or timely value.
  o Accurate and current information.
  o Authoritativeness.
  o Clear presentation and readability.
  o Price.
  o Reviews in sources such as standard bibliographies, current reviewing magazines, or professional journals.
  o Physical features, such as illustrations, charts, or bibliographies.
  o Anticipated maintenance. Accessibility of information.

Non-Book Materials

Non-book materials in a variety of formats are collected to support the instructional programs of the College. Primary responsibility for selection of non-book materials rests with the faculty. Non-book materials should always be previewed before purchase. These materials must meet the same types of standards as those used to evaluate books for purchase with additional considerations such as suitability for application, quality of production, appropriateness of format to topic, type of equipment required for use, and quality of instructor’s manuals.

Responsibility for Collection Development

Responsibility for the selection of library materials for the College lies with the entire college community. Faculty members are largely responsible for recommending the acquisition of materials in their subject fields. Any member of the faculty or staff may request that an item be added to the library collection.
Students may also submit recommendations for purchases. Specific amounts of money from the acquisitions budget are not allocated to the divisions; however, faculty members are provided, upon request, with a general figure as a guideline for helping them to determine their priorities for materials selection. The College must encourage individual faculty member’s interest in and commitment to developing the library collection to insure the building of a comprehensive collection. Responsibility for coordinating the collection as a whole; for aiding the faculty with bibliographic assistance; and for making judgments as to format, degree of completeness, and number of copies of materials of materials to be acquired rests with the Director of Library Services.

**External Funding and Gifts**

Any external funding pursued by the Wampler Library will be in accordance with Section 1.14 of the MECC Policy Manual, and any offers of non-monetary gifts will be considered by college administration in accordance with Section 12.1.4.

**Collection Evaluation, Review and Preservation**

Finally, in order to keep the library collection responsive and pertinent to the needs of the College, an active and continuing program of selection for withdrawal or weeding should be maintained. Weeding should be considered an integral part of the total organized effort to study and develop the library collection. Duplicate copies of seldom used titles, superseded editions, and badly damaged copies should be withdrawn from the collection. Similarly, items should be weeded if they contain outdated or inaccurate information. Weeding should always involve consultation with the appropriate members of the College faculty. Discards will be processed in accordance with state policies.

Since the Wampler Library is not a comprehensive research facility or archives, preservation of materials is addressed primarily by maintaining an appropriate environment for its library resources in a variety of formats. During the annual inventory, worn books are identified and rebound as needed, and damaged or worn out audiovisual items are discarded and replaced.

**Intellectual Freedom**

Development of the library collection should be made on the basis of positive selection, rather than on rejection and restriction, in accordance with the Library Bill of Rights of the American Library Association (attached). The Library Bill of Rights affirms the responsibility of libraries to present a fair and unbiased coverage of important subjects – no matter how controversial – in their collections. The Wampler Library affirms its duty to include in its collection a representative selection of materials on all subjects of interest to its users, including materials on all sides of controversial questions. Materials on any subject published by a reputable publisher which meet the previously stated evaluative criteria are properly admitted to the library collection. The Wampler Library affirms its responsibility not to emphasize one subject at the expense of another or to emphasize one side of a subject exclusively. No attempt to censor or purge reputable library materials on race, sex, religion, political theory, or any controversial subject will be countenanced by the library staff. All children under the age of fifteen must have parental permission to obtain borrowing privileges; the children’s parents or guardian are then responsible for their children’s use of any of the resources or services offered by the Wampler Library.

**5.17: FOOD SERVICE/VENDING**
The College food service facility is located in Holton Hall. The facility is open from 8:00 a.m. to 3:00 p.m. Monday through Thursday and 8:00 a.m. to 2:30 p.m. on Friday during the fall and spring semesters. Summer hours are dependent on demand.

The facility is operated by a food service contractor. Breakfast, sandwiches, hot entrees and grill items are served along with snacks, drinks and desserts.

Vending machines are also available. Problems with the snack machines or drink machines should be reported to the Business Office located in Godwin Hall.

5.18: STUDENT ORGANIZATIONS AND CLUBS

Student activities are designed to provide a variety of meaningful extracurricular educational, cultural, and social experiences. Activities include intramurals, student government, publications, clubs, and special interest groups as approved by the College. Official recognition is given only to scholastic, civic, athletic, and professional clubs, and organizations which have been approved. If a sufficient number of students desire a particular activity, they should petition the Student Government Association for official recognition.

Appropriate forms must be completed in the Office of Student Services for all on and off campus student activities.

5.18.1: Chaperons & Sponsors

Each approved organization shall have one or more faculty advisors or sponsors, and each approved student activity shall have one or more faculty chaperons. Student representatives must contact faculty members to serve in these capacities.

5.18.2: Functions

- There will be two official College faculty chaperons at all College functions involving students unless approved otherwise by the Dean of Student Services. These chaperons will receive instructions from the Student Services Office.
- All functions are approved by the Dean of Student Services. No faculty member is expected to chaperon unauthorized College activities.
- Students who invite a guest(s) to a College function will be responsible for the conduct of their guest(s).

5.18.3: Responsibilities of Sponsors and Chaperons for Student Activities

- The sponsors and chaperons of student clubs or groups are responsible for the conduct and safety of students and participants of each activity or field trip.
Each approved organization will have one or more faculty advisor or sponsor. This advisor does not have to be a member of the teaching staff, but must be an employee of the College.

Student club advisors/sponsors will attend the mandatory annual fall orientation for club officers and advisors. This activity is designed to inform the participants of new and standing club procedures.

Each approved student activity will have two or more faculty chaperons unless approved otherwise by the Dean of Student Services.

The sponsors/chaperons will direct the group, club and class participants of field trip activities to complete the “Field Trip Release Form.” These forms must be on file in the office of the Secretary of the Dean of Student Services before leaving campus for the activity. The forms are available in the office of Student Services and online.

Sponsors/chaperons need to file a post-activity report with the Student Services Office. This form is available in the Student Services office.

All official College functions must be approved in advance by the Dean of Student Services.

Sponsors/chaperons will advise students who invite a guest(s) to a College function that they will be responsible for the conduct of their guest(s).

5.18.4: Membership

The State Board encourages the development of a student activities program designed to promote educational and cultural experiences. Student activities are out-of-classroom activities that support the mission of the colleges and provide students avenues for personal growth and enrichment.

Through participation in clubs and organizations, or other planned activities, students develop a wide range of abilities, including intellectual, communication, athletic, and leadership skills. Students develop self-confidence, interpersonal skills, and an appreciation for other cultures and lifestyles. Finally, students develop a sense of integrity, purpose, and social responsibility that empowers them to be productive within and beyond the college community.

The State Board shall recognize and encourage honorary, scholastic, service organizations, and sports clubs that do not restrict membership based on race, color, gender, age, religion, disability, national origin, sexual orientation or other non-merit factors. Private clubs, private associations, social fraternities, and social sororities shall not be recognized by the VCCS. The following regulations and procedures apply to all student activity programs in the community colleges of the VCCS:

- The entire program of student activities shall be under college supervision.
- There shall be a faculty or staff sponsor for each student organization.
- All student activity funds shall be deposited with and expended through the college business office, subject to State Board policies, procedures, and regulations pertaining to such funds.
- Each college, with the approval of its local board, shall adopt its own regulations and procedures to implement the above policy.
- All student activity programs and recognized organizations must comply with the VCCS’s nondiscrimination policy, except as follows:
  - Any recognized religious or political student organization shall be authorized to limit certain activities only to members who are committed to furthering the mission of such organization. Such activities include ordering the organization’s internal affairs, selecting the organization’s leaders and members, defining the organization’s doctrines, and resolving the organization’s disputes.
Va. Code § 23-9.2:12, adopted in July of 2013, states the following:

To the extent allowed by state and federal law:

1. A religious or political student organization may determine that ordering the organization's internal affairs, selecting the organization's leaders and members, defining the organization's doctrines, and resolving the organization's disputes are in furtherance of the organization's religious or political mission and that only persons committed to that mission should conduct such activities; and
2. No public institution of higher education that has granted recognition of and access to any student organization or group shall discriminate against any such student organization or group that exercises its rights pursuant to subdivision

In response, the VCCS revised Policy Number 6.4.5, Requirements for Student Activities. The added language is in bold italics and underlined below.

5.18.5: Money

Each organization will name a treasurer that has responsibility for all collections and expenditures. Procedures and forms for Transmittal of Funds and Purchasing are available from the Office of the Dean of Student Services. Deposits and expenditures will be made through the Student Services Office by the organization's treasurer. A student activity budget committee reviews the budget requests from officially recognized student organizations and makes recommendations to the Dean of Student Services annually. The amount of funds allocated to each organization is based on the recommendations of the committee and the availability of student activity funds.

5.18.6: Advisor(s)

Each organization will have at least one (1) advisor approved by the Dean of Student Services. The advisor does not have to be a member of the teaching staff, but must be an employee of the college.

5.18.7: Eligibility

Any currently enrolled student not on disciplinary probation can participate as a member. Officers must maintain at least a 2.00 GPA.

5.19: PROCEDURE FOR ESTABLISHING AN ORGANIZATION

A. The organization will obtain from the secretary to the Dean of Student Services:
   · an MECC student organization Policy Statement
   · an MECC Handbook
   · a Petition for Official Recognition
B. The organization will submit to the Dean of Student Services:
   · A constitution or statement of purpose
   · The name of the advisor(s)
- A list of officers and at least ten (10) members
- The time, date, and place of meetings
- A completed Petition for Official Recognition. The Dean of Student Services approves the document for the next level of review or returns the petition to the proposed club president for revision. If approved, the application is forwarded to the Student Government Association.

C. The Student Government Association reviews the petition. If recommended, it is forwarded to the Student Affairs Committee.

D. The Student Affairs Committee reviews the petition. If recommended, it is forwarded to the Vice President of Academic and Student Services.

E. The Vice President of Academic and Student Services reviews the petition and responds in writing as to the disposition of said petition to the Dean of Student Services.

F. The Dean of Student Services will notify the proposed organization or club of the disposition of the Petition for Official Recognition. If approval is granted, the organization or club is notified of the privilege of using College facilities and using Mountain Empire Community College in its name. Any appeal in the process of recognition will be forwarded to the next level of procedure with the President of the College and the local board having the final authority.

G. Each organization will operate within the guidelines established in the Student Handbook and other written regulations.
   - Any organization which engages in disruptive and illegal activities, on or off campus, may have sanctions imposed against it, including withdrawal of institutional recognition for a period not to exceed one (1) year.
   - In the event that further interpretation of any material pertaining to student organizations is necessary, the Dean of Student Services should be contacted.

5.20: DEFINITION OF ORGANIZATIONAL ACTIVITIES

All activities which are publicized on the College campus, discussed in organizational meetings, financed from organizational funds, arranged in the name of a student organization or in the name of the college, or use College facilities, services and grounds, are considered organizational activities and are subject to College policies and regulations.

5.21: COMPLIANCE WITH COLLEGE REGULATIONS

Each organization will operate within the guidelines established in the Student Handbook and other written regulations. Particular attention should be given to the current statement of Student Rights and Responsibilities. In the event that further interpretation of any of these procedures is necessary, please see the Dean of Student Services.

5.22: USE OF CLUB FUNDS FOR NON-CLUB MEMBERS

Normally club funds are to be used for the benefit of the club membership and the college. There may be occasions, however, when it is appropriate for non-club members to participate in club activities. In the event that this use of funds is appropriate, the non-member participation must have prior approval of the club membership, the club sponsor/s, the Dean of Student Services and the Vice President of Academic and Student Services.
5.23: SUBSTANCE ABUSE POLICY

The following Student Substance Abuse Policy has been approved by the Virginia State Board for Community Colleges and adopted by Mountain Empire Community College:

Students attending a Virginia community college shall not possess, sell, use, manufacture, give away or otherwise distribute illegal substances, including drugs or 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 who violate this policy shall have college charges processed against them in the normal manner of due process provided by college rules. Further, students 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.

5.23.1: Enforcement

MECC will cooperate with law enforcement authorities to enforce statutes regarding illegal substances, including alcoholic beverages. The college shall ensure that all security personnel employed have special training in dealing with illegal substance (including alcohol) abuse and detection.

In addition to criminal penalties, violation of school policies may result in disciplinary action by the college, including suspension or dismissal. Disciplinary action will follow the established procedures as outlined in the Student Handbook. These procedural standards are designed as safeguards to protect the student and ensure due process.

5.23.2: Education and Prevention

MECC is committed to helping individuals understand the impact of substance abuse. The college’s program of education and prevention is designed to inform and help individuals make responsible decisions concerning the use and abuse of drugs and alcohol. Our program of education and prevention consists of the following:

- Inclusion of information on substance use and abuse in the MECC Student Wellness Program of Activities;
- Inclusion of information on drug use, abuse and prevention as part of the college curriculum (HLT 110);
- Seminars and workshops are available through the Student Services designed to promote a realistic understanding of individual societal concerns relative to substance abuse; and
- Books, pamphlets, and audio visual aids available in the college library.

The college makes every effort to ensure that students recognize the health risks associated with the use of drugs and alcohol. Emphasis shall be placed on the impairment of one’s ability to make sound judgments; and the physiological damage to the human body.

The impact that substance abuse has on the development of one’s potential is stressed in the education and prevention program. The college supports and sponsors activities and events that provide and demonstrate alternatives to the use of chemical substances.
5.23.3: Referral

The Office of Student Services maintains a referral list of community agencies that help with counseling and treatment.
6: PLANNING, ASSESSMENT & INSTITUTIONAL EFFECTIVENESS

MECC engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrates the institution is effectively accomplishing its mission.

6.1: INSTITUTIONAL EFFECTIVENESS DEFINED

Institutional effectiveness is the accomplishment of the College’s mission through the achievement of stated outcomes, goals, and objectives. Mountain Empire Community College uses a variety of evaluation and assessment processes to determine the degree to which it accomplishes its mission. Through these cyclical processes of identifying outcomes and goals, measuring the extent to which these outcomes and goals are achieved, and using results to identify ways of improving programs and services, College faculty, staff, and administrators can help ensure that the entire campus is actively involved in helping the College achieve its mission.

6.2: INSTITUTIONAL EFFECTIVENESS PROCESS

The Institutional Effectiveness process at MECC encompasses an ongoing, integrated, and institution-wide approach to ensuring that the College fulfills its mission. The institutional effectiveness paradigm, contains the following critical elements: 1) establishing an institutional mission, 2) identifying intended educational and administrative outcomes and goals, 3) assessing the degree to which these outcomes and goals are accomplished, and 4) making changes to the institution’s mission, goals, or programs, based on assessment findings. This process occurs at both the institutional and program-level. Improvements are driven by available resources and the strength of assessment data.

6.3: A PROCESS FOR CONTINUOUS IMPROVEMENT

A successful institutional effectiveness program cannot succeed without commitment from faculty, staff, and administration. Institutional Effectiveness must involve the desire to improve processes, the ability to communicate strengths, and the humility to recognize and share weaknesses. For an institutional effectiveness process to be successful, faculty and staff must be able to intentionally engage in a forum that encourages improvement.

Student Learning Assessment. Assessment of programs has always been valued at Mountain Empire Community College. As content experts, College faculty, with the help and support of the respective Deans and the Office of the Vice President of Academic and Student Services, are ultimately responsible for the development of program purpose statements and objectives, appropriate instructional processes to accomplish objectives, as well as the selection or creation of appropriate
assessment processes.

It is an institutional expectation that student outcome assessment will involve significant direct measures of student performance supported by other indirect measures. The purpose of student outcomes assessment is to provide valid and reliable data for program improvement. Through assessment, feedback is provided to the academic programs and the College about how well and in what context outcome objectives are being met and areas in need of improvement are identified.

The Vice President of Academic and Student Services oversees the administration of annual graduation assessments of core competencies, collaborates with faculty and administrators on the development of program assessment, and facilitates the processing and use of results for the improvement of student learning.

**Program Planning.** Program Planning is one of the main components of the continuous improvement process that not only leads to better utilization of existing resources, but also leads to increased quality of instruction and service. Each associate degree, diploma and certificate program at MECC is reviewed on an annual basis.

Program planning at MECC is an ongoing process and by design results in academic plans being reviewed multiple times throughout the calendar year. Each year, programs review and potentially revise their assessment plan, list their assessment findings, and describe actions taken and current status of their assessment program, in order to ensure that the assessment process occurs on a regular basis.

Program planning is likewise linked to the annual budget planning process, with the preparation of plans for the following academic year. Program planning and budget development begins in early spring with the following academic year plans completed by April 1. Plans are submitted to the MECC Planning and Assessment link located on the MECC Online Blackboard™ portal. A copy of the Program Planning Template is located in Appendix J.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>January-March</td>
<td>Review, modify and/or identify program level outcomes</td>
<td>Program Faculty</td>
</tr>
<tr>
<td></td>
<td>Assess current condition of facilities and equipment, as well as any resources needed to effectively operate the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review status of plans for improvement implemented based upon the prior year’s assessment.</td>
<td></td>
</tr>
</tbody>
</table>
The process is comprised of the following six steps and as indicated on the illustration below:

1. Define the outcome (what you expect students to achieve).
2. Determine the competency (how will students demonstrate achievement of outcome). Is it appropriate? Is it valid? Is it reliable?

3. Select or design measurement instrument, establish the success criteria, and deploy the process of data collection.

4. Collect, compile and report the results. Are there any areas of success?

5. Analyze results and take action.

6. Report results of action taken (occurs in following year)

Research. The college community depends heavily on reliable information to support strategic planning and evaluation as well as academic program reviews and assessment of student learning outcomes. The research function of institutional effectiveness provides critical information to the college-wide community in support of their institutional effectiveness efforts through the gathering and analysis of data, coordination of research studies, and the provision of research support. The office is also responsible for reporting requirements at the federal (IPEDS) and state (SCHEV and VCCS) levels.

6.4: ACCOUNTABILITY

The College must also demonstrate evidence-based decision making in order to be held accountable to its various stakeholders. Of the College’s external stakeholders, perhaps no one is more interested in the presence of an integrated, institution-wide process of institutional effectiveness as the College’s accrediting body, the Southern Association of Colleges and Schools Commission on
Colleges (SACSCOC). Through the process of accreditation reaffirmation, which occurs every ten years, the College is responsible for complying with multiple SACSCOC principles, notably Core Requirement 2.5 and Comprehensive Standard 3.3.1, which are specifically devoted to institutional effectiveness.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate

These principles of accreditation are in place so that the College uses broad-based planning and evaluation processes to ensure that students receive the highest quality of education possible and that the College is intentionally documenting and evaluating the degree to which it accomplishes its mission.

6.4.1: Faculty Course Credentials

A key component of accountability at MECC is the documentation of qualifications of faculty responsible for instruction at the course level. During the program planning process, faculty are required to review their individual credentials and document what qualifies them to teach the classes for which they are assigned the responsibility of instruction. The Faculty Course Credentialing form is located in Appendix H.

6.5: STRATEGIC PLANNING

Strategic planning outlines the actions taken by the College to implement its mission. Institutional effectiveness planning identifies the methods and processes that help determine how well the College’s is fulfilling its mission. Strategic planning is means/process oriented. It focuses on the actions that improve processes, programs, and services. Institutional effectiveness planning is outcomes oriented. When learning outcomes are involved, IE planning focuses on determining the extent to which students are acquiring the knowledge, skills, and abilities expected of them by their academic programs. When the outcomes do not focus on learning, IE planning focuses on measuring the extent to which administrative and student support units are meeting specified targets and operating effectively in a manner that helps the college accomplish its mission.

The VCCS mission drives both the establishment of VCCS strategic initiatives as well as the MECC
mission and strategic goals. Using these sources, the President establishes annual goals that are then disseminated to the Vice Presidents who then disseminate goals to the departmental leaders or unit heads.

Every three to five years, the President’s office, with the assistance of the Vice President of Academic & Student Services and the Office of Institutional Research, organizes a comprehensive process for the review and development of the strategic directions document for the college. This process begins with a review of system wide VCCS goals, the College’s mission, vision, and value statements, and concludes with a revised strategic document, intended to guide the College’s future directions. The process involves all members of the College community (faculty, staff, students, and administrators), soliciting input from the community, utilizing institutional effectiveness data, and designing a plan which responds to changing community needs.

6.6: GENERAL EDUCATION CORE COMPETENCIES AND RELATED OBJECTIVES

In order to fulfill its purpose, Mountain Empire Community College seeks to enable and encourage students to: investigate career choices that are compatible with their abilities and interests; apply critical thinking and decision-making skills; demonstrate competence and achievement in their chosen fields of study; apply knowledge and skills learned in the classroom to actual situations; apply principles of personal and interpersonal skills; prepare for entry into subsequent educational programs and/or into chosen career fields; expand workforce skills; and master essential skills in reading, writing, computation, oral communications, and computer literacy.

The following General Education Objectives apply to all certificate, diploma, and degree programs offered by the College:

1. Communication
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to
   1.1 understand and interpret complex materials;
   1.2 assimilate, organize, develop, and present an idea formally and informally;
   1.3 use standard English;
   1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
   1.5 use listening skills;
   1.6 recognize the role of culture in communication.

2. Critical Thinking
A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to
   2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
   2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
   2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
   2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
2.5 determine whether certain conclusions or consequences are supported by the
information provided;
2.6 use problem solving skills.

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. Degree graduates will demonstrate the ability to
3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
3.2 describe their own as well as others’ personal ethical systems and values within social institutions;
3.3 recognize the impact that arts and humanities have upon individuals and cultures;
3.4 recognize the role of language in social and cultural contexts;
3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

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) Degree graduates will demonstrate the ability to
4.1 determine the nature and extent of the information needed;
4.2 access needed information effectively and efficiently;
4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose;
4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development *
An individual engaged in personal development strives for physical well-being and emotional maturity. Degree graduates will demonstrate the ability to
5.1 develop and/or refine personal wellness goals;
5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

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. Degree graduates will demonstrate the ability to
6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine reasonableness;
6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

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. Degree graduates will demonstrate the ability to
7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships;
7.5 recognize methods of inquiry that lead to scientific knowledge.

*Though identified by the VCCS as core competencies, these two areas are not required to be assessed by the VCCS, and thus, they have not been made a priority of the College. The assessment of general education core competency achievement has thus focused on the five areas of communication, critical thinking, information literacy, quantitative reasoning, and scientific reasoning.

6.7: ASSESSMENT OF CORE COMPETENCIES

Assessment of core competencies is required of all twenty-three community colleges by SCHEV and the VCCS. Mountain Empire Community College is required to follow the VCCS Core Competencies Assessment Plan, including the use of VCCS assessment instruments which typically focus on one competency per academic year. However, the College is not limited to measuring only what is assessed by the VCCS.

The Shock-Tucker Assessment of General Education (STAGE) was first developed by faculty at Mountain Empire Community College and is now used on a regular basis to assess both its incoming students and those who have applied to graduate with an Associate’s Degree. The instrument contains 70 items; 10 items for each of the following VCCS general education core competencies:

- Communication
- Critical Thinking
- Cultural and Social Understanding
- Information Literacy
- Personal Development
- Quantitative Reasoning
- Scientific Reasoning

These assessments measure how well MECC graduates perform on core competencies and skills, which are defined by the Virginia Community College System (VCCS). Summaries of results are provided to the Vice
President of Academic and Student Services, Academic Deans and faculty for use during program planning.

6.8: INTELLECTUAL PROPERTY

Mountain Empire Community College adheres to the policies of the Virginia Community College System (VCCS) relative to intellectual property, copyright issues, and revenue derived from the creation of intellectual property. The VCCS policy determines ownership rights and responsibilities regarding intellectual property produced by a student and/or an employee of VCCS. The policy is found in the VCCS Policy Manual, Section 12, Intellectual Property.

The Vice President of Academic and Student Services and the Vice President for Finance and Administrative Services are responsible for administering the intellectual property policies for Mountain Empire Community College. Any questions or issues arising in the academic and student support services program area are the responsibility of the Vice President of Academic and Student Services. Questions in any other area of the college fall under the Vice President for Finance and Administrative Services and are addressed by that officer. Should a faculty member, staff member or student question the decision of either one of these administrative officers, a campus committee comprised of the two vice presidents, two faculty members and a classified staff member will hear the question concerning the administration of the intellectual property policy. Should there be an appeal beyond the four member committee, the college President will refer the issue to the VCCS System Attorney.

Instructional material created by a faculty member, including lecture plans and notes, class lesson plans, discussion prompts, class projects, exams and quizzes, and any class sessions recorded for student and faculty use will not be used by MECC outside of the class section and contract year for which it was developed without the consent of the faculty creator. Exceptions to this statement are:

1. Course syllabi
2. Tests, quizzes and other forms of student assessment explicitly created for departmental use across course sections
3. Instructional materials created explicitly for departmental use across course sections

The use of the above is strictly limited to instructional use at MECC and may not be sold or commercialized by MECC without a written agreement with the faculty creator.

6.9: SACSCOC SUBSTANTIVE CHANGE NOTIFICATION POLICY

Purpose: The purpose of the Mountain Empire Community College (MECC) Substantive Change Notification Policy is to ensure compliance with SACS COC Criterion 3.12.1. All notification by the college will occur in a timely manner that is in compliance with SACS COC specifications related to the various types of substantive change.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes.

Policy: MECC will report all substantive changes to SACS COC in accordance with SACS COC Criterion 3.12.1 and within Commission time specifications related to substantive change.
Responsibility: The college’s SACSCOC Liaison will draft all correspondence in a timely manner with the college President signing the documents prior to submission. All administrators, as outlined in the policy procedures, will report potential substantive changes to the college’s SACSCOC Liaison by the policy specifications in the procedures section.

Procedures: There are three different procedures for reporting the different types of substantive change.

- **Procedure 1:** Prior Notification and Prior Approval to Implement
- **Procedure 2:** Prior Notification Only before Implementation
- **Procedure 3:** Specific Procedures to Close a Program, Site, Branch Campus, or Institution

Different Types of Substantive Change: MECC will adhere to the following guidelines to ensure timely reports on the different types of substantive change.

**Increasing Level of Programs Offered**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating coursework or programs at a more advanced level than currently approved</td>
<td>1</td>
<td>Yes</td>
<td>12 months</td>
<td>Yes</td>
<td>Application for Level Change Due dates: April 15 or September 15</td>
<td>Academic VP</td>
</tr>
</tbody>
</table>

MECC is one of 23 community colleges in the Virginia Community College System (VCCS). The associate degree is the highest degree the college can award. If the college were to seek approval to award a higher level of degrees, the effort would be part of the VCCS as a whole. An application for level change would be submitted to SACS COC by April 15 or September 15 by MECC and the college will ensure 12 months advance notice and would receive approval before moving forward. This type of substantive change is not anticipated by MECC.

**Expanding at the Current Degree Level**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding at current degree</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic Deans</td>
</tr>
</tbody>
</table>
The MECC Academic Deans will notify the SACS COC Liaison of any new proposed degree program by January 15 for programs proposed to begin in the fall semester and by June 15 for programs proposed to begin in the spring semester. All new programs will be reviewed by the Division Dean and the SACS COC Liaison to see if a substantive change is present. If the degree program represents a substantive change, the SACS COC Liaison will draft a prospectus and submit for SACS approval at least six months in advance of the proposed implementation date.

**New Programs, Certificates, and Career Studies Certificates at the Current Degree Level**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding at the current degree level</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>...using existing approved courses</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>...that is a significant departure* from previously approved programs</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>... at a new off-campus site (previously approved program)</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic Deans</td>
</tr>
</tbody>
</table>

* A significant departure is related to the need for multiple new courses, new staff members, program directors, and/or new resources.

Division Deans will notify the SACSCOC Liaison of any new programs by January 15 for programs proposed to begin with the fall semester and by June 15 for programs proposed to begin with the spring semester.
All new programs will be reviewed by the Division Dean and SACSCOC Liaison to see if a substantive change exists.

**Initiating a Branch Campus**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating a branch campus</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic VP</td>
</tr>
</tbody>
</table>

The VCCS has established procedures for establishing a branch campus. MECC does not qualify nor does the college anticipate initiating a branch campus.

**Initiating a Certificate Program at an Employer's Request on Short Notice**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding at the current degree level...using existing approved courses...that is a significant departure* from previously approved programs... at a new off-campus site (previously approved program)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>None</td>
<td>Academic Deans</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Yes</td>
<td>Approval required prior to implementation</td>
<td>Yes</td>
<td>Modified Prospectus</td>
<td>Academic Deans</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Yes</td>
<td>Approval required prior to implementation</td>
<td>Yes</td>
<td>Modified Prospectus</td>
<td>Academic Deans</td>
</tr>
</tbody>
</table>
The Division Dean will inform the SACSCOC Liaison at least one month prior to implementation so that a Modified Prospectus can be drafted and submitted. SACSCOC must grant approval before implementation. The use of existing approved courses will be the preferred course of action, when possible.

**Altering the Educational Mission**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly altering the educational mission of the college</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Contact Commission Staff</td>
<td>President</td>
</tr>
</tbody>
</table>

If there was a significant altering of the MECC Educational Mission to be proposed, the President of the College would contact the SACS COC Liaison at least six months in advance of the proposed implementation. The Liaison would work with Commission staff to provide necessary documentation. MECC does not anticipate this type of change.

**Initiating Joint or Dual Degrees with another College**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating joint or dual degrees with another institution</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>NA</td>
<td>Signed agreement with contact info</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>Joint programs ...with another SACS accredited institution</td>
<td>1</td>
<td>Yes</td>
<td>5 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>...with an institution that is not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accredited by SACS  
Dual programs  

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating off-campus sites</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Dual Enrollment Division Deans</td>
</tr>
<tr>
<td>...student can obtain 50%+ of credits toward a program</td>
<td>2</td>
<td>Yes</td>
<td>Prior to implementation</td>
<td>No</td>
<td>Letter of Notification</td>
<td>Dual Enrollment Division Deans</td>
</tr>
<tr>
<td>...student can obtain 25-49% of credits toward a program</td>
<td>NA</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>...student can obtain 24% or less of credits toward a program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

MECC Divisions Deans will notify the SACSCOC Liaison of any proposed joint or dual degrees according to the guidelines in the above table.

Initiating Off-Campus Sites (Includes High School Dual Enrollment)
Division Deans will notify the SACS COC Liaison of any new off-campus sites by January 15 for classes proposed to begin with the fall semester and by June 15 for classes proposed to begin with the spring semester. Once a listing of proposed class offerings for the new site are provided to the Institutional Effectiveness office, those classes will be run against program requirements to see if any programs will exceed the 25% and 50% thresholds of credits available. The MECC Institutional Research office has developed a computerized system to calculate the percentage of program availability once class offerings are available.

The Dual Enrollment Coordinator will provide the Institutional Effectiveness office a listing of classes that are to be offered at a dual enrollment site that has not been previously approved by January 15 for the upcoming academic year. Classes offered through the A. Linwood Holton Governor’s School and Elite Learning programs will be included. The Institutional Effectiveness office will run those classes against program requirements to see if any programs will exceed the 25% and 50% thresholds of credits available. If any programs cross the 25% and 50% thresholds at a new site, the SACS COC Liaison will notify the Commission according to the specifications in the above table.

### Expanding Program Offerings at Previously-Approved Off-Campus Sites

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding program offerings at previously approved off-campus sites</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>…adding programs that are significantly different from current programs at this site</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>…adding programs that are NOT significantly different from</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Program Length Changes

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altering significantly the length of a program</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Division Deans</td>
</tr>
</tbody>
</table>

Program length is largely determined by VCCS State Board policy so MECC cannot significantly alter the length of a program. MECC does not anticipate this type of substantive change. If such a change were proposed the Division Dean would contact the SACSCOC Liaison at least seven months in advance so that a prospectus could be drafted and submitted to the Commission.

### Initiating Distance Learning

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating distance learning...</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Division Deans</td>
</tr>
<tr>
<td>...offering 50% or more of a program for the first time</td>
<td>2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>No</td>
<td>Letter of Notification</td>
<td>Division Deans</td>
</tr>
<tr>
<td>...offering 25-49% of a program</td>
<td>NA</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>...offering 24% or less of a program</td>
<td>NA</td>
<td>No</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
MECC currently has many programs with greater than 50% of credits available through distance learning. MECC is approved to offer 50% or more of program credits through distance learning. Therefore, MECC does not anticipate future substantive changes of this nature.

**Contractual Agreements or Consortium**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating programs/courses offered through contractual agreement or consortium</td>
<td>2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>No</td>
<td>Letter of notification and copy of signed agreement</td>
<td>Division Deans</td>
</tr>
</tbody>
</table>

As a member of the VCCS, MECC may initiate programs/courses offered through contractual agreement or consortium. When such an agreement is reached, the Division Dean will notify the SACSCOC Liaison. The Liaison will notify SACSCOC prior to implementation.

**Contract with Non-Certified Entity (USDOE Title IV)**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering into a contract with an entity not certified to participate in USDOE Title IV programs ...if the entity provides 25% of more of an</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic VP</td>
</tr>
</tbody>
</table>
MECC will not participate in substantive change of this type. MECC only enters agreements with other VCCS colleges, all of which are USDOE Title IV approved.

**Merger/Consolidation**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Prior Approval Needed</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating a merger/consolidation with another institution</td>
<td>See SACSCOC policy “Mergers, Consolidations, and Change of Ownership: Review and Approval.”</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus Due Dates: April 15 or September 15</td>
</tr>
</tbody>
</table>

MECC is a member of the VCCS and does not have the authority to initiate a merger/consolidation. MECC does not anticipate this type of substantive change.

**Changing Governance**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Prior Approval Needed</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
</table>
Changing governance, ownership, or legal status of an institution

See SACSCOC policy “Mergers, Consolidations, and Change of Ownership: Review and Approval.”

<table>
<thead>
<tr>
<th>Contacting COC</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus Due Dates: April 15 or September 15</td>
<td>President</td>
</tr>
</tbody>
</table>

MECC is a member of the VCCS and does not have the authority to initiate a change in governance, ownership, or legal status of the institution. MECC does not anticipate this type of substantive change.

### Relocation of Main or Branch Campus

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocating a main or branch campus</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>President</td>
</tr>
</tbody>
</table>

MECC is a member of the VCCS and does not have the authority to relocate the main campus. No branch campuses exist, and MECC does not have the authority to initiate a branch campus. MECC does not anticipate this type of substantive change.

### Relocating an Off-Campus Instructional Site (Serving the Same Geographic Area)

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocating an off-campus instructional site (serving the same</td>
<td>2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>No</td>
<td>Letter of Notification with new address and starting date</td>
<td>Academic VP</td>
</tr>
</tbody>
</table>
The Academic VP will notify the SACSCOC Liaison at least one month prior to an off-campus instructional site being relocated. The SACSCOC Liaison will notify the Commission prior to implementation.

### Relocating a Main or Branch Campus

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocating a main or branch campus</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>President</td>
</tr>
</tbody>
</table>

The MECC President will notify the SACSCOC Liaison at least 7 months in advance of proposing a relocation of the main campus (branch campus – NA) so that a prospectus can be drafted and submitted to the Commission at least six months in advance of the proposed implementation.

### Changing from Clock Hours to Credit Hours

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing from clock hours to credit hours</td>
<td>1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Justify the change, show calculation of equivalency and other pertinent information</td>
<td>Academic VP</td>
</tr>
</tbody>
</table>

The Academic VP will notify the SACSCOC Liaison of a plan to change from clock hours to credit hours at least 7 months prior to proposed implementation. The SACSCOC Liaison will notify the Commission at least 6 months prior to the proposed change.

### Initiating Degree Completion Programs

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
</table>

183
MECC is only approved to award degrees at the Associate level and does not anticipate this type of change.

**Closing a Program, Approved Off-Campus Site, Branch Campus, or Institution**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing a program, approved off-campus site, branch campus, or institution</td>
<td>3</td>
<td>Yes</td>
<td>Immediately following decision to close</td>
<td>Yes</td>
<td>Description of teach-out plan with letter of notification</td>
<td>Academic VP / President</td>
</tr>
<tr>
<td>...Institution to teach out its own students</td>
<td>3</td>
<td>Yes</td>
<td>Immediately following decision to close</td>
<td>Yes</td>
<td>Description of teach-out letter of copy of signed teach-out agreement terms</td>
<td>Academic VP / President</td>
</tr>
<tr>
<td>...Institution contracts with another institution to teach-out students (Teach-out agreement)</td>
<td>3</td>
<td>Yes</td>
<td>Immediately following decision to close</td>
<td>Yes</td>
<td>Description of teach-out letter of copy of signed teach-out agreement terms</td>
<td>Academic VP / President</td>
</tr>
</tbody>
</table>

The Academic VP will notify the SACS Liaison of any programs that are proposed to be closed. The SACS Liaison will notify the Commission immediately and include a teach-out plan. MECC does not have the authority to close a branch campus or the institution and does not anticipate this type of substantive change. If such a change were initiated by the VCCS, MECC would follow Commission guidelines in the above table.

**Acquiring Any Program or Site from another Institution**
<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring any program or site from another institution</td>
<td>See SACSCOC policy “Mergers, Consolidations, and Change of Ownership: Approval.”</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic VP / President</td>
</tr>
</tbody>
</table>

The MECC President along with the Academic VP would notify the SACSCOC Liaison at least seven months in advance of the proposed change so that a prospectus could be drafted and submitted at least six months in advance of the proposed change.

**Adding a Permanent Location at a Site where the Institution is Conducting a Teach-Out for Students from another Institution that is Closing**

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>Procedure</th>
<th>Prior Notification Needed</th>
<th>Timeframe for Contacting COC</th>
<th>Prior Approval Required</th>
<th>Documentation</th>
<th>MECC Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing</td>
<td>See SACSCOC policy “Mergers, Consolidations, and Change of Ownership: Approval.”</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td>Prospectus</td>
<td>Academic VP / President</td>
</tr>
</tbody>
</table>

The MECC President along with the Academic VP would notify the SACS COC Liaison at least seven months in advance of the proposed change so that a prospectus could be drafted and submitted at least six months in advance of the proposed change.

The MECC Substantive Change Policy meets or exceeds Commission specifications for timely reporting of Substantive Changes.
This policy will be updated as needed to ensure compliance with reporting substantive changes to the Commission in a timely manner.

6.10: INSTITUTIONAL EFFECTIVENESS SUPPORT

While the Institutional Effectiveness process is a college-wide effort, it is supported primarily by the Vice President of Academic & Student Services and the Planning and Policy Specialist. Specific duties and responsibilities are outlined below.

Institutional effectiveness responsibilities of the Vice President of Academic & Student Services include the following:

- Manages the College’s institutional effectiveness and assessment programs. This includes assisting faculty, staff and administrators in developing strategic goals, and annual goals and outcomes that help College leadership ensure that institutional effectiveness and strategic planning practices are done at all levels in order for the College to meet its mission. Assessment Plan Report templates and other documents are located on the MECC Planning and Assessment link in the MECC Online Blackboard™ portal.

- Provides consultation, workshops, and other resources to improve the quality of assessment practices at all levels of the College.

- Serves on various College committees where assessment and evaluation are critical components.

- Oversees institutional research, providing data to faculty, staff, and administrators on performance indicators that help units, programs, and divisions determine effectiveness.

- Serves as college liaison to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Planning and Policy Specialist

The Planning and Policy Specialist provides support in the following areas: a) development of institutional research reports, b) database management, and c) college-wide survey data collection.

Duties and responsibilities include:

- Maintain assigned research and assessment databases.
- Assist in submitting data reports to the VCCS, SCHEV, and DOE (IPEDS)
• Assist in collecting responses on graduate exit survey and core competency assessments.
• Assist in providing data to faculty and staff for unit planning, research, and assessment reporting.
7: STANDING COMMITTEES

The following College standing committees are established:

- Distance Education and Instructional Technology Committee
- Instruction and Curriculum Committee
- Professional Development Committee
- Student Affairs Committee
- Student Success Committee
- Violence Prevention & Campus Safety Committee

Members of all College standing committees are appointed by the President or his/her designee. Ad hoc committees and special task forces may be appointed by the President or Vice Presidents.

7.1: MEMBERSHIP SELECTION

Faculty, Administrators, Classified Staff, and Students as appropriate will be named by the President or his/her designee on a rotating basis according to membership tenure. An Administrative Liaison will be designated for each committee.

7.2: ROLE OF THE LIASON

The purpose of the liaison is to facilitate the committee by providing guidance and direction. He/she will serve as advisor to the committee chair and will make recommendations regarding the completion of the committee tasks. Additionally, he/she will become a communications conduit among the committee, administration, and other segments of the college. The liaison will have no voting privileges.

7.3: MEMBERSHIP TENURE

Committee members will serve a two-year term with half of the membership changing each year. A member should normally not serve two consecutive terms. (The first year of a new standing committee, the committee members will be named to serve a one, or two year term.)

7.4: SELECTION OF OFFICERS

During a spring meeting or the first fall meeting, a chair, vice chair, and a recording secretary shall be elected. The chair will serve a one-year term. The vice chair will serve one year as vice chair and will serve as chair his/her second year on the committee.

7.5: GENERAL PROCEDURES

Procedures will vary with each committee, but, for the most part, should follow this format:

The appropriate Vice President or President will submit matters to be reviewed to the committee chair, with copies to each member, at least ten (10) days prior to the committee’s regular meeting date. The committee will discuss these matters and other matters identified by the committee as
being within their purview and submit recommendations as part of the minutes of the meeting. The committee should attempt to reach consensus in making recommendations. The Vice President or President will respond to the committee, noting action taken or request additional input from the committee. Matters needing immediate attention will be sent to the chair (copies to all members) with a request for a special called meeting so that the matter can be expedited.

Minutes (electronic or hard copy), including attendance, will be distributed to the Library for archival purposes and to each division for posting on division bulletin boards, to committee members, to the Vice-Presidents, and the President.

7.6: INSTRUCTION AND CURRICULUM COMMITTEE

PURPOSE

The Instruction and Curriculum Committee is charged with the responsibility for advising the Vice President of Academic and Student Services on matters relevant to the instructional programs of the College.

COMPOSITION

Committee members will serve for two years with half of the membership changing each year. A member should normally not serve two consecutive terms.

The Vice Chair (and Chair if needed) and Recorder of the Instruction and Curriculum Committee shall be elected in the fall by the membership. The Chairperson should have served on the committee the year before as Vice Chair.

The membership shall consist of:

1. Equal faculty representation; three full-time faculty members and one adjunct faculty member from each of the following areas:
   a. Division of Arts and Sciences
   b. Division of Applied Technology
2. Dean of Student Services
3. One Librarian
4. Local Representative to the Chancellor’s Advisory Committee of Faculty
5. One representative from Enrollment Services
6. Academic Division Deans – nonvoting members
7. Dean of Financial Aid / Enrollment Services – nonvoting member
8. Coordinator of Institutional Research – nonvoting member
9. Two Student Representatives – nonvoting members
TYPES OF COMMITTEE ACTIONS

1. The Curriculum Committee is an advisory committee to the President in matters of curriculum development and evaluation, including but not limited to:
   a. New and Revised Courses
   b. New, Revised, and Discontinued Curricula
   c. Faculty Handbook Policies regarding Curriculum Development and Coordination
   d. Curricular elements of the College Catalog

MEETING RULES

Unless otherwise specified in these policies and procedures, meetings will generally be conducted according to Robert’s Rules of Order – New Revised.

QUORUM AND VOTING PROCEDURES

There are twelve (12) voting members: to have a quorum, seven (7) voting members must be present. To be enacted, any proposed committee action must have the support of a majority of the committee members present.

MINUTES

The Recorder will send hard copy approved minutes, course and/or curricula changes documentation with attachments (if applicable) to the following offices:

1. Dean of Student Services
2. Academic Division Deans
3. Assistant Deans
4. Executive Secretary to the office of President
5. Executive Secretary to the office of Vice President of Academic and Student Services
6. Library
7. Dean of Financial Aid/Enrollment Services
8. Coordinator of Institutional Research

WORKING PROCEDURES

A. Suggestion of Proposals

Curricular proposals, including new curricula, revisions, and/or deletions of present curricula and course, and new courses, may be suggested by faculty members, students, advisory committee members, administrators, citizens, and MECC Board Members. Specific deadlines for action set by the Virginia Community College System must be met.

B. Action on Suggestions / Proposals

1. Suggestions are to be brought to the attention of the appropriate Division Dean who will contact:
   a. Affected faculty member(s) and other Division Dean
b. Vice President of Academic and Student Services
d. Instruction and Curriculum Committee

2. The Division Dean and faculty, with the advice of the Vice President of Academic and Student Services, will conduct an information review of the suggestion in relation to administrative (calendar deadlines), educational and legal implications.

3. If feasible, a proposal will be drafted for presentation to the appropriate advisory committee. Due to timing and the nature of the request, it may not be possible to involve the advisory committee. If the proposal is not deemed feasible, the initiator will be informed and will be given the reasons.

4. The appropriate Division Dean and faculty will present the proposal to the Instruction and Curriculum Committee for action and will prepare appropriate forms (i.e. VCCS 102 and VCCS 103, etc.)

5. The Instruction and Curriculum Committee will vote on the proposal at the next committee meeting following the presentation of the proposal. The Committee's recommendation shall be made a part of the minutes of the committee meeting.

6. If the proposal is approved, the Instruction and Curriculum Chair will notify the Vice President of Academic and Student Services of the Committee's recommendation on the proposal. Upon receipt of the notification from the Committee, the VP will place the proposal on the agenda of the next meeting of the Vice President of Academic & Student Services' staff for consideration. The VP will notify the Chair of I&C of any action taken on the proposal.

7. The Vice President will inform all concerned parties of the VCCS action upon receipt of notice and will begin implementation, if approved.

Short term programs, non-curricular courses, and proposals of an emergency nature presented by the Office of the Vice President of Academic and Student Services may be acted upon when presented.

All agenda items must be submitted to the committee chair no later than two (2) weeks prior to the meeting at which they will be presented. The person presenting the agenda item shall be responsible for distributing background information about the item to the President, the Vice President of Academic and Student Services, and to all committee members.

7.7: STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee will serve as the hearing panel to review and decide appeal cases of academic and behavioral misconduct, grade appeals, and readmission. A student receiving an unfavorable decision from the Committee may appeal the decision to the Vice President of Academic and Student Services. Membership will consist of:

- Equal faculty representation; three faculty members from each of the following areas:
  - Division of Arts and Sciences
  - Division of Applied Science & Technology
- Administrators – 3
- Classified – 1

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7.8: STUDENT SUCCESS COMMITTEE

The Student Success Committee is responsible for advising the Vice President of Academic and Student Services on matters pertaining to the retention/success of students. This committee will annually monitor student retention data and will make specific recommendations for improvement. Membership will consist of:

- Equal faculty representation; three faculty members from each of the following areas:
  - Division of Arts and Sciences
  - Division of Applied Science & Technology
- Classified Staff - 1
- Counselors - 1
- Administrators – 2
- TRIO Grant Representative - 1
- Institutional Research Representative - 1
- Student Representative - 1

7.9: PROFESSIONAL DEVELOPMENT COMMITTEE

The purpose of the Professional Development Committee is to promote professional development opportunities to all faculty and staff and administer the Professional Development Plan. The Professional Development Committee reports to the President; its functions include:

- Promoting professional development
- Administering the Professional Development Budget
- Actively soliciting and reviewing proposals for professional development
- Approving requests for professional development funds
- Promoting professional development opportunities offered by the VCCS
- Assessing professional development needs and satisfaction

Committee membership shall be comprised of: six faculty (three from each academic division), two classified staff, and two administrators (other than the President’s staff) to be selected by the selection process used for other standing committees. Two members of the President’s administrative staff, the MECC representative to the VCCS Professional Development Committee, a business office representative, and the human resource officer, are also included in committee membership.

7.10: DISTANCE EDUCATION AND INSTRUCTIONAL TECHNOLOGY COMMITTEE

The purpose of the Distance Education and Instructional Technology Committee (DEIT) is to provide a forum for the discussion of issues relating to the Distance Education program at Mountain Empire Community College, and to advise the Vice President of Academic and Student Services on matters pertaining to distance education. Discussions will include the development, evaluation, and revision of distance education courses and the associated processes necessary for implementation. This committee
will also discuss current trends in technology and make recommendations to enhance traditional courses through the use of technology. The college will maintain its collaboration with the VCCS Teaching, Learning, and Technology Roundtable by having a representative elected from this committee. The underlying value of the committee is to improve the Distance Education program and instructional delivery.

Committee membership shall consist of:

- Equal faculty representation; three faculty members from each of the following areas:
  - Division of Arts and Sciences
  - Division of Applied Science & Technology
- Adjunct Faculty - 2
- Classified Staff – 1
- Students -1
- Administrators -3
- Academic Deans - 2
- Distance Education Coordinator - 1
- Instructional Technologist - 1

### 7.11: VIOLENCE PREVENTION AND CAMPUS SAFETY COMMITTEE

The Violence Prevention and Campus Safety Committee will provide leadership in education and violence prevention on campus. The committee will recommend educational and prevention programs as well as policies and procedures that provide guidance to the campus community regarding the recognition of behavior that may represent a threat to the community, how such behavior should be reported, as well as policies and procedures for assessment, intervention, and other actions to resolve potential threats and safety issues. The Vice President of Financial and Administrative Services serves as liaison to the committee.

The State Board for Community Colleges has approved the following membership:

- Faculty—4, one from each academic building
- Classified Staff—5 including: Human Resources Officer, Campus Chief of Police, and Superintendent of Buildings and Grounds
- Students—3
- Administrators—2 including the Director of Student Services
- Information Security Officer

### 7.12: COLLEGE COUNCIL

The purpose of the College Council is to provide a forum to ensure:

- systematic sharing of information and communication between all segments of the college;
- broad-based participation in problem-solving;
- open dialogue and discussion of alternative viewpoints to aid the President in decision making.
7.12.1: MEETINGS

The College Council will meet at least once a month with other meetings scheduled as needed to discuss pressing issues or concerns.

Meetings will be scheduled by the President, normally on the fourth Tuesday in each month. Persons who wish to present topics for consideration by the Council should forward their agenda items to the President’s secretary one week before the meeting. The agenda will be sent to all members of the College Council prior to the meeting.

The President’s secretary will record the minutes of the meeting, get approval/corrections from members via email, and then distribute to all employees.

7.12.2: Membership

The membership of College Council will consist of:

- all administrators
- a faculty representative from each academic division, selected annually
- the president of the Faculty Senate
- the president of the Association of Classified Employees
- the president of the Student Government Association
- the college’s Business Manager, the Superintendent of Buildings and Grounds, and
- the Human Resources Officer
- Other members as designated by the President

7.12.3: Evaluation

The members will evaluate the overall effectiveness of the College Council on a regular basis.

7.13: OTHER COMMITTEES

MECC utilizes committees to involve all members of the college community in decision making. In addition to the five standing committees (Section 2.16), ad hoc committees, task forces, and/or continuous improvement teams are created to address specific issues.

Other committees are periodically created which are specialized in purpose and/or membership, or are of indefinite duration.

Other current committees are:

- Ad Hoc Appointment Advisory Committee
- Calendar Committee
- Employees of the Year Committee
7.14: CALENDAR COMMITTEE

This committee is charged with the responsibility of assisting the Vice President of Academic and Student Services in preparing the college-wide academic calendar. Membership consists of:

- Faculty - 3 (one from each academic division) appointed by the Vice President of Academic and Student Services
- Administrators - 2 (Vice President of Academic & Student Services and Director of Enrollment Services)
- Classified Staff - 1 (Secretary to the Vice President of Academic and Student Services)
- Division Deans (2 appointed by the Vice President of Academic and Student Services)

7.15: EMPLOYEES OF THE YEAR COMMITTEE

This Committee makes the final selection of the administrator, faculty member, and classified staff member to be recognized as employees of the year. The selection is based upon nominations solicited from all college employees. Membership of this committee is comprised of the award winners for the past two years. The process for selection of employees of the year is coordinated by the Human Resources Office.

7.16: AD HOC COMMITTEES FOR THE SELECTION OF PROFESSOR EMERITUS AND CLASSIFIED STAFF EMERITUS

Two committees will be appointed each year to select individuals to be named as Professor Emeritus and Classified Staff Emeritus to honor persons for meritorious service.

7.16.1: PROFESSOR EMERITUS

Individuals who are eligible for Professor Emeritus are:

- Retired employees of Mountain Empire Community College who held faculty rank (usually that of Associate Professor or Professor).
- Persons with a minimum of ten years of service at Mountain Empire Community College.
- Persons who made meritorious and significant contributions to the College.

The selection process will be:

- The President shall appoint an ad hoc committee of five to seven persons (representing the respective academic segments including counselor/librarian and administration) no later than October 1 of each academic year to review individuals eligible for Professor
Emeritus status. The committee shall elect from its members a chair who will submit the report to the President.

- A list of eligible faculty will be submitted to the President by the Human Resource Office no later than October 15 of each academic year. The President shall submit the nominations to the chair of the ad hoc committee.
- The Professor Emeritus Ad Hoc Committee shall submit its recommendations on nominations to the President no later than December 15 of each academic year. The President, after reviewing the ad hoc committee report, shall recommend nominations for approval to the Local College Board during the January Board meeting of each academic year. The number of nominations submitted to the President and the Board during any given year shall not exceed two percent of the full-time employees holding faculty rank as of October 31 or one person per college whichever is larger.

All persons granted the status of Professor Emeritus will be accorded the following considerations (to honor and utilize the expertise of the emeriti professors):

Emeriti professors will continue to be listed in the faculty section of the College catalog and identified as professor emeriti.

- Emeriti professors may appear in the academic procession at commencement and will march at the head of the faculty. The last Professor Emeritus approved may carry the College mace at the head of the academic procession at commencement.
- Emeriti professors may be issued parking permits and receive appropriate communications, and such other courtesies as deemed appropriate by the College.

7.16.2: CLASSIFIED STAFF EMERITUS

Individuals who are eligible for Support Staff Emeritus are:

- Retired employees of Mountain Empire Community College who held classified staff positions.
- Persons with a minimum of ten years of service at Mountain Empire Community College.
- Persons who received an evaluation rating of “Contributor” or higher in each of the last three years of service at the college.
- Persons who made meritorious and significant contributions to the college.
- Persons who maintained currency in the areas of responsibility through significant participation in professional development or other activities while employed at the college.

The selection process will be:

- The President shall appoint an ad hoc committee of five full-time classified representatives with at least one representative from Instruction/Student Services, Financial and Administrative Services, and the President’s Staff. The committee will be appointed no later than October 1 of each academic year to review individuals eligible for Support Staff Emeritus status. The committee shall elect from its members a chair who will submit the report to the President.
• A list of eligible full-time classified staff members will be submitted to the President by the Human Resource Office no later than October 15 of each academic year. The President shall submit the nominations to the chair of the ad hoc committee.

The Support Staff Emeritus Ad Hoc Committee shall submit its recommendations on nominations to the President no later than December 15 of each academic year.

7.17: THREAT ASSESSMENT TEAM

The purpose of the Threat Assessment Team is to implement established assessment and intervention policies with individuals whose behavior may present a threat to campus safety. The State Board for Community Colleges has approved the following membership:

• Dean of Student Services
• Dean of Enrollment Services
• Human Resources Officer
• Chief of Campus Police
• Superintendent of Buildings and Grounds
• Vice President of Academic and Student Services
• Vice President of Financial and Administrative Services
• Director, Frontier Health Services or designee
• Lieutenant, Wise County Sheriff’s Office or designee

Additional policies related to the Threat Assessment Team can be found in Section 8.6.

7.18: INSTITUTIONAL REVIEW BOARD

Mountain Empire Community College (MECC) abides by the Code of Federal Regulations, Title 45, Part 46: Protection of Human Subjects (45 CFR 46, revised June 23, 2005). The purpose of the Institutional Review Board (IRB) is to ensure, both in advance and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in research studies conducted by or with Mountain Empire Community College employees or students or on the MECC campus.

This IRB policy was developed in order to establish the IRB as a permanent committee of the college, identify the types of projects that are subject to IRB review, and provide an overview of the IRB approval process. This policy is NOT intended to serve as a comprehensive guide to IRB operational procedures, and should not be construed to take the place of the MECC Institutional Review Board’s operational manual, which is maintained by the Grants Coordinator/IRB Manager in the Office of Institutional Advancement.

7.18.1: Authority & Approval Sequence
Before the Institutional Review Board will consider any research protocol, the project must be reviewed and approved by the College President and his Executive Staff. The purpose of the President’s Staff review is to evaluate the capacity of the college to support the project in terms of staff time, data requests, and other resources. Research protocols that are disapproved by the President’s Staff will not be considered by the IRB.

President’s Staff approval allows a project to proceed through the IRB review process, but does not guarantee IRB approval. The IRB may disapprove projects that the President’s Staff has approved.

The Institutional Review Board has the authority to approve, require modifications in, or disapprove all research activities that fall within its jurisdiction as specified by both the federal regulations and MECC policy. Research that has been reviewed and approved by the IRB is subject to continuing review and must be reevaluated at least annually or more frequently if specified by the IRB.

7.18.2: Persons Affected

- Employees and students of MECC who engage in human subject and/or scientific research under the auspices of the college.
- Individuals from other organizations seeking to conduct research in collaboration with MECC.
- All other individuals or groups seeking to conduct research using MECC resources.

7.18.3: Composition

The composition of the Institutional Review Board and the procedures for selecting members differ from standing committees at the college because the criteria for IRB membership are largely dictated by federal regulations.

At minimum, the membership shall consist of:

- Both men and women;
- At least five voting members with varying backgrounds;
- At least one representative from each of the academic divisions:
  - Division of Arts and Sciences
  - Division of Applied Technologies
- At least one representative from Student Services;
- At least one representative with expertise/experience in institutional effectiveness and/or institutional research;
- At least one member whose background is in scientific areas, and at least one member whose background is in nonscientific areas;
- At least one representative from the external community, with no affiliation to the college.

The IRB Manager will issue invitations for individuals to serve on the Institutional Review Board, in consultation with the Vice President for Academic and Student Services and Division Deans. Invitations will be issued as needed to replace out-going members and ensure that the composition of the committee remains consistent with federal guidelines and MECC policy.
All IRB members are required to undergo formal training at the time of their initial appointment to the committee, and participate in refresher training on a regular basis during their service.

Committee members will serve for a term of three years and may be reappointed by mutual agreement between the member, the Chair, and the IRB Manager. The Chair and Vice Chair of the Institutional Review Board shall be elected annually by the membership.

The Grants Coordinator will serve as the administrative liaison, or “IRB Manager.” Alternate voting members may be appointed to serve in the absence of regular members.

The IRB may solicit ad hoc reviewers with specific expertise to assist with reviews of research protocols as needed. Ad hoc reviewers may not vote.

7.18.4: Working Procedures

Meetings

- Meetings of the IRB will be held as needed. Meeting notices will be distributed by the IRB Manager at least seven (7) days in advance of a meeting.
- Quorum: A majority of the IRB members, including at least one member whose primary concerns are in nonscientific areas, must participate in all decisions and actions of the committee, except in the case of an expedited review procedure.
- The IRB Manager shall be responsible for recording minutes of all IRB meetings.

Application for IRB Review

The IRB Manager will serve as the first and primary point of contact for all inquiries and submissions to the IRB. Investigators seeking to conduct research on the MECC campus, or involving MECC employees or students, are required to contact the IRB Manager, who will guide the investigator through the review process, beginning with the President’s Staff review.

Upon approval by the President’s Staff, the investigator will be required to submit an application to the IRB for a Human Subject Research (HSR) Determination.

If the IRB Chair determines that the proposed research qualifies as human subject research, the investigator will be instructed to apply for an IRB review. The IRB Manager will consult with the IRB Chair and the investigator to determine which type of IRB review is appropriate for the project (Exempt Review, Expedited Review, or Full Review). (See the MECC IRB Guidelines for more information on the IRB review application process.)

Investigators are required to submit the appropriate applications to the IRB two months prior to the anticipated start date of the research project. The IRB must take action within thirty days of application submission.

IRB Action

The IRB may take one of five actions, in writing, in regard to proposed human subject research:
1. Exempt from full review
2. Approve
3. Approve subject to requested changes/restrictions
4. Disapprove
5. Suspend or terminate

Investigators may not solicit subject participation or begin data collection until they have received IRB approval.
8: CAMPUS SAFETY

8.1: Emergency Operations Plan

Pursuant to §23-9.2:9 of the Code of Virginia, each state institution of higher education shall prepare and maintain a current emergency operations plan (EOP). Each institution is required to conduct a comprehensive review and revision of its EOP every four years to ensure that the plan remains current. The revised plan shall be formally adopted by the board of visitors or other governing body of the institution. In November 2012, the State Board for Community Colleges delegated responsibility for adoption of a college’s EOP to their Local Advisory Board. Documentation of adoption of the EOP must be certified in writing to VDEM.

The President of Mountain Empire Community College has designated the Vice President for Financial and Administrative Services as the emergency management coordinator. Responsibilities of the coordinator include:

- Develop and maintain the EOP;
- Assume relevant duties as directed by the president;
- Develop and implement a test, training, exercise and drill schedule to assure all parties involved in emergency response and recovery are fully prepared to fulfill their tasks. An exercise should be held at least annually; and
- Work directly with Local Government Emergency Managers during an incident or emergency.

The President and Vice President shall review and approve the EOP annually to assure the plan does not require significant policy change or revision. Minor changes shall not require a comprehensive update of the EOP but must be logged to provide a record of the change history.

8.2: Emergency Procedures

In the event of any incident on campus call 911. A 911 call from a campus phone will alert security and Designated Emergency Managers. If you call 911 from a cell phone please have someone also dial “0” for the Campus Operator or call Campus Police at 276-523-7473.

Emergency drills for day, and evening classes will be held early each semester. Drills may be announced or unannounced to faculty and staff.

To receive information on emergencies on your mobile device, please sign up for MECC e2Campus text alerts at http://www2.mecc.edu/sms/index.html.

8.2.1: Responsibilities – All Employees

Know the differences between Evacuation, Go To Emergency Shelter and Lockdown procedures. Employees should also be able to quickly distinguish the difference in the audible fire alarm with strobe lights used for evacuation and the emergency siren (no strobe) used to direct employees, students and visitors to designated emergency shelters.

8.2.2: Responsibilities – Faculty

Discuss emergency procedures with each of your classes during the first class meeting in order
to facilitate orderly execution of emergency procedures when the fire alarm or emergency siren sounds. Discuss the evacuation route, designated safe room location and designated evacuation assembly area for your classroom location.

8.2.3: Responsibilities – Supervisors
Review emergency procedures with all new staff members to ensure that all employees are familiar with procedures. Periodically review emergency procedures with all employees to address procedures that may be specific to your office. Discuss the evacuation route, designated safe room location and designated evacuation assembly area for your location.

8.3: EVACUATION PROCEDURES

During the day, Emergency Coordinators are in each building to assist with building evacuations or evacuations to designated safe rooms. Please follow the Emergency Coordinator’s directions.

Emergency Procedures posters including evacuation routes from your location should be posted in each classroom and office suite on campus. Notify Campus Police if an Emergency Procedures poster is not posted in your classroom or office suite. Please familiarize yourself with the evacuation route, designated safe room location and designated evacuation assembly area for your classroom or work area. In virtually all cases, the proper escape route leads to the nearest exit. Any unannounced continuous sounding of the fire alarm must be considered an emergency. Make sure you evacuate the buildings in an orderly fashion. WALK, do not run, to the appropriate exit. Provide directions to students or visitors who do not appear to know what to do.

After leaving the building, proceed to the nearest grassy area. DO NOT BLOCK ROADWAYS OR PARKING LOTS. Emergency vehicles may need to use them.

Please remain in these locations until you receive an “ALL CLEAR” signal via the MECC e2Campus text alert system or are given the signal by the Emergency Coordinators to reenter buildings or leave the campus.

8.4: CONTINUITY OF OPERATION PLAN

Pursuant to §44-146.18 of the Code of Virginia and Executive Order 41 (2011), each executive branch agency including institutions of higher education is required to:

- Create or update a Continuity of Operation Plan (COOP) to conform to the template produced by the Virginia Department of Emergency Management.
- Utilize the resources available from the Virginia Department of Emergency Management for developing and maintaining COOP programs, plans and systems.
- The process of creating or updating COOP shall be completed by April 1 of each year, with an electronic copy sent to the Virginia Department of Emergency Management.

The COOP shall provide planning and program guidance for implementing the Mountain Empire Community College Continuity Plan and Continuity Program to ensure the agency is capable of conducting its mission essential functions (MEFs) under all threats and conditions. The college is committed to the
safety and protection of its personnel, contractors, operations, and facilities. The COOP is a recovery plan that works as a companion plan with the College’s EOP and provides a framework to minimize potential impact and allow for rapid recovery from an incident that disrupts operations.

The President of Mountain Empire Community College has designated the Vice President for Financial and Administrative Services to serve as the Continuity Coordinator for the agency.

8.5: CLERY ACT: ANNUAL SECURITY REPORT


- Collect, classify and count crime reports and crime statistics.
- Issue campus alerts. To provide the campus community with information necessary to make informed decisions about their health and safety, you must:
  - Issue a timely warning for any Clery Act crime that represents an ongoing threat to the safety of students or employees;
  - Issue an emergency notification upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.
- Publish an annual security report containing safety- and security-related policy statements and crime statistics and distribute it to all current students and employees. Schools also must inform prospective students and employees about the availability of the report.
- The regulatory requirements regarding crime statistics are discussed in Chapter 3 of the Clery Act and the regulatory requirements for the annual security report are discussed in Chapters 7–9 of the Act.
- Submit crime statistics to ED. Each year in the fall you must participate in a Web-based data collection to disclose crime statistics by type, location and year.

The Clery Act requires disclosure of three general categories of crime statistics:

- Criminal Offenses—Criminal Homicide, including: a) Murder and Non-negligent Manslaughter, and b) Negligent Manslaughter; Sex Offenses including: a) Forcible, and b) Non-forcible; Robbery; Aggravated Assault; Burglary; Motor Vehicle Theft; and Arson.
- Hate Crimes—Any of the above-mentioned offenses, and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias; and 1 The 2008 HEOA regulations expanded the list of hate crime statistics to be included in Clery Act statistical disclosures.

8.6: THREAT ASSESSMENT TEAM

Mountain Empire Community College is committed to providing a safe environment free from violence, threats and harassing and/or disruptive behavior. Any threat or act of violence will be taken seriously and
dealt with appropriately. Violations of this policy may result in academic sanctions, disciplinary action, termination of employment, arrest, and/or prosecution.

8.6.1: Policy

This policy applies to all students, faculty and staff of the College and shall include any act of violence, harassment, intimidation, or other threatening behavior including:

- Physical assault including but not limited to: hitting, pushing, kicking, impeding or blocking the movement of another person, beating, stabbing, suicide or attempted suicide, shooting, rape.
- Verbal abuse and/or harassment including but not limited to: verbal threats, shouting, swearing, or obscene phone calls or stalking.
- Threatening behavior and threatening or intimidating writings including: electronic mail, posters, cartoons, publications, drawings, or gestures.

8.6.2: Weapons

Unauthorized possession or use of firearms or other dangerous weapons that could be used to cause harm, threaten, or intimidate are prohibited. Any individual found in possession of firearms or other weapons on MECC property or at college sponsored events is subject to disciplinary action and/or arrest in accordance with the appropriate Standards of Conduct. Possession of a permit to carry a concealed weapon is not an exemption from this policy, and to the extent allowed by law, MECC prohibits carrying weapons on MECC property or at college sponsored events.

8.6.3: Retaliation

MECC prohibits any form of retaliation against any employee, student, or other individual making a report under this policy.

8.6.4: Witnesses

Employees, students or other individuals who witness or are subjected to behavior prohibited by this policy should immediately report the incident using the Incident Report form available on the college website.

8.6.5: Threat Assessment Team Members

A Threat Assessment Team has been established to review and assess situations of concern that could pose a threat to the safety of the campus community and take or recommend appropriate actions. Members of the Threat Assessment Team include:

- Brandon Dotson, Dean of Student Services (Chair) – ext. 251
- Kristy Hall, Dean of Enrollment Services – ext. 219
- Pam Giles, Human Resources Manager – ext. 212
- Myron Hatfield, Chief of Campus Police – ext. 473
- Vickie Ratliff, VP Academic & Student Services – ext. 467
8.7: CRIME AWARENESS AND CAMPUS SECURITY POLICY

MECC has adopted the following policy for the protection of the college campus:

- All criminal actions and other emergencies are reported by students to the most available college employee, to Campus Police at extension 473 in Godwin Hall room 153, or by dialing 911.
- A licensed officer is on duty at all times when the college is open for classes or events. Campus Police’s authority focuses on enforcement of college rules and regulations. In the case of criminal activity, Campus Police is sworn to uphold the laws of the Commonwealth of Virginia and has authority to issue summons or arrest violators of the law. Individuals placed under arrest will be held for transport by the Wise County Sheriff’s Dept. or the Virginia State Police.
- Access to campus facilities after business hours by students is allowed only with written permission of an instructor. A log is maintained of students and employees on campus when the college is closed.
- Students are informed of the procedures for reporting criminal actions and other emergencies during orientation.
- MECC’s program of education and prevention contains the following components:
  - Inclusion of the Crime Awareness and Campus Security Policy and Jeanne Clery Disclosure of Campus Security Policy in the general Student Success Skills courses for new students (SDV100). This includes a discussion in the small group orientation activity of security and safety precautions;
  - Seminars and workshops offered by Student Services that focus on prevention of crimes and safety awareness upon request;
  - Brochures & pamphlets that are available in Student Services;
  - Notices of procedures for reporting criminal action or other emergencies are posted in every classroom and office.
  - A daily crime log that lists all crimes reported to Campus Police is maintained and is available in the Campus Police office in Godwin Hall room 153.
  - Statistics concerning the occurrences of criminal offense on the campus of MECC are published annually and are available as described in CLERY ACT: ANNUAL SECURITY REPORT above.

8.8: VIOLENT, THREATENING, OR DISRUPTIVE BEHAVIOR

MECC has established a Violence Prevention and Campus Safety Committee and a Threat Assessment Team to review policies and practices, assess situations, and take or recommend appropriate actions. Any threat or act of violence will be taken seriously and dealt with appropriately. Violations of this policy may result in academic sanctions, disciplinary action, termination of employment, arrest, and/or prosecution.
This policy applies to any act of violence, harassment, intimidation, or other threatening behavior including:

- Physical assault including but not limited to: hitting, pushing, kicking, impeding or blocking the movement of another person, beating, stabbing, suicide or attempted suicide, shooting, rape.
- Verbal abuse and/or harassment including but not limited to: verbal threats, shouting, swearing, or obscene phone calls or stalking.
- Threatening behavior and threatening or intimidating writings including: electronic mail, posters, cartoons, publications, drawings, or gestures.
- Possession or use of firearms, explosives, or any other dangerous or deadly weapons is not appropriate to the college experience except when carried by bona fide law enforcement officials in their official capacities. Therefore students, employees, and patrons conducting business with the college are not permitted to possess these items on College property. Compliance with this policy is a condition of admission and subsequent enrollment for students, a condition of employment for employees, and a condition of conducting business with the College for business invitees. This policy applies whether a weapon is functional or not. Any device designed to look like a weapon and/or is used by an individual to cause reasonable apprehension or harm is considered a weapon by this policy. The possession and use of firearms by students enrolled in and faculty teaching ADJ 127, ADJ 139, ADJ 195, ADJ 295, LAWS 1400 and by those participating in approved firearms recertification training are exempt from this policy for the dates and times scheduled for those classes and/or training, and only in strict compliance with the requirements of those classes and/or training.
- MECC prohibits any form of retaliation against any employee, student, or other individual making a report under this policy.
- Students or other individuals who witness or are subjected to behavior prohibited by this policy should immediately report the incident to the nearest college employee or to Campus Police.

To place additional emphasis on the rise nationally in domestic and dating violence and to comply with requirements of the Title IX of the Higher Education Amendments of 1972 and the Violence Against Women Reauthorization Act of 2013, the college has adopted policy 8.10 Sexual Violence, Domestic Violence, Dating Violence, and Stalking.

8.9: STUDENT BEHAVIOR CONCERNS

Students should immediately report concerns about a fellow student who may seem at risk of harming him/herself or others. In emergency situations contact the nearest college employee. In non-emergency situations of concern, contact the Dean of Student Services or Campus Police.

- Although there is no single predictor of suicide, there are common warning signs:
  - Talking about suicide (killing one’s self)
  - Always talking or thinking about death
  - Making comments about being hope less, helpless, or worthless
  - Saying things like “It would be better if I wasn’t here” or “I want out”
  - Depression (deep sadness, loss of interest, trouble sleeping and eating) that gets worse
• A sudden, unexpected switch from being very sad to being very calm or appearing to be happy
• Having a “death wish,” tempting fate by taking risks that could lead to death, like driving fast or through red lights
• Losing interest in things one used to care about
• Visiting or calling people to say good-bye
• Putting affairs in order, tying up loose ends, changing a will
• Taken from WebMD Medical Reference provided in collaboration with the Cleveland Clinic.

The American Psychological Association lists these immediate warning signs that violence is a serious possibility:

• Loss of temper on a daily basis
• Frequent physical fighting
• Significant vandalism or property damage
• Increase in use of drugs or alcohol
• Increase in risk-taking behavior
• Detailed plans to commit acts of violence
• Announcing threats or plans for hurting others
• Enjoying hurting animals
• Carrying a weapon

8.10: POLICY ON SEXUAL VIOLENCE, DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING

Mountain Empire Community College is committed to providing an environment that is free from harassment and discrimination based on any status protected by law. This policy supplements the following general policy statement set forth by the Virginia Community College System: This institution promotes and maintains educational opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, or other non-merit factors. This policy also addresses the requirements under the Violence Against Women Reauthorization Act of 2013, (also known as the Campus SaVE Act).

This policy is not intended to substitute or supersede related criminal or civil law. Individuals should report incidents of sexual and domestic violence, dating violence, and stalking to law enforcement authorities. Criminal and civil remedies are available in addition to the potential remedies that the College may provide.

8.10.1: Notice of Nondiscrimination

As a recipient of federal funds, Mountain Empire Community College is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. (“Title IX”), which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, sexual misconduct, sexual harassment, and similar conduct constitute sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to the
Purpose

The purpose of this policy is to establish that the College prohibits discrimination, harassment, sexual assault, domestic violence, dating violence, stalking, and retaliation and to set forth procedures by which such allegations shall be filed, investigated and resolved.

8.10.2: Applicability

This policy applies to all campus community members, including students, faculty, staff and third parties, e.g., contractors and visitors. Conduct that occurs off campus can be the subject of a complaint or report and will be evaluated to determine whether it violates this policy, e.g. if off-campus harassment has continuing effects that create a hostile environment on campus.

8.11: DEFINITIONS

Advisor: An individual who provides the complainant and respondent support, guidance, or advice. Advisors may be present at any meeting or hearing, but may not speak directly on behalf of the complainant or respondent.

Complainant: A complainant refers to an individual who believes that they have been the subject of a violation of this Policy and files a complaint against a faculty, staff member or student.

Consent: Any sexual activity or sex act committed against one’s will, by the use of force, threat, intimidation, or ruse, or through one’s mental incapacity or physical helplessness is without consent. Consent is knowing, voluntary, and clear permission by word or action, to engage in mutually-agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). An individual cannot consent who is under the age of legal consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred.

Mental incapacity means that condition of a person existing at the time which prevents the person from understanding the nature or consequences of the sexual act involved (the who, what, when, where, why, and how) and about which the accused knew or should have known. This includes incapacitation through the use of drugs or alcohol. Intoxication is not the same as incapacity.

Physical helplessness means unconsciousness or any other condition existing at the time which otherwise rendered the person physically unable to communicate an unwillingness to act and about which the accused knew or should have known. Physical helplessness may be reached through the use of alcohol or drugs.

Dating Violence: Dating violence is violence, force, or threat that results in bodily injury or places one in
reasonable apprehension of death, sexual assault, or bodily injury committed by a person who is or has been in a close relationship of a romantic or intimate nature with the other person. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:** Domestic violence is violence, force, or threat that results in bodily injury or places one in reasonable apprehension of death, sexual assault, or bodily injury and that is committed by a person against such person's family or household member, which includes a current or former spouse a person with whom the victim shares a child in common, or who is cohabitating with or has cohabitated with the person as a spouse or intimate partner.

**Respondent:** A respondent refers to the individual who has been accused of violating this Policy.

**Responsible Employee:** A responsible employee is one designated for purposes of initiating notice and investigation of alleged violations of this Policy or who has the authority to take action to redress violations of this Policy. A responsible employee also is any employee who a person reasonably believes is a responsible employee. Responsible employees are required to forward all reports of violations of this Policy to the appropriate Title IX Coordinator. Any employee with supervisory authority is a responsible employee.

**Sex Discrimination:** Sex discrimination is the unlawful treatment of another based on the individual's sex that excludes an individual from participation in, denies the individual the benefits of, or otherwise adversely affects a term or condition of an individual's employment, education, or participation in college program or activity.

**Sexual Assault:** Sexual assault is defined as the intentional sexual contact with a person against that person's will by the use of force, threat, or intimidation, or through the use of a person's mental incapacity or physical helplessness. Sexual assault includes intentionally touching, either directly or through clothing, of the victim's genitals, breasts, thighs, or buttocks without the person's consent, as well as forcing someone to touch or fondle another against his or her will. Sexual battery is a type of sexual assault.

**Sexual Exploitation:** Sexual exploitation occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to invasion of sexual privacy; prostituting another person; non-consensual video or audio-taping of sexual activity; going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex); engaging in voyeurism; exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals, and knowingly transmitting HIV or an STD to another.

**Sexual Harassment:** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment shall be considered to have occurred in the following instances:

*Quid Pro Quo:* The submission to or rejection of such conduct is used as the basis for educational or employment decisions affecting the student or employee either explicitly or implicitly; or
Hostile Environment: Conduct so severe, pervasive, and objectively offensive that it undermines and detracts from an employee’s work performance or a student’s educational experience.

Sexual Misconduct: Sexual misconduct encompasses a range of behavior used to obtain sexual gratification against another’s will or at the expense of another. Sexual misconduct includes sexual harassment, sexual assault, sexual exploitation, and sexual violence.

Sexual Violence: Sexual violence is any intentional physical sexual abuse committed against a person’s will. Sexual violence includes rape, sexual assault, and sexual battery.

Stalking: Stalking occurs when someone, on more than one occasion, engages in conduct directed at another person with the intent to place, or knows or reasonably should know that the conduct places that other person in reasonable fear of death, criminal sexual assault, or bodily injury to that other person or to that other person’s family or household member.

Third Party: A third party is any person who is not a student or employee of the College.

8.12: RETALIATION

Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting a complaint alleging a violation of this Policy, or any person cooperating in the investigation of allegations of violations of this Policy, to include testifying, assisting or participating in any manner in an investigation pursuant to this Policy and the resolution procedures is strictly prohibited by this Policy. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this Policy. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of violations of this policy.

8.13: REPORTING INCIDENTS

A. Members of the campus community who believe they have been subjected to any of these crimes should immediately report the incident to campus or local police. All emergencies or any incident where someone is in imminent danger should be reported immediately to campus police by dialing (276) 523-7473 or local police by dialing 911.

B. Whether or not a report is made to law enforcement, members of the campus community should report alleged violations of this Policy to the Title IX Coordinator during normal business hours. The Title IX Coordinator is solely responsible for overseeing the prompt, fair, and impartial investigation and resolution of complaints filed with the College. To help ensure a prompt, fair, and impartial investigation and resolution, individuals are encouraged to complete a Complaint Form, found on the MECC Intranet. The written complaint will be submitted to the Title IX Coordinator. Although strongly encouraged, a complainant is not required to submit a complaint on the Complaint Form or in writing.
After normal business hours, members of the campus community should report alleged violations of this policy to campus police by dialing (276) 523-7473 or local police by dialing 911.

C. There is no time limit for filing a complaint with the College. However, complainants should report possible violations of this Policy as soon as possible to maximize the College’s ability to respond effectively. Failure to report promptly could result in the loss of relevant evidence and impair the College’s ability to adequately respond to the allegations.

Handling of Reports and Investigations

The Title IX Coordinator will assist members of the campus community in reporting incidents to law enforcement authorities upon request. Members of the campus community may decline to notify law enforcement authorities if they wish. The College will comply with all requests for cooperation by the campus police or local law enforcement in investigations. The College may be required to suspend the Title IX investigation while the campus police or the local law enforcement agency gathers evidence. The College will resume its Title IX investigation as soon as the campus police or local law enforcement agency has completed gathering evidence. Otherwise, the College’s investigation will not be precluded or suspended on the grounds that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

Confidentiality and Anonymous Reports

A. Individuals may be concerned about their privacy when they report a possible violation of this
Policy. The College has a responsibility to end conduct that violates this Policy, prevent its recurrence, and address its discriminatory effects. For this reason, some College employees may not keep secret any report of sexual violence, domestic violence, dating violence, or stalking. The College expects employees to treat information they learn concerning incidents of reported violations of this Policy with respect and with as much privacy as possible. College employees must share such information only with those College and law enforcement officials who must be informed of the information pursuant to this Policy.

B. Responsible employees must report all alleged violations of this Policy to the Title IX Coordinator. Other campus employees have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Campus Security Authority (CSA) under the Clery Act). CSAs include student/conduct affairs personnel, campus law enforcement, local police, student activities staff, human resources staff, and advisors to student organizations. Reports received by the College concerning the abuse of a minor must be reported in compliance with state law.

C. If a complainant wishes to keep the report confidential, it is recommended that he or she reports the alleged conduct to someone with a duty to maintain confidentiality, e.g., mental health counselor or clergy. Employees may contact the Employee Assistance Program. If the complainant requests that the complainant’s identity is not released to anyone else, the College’s ability to investigate and take reasonable action in response to a complaint may be limited. In such cases, the College will evaluate the request(s) that a complaint remain confidential in the context of the College’s commitment to provide a reasonably safe and non-discriminatory environment. In order to make such an evaluation, the Title IX Coordinator may conduct a preliminary investigation into the alleged violation of this Policy and may weigh the request(s) against the following factors:

- The seriousness of the allegation(s);
- The complainant’s or alleged victim’s age;
- Whether there have been other similar complaints against the same respondent;
- The respondent’s right to receive information about the allegations if the information is maintained by the College as an "education record" under FERPA; and
- The applicability of any laws mandating disclosure.

Therefore, the College may pursue an investigation even if the complainant requests that no action is taken and the College will not be able to ensure confidentiality in all cases. The College will notify the complainant in writing when it is unable to maintain confidentiality or respect the complainant’s request for no further action.

D. The College will accept anonymous reports, but it will be limited in its ability to investigate and take reasonable action. The College must have sufficient information to conduct a meaningful and fair investigation. A respondent has a right to know the name of the complainant and information regarding the nature of the allegations in order to defend against the complaint. The College, when reasonably available and when requested, may arrange for changes in academic, parking, transportation, or work arrangements after an alleged violation of this Policy. When such
accommodations are provided, the College will protect the privacy of the complainant to the extent possible while still providing the accommodation.

8.14: AMNESTY

The College encourages the reporting of incidents that violate this Policy. The use of alcohol or drugs should not be a deterrent to reporting an incident. When conducting the investigation, the College’s primary focus will be on addressing the alleged misconduct and not on alcohol and drug violations that may be discovered or disclosed. The College does not condone underage drinking; however, the College will extend limited amnesty from punitive sanctioning in the case of drug or alcohol use to complainants, witnesses, and others who report incidents, provided that they are acting in good faith in such capacity. The College may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

8.15: TIMELY WARNINGS

The College is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. The College will ensure, to every extent possible, that an alleged victim’s name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safely in light of the potential danger.

8.16: INTERIM MEASURES

A. Prior to the resolution of a complaint, the College may suspend or place on disciplinary or administrative leave the respondent when it is determined that the respondent’s continued presence on campus threatens the safety of an individual or of the campus community generally; may hamper the investigation into the alleged misconduct; or is necessary to stop threatening or retaliatory contact against the complainant or complainant’s witnesses. The College shall provide advance notice of such measures, except in cases where the individual’s presence constitutes a threat. In all cases, however, the College shall notify individuals subject to these interim measure(s) in writing of the specific facts and circumstances that make such interim measure(s) necessary and reasonable. Individuals subject to proposed interim measures shall have the opportunity to show why such measure(s) should not be implemented.

B. Notwithstanding the above, the College may impose a "no contact" order on each party, requiring the parties to refrain from having contact with one another, directly or through proxies, whether in person or by electronic means. The College also will enforce orders of protection issued by courts on all College property to the extent possible.

C. The College may implement other measures for either the complainant or the respondent if requested, appropriate, and reasonably available, whether a formal complaint has been filed or whether an investigation by either campus administrators or law enforcement agencies has commenced. Such measures may include, but are not limited to, course schedule adjustments, reassignment of duty, changing work arrangements, changing parking arrangements, rescheduling class work, assignments, and examinations, and allowing alternative class or work
arrangements, such as independent study or teleworking.

8.17: SEXUAL AND DOMESTIC VIOLENCE PROCEDURES

Anyone who has experienced sexual violence, domestic violence, dating violence, or stalking should do the following:

- Safely find a place away from harm.
- Call 911 or if on campus, contact campus police/security.
- Call a friend, a campus advocate, a family member or someone else you trust and ask her or him to stay with you.
- Go to the nearest medical facility/emergency room.
- If you suspect that you may have been given a drug, ask the hospital or clinic where you receive medical care to take a urine sample. The urine sample should be preserved as evidence. “Rape drugs,” such as Rohypnol and GHB, are more likely to be detected in urine than in blood.
- For professional and confidential counseling support, call the Virginia Family Violence & Sexual Assault Hotline at 1-800-838-8238. Help is available 24 hours a day.
- You should take steps to preserve any physical evidence because it will be necessary to prove criminal domestic violence, dating violence, sexual assault, or stalking, or to obtain a protective order.
  - Do not wash your hands, bathe, or douche. Do not urinate, if possible.
  - Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
  - Keep the clothing worn when the incident occurred. If you change clothing, place the worn clothing in a paper bag.
  - Do not destroy any physical evidence that may be found in the vicinity of the incident by cleaning or straightening the location of the crime. Do not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
  - Tell someone all the details you remember or write them down as soon as possible.
  - Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.

8.18: WRITTEN NOTIFICATION OF RIGHTS AND OPTIONS

Any student or employee who reports an incident of sexual assault, domestic violence, dating violence, or stalking, or who is accused of committing such acts, whether the incident occurred on or off campus, shall receive a written explanation of their rights and options related to changes in academic, parking, and working arrangements, when requested and when reasonably available.

8.19: SUPPORT SERVICES

A. All students and employees will receive information in writing of available counseling, health, mental health, victim advocacy, legal assistance, and other services available in the community
and on campus.

B. Below is contact information for sexual assault and abuse resources. For more information and a complete list of community resources, (hospitals, domestic violence and sexual assault resource center, etc.) contact a member of the Student Services staff.

<table>
<thead>
<tr>
<th>Shelters for Abused or Battered Women</th>
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<tbody>
<tr>
<td>Hope House-Domestic Violence Safe House</td>
</tr>
<tr>
<td>800-572-2278</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Assault</th>
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</thead>
<tbody>
<tr>
<td>Family Crisis Support Services</td>
</tr>
<tr>
<td>800-572-2278</td>
</tr>
<tr>
<td>Virginia Family Violence &amp; Sexual Assault</td>
</tr>
<tr>
<td>800-838-8238</td>
</tr>
<tr>
<td>Domestic Violence (Dickenson County)</td>
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<tr>
<td>Violent Crimes Against Women Advocate</td>
</tr>
<tr>
<td>800-572-2278 – Main # 276-679-5273</td>
</tr>
<tr>
<td>Family Crisis Support Services</td>
</tr>
<tr>
<td>Domestic/Sexual Violence Support Group</td>
</tr>
<tr>
<td>800-572-2278 or 276-679-7240</td>
</tr>
<tr>
<td>Domestic Violence (Lee County)</td>
</tr>
<tr>
<td>Hope House</td>
</tr>
<tr>
<td>800-572-2278</td>
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</table>

8.20: EDUCATION AND AWARENESS

The College conducts a program to educate students and employees about this Policy and its procedures. The education and awareness program is designed to promote awareness of sexual violence, domestic violence, dating violence, and stalking.

A. Incoming students and new employees must take part in a mandatory primary prevention and awareness program. The program, at a minimum, shall include:

- A statement that the College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking;
- The definition of domestic violence, dating violence, sexual assault, and stalking;
- The definition of consent;
- Safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such individual;
- Information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;
- Information on possible sanctions, procedures to follow after an incident of sexual violence,
domestic violence, dating violence or stalking, disciplinary procedures, and the protection of confidentiality; and

- Written notification about available resources and services, and options for academic and work accommodations, if requested and reasonably available.

B. The College also conducts an ongoing prevention and awareness campaign for all students and employees. The campaign shall include, at a minimum, the information provided to incoming students and new employees.

8.21: RESOLUTION OF COMPLAINTS

A. The College has an obligation to provide prompt, fair, and impartial investigation and resolution of alleged violations to this Policy and is committed to so doing. Title IX Coordinator(s), investigators, and hearing officials must receive annual training on sexual violence, domestic violence, dating violence, and stalking, and the conduct of investigations and hearings. The College may resolve complaints either by an informal or formal resolution process.

B. The parties may agree to proceed under the informal resolution process in matters not involving sexual violence, domestic violence, dating violence, or stalking. The formal resolution process will be applied (1) when any party that participated in the informal resolution process chooses to terminate the process, and (2) to all matters that are not eligible for informal resolution.

8.22: FORMAL RESOLUTION PROCESS

A. Complainant’s Initial Meeting with the Title IX Coordinator. As soon as is practicable, the Title IX Coordinator will contact the complainant to schedule an initial meeting. If the complainant is not the alleged victim, the Title IX Coordinator also will contact the alleged victim as soon as possible to schedule an initial meeting. The complainant may be accompanied by an advisor of his or her choosing. At this initial meeting, the Title IX Coordinator will:

1) Provide the complainant a copy of this Policy;
2) Provide the complainant with a Complaint Form, if necessary;
3) Provide a written explanation of the complainant’s rights and options related to changes in academic, parking, and working arrangements;
4) Explain avenues for formal resolution and informal resolution of the complaint;
5) Explain the steps involved in an investigation;
6) Discuss confidentiality standards and concerns with the complainant;
7) Determine whether the complainant wishes to pursue a resolution (formal or informal) through the College or no resolution of any kind;
8) Refer the complainant to campus and community resources, as appropriate; and
9) Discuss with the complainant, as appropriate, possible interim measures that may be taken or provided when necessary during the pendency of the investigative and resolution processes.
B. **Respondent’s Initial Meeting with the Assigned Title IX Coordinator.** As soon as is reasonably practicable, the Title IX Coordinator will schedule an initial meeting with the respondent. The respondent may be accompanied by an advisor of his or her choosing. During the initial meeting with the respondent, the Title IX Coordinator will:

1) Provide the respondent, in writing, sufficient information to allow him or her to respond to the substance of the allegation;

2) Provide the respondent a copy of this Policy;

3) Provide a written explanation of the respondent’s rights and options related to changes in academic, parking, and working arrangements;

4) Explain the College’s procedures for formal resolution and informal resolution of the complaint;

5) Explain the steps involved in an investigation;

6) Discuss confidentiality standards and concerns with the respondent;

7) Discuss non-retaliation requirements;

8) Inform the respondent of any interim measures that may be imposed on the respondent;

9) Refer the respondent to campus and community resources, as appropriate; and

10) Discuss with the respondent, as appropriate, possible interim measures that can be provided to the respondent during the pendency of the investigative and resolution processes.

C. **Title IX Coordinator’s Initial Determination.**

1) The College shall conduct an investigation of the complaint unless (i) the complainant does not want the College to pursue the complaint and the Title IX Coordinator has determined that the College can honor the request; (ii) it is clear on its face and based on the Title IX Coordinator’s initial meetings with the parties that no reasonable grounds exist for believing that the conduct at issue constitutes a violation of this Policy. The Title IX Coordinator will consider the following factors in determining whether it is reasonable to investigate the complaint: the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the information; and whether the individuals allegedly subjected to the conduct can be identified.

2) In the event that the Title IX Coordinator determines that an investigation of the complaint should not be conducted, he or she will document (in consultation, as necessary, with the complainant, respondent, and other College officials) the appropriate resolution of the complaint and inform the parties of the same. The Title IX Coordinator shall provide specific and clear written reason(s) why an investigation should not be conducted. The Title IX Coordinator shall provide the determination that the College will not investigate the matter to the complainant and the respondent, concurrently, within five (5) workdays of the completion of the initial meetings. This decision is final.

D. **Appointment of the Investigator and Conduct of the Investigation.**
1) If the Title IX Coordinator determines that an investigation should be conducted, he or she will appoint an investigator within five (5) workdays of the completion of the initial meetings. The Title IX Coordinator will share his or her name and contact information with the complainant and respondent and will forward the complaint to the investigator. Within three (3) workdays of such appointment, the investigator, the complainant or the respondent may identify to the Title IX Coordinator in writing any potential conflict of interest posed by assigning such investigator to the matter. The Title IX Coordinator will consider such statements and will assign a different individual as investigator if it is determined that a material conflict of interest exists.

2) The investigator will contact the complainant and respondent promptly. In most cases, this should occur within three (3) workdays from the date of the investigator’s appointment or the conclusion of the informal resolution process, whichever is later. The investigator will schedule meetings with the parties. The parties may provide supporting documents, evidence, and recommendations of witnesses to be interviewed during the course of the investigation. Each party may have one advisor present during any meeting with the investigator; however, the advisor may not speak on the party’s behalf.

3) In the conduct of the investigation, the investigator should weigh the credibility and demeanor of the complainant, respondent, and witnesses; the logic and consistency of the evidence, motives, and any corroborating evidence.

4) The investigation of any alleged violation of this Policy should be completed within 60 days of the filing of the complaint or the date on which the College becomes aware of the alleged violation, unless good cause exists to extend the timeframe. If more time is necessary, the parties will be notified in writing and given the reason for the delay and an estimated time of completion.

5) Both complainant and respondent will have the opportunity to review and respond to evidence obtained during the investigation. Each party also will have the opportunity to review and comment on the written investigative report within seven (7) workdays of receiving the report. The final written investigative report and the parties’ responses thereto shall be part of the record.

6) The investigator will complete a written investigative report that includes summaries of all interviews conducted, photographs, descriptions of relevant evidence, the rationale for credibility determinations, summaries of relevant electronic records, and a detailed report of the events in question. The written investigative report shall include at minimum, the following information:

- The name and gender of the complainant and, if different, the name and gender of the person reporting the allegation;
- A statement of the allegation, a description of the incident(s), and the date(s) and time(s) (if known) of the alleged incident(s);
- The date that the complaint or other report was made;
- The date the respondent was interviewed;
• The names and gender of all persons alleged to have committed the alleged violation;
• The names and gender of all known witnesses to the alleged incident(s);
• The dates that any relevant documentary evidence (including cell phone and other records as appropriate) was obtained;
• Any written statements of the complainant or the alleged victim if different from the complainant;
• The date on which the College deferred its investigation and disciplinary process because the complainant filed a law enforcement complaint and the date on which the College resumed its investigation and disciplinary process (if applicable); and
• The outcome of the investigation.

7) The investigator will forward the written investigative report to the Title IX Coordinator.

8.23: DETERMINATION OF TITLE IX COORDINATOR AND CORRECTIVE ACTION REPORT

A. The Title IX Coordinator will determine whether there is a preponderance of the evidence to find that the respondent violated this Policy as alleged. In most cases, this should occur within five (5) workdays of receiving the written investigative report from the investigator. The "preponderance of the evidence" standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.

B. If the Title IX Coordinator finds that the evidence does not prove by a preponderance of the evidence that the respondent committed the alleged violation, the matter will be closed. The Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

C. If the Title IX Coordinator finds by a preponderance of the evidence that a violation of this Policy did occur, the Title IX Coordinator will make the determination in writing and distribute the written investigative report with such finding to the complainant and the respondent concurrently. All parties to whom the written investigative report is distributed pursuant to this Policy should maintain it in confidence. Both the complainant and the respondent may appeal the finding under the procedure described below.

D. When the Title IX Coordinator finds that a violation has occurred, he or she also shall write a separate written corrective action report that will contain recommendations for steps that should be taken to prevent recurrence of any such violation and to remedy any discriminatory effects. If interim measures as described above have been taken, the written corrective action report shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator shall distribute the written corrective action report to the complainant and respondent concurrently. In most cases, the written corrective action report should be completed within five (5) workdays after the distribution of the written investigative
The written investigative report and the corrective action report may be submitted concurrently. The Title IX Coordinator also shall provide the written investigative report and the written corrective action report to the appropriate College official, as described below.

E. If the respondent is a student, the Title IX Coordinator will forward the reports to the Dean of Student Services. Within ten (10) workdays, the Dean shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). When the respondent is a student, within five (5) workdays of receipt, the Title IX Coordinator may disclose to the complainant the sanctions imposed on the respondent that directly relate to the complainant as permitted by state and federal law, including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act, when such disclosure is necessary to ensure the safety of the complainant. The Title IX Coordinator also may disclose in writing to the complainant the final results of a disciplinary proceeding involving the respondent with regard to an alleged forcible or non-forcible sex offense, act of stalking, domestic violence or dating violence on the complainant, as permitted by state and federal law including FERPA and the Virginia Freedom of Information Act. The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the College against the student.

F. If the respondent is an employee, the Title IX Coordinator will forward the reports to Human Resources Manager. Within ten (10) workdays, the HR Manager shall determine and impose appropriate sanctions, as described below. The respondent and the Title IX Coordinator shall receive written notification of sanction(s). The complainant shall not receive information that would constitute personnel records; however, the College will take appropriate steps as necessary to protect the safety of the complainant while also complying with state law and policy.

G. If the respondent is a third party, the Title IX Coordinator shall determine and impose appropriate sanctions within ten (10) workdays, as described below. The respondent shall receive written notification of sanction(s). The Title IX Coordinator may disclose to the complainant information as described above.

H. The Title IX Coordinator will advise the respondent and the complainant of their right to appeal any finding or sanction in writing. The written notification also shall provide information on the appeals process. If the respondent does not contest the finding or recommended sanction(s), the respondent shall sign a statement acknowledging such. The signed statement shall be part of the record.

8.24: INFORMAL RESOLUTION

A. After receiving a request from both parties to resolve the complaint with the informal resolution process, the Title IX Coordinator will appoint a College official to facilitate an effective and appropriate resolution. Within five (5) workdays of the appointment, the College official will request a written statement from the parties to be submitted within ten (10) workdays. Each party may request that witnesses are interviewed. Within ten (10) workdays of receiving the written statements, the College official will hold a meeting(s) with the parties and coordinate informal resolution measures. The College official shall document the meeting(s) in writing. Each party may have one advisor of his or her choosing during any meeting; however, the advisor may
not speak on the party’s behalf.

B. The informal resolution process should be complete within thirty (30) days in most cases, unless good cause exists to extend the timeframe. The parties will be notified in writing and given the reason for the delay and an estimated time of completion. Any party may request in writing that the informal resolution process be terminated at any time, in which case the formal resolution process will commence. In addition, any party can pursue formal resolution if he or she is dissatisfied with the proposed informal resolution.

C. Any resolution of a complaint through the informal process must address the concerns of the complainant and the responsibility of the College to address alleged violations of the Policy, while also respecting the due process rights of the respondent. Informal resolution remedies might include mandatory education, counseling, written counseling by an employee’s supervisor, or other methods. The College official will provide the complainant and respondent with a copy of the final written report concurrently. The final written report shall include the nature of the complaint, a meeting(s) summary, the informal resolution remedies applied, and whether the complaint was resolved through the informal resolution process.

D. There is no right of appeal afforded to the complainant or the respondent following the informal resolution process.

8.25: SANCTIONS & CORRECTIVE ACTIONS

A. The College will take reasonable steps to prevent the recurrence of any violations of this Policy and to correct the discriminatory effects on the complainant (and others, if appropriate). Sanctions for a finding of responsibility depend upon the nature and gravity of the misconduct, any record of prior discipline for similar violations, or both.

B. The range of potential sanctions and corrective actions that may be imposed against a student includes but is not limited to the following: required discrimination or harassment education, a requirement not to repeat or continue the discriminatory, harassing, or retaliatory conduct, verbal or written warning, a no-contact order, written or verbal apology, verbal or written warning, probation, suspension, and dismissal from the College.

C. Sanctions for faculty and staff shall be determined in accordance with the VCCS Policy Manual and the Department of Human Resource Management Standards of Conduct, respectively. Possible sanctions and corrective actions include required discrimination or harassment education, informal or formal counseling, reassignment, demotion, suspension, non-reappointment, and termination from employment.

D. Third parties, e.g., contractors, will be prohibited from having access to the campus. Depending on the violation, this prohibition may be permanent or temporary.

E. Title IX Coordinator will determine the final accommodations to be provided to the complainant, if any.

F. Sanctions imposed do not take effect until the resolution of any timely appeal. However,
sanctions may take effect immediately when the continued presence of an individual on campus may threaten the safety of an individual or the campus community, generally. Sanctions will continue in effect until such time as the appeal process is exhausted in such cases.

### 8.26: APPEALS

Either the complainant or the respondent has the opportunity to appeal the outcome of the written investigative report or the sanction(s) recommended. Appeals shall be conducted in accordance with the applicable grievance procedures described in the Student Handbook, VCCS Policy Manual, and the Grievance Procedure Manual of the Department of Human Resource Management. Third parties may request that the College reconsider its decision in writing to the President.

### 8.27: ACADEMIC FREEDOM AND FREE SPEECH

A. This Policy does not allow censorship of constitutionally protected expression. Verbal or written communications, without accompanying unwanted sexual physical contact, is not sexual violence or sexual assault. Verbal or written communications constitute sexual harassment only when such communications are sufficiently severe, pervasive, and objectively offensive that they undermine and detract from an employee’s work performance or a student’s educational experience.

B. In addressing all complaints and reports of alleged violations of this Policy, the College will take all permissible actions to ensure the safety of students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This Policy does not apply to curriculum, curricular materials, or abridge the use of particular textbooks.

### 8.28: FALSE ALLEGATIONS

Any individual who knowingly files a false complaint under this Policy, who knowingly provides false information to College officials, or who intentionally misleads College officials who are involved in the investigation or resolution of a complaint may be subject to disciplinary action, up to and including dismissal for students and termination of employment for faculty and staff. An allegation that cannot be proven by a preponderance of the evidence is not necessarily proof of knowingly filing a false complaint.

### 8.29: CONSENSUAL RELATIONSHIPS

Consenting romantic and sexual relationships between faculty and students, although not expressly forbidden, are generally deemed unwise and are strongly discouraged. Consent by the student in such a relationship may be suspect, given the fundamentally asymmetric nature of the relationship. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome.

### 8.30: RECORDKEEPING
The Title IX Coordinator shall maintain, in a confidential manner, for at least five (5) years, paper or electronic files of all complaints, witness statements, documentary evidence, written investigative reports, written corrective action reports, sanctions, appeal hearings and associated documents, the responses taken by campus personnel for each complaint, including any interim and permanent steps taken with respect to the complainant and the respondent, and a narrative of all action taken to prevent recurrence of any harassing incident(s), including any written documentation.
9: PROFESSIONAL DEVELOPMENT

9.1: PRINCIPALS

The faculty and staff are the principal strength of the College. To preserve and enhance that strength, MECC seeks to provide professional development activities for all groups of the College community, including all full-time employees, adjunct faculty, and wage employees. Professional development at MECC is designed to build on the existing strength of the faculty and staff by encouraging individual initiative and acceptance of opportunity, and committing appropriate College financial and human resources.

9.2: GOALS

- Strengthen the institutional commitment to quality education by ensuring that all faculty, administrators, and classified staff remain current in their fields.
- Support faculty, administrators, and classified staff in their efforts to maintain high professional standards.
- Encourage creative ways to meet the challenges of individual and institutional renewal.

9.3: PROFESSIONAL DEVELOPMENT COMMITTEE

The purpose of the Professional Development Committee is to promote professional development opportunities to all faculty and staff and administer the Professional Development Plan. The Professional Development Committee reports to the President; its functions include:

- Promoting professional development
- Administering the Professional Development Budget
- Actively soliciting and reviewing proposals for professional development
- Approving requests for professional development funds
- Promoting professional development opportunities offered by the VCCS
- Assessing professional development needs and satisfaction

Committee membership shall be comprised of: six faculty (two from each academic division), two classified staff, and two administrators (other than the President’s staff) to be selected by the selection process used for other standing committees. Two members of the President’s administrative staff, the MECC representative to the VCCS Professional Development Committee, a business office representative, and the human resource officer, are also included in committee membership.

The Professional Development Committee is a college standing committee that has major responsibility in carrying out the Professional Development Plan. The functions of the Professional Development Committee include:

- Promoting professional development
- Administering the Professional Development Budget
- Actively soliciting and reviewing proposals for professional development
• Approving requests for professional development funds
• Promoting professional development opportunities offered by the VCCS
• Assessing professional development needs and satisfaction

9.4: RESPONSIBILITIES

The responsibilities, roles and interrelationships of the various groups and individuals required to develop and sustain a college-wide professional development effort are as follows:

Faculty/Staff

• Identify available professional development opportunities that support their individual evaluation plans.
• Actively and regularly engage in professional development activities that promote professional and personal vitality and productivity.
• Pursue funding from a variety of sources, including grants and scholarships.
• Make every effort to fulfill the professional obligation to remain active and up-to-date on the job.

Supervisors

• Maintain commitment to the college’s Professional Development Principals and Plan.
• Demonstrate interest in and support for the professional development of the employees they supervise.
• Provide encouragement to those who are hesitant to expand their growth and development.
• Provide appropriate coverage during absences for professional training.

President

• Provide leadership for the professional development of all employees.
• Provide financial and other appropriate resources to support professional development activities.

Human Resources Officer

• Maintains records of individual professional development activities.
• Assists and advises the College’s Professional Development Committee to achieve its goals and objectives and to support provisions of the Plan

9.5: REQUESTS FOR PROFESSIONAL DEVELOPMENT (CONFERENCES/TRAINING)

Priorities should be considered for professional development funding, as follows:

1. Funding of activities that have been officially identified as required for the employee’s position. Examples include: taking courses, acquiring certifications/re-certifications, upgrading software skills, etc.
2. Funding of activities that directly affect the employee’s current position and are beneficial to the college. Examples include: taking college courses that will allow the employee to teach different courses or incorporate new knowledge/skills, such as software upgrades, into existing courses or will provide new or upgraded skills needed on the job; acquiring or updating certifications or licensures; and attending conferences/workshops that directly affects the employee’s current position, such as peer group meetings or professional organizational meetings. Priority is given to employees who are presenters or officers at the meetings.

3. Staff interested in attending the annual VCCA conference or VCCS New Horizons conference are not required to fill out a professional development application. Those interested in attending these events should notify the MECC Professional Development Committee Liaison at least one month prior to the event. Individuals who are presenting at these conferences will be funded in full. The remaining funds will be equally distributed among those who wish to attend.

4. Supporting travel estimate documentation must be submitted to the professional development committee AND the MECC business office.

9.6: PROFESSIONAL DEVELOPMENT REQUESTS FOR TUITION REIMBURSEMENT

1. Tuition reimbursement will be limited to one course (3 to 4 credit hours) per semester with a maximum award of $1,500 per semester.

2. Tuition reimbursement funds are available to employees completing coursework at institutions other than MECC. Employees interested in completing coursework at MECC should complete the VCCS Educational Assistance Form in coordination with their supervisor, and submit this form to the Human Resource Office. Employees may complete up to six credit hours of coursework at MECC per semester, tuition-free.

3. All administrators, faculty, staff, wage employees, and adjunct faculty may apply for tuition reimbursement funds.

4. State funds can be used for books and supplies for employees; however, state policy stipulates that these items must remain the property of the college and not the employee. Since there are limited funds available for tuition reimbursement, it is not the practice of MECC to provide for books and supplies for any employee receiving that assistance.
10: PUBLIC RELATIONS

10.1: PUBLIC RELATIONS

Reference: VCCS Policy 7.0.2; VCCS Policy 7.0.3

Statement: It is the practice of the Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy cited in the references of this section regarding Public Relations.

10.2: PUBLICITY AND PUBLIC INFORMATION

The President has ultimate authority for all publications issued to inform the public of College activities. The President delegates the authority to coordinate and disseminate public information to the Community Relations Coordinator.

The Office of Community Relations has the responsibility for coordination and release of information to the media. All news releases and display advertisements concerning College activities are to be released through the Community Relations Coordinator. No other individuals within the College are to issue press releases or advertisements except through that office.

Persons desiring news releases are encouraged to contact the Office of Community Relations, where the information will be considered for release.

10.2.1: Reporting MECC News

It is vital that the Office of Community Relations be alerted to a potential news story as early as possible. In an emergency, we must act immediately. On other news, time is required to gather information and notify the news media so they can find space for the story.

The effective dissemination and management of news requires planning, which in turn requires advance notice of newsworthy events. Each potential story will be evaluated by the Community Relations staff to determine the relative news value and interest to the public.

The Office of Community Relations will determine the best way to disseminate the news. These efforts may include:

- A news release, or news releases, posts to MECC social media sites
- A “news brief” to reporters and editors
- Personal contact with reporters and editors
- Accompanying faculty or staff for media interviews
- A news conference
• A media "availability" (when media are informed that an individual is available for interviews at a certain time)

10.2.2: News Releases

The Office of Community Relations has developed an excellent relationship with the news media by providing legitimate news stories that are written well and delivered in a timely manner. Most media points adhere to the Associated Press (AP) style in writing their stories. The Office of Community Relations uses AP style in news releases so media points can use the stories with few changes. The stories provide sufficient facts to also permit the newspaper, radio station or television station reporters to write their own story or to serve as background for an interview.

The Making of a Story

News releases and tip sheets are created in the same way the news media create their stories, with one important exception: the Office of Community Relations offers the source of the story an opportunity to check the article for accuracy before it is released. Our news-gathering steps include:

• Interviews with appropriate faculty, staff and/or students
• Discussion of content, target audience, and timing
• Writing of a draft release and initial editing
• Review by source of written material for accuracy and content
• Source approval
• Final editing
• Reproduction
• Distribution

The Office of Community Relations sends news releases electronically, to newspapers, radio stations, and TV stations throughout Virginia and Tennessee (as well as regionally and nationally as appropriate).

Community Relations also coordinates the placement of news stories and information on the MECC web site at www.mecc.edu.

Editing

One reason the Office of Community Relations adheres to a strict journalistic style is to reduce the need for change by the media. Some newspaper editors will make few or no changes in a MECC-written story. Others may shorten the story, change the style or rewrite it entirely. Some may print it immediately; others may save it for weeks; others may file the story and contact the source months later.

The Office of Community Relations cannot control what the media do with a release after it leaves our office. We can improve the chances of the story being used by consistently providing reporters and editors with well-written, factual and newsworthy material.
Dealing Directly with the Media

A news release is often only the first step in a media process that can continue for some time. Frequently, reporters or editors will call to ask the source to elaborate on the information provided in the news release.

The College President and/or the Community Relations Coordinator serve as the official spokespersons of the College. The President may further delegate those responsibilities to other college employees as circumstances warrant.

The Office of Community Relations encourages reporters to contact MECC faculty and staff directly if they have a question that requires a specific area of expertise. It is not always possible to reach you in advance but, if our office refers a reporter to you, we will always make every attempt to notify you that you may expect contact from the reporter.

If you feel uncomfortable addressing a certain subject with a reporter, or feel the subject should be addressed at a college-wide level, refer the reporter to the Office of Community Relations. If possible, please give us advance notice that you have referred the call.

Media contacts may take only a few minutes or, on some big stories, several hours. Some reporters understand the subject matter and are excellent interviewers; others may require significantly more background information to report accurately. Never assume the reporter has the full background on the story. Explain it in fundamental terms as though the reporter has little or no knowledge about the subject.

Media interviews can be enjoyable and rewarding, or trying and time consuming. Ultimately, however, the goal is to favorably publicize Mountain Empire Community College and its activities.

Interviews

Respond promptly to media requests, even if it is to decline an interview or to refer the caller to the Office of Community Relations. Reporters are usually under extremely tight deadlines. The delay of a day, or even an hour, can mean the difference between favorable publicity and a lost opportunity. Delays in responding can also make the reporter disinclined to turn to MECC for help in the future. Your courtesy will help MECC now and in the future.

Before the interview, develop concise answers to a few key questions:

• What is the purpose of your work? Why is it important?
• What made you interested in this topic?
• What makes your contribution unusual?
• Who will benefit and how?
• What is your main objective? If you could make only two points with this story, what would they be?
• Have you gathered all the printed materials you need?

During the interview:
• Ask what type of story the reporter is pursuing and the context in which you will be quoted.
• Repeat the main points at least twice.
• Keep your statements clear and concise. Use plain-language interpretations and metaphors.
• Speak slowly. Spell difficult words or names.
• Assume everything you say will be quoted. If you feel commenting is inappropriate or outside your area of expertise, politely decline. Beware of going "off the record" because the statement has been associated with guilt. In addition, reporters may apply differing standards to the commonly used phrase of speaking on a condition that you will not be quoted and the information you provide will not be printed or broadcast.
• Avoid joking with the reporter. The "joke" may be quoted and things that are funny verbally are often easily misunderstood when printed.
• Don't limit yourself to answering questions. Raise points you think are important. If the interview is confrontational, however, be cautious of raising new issues unless you feel they are vital to your point of view.
• Don't hesitate to correct the reporter if he or she makes an incorrect statement.
• Don't let reporters put words in your mouth.
• Don’t be afraid of silence. Rambling often leads in the wrong direction.

After the interview:
• Don't expect to see the story before it is published. Unlike the Office of Community Relations, reporters will not let sources review stories.
• Feel free to call the reporter back with further information or clarification, especially if the interview left you feeling uneasy.
• Please notify the Office of Community Relations about any media contacts you have had, any questions or information generated by them, and any news stories that result. It will help us help you.

Television/Radio Interviews

The same rules apply to broadcast news interviews, but television and radio have their own rules and limitations. Preparation is still the key to presenting your ideas in a concise way.

• Speak in conversational tones. Don't use technical language or jargon. Assume the viewers/listeners are completely unfamiliar with the topic and its relevance to their lives.
• Maintain eye contact with the interviewer. Don't look at the camera.
• Use small, decisive gestures to make points, not big, sweeping motions.
• If seated, don't rock or swivel. Sit straight and lean slightly toward the host.
• Place your hands on your lap when you are not gesturing. Don't drum your fingers, wiggle your feet, or otherwise fidget.
• If standing, keep your hands at your side if you are not gesturing.
• Be careful about nodding to indicate understanding of the question; it may signal agreement with a point you don't hold.
• Don't betray anger in your voice at an unexpected or hostile question.
• Simply say you are not prepared to answer the question at this time. Avoid the phrase "no
comment." It has become synonymous with guilt.

- Get your main points in early and often. Use every opportunity to restate them. Remember, however, that few "sound bites" are more than 20 seconds long. Try to summarize your main point in a short sentence or two. Pause briefly before and after the summary statement. That will enhance the chance it is used on the air.

- Please mention MECC in the sound bite to ensure that your affiliation with MECC is not edited out of the story. If the TV station is going to superimpose your name on the screen, ask the reporter to identify you as a "MECC Professor of History" rather than simply as a historian.

10.3: PUBLICATIONS

Because publications are more effective if pleasing in design and clearly worded and because it is important to provide a coordinated image to the community, the Office of Community Relations reviews all major College publications that are intended to be distributed to an external public. All external publications should be reviewed by the Office of Community Relations in the early stages of copy preparation and design.

If the publication requires a substantial investment of time, planning and money, the Office of Community Relations must be consulted before the publication is developed. For materials requiring graphic design, the requestor may begin by discussing the proposal with the Community Relations Coordinator or Print Shop Manager.

A new publication generally requires four to nine weeks of development time. Projects should be scheduled with the Office of Community Relations well in advance of the desired publication date. Individuals developing publications are encouraged to use the services of the Community Relations Office when developing copy and graphic design.

The Office of Community Relations coordinates the production of the following publications: the semester schedule of classes, College Catalog and Student Handbook, MECC Viewbook, program brochures, annual graduation program, and the MECC Annual Report. The Community Relations staff also prepares all printed advertisements, which must be submitted at least two weeks in advance to allow sufficient time to prepare camera-ready copy.

Further questions regarding publications can be directed to the Mountain Empire Community College Office of Community Relations.

10.4: SOCIAL MEDIA

Social media encompass a wide variety of Internet networking and communication tools, including but not limited to sites such as Facebook, Twitter, LinkedIn, YouTube, Flickr (photo sharing), Instagram, etc.

Social media, when used wisely, are powerful tools allowing Mountain Empire Community College and its community members to engage prospective students, current students, parents, employees, alumni and other interested constituencies in the life of the college. Social media aids personal connections, professional networking opportunities, and our communication objectives when representing Mountain Empire Community College and its departments, programs and/or organizations.
It is important for faculty and staff to follow the same standards while using social media as they do in their face-to-face interactions and other forms of communication with constituencies. Even more so in online dialogues, employees must recognize that even individually-driven conversations are potentially public for the world to see how staff communicate and connect with others. Employees must obey all laws and we must show respect for others, just as we do in other forms of communication.

This policy and the following requirements apply to any situations where an employee is expressly or impliedly representing the College, as an employee of Mountain Empire Community College in general and/or on behalf of a department, program, unit or the College in part or whole. This includes any activity in which the College is connected to the identity of the employee beyond simple identification of his or her affiliation with Mountain Empire Community College, and includes any situation in which a reader might reasonably believe that the employee is acting on behalf of the College. The following points are intended to promote positive exchanges and to help to ensure that all Mountain Empire Community College employees, departments, programs, and units appropriately represent the College in social media.

10.4.1: Employee Conduct Using Social Media

College employees authorized by their supervisor, by department agreement, or faculty conducting academic inquiry may use social networking media to conduct College business consistent with this policy. The creation of officially recognized sites that represent the College and/or a department, program, organization or class/course of the College, that link from www.mecc.edu, or that appear in published materials sponsored by the institution, have additional governance requirements associated with them as outlined below.

Personal identity online and content provided

Employees will be held responsible for following all applicable College policies, procedures, rules and regulations, including but not limited to Policy 1.75 Use of Electronic Communications and Social Media, crisis communications procedures, and EEO/ Affirmative Action/ Harassment policies. Employees may not disclose or use confidential or proprietary information of the College or any faculty, staff or student in any form of social networking media. This includes, but is not limited to, information protected under the Family Educational Rights and Privacy Act (FERPA). Sharing this type of information, even unintentionally, can result in legal action against you and/or the College. If an employee conducts College business using personal communications (e.g. personal email or on personal social media sites), then they are nevertheless representing Mountain Empire Community College in those transactions or situations. In personal posts, an employee may identify their affiliation as a Mountain Empire Community College faculty or staff member. However, they must be clear that they are sharing their views as a member of the higher education community, not as a formal representative of Mountain Empire Community College.

10.4.2: Social Media Account Management on behalf of the College

- **Starting and Maintaining an Officially Recognized Social Media Site**: Departments, programs, or organizations of the College that would like to create or maintain a social media account that represents a department, program, class/course or organization must apply for recognition from the Office of Community Relations. The request must state the purpose of the account and how they plan to use and maintain the social media site. The request must be reviewed and approved by the President’s staff. The college reserves the right to deny permission of the creation of an account. If the request is approved, the user
may create the new account subject to the terms of this policy and any requirements imposed as a condition of approval. The College reserves the right to revoke or limit approval at any time in its sole discretion.

- Departments, programs, class/course, or organizations will be required to have a plan for keeping their social media sites up-to-date, and that considers their message, audience, and goals. It may be in a department, program, or unit’s best interest to collaborate with others who are serving similar audiences to maximize reach and maintain fresh content in the social media venue.

- Other than the "official" social media page maintained by the Community Relations office, no department, program, class/course or organization should consider its social media site as representing, or allow its social media site to be constructed and/or operated in a manner that states or implies that it represents, the College as a whole.

- A minimum of two (non-student) College employees in good standing must be listed as administrators of the account. (Three are recommended.) If the service does not allow more than one administrator, a copy of the login and password information must be provided to the supervisor and updated if it is changed. If there are not two employees available to serve as account administrators, or if a supervisor requests, a member of the Community Relations office will serve in that capacity.

- Should an employee administrator of an account leave the College, be reassigned to a position not having responsibility over the account, have his or her responsibility for the account revoked, or for any reason no longer wishes or be authorized to be an account administrator, another employee must be designated as an account administrator, and the password or other access code for the account must be changed immediately.

- Employees identified as administrators of accounts are responsible for managing and monitoring content, and removing of any content that violates applicable federal, state or municipal laws, rules or regulations; College policies, procedures, rules or regulations; or the terms of use for the site on which the account is maintained. The College reserves the right to require the alteration or removal of content that it deems to be contrary to (a) any applicable federal, state or municipal law, rule or regulation, (b) any applicable College policy, procedure, rule or regulation, and/or (c) the best interests of the College.

- The College has adopted a variety of policies, procedures, rules and regulations that specify the manner in which concerns or complaints regarding certain issues are to be reported (e.g., campus safety and security issues, allegations of discrimination, harassment and/or other human resources concerns, allegations of research improprieties, conflicts of interest, environmental health and safety issues, etc.). A College, departmental, program or organization social media site and/or page approved pursuant to this policy is not responsible for receiving and acting on such concerns and/or complaints, and may not state or imply that it is so authorized, unless expressly designated as having such responsibilities. Employees should understand that the posting of such concerns and/or complaints on approved sites or pages does not ensure that they will be received and acted upon by appropriate College personnel, and the College cannot guarantee that posted concerns and/or complaints will be addressed in a timely manner, if at all. Therefore, employees desiring to report such concerns and complaints should instead use the officially designated resources and processes identified in the relevant Mountain Empire Community College policies, procedures, rules and regulations.

(a) Once a department, program or unit social media account has been approved by the College, it will be reviewed periodically by the Community Relations office to ensure that it is accurately and acceptably representing Mountain Empire Community College and remains in active usage. Administrators of recognized social media sites dormant for more than a three-month period will be asked to remove the page or the
college will require the page to be removed.

(b) The words “Mountain Empire Community College” and the college’s logos are the property of Mountain Empire Community College. If an employee plans to use any Mountain Empire Community College logo in a social media account, please submit a request to the Office of Community Relations. The Mountain Empire Community College logos may only be used on social media officially recognized by Mountain Empire Community College pursuant to this policy.

- **Working in a social media platform representing a department, class/course or organization:** Representatives of Mountain Empire Community College who wish to engage in posting in social media forums to engage individuals with your department, program or organization, are expected to:

- **Follow the terms and conditions** set forth by each social media venue and adhere to our own Mountain Empire Community College’s policies, procedures, rules and regulations.

- **Obey the law.** Follow local, state and federal laws, rules and regulations, including without limitation those pertaining to copyright and other intellectual property rights.

- **Respect the rights and privacy of others.** Obtain permission to name a student, alumnus, fellow employee or other third party in a blog or other posting.

- **Best Practices to Engage Audiences via Social Media**
  The College expects that all employees utilizing social media covered by this policy will utilize the following best practices:

  b) Overall, be selective and thoughtful about posting, replying, or choosing not to reply. It is acceptable to invite a phone call to discuss something or refer someone to the appropriate office. *When in doubt, don’t say it.*

  c) Keep the tone of comments respectful and informative. Avoid personal attacks, online fights, and hostile communications. If someone posts a statement that is incorrect, provide a fact-based response. Do not escalate the conversation to a heated argument.

  d) Write reasonably, factually, and with good humor. Understand and credit the other person’s point of view and avoid any communications that could result in personal, professional, or credibility attacks.

  e) Solicit help from the Community Relations office to respond to someone who questions or impugns the credibility of the College.

  f) Post frequently. A small amount of action on a social media page is almost as bad as having no page at all. In order to keep the audience engaged, try to comment or provide an update at least once a week. Set an “appointment to post” on your calendar to remind you to update the social media site. Or use tools such as Hootsuite to organize and manage your posts.

  g) Keep your audience in mind. Remember that many different kinds of people have access to view the social media account when posting. While writing in a style appropriate to the medium, be sure to consider this when displaying information so as to not alienate any of the potential students, alumni, prospective students, parents, etc.

  h) Post accurate information. Many people will have access to information posted on social media sites. Ensure that the information is correct before it is posted and consistent with other Mountain Empire Community College published materials on the same topic.

  i) Spelling and grammar check. Double check all spelling and grammar before posting.

  j) Fix errors quickly. When mistakes occur, fix them as soon as possible. Do not wait, or simply leave the error up.

Further questions regarding the Social Media Policy can be directed to the Mountain Empire Community College Office of Community Relations.
Web Privacy Statement

It is the policy of the Commonwealth of Virginia that agencies of the Commonwealth will collect and retain personal information about citizens only to the extent necessary to provide the service or benefit desired; collect only appropriate information; provide the reason the information is collected so that citizens shall understand that reason clearly and enable citizens to examine their personal record which is maintained by a public body.

The Mountain Empire Community College Web site:
1. May collect one or more of the following pieces of personal information: your email address, name, social security number, date of birth, phone number, or course assignments. Any of this information is collected to meet your specific online requests. If you choose not to provide this personal information, you will be unable to receive some of the services this Web site offers.
2. Collects your IP address, pages browsed, and date and time of your visit. This information is used for internal College statistical purposes only.
3. Uses only temporary cookies (i.e., files which may contain a variety of information) on some Web pages for screen colors and graphics or to track movement on the site but will not place them permanently on your hard drive. When you exit the Web site, the file is automatically removed.
4. May link to other Web sites that may or may not collect data that does not have a relationship to the College through using cookies. You should check for a policy on the linked to Web page.
5. Safeguards any information gathered in compliance with the laws of the Commonwealth of Virginia and does not supply any gathered information to other individuals or organizations, except in compliance with those laws.

Security Statement

Mountain Empire Community College ensures the integrity of our systems and that the data we store is protected. The college has gone beyond industry standards to protect our systems by using firewalls, IDS/ISP devices, NAC protection, requiring authentication (systems, networks and data), requiring encryption of all sensitive data and applying all physical security possible. We perform monitoring of all systems and networks; network modeling and shaping, employ the latest Anti-virus / Anti-Spam protection, and performing audits of all systems and networks. We instill the concept of security and data protection in everything we do including our day to day business practices; new systems, network and building designs; and as a overall part of the colleges desire to keep our environment and data safe and private.

Content Disclaimer

Mountain Empire Community College provides its website, catalog, handbooks, and any other printed materials or electronic media for your general guidance. The college does not guarantee that the information contained within them, including, but not limited to, the contents of any page that resides under the DNS registrations of www.mecc.edu is up-to-date, complete and accurate, and individuals assume any risks associated with relying upon such information without checking other credible sources, such as a student’s academic advisor. In addition, a student’s or prospective student’s reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract with the college. Further, the college reserves the right to make changes to any provision or requirement within these
sources, as well as changes to any curriculum or program, whether during a student’s enrollment or otherwise.

Links or references to other materials and websites provided in the above-referenced sources are also for information purposes only and do not constitute the college’s endorsement of products or services reference.

11: INSTITUTIONAL ADVANCEMENT

11.1: MECC FOUNDATION

Reference: VCCS Policy 4.X.G

It is the practice of Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy cited in this reference regarding Educational Foundations.

11.2: GENERAL

The MECC Foundation was organized and incorporated in 1981 under the terms of and in compliance with the policies of the Virginia Community College System (VCCS) and the State Board for Community Colleges. Its purpose is stimulating voluntary private support from individuals, corporations, foundations, and others for the benefit of the College. The Foundation exists to raise and manage private resources that support the educational mission and priorities of the College, provide opportunities for students, and enhance institutional excellence in ways that would not be possible with state funds alone. The Foundation is dedicated to assisting the College in the building of the endowment and in addressing through financial support the long-term academic and other priorities of the College.

11.3: AUTHORITY

The State Board for Community Colleges authorized the establishment and organization of the Mountain Empire Community College Foundation, Inc. solely for the college’s benefit. It must operate using generally accepted business and accountability principles that are consistent with its own enabling documents and the guidelines of the State Board for Community Colleges.

11.4: MEMORANDUM OF UNDERSTANDING BETWEEN THE COLLEGE AND THE MECC FOUNDATION

The College and the Foundation both acknowledge that each is an independent entity. On an annual basis, a MOU specifying terms of financial and in-kind support, as well as the roles and responsibilities of the MECC Foundation and the College will be approved by the MECC Foundation Board and signed by authorized representatives of the Foundation and the College.

As stated in the Memorandum of Understanding, the MECC Foundation is the major fundraising entity for the College. College representatives (including student organizations) will inform and coordinate with the Foundation Executive Director on all fundraising initiatives including all gift solicitations.
11.5: PRIVATE GIFT ACCEPTANCE

Reference: VCCS Policy 4.5.2

The MECC Foundation has adopted and implemented a Gift Acceptance Policy that governs the acceptance of private gifts, including the level and type of gifts to be accepted, as well as the fiscal and administrative procedures to be followed to ensure that gift restrictions are honored.

In the event that non-monetary gifts are offered to the MECC Foundation and the gift may have an instructional use, the acceptance of the gift must be approved by the Vice President of Academic and Student Services, the Executive Director the MECC Foundation, and the President before acceptance. All donors must complete a nonmonetary gift form and value the gift. In some cases, proof of ownership must be established. Donors must be aware that gifts, in certain circumstances, may be sold.

11.6: CAMPUS FACILITY NAMING POLICY AND PROCEDURES

Reference: VCCS Policy Section 2.IX.D.2.c.

In accordance with VCCS policy, Mountain Empire Community College has adopted and adheres to a facilities naming policy. It uses the policy to provide incentives and recognition for private sector giving to support the college.

11.6.1: PURPOSE
The purpose of the Campus Facility Naming Policy and Procedures is to provide standard guidelines for the Local Board, the MECC Foundation, and among all departments of Mountain Empire Community College in naming buildings, sites and common areas.

11.6.2: GUIDELINES FOR NAMING OPPORTUNITIES WHEN A SIGNIFICANT GIFT IS RECEIVED

A. The naming of any building, campus grounds or other campus space is usually only appropriate when a significant gift, or cumulative gifts, are received.

B. Monetary contribution levels for naming opportunities:

<table>
<thead>
<tr>
<th>Facility Commemoration Opportunities</th>
<th>Suggested Gift Minimums and Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Building</td>
<td>25% of cost of construction</td>
</tr>
<tr>
<td>Existing Building</td>
<td>25% of construction cost or a lead gift of 25% of the goal for a fund-raising major gifts campaign</td>
</tr>
<tr>
<td>Endow an Academic Program</td>
<td>$750,000</td>
</tr>
<tr>
<td>Endow a Specific Initiative (i.e., Distance</td>
<td>$500,000</td>
</tr>
</tbody>
</table>
Learning, Dual Enrollment) $300,000

Endow a Specific Program (i.e, Career Center, Student Support Services, Student Activities) $100,000 to $250,000 a range of options

Prominent Public Area (Lobby, landscaped Areas, Clinical Labs, Academic Division office suites, Bookstore, Administrative office suites) Available

Patio, Classrooms or Laboratories $50,000 to $100,000 a range of options Available

This list will be reviewed for currency periodically by the Mountain Empire Community College Foundation (the “Foundation”).

C. Specific contribution levels may be established with either fixed or minimum dollar amounts for sponsorship of other physical property on campus.

1. Such property may include but is not limited to benches, planters, fountains, gardens, and equipment.
2. Amounts for these naming opportunities shall be reviewed periodically by the Foundation.

11.6.3: GUIDELINES FOR NAMING TRIBUTES

A tribute may be offered for a contribution of time or talent that has had a significant positive impact on the institution over an extended period of years. Individuals are not eligible for this award if currently employed at the college or elsewhere within the Virginia Community College System, serving on the local College Board, or serving on the State Board for Community Colleges. A separation from such employment or service of at least one month is a prerequisite for eligibility. The merits of naming any building, campus grounds or other campus space should be determined by carefully weighing one’s high scholarship, devotion or distinguished service, and meet the highest values and societal standards. Such honor will typically be recommended no less than three years following the end of the individual’s service to the College.

11.6.4: GUIDELINES FOR NAMING BASED ON CORPORATE LICENSING

A. Corporations shall be given the opportunity to purchase a naming license with a name subject to approval by the College Board and the Foundation for a period of time to be negotiated between the College and the donor.

B. The purchasing amount for the naming license shall be a percentage of a standard gift minimum set by the Foundation.

11.6.5: PERMANENCY OF NAMES

A. When a gift from an individual or family is involved, a facility receives designation that shall last the lifetime of the family as long as the facility remains in use and serves its original function unless
otherwise stipulated at the time of the gift acceptance; subject to the following:

1. Demolition or significant renovation of the facility shall terminate the designation.
2. Any legal impropriety or other act which brings dishonor to the College on the part of the donor shall make the gift and naming subject to reconsideration by the College.
3. Recognition for private sector giving should typically occur after the gift has been received rather than on a prospective basis.

B. When a corporate donor makes the gift, the corporation keeps the designation until the corporation is no longer in existence as long as the facility remains in use and serves its original function unless otherwise stipulated at the time of the gift acceptance; subject to the following:

1. Demolition or significant renovation of the facility shall terminate the designation.
2. Any legal impropriety or other act which brings dishonor to the College on the part of the corporation shall make the gift and naming subject to reconsideration by the College.
3. Recognition for private sector giving should typically occur after the gift has been received rather than on a prospective basis.

C. When a name is to be removed from an existing facility, approval shall be sought through the same procedures as are required for naming a facility.

11.6.6: AUTHORITY AND APPROVALS

A. The final authority for any naming or tribute decision rests with the President and the College Board upon the recommendation from the Foundation.

B. The President, the College Board and the Foundation reserve the right to consider any and all factors regarding the privilege of name association with the program, fund or physical aspect of Mountain Empire Community College as particular acts and circumstances warrant. Decisions will be made consistent with the stated mission of Mountain Empire Community College.

C. Prior to approval, the College Board and the Foundation shall have reasonable assurance that:

1. The proposed name shall bring additional honor and distinction to the College.
2. Any philanthropic commitments connected with the naming shall be realized.
3. The College President, upon advice and consent from the College Board and the Foundation, may require that a background check is performed on a donor (living or deceased) or designee based on particular facts and circumstances.

The donor, donor’s executor, or designee shall be required to sign an authorization allowing the background check, if a background check is determined to be necessary.

D. The College President, in collaboration with the Foundation, has the right to:

1. Determine content, timing, location and frequency of any public announcements associated with the gift.
2. Approve the color, design, and size of any physical marker that provides information about the designee or donor and/or the nature of the gift or honor.
3. Determine and carry out the exact nature of any ongoing care and maintenance of any
memorial of tribute gifts or their physical markers.

E. The Guidelines set forth in this policy statement shall not be deemed all-inclusive. The President, College Board and the Foundation reserve the right to consider any and all factors regarding the privilege of name association with the buildings, sites and common areas of Mountain Empire Community College.

11.6.7: NAMING CONVENTIONS

A. A uniform system of signing should be adopted by location.

B. Buildings and areas should have names that include their primary function:

1. Special use buildings or areas such as an auditorium, physical education center, etc. may bear the functional name separately or in combination with the person’s name (i.e., Whitman Auditorium)
2. Outdoor areas shall bear the name of the individual and a functional description.

C. Plaques and signage should be tasteful, discrete and consistent with other campus signage.

D. The naming of a building to honor an individual may use the full name of the individual or the surname. In the case of corporations or businesses, the College may use a shortened name sufficient to recognize the business. The reason for this convention is to ensure that the use of the new name becomes commonplace within the lexicon of the College and minimize exterior lettering, listings in directories, mailing addresses and the like.

11.6.8: Solicitation by Parties other than the MECC Foundation

The MECC Foundation is the major fundraising entity for the College. College representatives (including student organizations) will inform and coordinate with the Foundation Executive Director on all fundraising initiatives including all gift solicitations.

11.6.9: Solicitations by Student Organizations

A. Students are allowed to do fundraising activities for their organization or to support non-profit organizations. However, fundraising projects by student groups should avoid conflicts with fundraising by the MECC Foundation. The MECC Foundation is responsible for securing financial support for Mountain Empire Community College. If the proposed student fundraising project requires any solicitation of cash or in-kind (non-monetary) contributions, the student group must first consult with the MECC Foundation Executive Director to avoid duplicative solicitations. The MECC Foundation will review the donors proposed to be solicited by student groups, and the timing of the solicitation, to avoid potential conflicts.

B. Organizations should obtain prior approval using the Student Organization Fundraising Application.

C. The student organization fundraising form can be obtained from the Student Activities office or online. This form needs to be reviewed by the Student Activities Director and approved by the Dean of Student Services. Email approvals are allowable.
D. MECC emails may be used to advertise fundraising efforts, but should be limited in scope.

E. Signs for fundraising activities are allowed, but must be removed following the event. Continuing fundraisers are exempt from this process.

F. Organizations should consider whether the fundraising project is warranted. There should be a need based on the organization’s program/goals. Organizations should not engage in fundraising merely because someone has offered an attractive plan.

G. If any contracts are to be signed, they must be signed by the Vice President of Finance and Administrative Services. An approved Student Organization Fundraising form should precede this step.

H. If the fundraising activity will use the MECC name or logo, the advisor must ensure that any use of the MECC name or logo is in good taste and uphold the reputation of the College.

I. If a commercial product is to be sold, it should be sold on its own merits and without reference to the needs of MECC.

11.6.10: Solicitations by Charities and Civic Organizations

A Commonwealth of Virginia campaign directed to state employees is conducted annually with authorization from the Governor of Virginia. A variety of community organizations apply and are qualified to seek charitable organizations from state employees through this campaign.

Other solicitations for the benefit of recognized charitable or civic organizations (i.e. cancer fund, heart fund, etc.) on campus shall be made only with the prior written approval of the President of the college for each specific fund or drive. Other types of solicitation of funds are specifically prohibited.

11.7: POLICY ON GRANT PROPOSAL DEVELOPMENT

Reference: VCCS Policy 4.5

It is the practice of Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy for Acceptance of Gifts, Grants, and Contracts.

11.7.1: Purpose

The purpose of this policy is to ensure that all external funding proposals submitted on behalf of MECC are in alignment with strategic priorities of the College and do not compromise institutional control.

11.7.2: Authority & Responsibility

The President has given the Vice President of Institutional Advancement the responsibility and authority to establish and administer the College’s policies and procedures related to grant proposal development.

11.7.3: Applicability
This policy applies to all new grant funding requests submitted to any external funding source on behalf of MECC, and any employee of the College who seeks funding from external sources for MECC projects. This policy does not apply to the MECC Foundation.

In cases in which the college has the opportunity to renew a grant from an existing funder, and the project proposal has not substantially changed in size and scope, the project director usually assumes responsibility for the development and submission of the renewal application. The project director may request assistance from the Grants Coordinator, as needed. Otherwise, the project director is responsible for following all college policies and procedures in the development and submission of the proposal, and in filing a copy of the application and award notice with the Office of Institutional Advancement.

11.7.4: Definition

Federal and state government agencies (including the VCCS), foundations, and other external funding agencies sometimes offer institutions and organizations, who meet specified eligibility criteria, the opportunity to apply for grants to fund projects that align with funding agency priorities. Most grants are awarded on a competitive basis. Generally speaking, grant proposals are time consuming to develop, make legal assurances and guarantees on behalf of the College, and bind the College to perform the project as described. Only the College President or designated College administrators are authorized to approve grant proposals on behalf of MECC.

11.7.5: Policy

Grants and funded projects from federal and state agencies or non-governmental organizations are made directly to the College and are implemented by College staff. External funding enables the College to initiate, expand, and enhance educational and student support programs beyond the scope of state funding, creating opportunities for innovation and excellence. All grant proposals submitted on behalf of the College should be thoughtfully planned, and should be in alignment with the strategic priorities of the College and the VCCS. It shall be the policy of MECC to refuse or return external funds in the event that the institution’s own interests are threatened by any relationship based on external funding.

The Office of Institutional Advancement is responsible for monitoring federal, state, local, and private grant competition forecasts and announcements, and for developing and maintaining a grant planning calendar for regular review and consideration by the President’s Staff. The President’s Staff is responsible for identifying and prioritizing the external funding needs of the College, and for matching these needs to available funding sources, with the advice of the Office of Institutional Advancement.

In most cases, the Office of Institutional Advancement leads the proposal preparation process, ensuring that all funding agency guidelines are met; letters and other required documents are secured from partners; and that all departments/individuals involved in the project are fully committed to their obligations as described in the proposal, should the project be funded. Institutional Advancement is also responsible for maintaining appropriate files and documentation for each submitted grant proposal.

College faculty and staff are permitted to seek grant funding for projects which address the strategic priorities of the institution, provided that they adhere to the Administrative Review procedures described below. Depending on the scope and complexity of the grant opportunity, these individuals may work in a primary or advisory capacity in the development of the grant proposal. The Grants Coordinator is available to assist proposal authors with the application process, but the employee leading the project is
11.7.6: Procedures

A. Administrative Review. College faculty and staff must obtain approval from their immediate supervisor and consult with the Office of Institutional Advancement prior to pursuing external funding opportunities. Regardless of which department is leading the project, all grant applications which either directly or indirectly involve MECC must be reviewed by the President’s Staff and approved by the President, or his/her designee, prior to submission. The purpose of the review is to ensure that the proposal is in alignment with strategic priorities of the College; does not create an undue burden on College staff and other resources; does not create conflict with other fund development activities; does not commit the College to continuing costs that are unsustainable; and does not compromise the College’s control of instruction or its prerogative to control its own activities.

The administrative review process is facilitated by the Grants Coordinator in the Office of Institutional Advancement. Proposal writers must to allow adequate time for this review.

B. Proposal Submission. Once an application package is at the final stage, it should be submitted to the Office of Institutional Advancement for final review and assistance with submission. The Office of Institutional Advancement maintains official College accounts for most of the major online grant submission management systems in use by federal and state government agencies. College faculty and staff must consult with the Office of Institutional Advancement prior to creating any new online accounts for grant proposal submission.

A copy of all submitted grant proposals, including those submitted to the VCCS, must be filed with the Grants Coordinator in the Office of Institutional Advancement.

C. Budget Development. If a grant project is on-going, the project director is responsible for preparing the proposal budget in consultation with his or her supervisor. Usually, the sponsoring agency provides a format or template for the budget.

If the proposed grant project is new, the budget should be developed in collaboration with the Grants Coordinator, the supervising Dean, and the President’s Staff to ensure compliance with the guidelines of the funder and the College.

1) Personnel. If the grant is intended to fund personnel of any kind, Human Resources must be consulted during the proposal development process in order to ensure accurate projections for salary, wage, and fringe benefits costs. Care should be taken to account for anticipated salary increases or bonuses that might occur during the grant period.

Any faculty release time included in grant proposals must be approved by the Division Dean and the Vice President of Academic and Student Services. Whenever possible, the actual cost of the faculty member’s time, rather than the cost of a replacement lecturer, should be included in the proposal budget.

Inclusion of existing College staff in a grant proposal must be approved by the employee’s supervisor and the supervising Vice President or the President prior to submission. Budgeted costs for these
positions must reflect actual costs as provided by Human Resources.

If the grant is intended to fund new positions, a draft job description or list of anticipated job duties should be given to Human Resources during the budget development process. Human Resources will use this information to determine the most appropriate job classification and corresponding pay range for the proposed position.

Fringe benefits for full-time faculty and staff should be based on actual costs, whenever practicable. If actual costs are not known, such as in the case of a new position, costs should be estimated based on the most expensive fringe benefit package available. Fringe benefits for part-time and wage employees should include only Social Security (FICA) contributions.

2) **Cost-Sharing and Matching.** Cost-sharing and matching are permitted when it is clearly in the best interest of the College to do so, and only to the extent required by the granting agency. If a funding agency requires a cash match, the resources must come from the College’s existing budget allocation, or other eligible funding sources. The supervising Dean or Vice President must determine how match requirements will be met.

In cases where only "soft" or in-kind match is required, the requirement is usually met by allocating salaries and fringe benefits of faculty and staff working on the project, and by indirect costs computed on those salaries. The College maintains a federally-approved indirect cost rate for this purpose. (See below for more information on indirect costs.)

3) **Indirect Costs.** Indirect costs, sometimes called overhead, are the costs of operation (such as utilities) which are not easily attributed to any one project. MECC’s federally-approved indirect cost rate must be used in proposals to the federal government, except in cases where the funding agency prescribes a specific indirect cost calculation or limitation. The Grants Coordinator can assist employees with interpreting indirect cost rate language in a Request for Proposals (RFP).

4) **Physical Space.** Requirements for space must be resolved by the appropriate Dean and, if necessary, the Vice President of Academic and Student Services, before any proposal is submitted. Renovation or alteration of existing space in order to accommodate sponsored programs is discouraged, unless the grant funds may be used for this purpose. Renovation must be approved by the President in advance.

### 11.8: POLICY ON GRANT ADMINISTRATION

**Reference:** VCCS Policy 4.5

It is the practice of Mountain Empire Community College to adopt and adhere to the Virginia Community College System policy for Acceptance of Gifts, Grants, and Contracts.

**11.8.1: Purpose**

The purpose of this policy is to ensure proper management and accountability of externally-funded projects.

**11.8.2: Authority & Responsibility**
The Vice-President of Institutional Advancement and the Vice-President of Finance and Administration are responsible for recommending appropriate grant administration policies and procedures to the President’s Staff and for facilitating approval.

Grant project directors, their supervisors, and others involved in grants are responsible for implementing and following the grant administration policies and procedures that are instituted by the President’s Staff; maintaining adequate documentation of all project activities; and ensuring that projects are implemented in compliance with funding agency requirements, terms, and conditions.

11.8.3: Applicability
This policy applies to the administration of all grants awarded to MECC by any external funding source. This policy does not apply to the MECC Foundation.

11.8.4: Definition
The term “Project Director” is used throughout this policy to refer to the individual that is responsible for administering a grant-funded project. This person might also be known as a “Principle Investigator,” “Grant Administrator,” or other title, depending on the funding source or their position within the College’s organizational structure.

11.8.5: PROCEDURES

A. Notice of Award. Generally, written notices of grant awards are delivered to the Office of Institutional Advancement, at which point the Grants Coordinator oversees project start-up activities, ensuring that award documents are executed and distributed appropriately; that all conditions of the grant award are addressed; and that a new grant account code is requested from the VCCS via the Business Office. In the event that a project director or other College employee receives notice of a grant funding decision, he or she must inform the Office of Institutional Advancement immediately to ensure that the project is initiated in accordance with standard procedures.

B. Grant Award Negotiations. Budget negotiations with funding entities on grant awards will be led by the Vice President of Institutional Advancement, in collaboration with the Vice President of Finance and Administration. While the Project Director is responsible for negotiations regarding the programmatic content of the proposal, the two Vice Presidents are responsible for protecting the College's financial interests.

After grant awards are made, if the project director seeks significant modification to the project budget (those which involve 10% or more of the funding category) written approval from the project director’s supervisor and by most funding agencies is required.

C. Grants Management Handbook. The Grants Coordinator maintains a handbook of grants management practices and procedures for training and as a reference guide for grant project directors. The Handbook clarifies project director responsibilities and provides guidelines for project kickoff, grant budget management, recordkeeping, reporting, and other administrative tasks associated with sponsored projects. The Handbook is available on the MECC Intranet.
Upon notice of a grant award, the Grants Coordinator and the Grants Accountant will conduct an orientation with the project director, including a review of the Handbook and this Grant Administration policy. The project director will be asked to sign a statement acknowledging that they have received a copy of the Handbook and this policy, and certifying that they understand the responsibilities associated with managing a grant project. The Grants Coordinator will retain a copy of this certification statement in the College’s central grant files.

D. Administrative Accountability. Project directors are responsible for completing a series of grant administration task checklists at specified intervals throughout project implementation. These checklists are designed as a tool for project directors to ensure that grant-funded projects are on track for successful implementation. They also provide a level of accountability for the College to verify that critical management tasks are completed, and decrease the likelihood of compliance issues. Signed copies of these checklists must be submitted to the Grants Coordinator for inclusion in the College’s central grant files. The checklists are available on the MECC Intranet.

E. Governance. Regardless of funding source, all financial transactions and administrative processes conducted under the auspices of the College are subject to Commonwealth of Virginia, VCCS, and MECC policies and procedures, including hiring of grant-funded personnel, purchasing, and travel. No funding agency terms, conditions, or regulations shall be construed to negate, override, or otherwise offset this obligation.

F. Budget Management. Project directors are responsible for initiating or approving all grant expenditure requests and ensuring that sufficient funds are available in the grant account to cover the expense. The grant account code must be included on all paperwork associated with grant expenditures. Expenditures must be:

- Consistent with the most recently approved grant budget;
- Reasonable;
- Allocable to the grant project; and
- Allowable under federal cost principles; funding agency terms and conditions; and Commonwealth of VA, VCCS, and MECC policies.

Project directors are responsible for monitoring grant expenditures closely, maintaining up-to-date spreadsheets to track grant expenditures, and retaining appropriate supporting documentation. Project directors must reconcile their records with the Accounting Information System (AIS) at least monthly, either with the assistance of Business Office personnel or through direct access to the AIS. Depending on the funding source, completion and submission of financial reports may be the responsibility of either the project director or the Business Office.

G. Cost Sharing or Matching. Any matching funds or cost sharing commitments included in grant proposals must be documented during project implementation, and are subject to audit. It is the responsibility of the project director to maintain adequate documentation of matching funds as the project is carried out. Procedures for developing this documentation should be established in consultation between the project director, the Grants Coordinator, and the Business Office.

H. Time & Effort Reporting. Time spent on grant activities must be documented in accordance with MECC’s Time & Effort Reporting policy (reference here). Standard Time & Effort Reporting forms are available on the College website. Completed forms, accounting for all grant-related work and non-grant work, must be submitted to the Grants Coordinator on the first of each month.
I. **Modifications & Amendments.** Scope of work changes, budget amendments, extensions, and other significant changes to grant projects require approval of the supervising Dean and Vice President. In most cases, the project director will coordinate the submission of modification requests to the granting agency, with assistance from the Grants Coordinator as needed. Copies of all submitted modifications and amendments, and associated approvals, must be filed with the Grants Coordinator for inclusion in the College’s central grant files.

J. **Data Collection & Evaluation.** Provisions for the collection of data from VCCS and College databases in support of grant administration and program evaluation should be negotiated and coordinated with MECC’s Institutional Research Analyst and the Vice President of Academic and Student Services. The release of all data must be consistent with federal and state laws, and VCCS policy.

MECC maintains an Institutional Review Board (IRB) for the purpose of ensuring, both in advance and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in research studies conducted by or with MECC employees or students, or on the MECC campus. Project directors must consult with the Grants Coordinator and the Institutional Research Analyst in order to determine whether the proposed data collection requires IRB review. *(MECC Policy 7.17.)*

K. **Reporting.** The project director is responsible for completing and submitting all programmatic progress reports in accordance with funding agency requirements. At minimum, reports should describe progress made toward the accomplishment of project objectives; highlight the project’s strengths; identify obstacles to implementation; and describe strategies to address weaknesses. Some funding agencies provide specific reporting forms, templates, or guidelines to which reports must adhere. Draft grant reports should be provided to the Grants Coordinator for review prior to submission to the granting agency. Final copies of all submitted reports should be filed with the Grants Coordinator for inclusion the College’s central grant files.

L. **Recordkeeping.** At minimum, retention of records for grant-funded projects must comply with Commonwealth of Virginia records retention regulations, which require administrative and fiscal records associated with grant projects to be retained for five years after grant close-out. These guidelines are generally consistent with requirements for most federal grant programs. The project director must abide by the most stringent regulations applicable to any particular project. If the grant award terms and conditions stipulate a longer retention period, they must be followed.

If the project director’s employment with the College ends or their position/role within the College changes prior to the expiration date of the retention period, all grant files must be transferred to the Grants Coordinator to ensure compliance with record retention policies.
APPENDIX A – FULL-TIME PERSONNEL ORGANIZATION CHART

3.2 MOUNTAIN EMPIRE COMMUNITY COLLEGE 299 — Full-Time Personnel Organization Chart

Revised 08/10/15
EVALUATION PLAN FOR
FULL-TIME INSTRUCTIONAL FACULTY

Revised
January 8, 2014
EVALUATION PLAN FOR FULL-TIME INSTRUCTIONAL FACULTY

PREAMBLE

The spirit and intent of the Faculty Development and Evaluation System is to provide a mechanism for investing in the professional growth, development, and performance of each faculty member. Faculty are expected to pursue high standards, challenging goals, and teaching excellence. They can expect that their dean or 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. To that end, we envision Faculty Development and Evaluation as a continuing dialogue between the faculty and their supervisor.

The following are Guiding Principles that are inherent in the Faculty Development and Evaluation System.

- Virginia’s Community Colleges intend to foster a culture of high performance and a shared commitment to the mission of the VCCS and the Colleges.
- 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, service, scholarly and creative engagement, and institutional responsibility.
- 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 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.
FACULTY DEVELOPMENT, EVALUATION AND RECOGNITION SYSTEM

DEFINITIONS & SYSTEM DESCRIPTIONS

- **Annual Performance and Professional Development Objectives (APPDO):** The annual goals that are required of all teaching faculty regardless of their contract length.

- **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.

- **College Plan:** A set of policies, procedures, and practices that operationalize the VCCS Faculty Development and Evaluation System at the college. The college plan must be approved by a majority of full-time teaching faculty who vote on the question, approved by the college president, and certified by the Chancellor as embodying the philosophy, matching the high standards, adhering to VCCS policy, and addressing the technical requirements of the VCCS Faculty Development and Evaluation System.

- **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.

- **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.

- **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.

- **Faculty/Faculty Member/Full-time Faculty/Teaching Faculty:** For the purposes of the Faculty Development and Evaluation System and associated Model Plan, “faculty,” “faculty member,” “full-time faculty,” and “teaching faculty” refer to 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 system.

- **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.

• **Policy:** VCCS Policy 3.6 which provides the principles and guidelines that outline the development and evaluation system.

• **Probationary Faculty:** Faculty that are in their first fall/spring appointment year.

• **Recognition:** Typically, a non-monetary or *de minimis* award such as certificates or preferred parking spaces for a semester, although a college may elect to provide more substantial awards.

• **Reward:** Rewards are defined as significant annual monetary awards—bonus, percentage pay increase, or professional development stipend—that are available on a competitive basis to a limited percentage of faculty each year.

• **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 appointment years, whether on one-year or multi-year appointments.

• **Service:** Service is the quality participation and commitment to students, college and/or community organizations through outreach efforts (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, instructional expertise).

• **Weighting:** The determination of how each performance domain is valued in relation to other factors.
IMPLEMENTATION PLAN FOR EVALUATION PLAN

FOR FULL-TIME INSTRUCTIONAL FACULTY

- Faculty Evaluation Redesign Team Formed
- Reviewed Existing Plan, Policy, Guidelines, and Model Plan
- Solicited Faculty Feedback

March 2013
- Developed MECC Evaluation Policy for Full-Time Instructional Faculty
- Presented Preliminary Plans at Division Meetings

April 2013
- Presented Proposed Plan to Faculty for Vote
- Submitted Faculty Approved Plan to President
- Submit College Approved Plan to Chancellor

August 2013
- When Approved, Initiate Plan for New Faculty in Fall 2013

December 1, 2013
- All Faculty Submit Professional Development Objectives for 2014

January 2014
- Implement the Adopted Plan

January 2016
- Ad Hoc Committee Formed to Review Existing Plan

WORKING CALENDAR FOR FACULTY EVALUATION
<table>
<thead>
<tr>
<th>Date</th>
<th>Probationary First-Year Faculty</th>
<th>Second- and Third-Year Faculty</th>
<th>Senior One-Year Faculty (Beyond First Three Years)</th>
<th>Multi-Year Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Sep. 1</strong></td>
<td>Dean/supervisor communicates first semester evaluation criteria and Performance &amp; Professional Development Objectives.</td>
<td></td>
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</tr>
<tr>
<td><strong>By Nov. 15</strong></td>
<td>Faculty member completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.</td>
<td>Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.</td>
<td>Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>By Dec. 1</strong></td>
<td>Dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summative evaluation.</td>
<td>Dean/supervisor and faculty member complete assessment of Annual Performance &amp; Professional Development Objectives for present calendar year and complete negotiations on Annual Performance &amp; Professional Development Objectives for coming year.</td>
<td>Dean/supervisor and faculty member complete assessment of Annual Performance &amp; Professional Development Objectives for present calendar year and complete negotiations on Annual Performance &amp; Professional Development Objectives for coming year.</td>
<td>In every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance &amp; Professional Development Objectives for present calendar year and complete negotiations on Annual</td>
</tr>
<tr>
<td>Performance &amp; Professional Development Objectives for coming year.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Dean/supervisor</strong> completes evaluations for current calendar year.</td>
<td><strong>Dean/supervisor</strong> completes evaluations for current calendar year.</td>
<td><strong>Dean/supervisor</strong> completes evaluations for all years of the multi-year cycle.</td>
<td></td>
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</tr>
<tr>
<td><strong>By Dec. 15</strong></td>
<td>For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for Spring semester.</td>
<td>For faculty member who receives a “Meets Expectations” rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</td>
<td>Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.</strong></td>
<td><strong>Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</strong></td>
<td><strong>Ad Hoc Appointment Advisory Committee meets to review documents of faculty.</strong></td>
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</tr>
<tr>
<td><strong>By Jan. 15</strong></td>
<td>Faculty and dean/supervisor receive student evaluation results from Fall semester.</td>
<td>Faculty and dean/supervisor receive student evaluation results from Fall semester.</td>
<td>Faculty and dean/supervisor receive student evaluation results from Fall semester.</td>
<td></td>
</tr>
<tr>
<td>Dean/supervisor communicates to faculty second semester evaluation criteria and Performance &amp; Professional Development Objectives.</td>
<td>Faculty notified of non-reappointment decisions when applicable.</td>
<td>Faculty notified of non-reappointment decisions when applicable.</td>
<td></td>
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</tr>
<tr>
<td><strong>By March 1</strong></td>
<td>Dean/supervisor completes second semester (Spring) evaluations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>By Mar. 15</strong></td>
<td>Faculty member who receives a “Does Not Meet Expectations” rating notified of non-reappointment decision.</td>
<td>Faculty member notified of non-reappointment decisions (when applicable).</td>
<td></td>
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</tr>
<tr>
<td><strong>By June 1</strong></td>
<td>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</td>
<td>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</td>
<td>Faculty member and dean/supervisor receive student evaluation results from Spring semester.</td>
<td></td>
</tr>
<tr>
<td><strong>By June 30</strong></td>
<td>Faculty member receives contract for the next academic year (if eligible).</td>
<td>Faculty member receives contract for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.</td>
<td>Faculty member receives contract for the next academic year and notification of one-year or multi-year appointment term as appropriate.</td>
<td></td>
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</tbody>
</table>
EVALUATION PLAN FOR FULL-TIME INSTRUCTIONAL FACULTY

Introduction

The purposes of evaluation are:

- to create a constructive environment within which the instructional process can be fully explored in the interest of student success,
- to create a means by which faculty performance can be evaluated to determine areas of strength and areas that may need improvement, and
- to establish procedures which will facilitate equitable personnel and management decisions regarding salary, promotions, retention, and reappointment.

Teaching faculty members at Mountain Empire Community College will receive a summative evaluation rating of either “Meet Expectations” or “Does Not Meet Expectations” at the conclusion of the calendar year for each year that the faculty member is to be evaluated.

- 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 by March 15th of their first year of employment.
- Individuals working under their second or third one year appointment will also receive their summative rating by March 15th for work performed during the previous calendar year (January - December).
- Senior Faculty members will receive their summative ratings by December 15th of the last year of their multi-year appointment. Multi-year evaluations will encompass all work performed during each of the calendar years (January – December).
- For all years, including the final year of a multi-year appointment, faculty members will work with their supervisors to develop individual Annual Performance and Professional Development Plans.
- 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 as documented by their supervisors.
- Faculty members who are hired to start in the spring semester will be evaluated by the end of spring term. Their Probationary period, or “first one-year appointment,” does not begin until their first fall semester, per VCCS Policy.

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/professional duties, whether or not release time was granted. While percentages are given in Table 1 for the weighting of each of the four domains, this plan uses a holistic, qualitative approach to evaluation. Therefore, the weights express the relative importance of each domain; they do not represent a numerical approach to evaluation.

All faculty will be held to the minimum weights described below, except in cases where the faculty member is reassigned for more than 50% of their teaching load to other administrative/professional duties for a time period not to exceed two years.

Faculty with more than 50% of normal teaching load reassigned to other administrative/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 that the faculty member will be held to.

Table 1.1
Domain weightings based on faculty member’s appointment

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>1st Year Faculty</th>
<th>2nd/3rd-Year Faculty</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Scholarly and Creative Engagement</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Service</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Table 1.2
Domain definitions used for establishing college standard criteria.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>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).</td>
</tr>
<tr>
<td>Scholarly and Creative Engagement</td>
<td>Activities specifically associated with the faculty member’s formally recognized area of expertise.</td>
</tr>
<tr>
<td>Service</td>
<td>Quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation,</td>
</tr>
</tbody>
</table>
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 direct 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 that are indirect 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” 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 – Appendices A-C.

Data Sources: The three required data source categories of self-evaluation, student ratings, and supervisor evaluation will be utilized to contribute to the summative rating for each domain, as shown in Table 2.

Table 2 – Required data sources that contribute to Domain summative ratings.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DATA SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Self-Evaluation</td>
</tr>
<tr>
<td></td>
<td>Student Ratings</td>
</tr>
<tr>
<td></td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Scholarly &amp; Creative</td>
<td>Self-Evaluation</td>
</tr>
<tr>
<td>Engagement</td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Service</td>
<td>Self-Evaluation</td>
</tr>
<tr>
<td></td>
<td>Supervisor Evaluation</td>
</tr>
<tr>
<td>Institutional Responsibility</td>
<td>Self-Evaluation</td>
</tr>
<tr>
<td></td>
<td>Supervisor Evaluation</td>
</tr>
</tbody>
</table>

Self-evaluation – Faculty members will utilize the Faculty Evaluation Forms (Appendix A-C) to prepare and submit a personal assessment of their performance in each of the required domain categories.
from Table 1.2. This assessment should align with the expectations detailed in the Faculty Evaluation Form (Appendices A-C) and 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 & creative engagement, service, and institutional responsibility),
- a discussion of goals met/unmet from each Annual Performance and Professional Development objective (below) pertinent to the current evaluation cycle (i.e. since the last full evaluation process), and
- any other factors as appropriate (e.g. reassigned time worked, temporary duties, or additional administrative or professional duties).

**Student Ratings** – Students in all class sections in all semesters will be given the opportunity to complete a Student Survey of Instruction. Student input from the following data sources will be collected and summarized by the supervisor, with attachments as necessary to support the narrative.

- Student course survey responses from all courses taught by the faculty member each semester.
- When available and pertinent to the faculty member’s performance, written statements provided to the faculty member and/or the supervisor should also be included in the faculty member’s self-evaluation and/or the supervisor’s evaluation as appropriate.

**Supervisor’s Overall Rating**

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 (Appendix A, B, or C, 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 independent assessment of the faculty member’s progress in meeting goals set in the Annual Performance and Professional Development Plan(s) pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- Notes from classroom observations, periodic meetings, and/or other evidence of the faculty member’s classroom performance (other than standard student ratings). Supervisors will conduct classroom observations with the following minimum frequency:
  - Each semester for faculty under a one-semester or probationary (first, one-year) appointment.
  - Once per year for faculty under any other one-year (non-probationary) appointment.
  - Once within the last three (3) semesters of a multi-year appointment.
- Evaluation includes all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time has been granted.
- An independent assessment of the faculty member’s adherence to college policies.
The supervisor will determine each faculty member’s overall assessment utilizing a preponderance of evidence from all of the above data sources.

**Evaluation Meeting Guidelines**

**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 15\textsuperscript{th} deadline for non-reappointment.
- Evaluation summary meetings for senior faculty members (those beyond the first three appointment years, whether on one-year or multi-year appointments) will be scheduled in advance of the January 15\textsuperscript{th} deadline for non-reappointment.

**Implications for “Meets/Does Not Meet Expectations” Summative Ratings**

A Faculty members who “Meet Expectations” 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 (see the Model Plan section of this name) 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 (see the Model Plan section of this name). However, probationary 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; however, they may be allowed to complete their employment contract period. They may continue to teach or be reassigned at the discretion of the president for the spring semester but must be notified by March 15\textsuperscript{th} 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 notified of that fact by March 15th.

Senior faculty (those beyond the first three 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 will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the one-year appointment. The supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance.

12: 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.

13: Review of Faculty Evaluation Plan

The President will appoint an ad hoc committee to review the Evaluation Plan for Full-Time Instructional Faculty every two years to ensure all aspects are being followed. The review process shall provide the opportunity for involvement of all full-time teaching faculty. Recommendations for change shall be approved by a majority of the faculty who participate in the vote, either in person or by absentee ballot, and shall be submitted to the president for approval. If the recommended changes are not approved, the president must submit recommended modifications for further consideration and re-submission. The new plan must also be certified by the Chancellor as adhering to the philosophy, policy, and technical requirements of the VCCS Faculty Development and Evaluation System. The college’s existing plan will remain in effect unless or until a revised plan is approved by a majority vote of the faculty, approved by the college president, and certified by the Chancellor.
ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT PLAN
FOR FULL-TIME FACULTY

Introduction

The purpose of Mountain Empire Community College’s Professional Development Plan is 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. The Plan is designed to foster the basic educational mission of the College by promoting and enhancing the professional development of its teaching faculty through a systematic and defined process. Professional Development at MECC is further designed to build on the existing strengths of the College’s faculty by encouraging individual initiative and acceptance of opportunity, and committing appropriate College financial and human resources to carry out the plan.

The Professional Development Plan is the second of three integral parts of the College’s Evaluation and Development Plan for Full-time Teaching Faculty. Annual performance and professional development objectives are established by the faculty in consultation with their supervisors and incorporated into the Evaluation and Development Plan. The Annual Performance and Professional Development Plan operates on a calendar year basis for all faculty.

Goals

The goals of the Professional Development Plan for Full-time Faculty include:

- Strengthen the institutional commitment to quality education by ensuring that all faculty remain current in their fields
- Support faculty in their efforts to maintain high professional standards
- Encourage creative ways to meet the challenges of individual and institutional growth

Responsibilities

The roles and responsibilities of the full-time faculty to effectuate the Professional Development Plan are as follows:

Faculty

- Identify available professional development opportunities that promote professional and personal vitality and productivity and support their individual performance and professional development objectives.
- Establish annual 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 supervisor.
- Document and discuss the achievement and/or status of objectives with the supervisor during an annual review of professional development objectives.
New Faculty

All new teaching faculty will use the following performance and professional development objectives in their first two semesters of employment at the college. The objectives are designed as a developmental process to acculturate new faculty to the nine-month 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 faculty member, in consultation with the supervisor, will develop the Performance and Professional Development Objectives for the third and later semesters of teaching.

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, and 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.

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

- Faculty currently teaching or anticipating to teach online or hybrid courses must earn certification or course credit through COOL, TOP, IDOL, MODEL, Quality Matters, or other approved education in online instruction.
- All teaching faculty must complete training in cooperative learning and 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.

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 supervisor.

Professional Development Objective Guidelines

With the exception of new faculty as described above, 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. Objectives within all four domains are not required each year; however, it is expected that each domain will appear within the faculty’s individual performance and professional development objectives at least once over a multi-year appointment period.

All objectives should be clearly stated in one or two sentences and should have a specified outcome. Performance objectives relate to goals that produce an outcome, product, or successful completion of a service activity during the year. Development objectives relate to the acquisition of 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.

**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 COOL, TOP, IDOL, MODEL, TOTAL, Quality™ or equivalent coursework or certification in online instruction in the initial set of their Annual Performance and Professional Development Objectives for the calendar year which begins January 1, 2014. Faculty who begin teaching hybrid and/or online courses in subsequent years should establish a professional development objective to complete coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats. 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 or as-desired. 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.

If a multi-year faculty member does not meet expectations during the faculty’s performance evaluation, objectives should be established in the area of need.

Annual Professional Development Objectives are to be established by all faculty in consultation with the faculty’s dean or supervisor by December 1. Completion of the objectives should occur during the following calendar year(s) to correspond with the evaluation cycle. Objectives are to be established each calendar year for all faculty members regardless of the term of their appointment.

The dean or supervisor may add professional, departmental or college strategic goals to the faculty objectives as deemed necessary and appropriate.

Achievement of objectives can become a source of evidence in support of the College’s Reward and Recognition program.

**Supervisors**

The roles and responsibilities of the supervisors of full-time faculty are to:

- Support the college’s Professional Development Plan for full-time teaching faculty.
- Arrange a formal discussion between the faculty member and supervisor to review the progress and completion of agreed upon performance and professional development objectives.
- Support professional development of the faculty.

**President**

The roles and responsibilities of the President in relation to the Professional Development Plan are as follows:
• Provide leadership for the college’s Professional Development Plan for all full-time teaching faculty.
• Provide financial and other appropriate resources to support professional development activities.

Human Resources Officer

The roles and responsibilities of the Human Resources Officer in relation to the Professional Development Plan are as follows:

• Maintain records of individual professional development activities.
• Assist and advise the Professional Development Committee in carrying out the provisions of this plan.

Professional Development Committee

The Professional Development Committee is a college standing committee that is charged with the following functions:

• Submitting budget recommendations during annual budget planning process
• Promoting professional development
• Administering the Professional Development Budget
• Actively soliciting and reviewing proposals for professional development
• Approving requests for professional development funds
• Promoting professional development opportunities offered by the VCCS
• Assessing professional development needs
INTRODUCTION

Purpose and Philosophy

The Reward and Recognition Program is intended to honor full-time teaching faculty whose exceptional professional accomplishments, contributions, and activities support the mission of the college, promote a vigorous learning environment, and demonstrate extraordinary talent and potential in one or more performance domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and College and Community Service.

All fulltime teaching faculty in the Virginia Community College System (VCCS) are expected to meet high standards of performance expectations as prescribed by VCCS Faculty Development and Evaluation policy. However, for faculty who substantially exceed those expectations in one or more domains of faculty responsibility, the college has designed this Reward and Recognition Program to provide sincere, meaningful, and timely recognition of professional excellence.

The Reward and Recognition Program is designed to promote exceptional faculty accomplishments, contributions, and activities that support the mission of the college. Moreover, it is designed to acknowledge that professional excellence among faculty may be observed by students, adjunct faculty, fellow fulltime teaching faculty, staff, or administrators and it therefore provides opportunity for any member of the college community to nominate faculty for reward or recognition consideration. In addition, the Reward and Recognition Program offers sufficient flexibility to honor a variety of extraordinary accomplishments, contributions, and activities that are relevant to the faculty endeavor.

The Reward and Recognition Program 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 in the activity(ies) for which he/she is being recognized.

The Faculty Reward and Recognition Committee

At the beginning of each academic year, the president of the college will appoint members of the Faculty Reward and Recognition Committee, to include three full-time teaching faculty, one representing each division, one higher-level academic administrator, one Student Services representative, one Human Resources representative, and one representative of the Faculty Senate who must be a teaching faculty member.

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. In the event that a member of the Reward and Recognition Committee is nominated for a Reward or Recognition award during his/her term of service on the committee, the member must recuse himself/herself from any deliberations of the committee associated with that award.

The Ad Hoc Faculty Reward and Recognition Committee will meet as necessary to properly administer the Reward and Recognition Plan.

THE FACULTY REWARD PROGRAM

The college’s Faculty Reward Program consists of the annual Faculty Rewards for Professional Excellence. Faculty Rewards for Professional Excellence are significant monetary awards provided 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, College and Community Service. In order to be considered for a Faculty Reward for Professional Excellence, an eligible faculty member must be nominated for the reward and must submit the necessary documentation to support that nomination, in accordance with the guidelines prescribed below. VCCS policy 3.6.0.5 specifies that “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. Reward and Recognition award recipients will be recommended by a committee comprised of a majority of full-time teaching faculty.” In order to receive a Faculty Reward 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.

Eligibility

In order to eligible to receive a Faculty Reward for Professional Excellence, an individual must:

- Be a member of the fulltime teaching faculty who is not in the first year of fulltime employment as fulltime 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 and assessment and satisfactory progress on his/her Annual Performance and Professional Development Objectives.

A faculty member may receive no more than one (1) Faculty Reward for Professional Excellence per fiscal year and may not receive the a reward in the same category two years in a row.

Nomination Process

An eligible faculty member may be self-nominated for a Faculty 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 full-time professional or administrative faculty member at the college. Nominations are to be submitted by completing the Faculty Reward for Professional Excellence Nomination Form to the Office of Human Resources by March 1 each year. The Faculty Reward for Professional Excellence Nomination Form includes the name of the faculty member who is being nominated, 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 Faculty Reward 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.

The Application Portfolio

The Faculty Reward for Professional Excellence is presented to fulltime 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 College and Community Service. A nominee must submit an application portfolio that includes a narrative summary of the accomplishment(s), contribution(s), or activity for which he/she was nominated and documentary evidence of exceptional performance in each of the corresponding area(s). Evidence provided in the application portfolio should be sufficient to establish that the accomplishment(s), contribution(s), or activity was innovative or otherwise distinctive, impactful, and supportive of the college’s mission, vision, and values.

1.) A Faculty Reward application portfolio to support exceptional performance in the area of Excellence in 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, and/or (5) new delivery modalities.

2.) A Faculty Reward 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, and/or (4) scholarly research.

3.) A Faculty Reward for Excellence application portfolio in the area of Institutional Responsibility application portfolio to support exceptional performance should contain clear and compelling evidence of extraordinary accomplishment in (1) special projects, (2) student advising, (3) administrative responsibilities.

4.) A Faculty Reward for Excellence application portfolio in the area of other non-teaching duties and in the area of College and Community 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, must be submitted to the Office of Human Resources by the prescribed deadline.

**Review and Selection by the Faculty Reward and Recognition Committee**

The Office of Human Resources will forward all nominations for the Faculty Reward 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 the 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.

By April 15, the Faculty Reward and Recognition Committee will select those nominees who are to receive a Faculty Reward for Professional Excellence and will coordinate communications with the Office of Human Resources and other units at the college, as needed, for the purpose of notifying recipients and bestowing the awards presented at the annual Celebration of People.

**Nature and Value of the Faculty Rewards for Professional Excellence**

The Faculty Rewards for Professional Excellence are to be determined by the Faculty Reward and Recognition Committee and awarded to a minimum of 10% to a maximum of 25% of the fulltime teaching faculty subject to the availability of funds.

**Timeline**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 15</td>
<td>Nominations for Faculty Rewards 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</td>
</tr>
<tr>
<td>March 31</td>
<td>Nominations and application portfolios forwarded from the Office of Human Resources to the Faculty Reward and Recognition Committee</td>
</tr>
<tr>
<td>April 15</td>
<td>Recipients of Faculty Rewards for Professional Excellence selected by Faculty Reward and Recognition Committee</td>
</tr>
<tr>
<td>Prior to graduation</td>
<td>Faculty Rewards for Professional Excellence presented</td>
</tr>
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</table>
THE FACULTY RECOGNITION PROGRAM

The Annual Faculty Recognition Program

Each year, the college presents a series of Above and Beyond 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. All full time teaching faculty who meet expectations in their most recent evaluation cycle are eligible for recognition. Faculty must be current with their Annual Performance and Professional Objectives to be considered for recognition. Each Above and Beyond Award is associated with a specific area of faculty responsibility, such as:

- 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

- research in the teaching discipline, instructional pedagogy, or instructional technology
- publication in newspapers, magazines, scholarly journals, or other recognized media
- 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

- 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 the college’s strategic plan or the VCCS Achieve 2015 goals
- involvement in a community event such as charity fund raisers, events to foster diversity awareness, or other events designed to benefit the local community
- volunteerism at a local community agency, school, or church
- service on the board of a local community service agency
- conducting activities or events that are designed to enrich multiculturalism and diversity at our college

On or about March 1 of each year, the Faculty Reward and Recognition Committee will solicit formal nominations for each of the Annual Above and Beyond 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.

An individual or group of individuals who wishes to nominate a faculty member for an Above and Beyond Award may do so by completing and submitting the Above and Beyond Award Nomination Form to the

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Faculty Reward and Recognition Committee, including the name of the faculty member who is being nominated, a brief narrative summary of the rationale for the nomination, the name of and contact information for the individual submitting the nomination, and the date of submission.

The Office of Human Resources will forward all nominations for the Above and Beyond Awards to the Faculty Reward and Recognition Committee by no later than March 15 each year. By April 15, the committee will complete its review and evaluation of all nominations and will select those nominees who are to receive an award. Recipients are recognized at the year-end Celebration of People.

The nature and type of Above and Beyond Awards may vary and are to be determined by the Faculty Reward and Recognition Committee; however, the number of recognition awards will be more numerous than monetary Rewards. 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.

Recipients of rewards are responsible for any tax liabilities associated with acceptance of these rewards.

**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, the college will provide funding equivalent to $150 per fulltime teaching faculty position, including both filled and vacant positions as of July 1st of each fiscal year, 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.

**Reallocation of Unexpended Reward and Recognition Funds**

In the event that all funds allocated to support the Recognition component of 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.

**Assessment of 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 fulltime teaching faculty. The survey will be 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 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.

Part 1: Faculty Member

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<tr>
<th>FACULTY NAME:</th>
<th>EMPLOYEE ID #:</th>
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# Part 2: Performance Evaluation

## Expectations

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<th>TEACHING DOMAIN</th>
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<tbody>
<tr>
<td><strong>Definition:</strong> 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).</td>
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</tbody>
</table>

| **Standard:** For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed. |

### Instructional Design

- 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.
- 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.
- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- 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.
- 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.

### Self-Evaluation Comments

### Supervisor Evaluation Comments
Expectations

*Instructional Delivery*
- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
- Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.
- Foster communication with students outside of class meeting times.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- 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.
- 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.

*Self-Evaluation Comments*


*Supervisor Evaluation Comments*
Expectations

*Instructional Effectiveness*
- Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- 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.
- 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.

Self-Evaluation Comments

Supervisor Evaluation Comments

*Instructional Expertise*
- Demonstrate currency in academic discipline.
# Expectations

- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.
- 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.
- 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.

## Self-Evaluation Comments


## Supervisor Evaluation Comments


## Teaching Domain Evaluation

- [ ] Expectations Met
- [ ] Expectations Not Met
SCHOLARLY AND CREATIVE ENGAGEMENT

*Definition:* Activities specifically associated with the faculty member’s formally recognized area of expertise.

*Standard:* The faculty member must meet the criterion below.

- 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.

**Self-Evaluation Comments**

**Supervisor Evaluation Comments**

**Scholarly and Creative Engagement Domain Evaluation**

[ ] Expectations Met

[ ] Expectations Not Met

INSTITUTIONAL RESPONSIBILITY

*Definition:* 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.

*Standard:* The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- 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.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one’s peer teaching community at the college.
- Establish collegial working relationships with faculty, staff, and administrators.

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<th>Institutional Responsibility Domain Evaluation</th>
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<tr>
<td>[ ] Expectations Met</td>
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</table>

*Self-Evaluation Comments*

*Supervisor Evaluation Comments*
**SERVICE**

*Definition:* 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:

- **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.

*Standard:* The faculty member must meet the criterion below.

- 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.

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**Self-Evaluation Comments**

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**Supervisor Evaluation Comments**

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**Service Domain Evaluation**

- [ ] Expectations Met
- [ ] Expectations *Not* 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

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

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.

- 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.

Supervisor’s Comments

Part 3 – Verification of Performance Evaluation

<table>
<thead>
<tr>
<th>Printed Name of Faculty Member</th>
<th>Signature of Faculty Member</th>
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<tbody>
<tr>
<td>Printed Name of Evaluator</td>
<td>Signature of Evaluator</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
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</tbody>
</table>

APPENDIX B: 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.

Part 1: Faculty Member

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<thead>
<tr>
<th>FACULTY NAME:</th>
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<th>PERIOD COVERED BY THIS EVALUATION:</th>
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Part 2: Performance Evaluation

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<th>Expectations</th>
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<tr>
<th>TEACHING DOMAIN</th>
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</table>
### Expectations

**Definition:** 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).

**Standard:** For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

#### Instructional Design
- 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.
- Distribute the syllabus to students on or before the start date for each course.
- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.
- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- 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.
- 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.

#### Self-Evaluation Comments

#### Supervisor Evaluation Comments

#### Instructional Delivery
- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
**Expectations**

- Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.
- Foster communication with students outside of class meeting times.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- 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.
- 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.

**Self-Evaluation Comments**


**Supervisor Evaluation Comments**


<table>
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<th>Expectations</th>
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**Instructional Effectiveness**
- Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- 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.
- 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.

**Self-Evaluation Comments**

**Supervisor Evaluation Comments**

**Instructional Expertise**
- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.
Expectations

- 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.
- 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.

Self-Evaluation Comments

Supervisor Evaluation Comments

Teaching Domain Evaluation

☐ Expectations Met ☐ Expectations Not Met

SCHOLARLY AND CREATIVE ENGAGEMENT

Definition: Activities specifically associated with the faculty member’s formally recognized area of expertise.

Standard: The faculty member must meet the criterion below.
- 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
Expectations

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
  - 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.

Self-Evaluation Comments

Supervisor Evaluation Comments

Scholarly and Creative Engagement Domain Evaluation

  - [ ] Expectations Met
  - [ ] Expectations Not Met

INSTITUTIONAL RESPONSIBILITY

Definition: 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.
Expectations

**Standard:** The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of one/three-year appointment faculty.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- 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.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one’s peer teaching community at the college.
- Maintain collegial working relationships with faculty, staff, and administrators.
- 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 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
  - 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.
<table>
<thead>
<tr>
<th>Expectations</th>
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<tbody>
<tr>
<td><strong>Self-Evaluation Comments</strong></td>
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<td><strong>Supervisor Evaluation Comments</strong></td>
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<tr>
<td><strong>Institutional Responsibility Domain Evaluation</strong></td>
</tr>
<tr>
<td>□ Expectations Met</td>
</tr>
</tbody>
</table>
**SERVICE**

*Definition:* 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:

- **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.

*Standard:* The faculty member must meet the criterion below.

- 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.

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<table>
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<tr>
<th>Self-Evaluation Comments</th>
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<tr>
<th>Supervisor Evaluation Comments</th>
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<tr>
<th>Service Domain Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] Expectations Met</td>
</tr>
</tbody>
</table>
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

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES
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.
- 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.

Supervisor’s Comments

Part 3 – Verification of Performance Evaluation

<table>
<thead>
<tr>
<th>Printed Name of Faculty Member</th>
<th>Signature of Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of Evaluator</td>
<td>Signature of Evaluator</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX C: FACULTY EVALUATION FORM—SENIOR FACULTY APPOINTMENTS

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.

Part 1: Faculty Member

<table>
<thead>
<tr>
<th>FACULTY NAME:</th>
<th>EMPLOYEE ID #:</th>
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<tr>
<th>DEPARTMENT/DIVISION:</th>
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<tr>
<th>PERIOD COVERED BY THIS EVALUATION:</th>
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</table>

Part 2: Performance Evaluation

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1 Senior faculty are those beyond the first three continuous appointment years; senior faculty may be on one-year, three-year, or five-year appointments.
**Expectations**

**TEACHING DOMAIN**

*Definition:* 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).

*Standard:* 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 mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

**Instructional Design**

- 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.
- Distribute the syllabus to students on or before the start date for each course.
- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.
- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- 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.
- 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.
- 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.

**Self-Evaluation Comments**

**Supervisor Evaluation Comments**

**Instructional Delivery**

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
**Expectations**

- Employ methods that develop students’ high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.
- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.
- Foster communication with students outside of class meeting times.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- 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.
- 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.
- 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 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.

**Self-Evaluation Comments**

**Supervisor Evaluation Comments**

**Instructional Effectiveness**

- Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
<table>
<thead>
<tr>
<th>Expectations</th>
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<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
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<tr>
<td>• 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.</td>
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<th>Self-Evaluation Comments</th>
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<table>
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<tr>
<th>Instructional Expertise</th>
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<tbody>
<tr>
<td>• Demonstrate currency in academic discipline.</td>
</tr>
<tr>
<td>• Demonstrate currency in methods of teaching and learning.</td>
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<tr>
<td>• Demonstrate currency in instructional technology.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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...</td>
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<tr>
<td>Expectations</td>
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<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Self-Evaluation Comments**

<table>
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</table>

**Teaching Domain Evaluation**

- [ ] Expectations Met
- [ ] Expectations Not Met
**SCHOLARLY AND CREATIVE ENGAGEMENT**

*Definition:* Activities specifically associated with the faculty member’s formally recognized area of expertise.

*Standard:* In every year of the appointment term the faculty member must meet the criterion below.

- 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
  - 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.

### Self-Evaluation Comments

### Supervisor Evaluation Comments

### Scholarly and Creative Engagement Domain Evaluation

- [ ] Expectations Met
- [ ] Expectations Not Met

**INSTITUTIONAL RESPONSIBILITY**

*Definition:* 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.

**Standard:** In every year of the appointment term the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of five-year appointment faculty.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- 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.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one’s peer teaching community at the college.
- Maintain collegial working relationships with faculty, staff, and administrators.
- 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
  - 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.
Institutional Responsibility Domain Evaluation

☐ Expectations Met  ☐ Expectations Not Met

SERVICE

*Definition:* 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:

- **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.

**Standard:** In every year of the appointment term the faculty member must meet the criterion below.

- 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
  - 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.

**Self-Evaluation Comments**

**Supervisor Evaluation Comments**

**Service Domain Evaluation**

<table>
<thead>
<tr>
<th>Expectations Met</th>
<th>Expectations Not Met</th>
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</table>

**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

#### ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

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.

- 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.

#### Supervisor's Comments

### Part 3 – Verification of Performance Evaluation

<table>
<thead>
<tr>
<th>Printed Name of Faculty Member</th>
<th>Signature of Faculty Member</th>
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<tbody>
<tr>
<td>Printed Name of Evaluator</td>
<td>Signature of Evaluator</td>
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<td>Date</td>
<td>Date</td>
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</table>
### STUDENT SURVEY OF INSTRUCTION

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<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The instructor provided a course syllabus on or before the start date of class.</td>
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<tr>
<td>2.</td>
<td>The instructor conducted this class in accordance with the course syllabus.</td>
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<td>3.</td>
<td>The instructor presented the course objectives in a clear manner.</td>
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<td>4.</td>
<td>The instructor clearly explained the grading system used in this class.</td>
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<td>5.</td>
<td>The instructor clearly defined student responsibilities for this class.</td>
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<tr>
<td>6.</td>
<td>The instructor effectively organized learning activities and assignments for this class.</td>
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<td>7.</td>
<td>Instructor demonstrates a thorough knowledge of the subject matter.</td>
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<td>8.</td>
<td>Instructor is prepared for class. (For online instruction this includes making course materials available with enough time to properly complete all assignments.)</td>
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<tr>
<td>9.</td>
<td>Tests/Exams reflect the material presented.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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</tr>
<tr>
<td>10.</td>
<td>Instructor has the ability to simplify complex information.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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</tr>
<tr>
<td>11.</td>
<td>Instructor communicates effectively with students.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Instructor was generally available and provides timely feedback.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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<td></td>
</tr>
<tr>
<td>13.</td>
<td>Instructor works effectively with students. (For online instruction this includes providing feedback on assignments, adapting course content as needed, or answering questions via email, discussion board, or online chat.)</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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<tr>
<td>14.</td>
<td>Students are encouraged to participate in class. (For online instruction this includes encouraging use of the discussion board to ask questions or express opinions or utilizing activities such as peer review or group assignments.)</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Instructor encourages students to seek help as needed.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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</tr>
<tr>
<td>16.</td>
<td>Instructor shows respect for students as individuals.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
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</tr>
<tr>
<td>17.</td>
<td>Overall, this instructor is effective.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I would recommend this instructor to my fellow students.</td>
<td>![Strongly Agree] ![Agree] ![Disagree] ![Strongly Disagree]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Please use the space below to comment on the most effective aspects of the instruction you received in this class:

20. Please use the space below to suggest ways in which the instruction you received in this class could be improved:
OBSERVATION OF INSTRUCTION

Faculty Member: [_____]  Class: [_____]
Division: [_____]  Semester: [_____]
Department: [_____]  Date: [_____]

Lecture
The instructor speaks clearly and distinctly.

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor facilitates student-to-student interaction to achieve instructional objectives.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The lecture supplements and clarifies the textbook material.

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<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor employed methods to facilitate active learning.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor uses a variety of presentation formats to supplement lecture materials and involve non-auditory learning styles.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor responds to questions effectively.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor employs methods to target a variety of student learning styles.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor employs methods to develop students’ high order cognitive skills (e.g. analyzing, evaluating, creating).

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

The instructor was prepared for the class.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

The delivery of instruction is well organized.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

Student activity/group work was well organized.

<table>
<thead>
<tr>
<th>N/A</th>
<th>Exceeds Exp</th>
<th>Meets Exp</th>
<th>Needs Imp</th>
<th>Unobserved</th>
</tr>
</thead>
</table>

Lab/Clinical
The instructor makes clear the reasons for applying the skills needed to perform the lab work assigned (i.e., clear directions for procedures and goals for the activity).
Students have obviously been instructed in safety procedures for any equipment/machinery/chemicals/etc. that they must use in the lab and practice these procedures.

The instructor closely monitors students (i.e., gives prompt attention to individual or group problems with equipment/procedures).

The instructor gives instructions and encouragement to students as needed.

The instructor relates the lab experience to the total course objectives.

Any supplementary material is related to practical application.

Any demonstrations done are clearly visible to all students.

If a discovery method is employed, sufficient time was scheduled for a discussion of the results obtained.

**Supervisor’s overall conclusions about this faculty member’s level of performance.**

**Comments & Actions Recommended for Improvement**

Your Signature indicates that your review was discussed with you. You are entitled to submit written comments to be attached to the review, and you may also request to appeal this review to the next administrative level for review.

**ANNUAL PROFESSIONAL DEVELOPMENT OBJECTIVE**

**PLAN & ASSESSMENT FOR FULL-TIME TEACHING FACULTY**
<table>
<thead>
<tr>
<th>Objective #______:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Domain: __Teaching  __Service  __Scholarly &amp; Creative Engagement  __Institutional Responsibility</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Target Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: __________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting Activities, Resources Required, &amp; Target Dates:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Measures of Success:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Approval: ___ Yes ___ No ___ Revise</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty________________________________________________________  Date _____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor/Dean ________________________________________________ Date _____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objective Status:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description of Achievement/Action &amp; Supporting Evidence:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty________________________________________________________  Date _____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor/Dean ________________________________________________ Date _____________________</th>
</tr>
</thead>
</table>
APPENDIX C - GRANT PROJECT DIRECTOR’S CHECKLIST #1

Grant Project Director’s Checklist #1 - Post-Award Action & Project Start-Up
Actions Due within 45 days After Receipt of Award Letter

Project Director: ____________________________
Project Name: ______________________________
Funding Agency: ____________________________

Please review the following list of action items and check whether or not they have been completed for your grant. *Certain action items may not apply to your project. If so, select N/A.*

<table>
<thead>
<tr>
<th>Action Item</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original proposal guidelines, submitted proposal, award letter and accompanying documents carefully reviewed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECC’s Grant Management Handbook has been carefully reviewed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding agency guidelines and requirements have been carefully reviewed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadlines for submission of financial and progress reports have been noted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies of award letter and accompanying documents are on file with the Grants Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any required project plan/budget modifications have been submitted to the funding agency, and copies are on file with the Grants Coordinator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies of award letter and accompanying documents have been submitted to the Business Office, and an AIS department code has been requested.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the Accounting Information System has been secured, and training has been completed (if necessary).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources has been consulted and any necessary hiring processes have been initiated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current staff, whose time and effort will be charged to the grant (or contributed as match) have been oriented to their duties and responsibilities, as well as time and effort reporting policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Business Office has been consulted regarding planned expenditures for contracted services or equipment, and appropriate procedures have been initiated to ensure compliance with state purchasing regulations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid has been consulted regarding any grant-funded scholarships or other assistance to students, and appropriate procedures have been established to administer these funds in accordance with College policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific tasks and activities are proceeding on schedule as described in the approved project work plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please explain any "No" responses in this checklist. Include additional pages if necessary.

Submit completed checklist to the Grants Coordinator within 45 days of award letter.

Project Director’s Signature: ____________________________ Date: ___________
APPENDIX D - GRANT PROJECT DIRECTOR’S CHECKLIST #2

Grant Project Director’s Checklist #2 – Project Implementation
Actions Due within 120 days After Receipt of Award Letter

Project Director: ____________________________
Project Name: ____________________________
Funding Agency: ____________________________

Please review the following list of action items and check whether or not they have been completed for your grant. Certain action items may not apply to your project. If so, select N/A.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific tasks and activities are proceeding on schedule as described in the approved project work plan, and the project is on track to achieve stated goals and objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project expenditures are proceeding on schedule as described in the approved budget narrative, and the project is on track to expend budgeted funds by the end of the performance period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project continues to be implemented in a manner consistent with College policies, as outlined in the Grant Management Handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate procedures have been completed for grant-funded purchases, travel, and other expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project expenditures (including payroll) are monitored regularly (at least monthly) by the Project Director. Any discrepancies, incorrect charges, or unexpected expenses have been investigated promptly and corrections have been made, with the assistance of the Grants Accountant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting documentation is being retained for all project expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data is being collected in support of project evaluation and reporting requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and effort reporting is being completed regularly, in compliance with College policy and funding agency requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please explain any "No" responses in this checklist. Please also describe any further progress on outstanding items from the 45-day checklist. Include additional pages if necessary.

Submit completed checklist to the Grants Coordinator within 120 days of award letter.

Project Director’s Signature: ____________________________ Date: _____________
APPENDIX E - GRANT PROJECT DIRECTOR’S CHECKLIST #3

Grant Project Director’s Checklist #3 – Budget Year End
Actions Due 60-90 days Prior to the End of the Budget Year

Project Director: ____________________________
Project Name: _______________________________
Funding Agency: ____________________________

Please review the following list of action items and check whether or not they have been completed for your grant. **Certain action items may not apply to your project. If so, select N/A.**

<table>
<thead>
<tr>
<th>Action Item</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>All project activities (for this budget period) have been performed in accordance with the approved project work plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project expenditures are consistent with the approved budget, budget narrative, and any subsequently-approved modifications or amendments. Grant funds are on track to be fully-expended and no budget categories have been over-spent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All project funds will be encumbered or spent no less than 30 days before the end of the budget period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All grant-funded equipment has been inventoried and accounted for in compliance with College policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A project evaluation has been conducted or is in progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All required documents are on file with the Grants Coordinator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual or final report has been or will be prepared in compliance with funding agency deadlines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the grant is terminating, Human Resources has been consulted regarding grant-funded personnel and arrangements have been made to terminate the position or to allocate funds from other sources to continue the position. All time and effort reporting has been completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the grant is terminating, arrangements have been made with the Grants Coordinator to ensure compliance with records retention requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please explain any “No” responses in this checklist. Please also describe any further progress on outstanding items from the 45-day and 120-day checklists. Include additional pages if necessary.

Submit completed checklist to the Grants Coordinator 60 days prior to budget year end.

Project Director’s Signature: ____________________________ Date: ______________
Please identify the academic program for which this plan and assessment is being prepared.  
Note: Choose the highest degree level available for this field of study.

<table>
<thead>
<tr>
<th>Planning Cycle (Academic Year)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Mission Statement</td>
<td></td>
</tr>
<tr>
<td>Program Outcomes</td>
<td></td>
</tr>
<tr>
<td># of Full Time Faculty</td>
<td></td>
</tr>
<tr>
<td># of Part-Time Faculty</td>
<td></td>
</tr>
<tr>
<td>Lead Faculty Member</td>
<td></td>
</tr>
<tr>
<td>Please list all Certificates and Career Studies Certificates related to this Plan</td>
<td></td>
</tr>
<tr>
<td>Provide a status of plans for improvement implemented based upon the prior year's assessment</td>
<td></td>
</tr>
<tr>
<td>Summarize changes made to the program as a result of the previous plan for improvement</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM LEVEL GOALS**

Please provide a summary of all program level goals (enrollment, retention, completion and employment) for your program for this planning cycle.

<p>| What are your program enrollment goals for this planning cycle? |   |
| Example: Increase program enrollment by ___% from ___ the previous academic year to ___ this year. |   |
| Strategy to Accomplish Enrollment Goal |   |
| Relationship to Strategic Goals |   |
| How results of enrollment goal will be measured? |   |
| Will additional funds be needed? |   |
| If so, identify amount and source |   |</p>
<table>
<thead>
<tr>
<th>Who will lead this effort?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>What are your program retention goals for this planning cycle?</td>
<td>Example: Increase program retention by ___% from ___ to ___.</td>
</tr>
<tr>
<td>Strategy to Accomplish this goal</td>
<td></td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td></td>
</tr>
<tr>
<td>How results of goal will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>What is your program graduation goal for this planning cycle?</td>
<td>Example: Increase the number of program graduates by ___% from ___ to ___.</td>
</tr>
<tr>
<td>Strategy to Accomplish this goal</td>
<td></td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td></td>
</tr>
<tr>
<td>How results of goal will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>What percent of graduates in your program area will be employed or pursuing higher education within 6 months of graduation?</td>
<td></td>
</tr>
<tr>
<td>Strategy to accomplish this goal</td>
<td></td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td></td>
</tr>
<tr>
<td>How results of goal will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES**

Please list a minimum of 5 student learning outcomes for your program areas. Remember that student learning outcomes must include the following: 1) who will be performing the behavior (students); 2) what behavior the learner will be able to do; 3) under what conditions the learner will be able to achieve the outcome; and, 4) how well you expect it to be done. Note: Use program level data - not outcomes for every course.

<p>| Student Learning Outcome 1: Please list a student learning outcome for your program graduates. |  |
| Example: Upon completing Elementary Algebra, 80% of the students in the Mathematics department will correctly factor polynomials with at least 70% accuracy. |  |
| At what program levels should the student be able to achieve this student learning outcome? (i.e. CSC, Certificate or Degree?) |  |
| Relationship to Strategic Goals |  |
| How results of this SLO will be measured |  |
| Will additional funds be needed? |  |
| If so, identify amount and source |  |
| Who will lead this effort? |  |</p>
<table>
<thead>
<tr>
<th>Target date for completion?</th>
<th>What were the outcomes or results of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome 2</td>
<td>Program Level students will accomplish this objective</td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td>How results of this SLO will be measured</td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td>What were the outcomes or results of this goal?</td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome 3</td>
<td>Program Level students will accomplish this objective</td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td>How results of this SLO will be measured</td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td>What were the outcomes or results of this goal?</td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome 4</td>
<td>Program Level students will accomplish this objective</td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td>How results of this SLO will be measured</td>
</tr>
<tr>
<td>Student Learning Outcome 5</td>
<td>Program Level students will accomplish this objective</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Relationship to Strategic Goals</td>
<td>How results of this SLO will be measured</td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td>If so, identify amount and source</td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td>Target date for completion?</td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome 6</th>
<th>Program Level students will accomplish this objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to Strategic Goals</td>
<td>How results of this SLO will be measured</td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td>If so, identify amount and source</td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td>Target date for completion?</td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome 7</th>
<th>Program Level students will accomplish this objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship to Strategic Goals</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>How results of this SLO will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcome**

Program Level students will accomplish this objective

<table>
<thead>
<tr>
<th>Relationship to Strategic Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How results of this SLO will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
<tr>
<td>If the goal was unmet or is ongoing, what are the plans for improvement?</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcome 9**

Program Level students will accomplish this objective

<table>
<thead>
<tr>
<th>Relationship to Strategic Goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How results of this SLO will be measured</td>
<td></td>
</tr>
<tr>
<td>Will additional funds be needed?</td>
<td></td>
</tr>
<tr>
<td>If so, identify amount and source</td>
<td></td>
</tr>
<tr>
<td>Who will lead this effort?</td>
<td></td>
</tr>
<tr>
<td>Target date for completion?</td>
<td></td>
</tr>
<tr>
<td>What were the outcomes or results of this goal?</td>
<td></td>
</tr>
</tbody>
</table>
If the goal was unmet or is ongoing, what are the plans for improvement?

<table>
<thead>
<tr>
<th>Student Learning Outcome 10</th>
</tr>
</thead>
</table>

Program Level students will accomplish this objective

<table>
<thead>
<tr>
<th>Relationship to Strategic Goals</th>
</tr>
</thead>
</table>

How results of this SLO will be measured

<table>
<thead>
<tr>
<th>Will additional funds be needed?</th>
</tr>
</thead>
</table>

If so, identify amount and source

<table>
<thead>
<tr>
<th>Who will lead this effort?</th>
</tr>
</thead>
</table>

Target date for completion?

<table>
<thead>
<tr>
<th>What were the outcomes or results of this goal?</th>
</tr>
</thead>
</table>

If the goal was unmet or is ongoing, what are the plans for improvement?

ASSESSMENT OF PROGRAM RESOURCES & FACILITIES

Summarize current condition of facilities & equipment, as well as any resources needed to effectively operate this program.

<table>
<thead>
<tr>
<th>Describe the current condition of equipment &amp; facilities utilized by this program.</th>
</tr>
</thead>
</table>

Include complete description of items and/or resources needed, as well as an estimated cost.

Note: All estimates should include the pricing source and date of quote.

<table>
<thead>
<tr>
<th>Please provide justification to support your request. (How is the need driven by student learning and continuous program improvement?)</th>
</tr>
</thead>
</table>

Additional Budget Requests

<table>
<thead>
<tr>
<th>Form completed by</th>
</tr>
</thead>
</table>

Date form completed
# Administrative Planning & Assessment

| The organizational unit or department for which this plan and assessment is being prepared. |
| Planning cycle for this report: |
| Please provide the mission statement for your unit or department. |
| The number of full-time employees who support this organizational unit or department. |
| The number of part-time employees who support this organizational unit or department. |
| Who is the administrator in charge of this unit or department? |

## Review of Plans for Improvement from Previous Planning Cycle

| Please provide a status of plans for improvement implemented in this unit or department based upon the prior assessment. |
| Summarize changes made this year within the organizational unit or department based upon prior findings. |

## Administrative Goals & Outcomes

**Instructions:**

Administrative units should define their mission, establish goals and determine how to measure outcomes associated with those goals so that key processes designed to meet the needs and expectations of students, parents, employers, faculty and other stakeholders can be improved on a continuous basis.

Prior to completing this planning document, consider the following questions:

1. As a unit or department, what are you trying to do?
2. How well are you doing it?
3. Using the answers to the first two questions, how can you improve what you are doing?

Also consider:

4. What and how does your administrative unit contribute to the development and growth of students?
5. How can the student learning experience be improved as a result of the services rendered by your unit or department?

Outcomes can be defined as statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit. Operational outcomes define exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.).

When agreed upon goals have been stated, outcomes can then be defined. Outcomes are specific statements that describe desired performance of a service or function of an administrative unit. The outcome statements should be derived from the goal statements, which in turn should be aligned to the college’s mission. Goals are broad statements, while outcomes are precise, specific and clear statements about the intended accomplishments of an administrative unit.

In order for administrative unit assessment to be successful, the personnel within that unit must reach a consensus on the goals and outcomes. All personnel within the unit should have an understanding of what the unit is trying to accomplish, as well as how the goals align with the institution’s mission and goals. With this in mind, please review information above with all members of your administrative unit prior to completing the questions indicated below.

** Please identify at least three to five goals for your operational unit.

<table>
<thead>
<tr>
<th>Goal 1: Identify a departmental goal developed by the personnel within this department or unit. A goal should focus on the key functions of the unit for this planning cycle (e.g., application process, orientation service, facility maintenance, educational support, etc.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle? (You should use explicit verbs such as increase, enhance, minimize, provide, reduce, promote, rather than vague verbs such as understand or know. An example of a well-written outcome is: Enrollment Services will increase the number of students who apply online so that the percentage of online applications per term increases from 75% (in spring 2012) to 90% by the end of spring 2014.)</td>
<td></td>
</tr>
<tr>
<td>What strategy will you use to achieve this goal or outcome?</td>
<td></td>
</tr>
<tr>
<td>What relationship does your operational outcome have to MECC's strategic goals?</td>
<td></td>
</tr>
<tr>
<td>How will you measure the outcome?</td>
<td></td>
</tr>
<tr>
<td>Will you need additional funds to accomplish this goal for your department?</td>
<td></td>
</tr>
<tr>
<td>If additional funds are needed to help accomplish this goal, please indicate the amount and funding source, if known.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Who will lead the effort to accomplish this goal for this unit or department?</td>
<td></td>
</tr>
<tr>
<td>What is the target date for completion of the outcome?</td>
<td></td>
</tr>
<tr>
<td>Follow-up Report:  This section to be completed during the fall semester assessment of the previous year's goals.</td>
<td></td>
</tr>
<tr>
<td>What were the results of this outcome?</td>
<td></td>
</tr>
<tr>
<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Goal 2:</td>
<td></td>
</tr>
<tr>
<td>Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
<td></td>
</tr>
<tr>
<td>What strategy will you use to achieve this goal or outcome?</td>
<td></td>
</tr>
<tr>
<td>What relationship does your operational outcome have to MECC's strategic goals?</td>
<td></td>
</tr>
<tr>
<td>How will you measure the outcome?</td>
<td></td>
</tr>
<tr>
<td>Will you need additional funds to accomplish this goal for your department?</td>
<td></td>
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<td>Follow-up Report:  This section to be completed during the fall semester assessment of the previous year's goals.</td>
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<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Goal 3:</td>
<td></td>
</tr>
<tr>
<td>Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
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<td>What strategy will you use to achieve this goal or outcome?</td>
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<tr>
<td>How will you measure the outcome?</td>
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<td>Question</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Who will lead the effort to accomplish this goal for this unit or department?</td>
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<td>What is the target date for completion of the outcome?</td>
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<tr>
<td><strong>Follow-up Report:</strong> This section to be completed during the fall semester assessment of the previous year's goals.</td>
<td></td>
</tr>
<tr>
<td>What were the results of this outcome?</td>
<td></td>
</tr>
<tr>
<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 4:</strong> Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
<td></td>
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<tr>
<td>What strategy will you use to achieve this goal or outcome?</td>
<td></td>
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<tr>
<td>What relationship does your operational outcome have to MECC's strategic goals?</td>
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<tr>
<td>How will you measure the outcome?</td>
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<td>Will you need additional funds to accomplish this goal for your department?</td>
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<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
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</tr>
<tr>
<td><strong>Goal 5:</strong> Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
<td></td>
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<td>What strategy will you use to achieve this goal or outcome?</td>
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<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Goal 6:</td>
<td></td>
</tr>
<tr>
<td>Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
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<td>What were the results of this outcome?</td>
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<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Goal 7:</td>
<td></td>
</tr>
<tr>
<td>Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
<td></td>
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<tr>
<td>What strategy will you use to achieve this goal or outcome?</td>
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<tr>
<td>What relationship does your operational outcome have to MECC's strategic goals?</td>
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<tr>
<td>How will you measure the outcome?</td>
<td></td>
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<tr>
<td>Will you need additional funds to accomplish this goal for your department?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Who will lead the effort to accomplish this goal for this unit or department?</td>
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</tr>
<tr>
<td>Follow-up Report: This section to be completed during the fall semester assessment of the previous year's goals.</td>
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</tr>
<tr>
<td>What were the results of this outcome?</td>
<td></td>
</tr>
<tr>
<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Goal 8:</td>
<td></td>
</tr>
<tr>
<td>Identify another goal of this organizational unit or department during this planning cycle.</td>
<td></td>
</tr>
<tr>
<td>What do you consider an operational outcome of this goal during this planning cycle?</td>
<td></td>
</tr>
<tr>
<td>What strategy will you use to achieve this goal or outcome?</td>
<td></td>
</tr>
<tr>
<td>What relationship does your operational outcome have to MECC's strategic goals?</td>
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<tr>
<td>How will you measure the outcome?</td>
<td></td>
</tr>
<tr>
<td>Will you need additional funds to accomplish this goal for your department?</td>
<td></td>
</tr>
<tr>
<td>If additional funds are needed to help accomplish this goal, please indicate the amount and funding source, if known.</td>
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</tr>
<tr>
<td>What were the results of this outcome?</td>
<td></td>
</tr>
<tr>
<td>If this operational outcome was unmet or is ongoing, what are your plans for improvement?</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Program Resources &amp; Facilities</td>
<td></td>
</tr>
<tr>
<td>Please describe the condition of equipment and facilities utilized by your unit or department.</td>
<td></td>
</tr>
<tr>
<td>Please identify equipment or resources needed by your unit or department. Include complete description of items and/or resources needed, as well as an estimated cost.</td>
<td></td>
</tr>
<tr>
<td>Please provide justification to support your request. (How is the need driven by student support and/or continuous improvement?)</td>
<td></td>
</tr>
<tr>
<td>Budget Requests</td>
<td></td>
</tr>
<tr>
<td>Please attach budget worksheet to this document. Please use this space to provide justifications in support of your requests.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX H – FACULTY COURSE CREDENTIALING FORM

### MECC - FACULTY COURSE CREDENTIALING

<table>
<thead>
<tr>
<th>Division:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name:</td>
<td></td>
</tr>
<tr>
<td>Course Number and Title:</td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
</tr>
</tbody>
</table>

| Faculty's Relevant Degree(s): |  |

<table>
<thead>
<tr>
<th>Credentialed based on Relevant Degree</th>
<th>Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialed based on Specific Related Courses, Work Experience, Professional Licensure, Certification or other work listed below</td>
<td></td>
</tr>
</tbody>
</table>

Grades Courses from Faculty's Official Transcripts Related to This Course (only use if second box is checked above):

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Relevant Graduate Hours:

### WORK EXPERIENCE RELATED TO THIS COURSE

<table>
<thead>
<tr>
<th>Explanation of Experience</th>
<th>Substantiating Documents (Must be on file w/HR or Attached to this form)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL TRAINING AND/OR LICENSES RELATED TO THIS COURSE

<table>
<thead>
<tr>
<th>Explanation of Training, Licenses or Certifications</th>
<th>Substantiating Documents (Must be on file w/HR or Attached to this form)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PUBLICATIONS/PRESENTATIONS RELATED TO THIS COURSE

<table>
<thead>
<tr>
<th>Title of Article or Presentation</th>
<th>Substantiating Documents (Must be on file w/HR or Attached to this form)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### NOTES:

---

**Recommendation:**

Dean / Department Chair

- [ ] Approved (Terminal)
- [ ] Approved (Non-Terminal)
- [ ] Not Approved

______________________________
Date: ______________________________

*Signature*

---

VP, Academic & Student Services

- [ ] Approved (Terminal)
- [ ] Approved (Non-Terminal)
- [ ] Not Approved

______________________________
Date: ______________________________

*Signature*
### Appendix I – VCCS-29

**VCCS-29: Normal Minimum Criteria for Each Faculty Rank**

May 2013

<table>
<thead>
<tr>
<th>Administrative &amp; Professional Faculty</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Appointment</strong></td>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Meets Expectations on Most Recent Evaluation</td>
<td>Meets Expectations on Most Recent Evaluation</td>
</tr>
<tr>
<td>Academic Preparation</td>
<td>Master’s + 24 graduate semester hours obtained subsequent to the Master’s for a total of 27 graduate semester hours in the teaching field</td>
<td>Master’s + 15 graduate semester hours obtained subsequent to the Master’s for a total of 27 graduate semester hours in the teaching field</td>
<td>Master’s related to teaching field + 15 graduate semester hours obtained subsequent to the Master’s</td>
</tr>
<tr>
<td>Experience</td>
<td>2 years</td>
<td>3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Related Occupational Experience</td>
<td>0 years</td>
<td>0 years</td>
<td>0 years</td>
</tr>
<tr>
<td>Total Teaching Experience</td>
<td>FT Community College Experience</td>
<td>FT Community College Experience</td>
<td>FT Community College Experience</td>
</tr>
<tr>
<td>Minimum VCCS Experience in Previous Rank</td>
<td>4 years</td>
<td>0 years</td>
<td>0 years</td>
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<tr>
<td></td>
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</tbody>
</table>

(1) Administrative and Professional faculty must receive at least a “good” summary evaluation rating on the most recent evaluation to be considered for promotion.