



Southern
West Virginia
Community and Technical College

Board of Governors

JUNE 24, 2015
MEETING AGENDA PACKET

Members

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Joanne Jaeger Tomblin
President

Southern West Virginia Community and Technical College
 Board of Governors
 Meeting of June 24, 2015
 6:00 p.m.
 2900 Dempsey Branch Road, Building C, Room 428
 Mount Gay, West Virginia, and by Teleconference

AGENDA

1. Call to Order Mr. Thomas Heywood
Board Chair
2. Presentation of Ayers & Associates, Inc. (via teleconference) Chair Heywood
3. Special Presentations Chair Heywood
4. Call for Public Comments to the Board (A sign-up sheet is on a table at the meeting room entrance.) Chair Heywood
5. Classified Staff Council Annual Presentation Mr. Chris Gray
Chair, Classified Staff Council
6. Technology Services Report Mr. Gary Holeman
Chief Information Officer
7. Emergency Preparedness Report Mr. David Lord
Director of Wyoming/McDowell Campus Operations
8. President's Report Ms. Joanne Jaeger Tomblin
President
9. Financial Report Mr. Samuel Litteral
Vice President for Finance and Administration
10. Action Items
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12.	Possible Executive Session Under Authority of WV Code §6-9A-4(b)2A regarding Personnel and Management Issues	Chair Heywood
13.	Adjournment	Chair Heywood

2014-2015 Goals Accomplished

Administrative Support

- **Technology and Student Services Helpdesk** – Handled a total of 5110 calls with 83% of questions answered while caller is on the phone (first call resolution rate). First call resolution improved from 77% last year and 66% the previous year. User satisfaction of 4.6 out of 5.0 was maintained from last year and improved from 3.7 the previous year. The Technology Helpdesk receives technology calls and the Student Services Helpdesk receives Financial Aid calls only. We added a “class in progress” priority queue to allow faculty to bypass normal helpdesk lines to get a near immediate answer. With class in progress issues, the helpdesk has a “hotline” to reach on-site staff to get help to classroom quickly. On normal helpdesk queue, the average speed to answer a caller is 31 seconds. The average speed to answer the class in progress line is 1 second with a maximum answer time of 9 seconds. The total call time for the year was 523 hours.
- **Ellucian Scholarship** – Ellucian provided a \$4,000 TM Advantage annual scholarship to the Southern Foundation because of our Technology Management contract.
- **Southern ALERTS Emergency Notification System** – Southern implemented Blackboard Connect and AlertUS as its emergency notification system. We’ve branded it Southern ALERTS.
 - 402 subscribers to the system with a total of 416 contacts (Southern administrative contacts in addition to self-service subscribers).
 - Training conducted for division heads and campus directors.
 - Full system test on February 26, 2015. The system successfully dialed 199 phones.
 - It delivered 410 emails successfully. 1 of these emails was relayed to all 5150 student email boxes. 1 of the emails was relayed to all 333 employee email addresses. So, we delivered 5891 emails altogether.
 - It sent 310 text messages successfully.
 - It posted the message at the top of the Southern web page.
 - It posted the message to Southern’s Facebook page.
 - It tweeted the message to Southern’s Twitter feed.
 - It posted the message on all Southern owned computers on our network.
 - It broadcast a message to all Southern phones. There was an issue with the quality of this broadcast message. This mechanism may not be possible with our current network limitations.
- **Administrative Drop for Non-Attendees** – The culmination of the multi-year effort of creating a system for faculty to verify attendance of students is administratively dropping students from class that have not attended before financial aid checks are given to students. In October 2014 and January 2015, students who had not attended class and their instructors were notified via

email that they had not attended to give opportunity for corrections to be made. Students who still had not attended were dropped from class before financial aid was disbursed. This process eliminates the uncollectible accounts receivables for students that were given financial aid monies improperly. Southern has to give that money back to the Department of Education whether or not we can collect it back from students. We dropped 21 students in Fall 2014 and 18 students in Spring 2015 for elimination of approximately \$63,000 of uncollectible accounts receivable.

- **Financial Aid Business Process Review** – An Ellucian financial aid consultant is conducting a thorough analysis of the business processes used in Southern’s financial aid department. He has guided the staff through many changes to better use Banner to automate their processes, taking less staff time and serving students better. This is a 300 hour effort with a value of \$75,000 that has been provided to Southern at no additional cost through the Ellucian Technology Management (TM) contract.
- **Redesign of Chart of Accounts** – An Ellucian finance consultant worked with Mr. Litteral and his staff to completely redesign the college’s financial chart of accounts to facilitate the transition to wvOASIS. This has resulted in a significantly cleaner chart of accounts that simplified the interface to wvOASIS and has made daily financial transactions at Southern simpler. This effort had a value of \$25,000 that was provided to Southern at no additional cost through the Ellucian TM contract.
- **GASB Statement 35 Reporting** – The chart of accounts redesign facilitated the ability of Mr. Litteral to work with the Ellucian finance consultant to implement GASB reporting within Banner. Other schools in West Virginia have not been able to run GASB reports from Banner.
- **Accounts Receivable Application of Payment and Feed to Finance** – This two year project will be accomplished on July 1, 2015. This will remove the custom and manual processes that are in use at Southern and will greatly shorten the cycle for the processing of financial aid. An Ellucian finance consultant and accounts receivable consultant were provided to the school at a value of \$40,000 at no additional cost to Southern because of the Ellucian TM contract.
- **MBS Bookstore Charges Interface** – The on-site Ellucian Applications Manager developed an interface between the outsourced bookstore and Banner using an Ellucian supported applications programming interface (API) to apply student bookstore charges to student accounts. This has saved approximately 250 hours of manual effort per year in entering bookstore charges for a cost savings of \$6750 per year.

Academic Support

- **Title III “Strengthening Institutions” Grant** – Completed 5 year grant with \$1,938,582 in technology equipment and training. This grant primarily benefitted the allied health programs, but all programs were impacted with classroom video conferencing upgrades and other central systems.
- **Degree Works** – From Ellucian’s website, “Ellucian Degree Works™ is a comprehensive academic advising, transfer articulation, and degree audit solution that aligns students, advisors,

and institutions to a common goal: helping students graduate on time.” Southern’s implementation has been available to faculty for several semesters. It was made available to students on April 6, 2015. 640 students logged in to Degree Works in the first two weeks it was available and 1700 degree audits were performed by those students in two weeks. An online demo is available at <http://www.southernwv.edu/?q=node/16139>.

- **Ellucian Mobile** – The Ellucian Mobile app (Ellucian GO) went live April 7, 2015. 1191 unique people used Southern’s app between April 7 and June 5, 2015. 255 students searched for classes and 14 students registered for class using the app. 579 students looked at their grades and 339 looked at their schedule. An online demo is available at <http://southernwv.edu/?q=node/16126>.
- **Teaching and Learning Centers** – A new teaching and learning center was established at the Williamson campus and the Logan teaching and learning center was moved and expanded.
- **Web Conferencing, Lecture Capture and Streaming System** – BigBlueButton was implemented for Southern’s online classes through Blackboard. BigBlueButton is hosted at WVNET.
- **Information Technology Orientation** – We provided approximately 30 in person orientation sessions to familiarize students with their Southern accounts and the technology available to them at Southern.
- **Microsoft Office Professional for Students** – Through Southern’s Microsoft Office 365 implementation, we were able to provide a free copy of the full Microsoft Office Professional suite to any Southern students. This represents a potential value of \$133,520 to Southern students if all students took advantage of it.
- **Student Computer Labs** – Moved all student computer labs onto Southern’s network domain, requiring all students to login using their Southern account. This provides significantly improved desktop management and security.
- **Virtual Desktop Infrastructure (VDI)** – Implemented VDI in two computer labs. VDI provides for improved central management and has the potential to reduce the replacement cycle costs.

Infrastructure

- **Inventory Management** – Implemented Dell’s KACE inventory management system. This system allows us to automatically collect hardware and software inventory from all Southern equipment, providing significantly improved management.
- **Windows 8.1** – Southern began implementing Windows 8.1 using centralized desktop management tools. Most computer labs and a significant percentage of faculty/staff computers are running Windows 8.1.
- **Telephone System Relocation** – We relocated Southern’s Voice over IP (VoIP) telephone system to a WVNET controlled data center in Charleston to improve system uptime because of issues with previous hosting center.
- **Skype for Business** – Southern has moved from Lync to Skype for Business on its Office 365 implementation. Over 100 employees attended training sessions on Windows 8.1 and

Lync/Skype for Business. Skype for Business is facilitating improved communication between employees and improved remote support for employees.

2015-2016 Goals

- **Boone Classrooms 114/115 Redesign** – New networking equipment and cabling are being installed to provide good computer lab classrooms in Boone. New computers are being purchased and installed.
- **Health Information Technology Labs** – Labs in Williamson and Logan are being established for the TAACCCT 4 grant funded Health Information Technology program. New network equipment and cabling along with new computers are being installed.
- **Board of Governors Video Conferencing System** – The Board of Governors Conference Room is being equipped with an advanced video conferencing system similar to those used in Southern's Interactive Classrooms (ICR).
- **Logan Core Network Switch Replacement** – The core networking switches for the Logan campus are over 13 years old and are starting to fail. These switches are being replaced with a more advanced and flexible set of hardware.
- **Complete Replacement of Campus Servers** – Most of Southern's servers have been replaced in the last few months. We will complete that project in the next few months. In addition to improved reliability and service, this addresses security issues.
- **Network Cabling Rework/Cleanup** – The network cabling in Williamson and Boone, in particular, is being reworked to provide an improved cable plant.
- **Install Fiber in Williamson Main Building** – We are installing fiber between sections of the main building in Williamson in order to remove network cabling that was improperly installed in the firestop and flagged during a fire marshal inspection.
- **Implement Remote Desktop Support** – Continue the training and development of remote desktop support capabilities with the IT staff, which improves our response times for end-user support.
- **Banner Modernization (Banner XE)** – Working with Ellucian central services and WVNET to implement Ellucian's new modernized Banner XE system. This system provides a significantly improved user interface and functionality. The first modules to be implemented at Southern are Student Advising Profile, Student Registration, Faculty Grade Entry and Student Attendance Tracking.
- **Investigate/Select Digital Signage System** – We have looked at two low-cost digital signage systems that would allow centralized control of digital signs in multiple locations on our campuses as well as off campus. We plan to select and begin to implement a system this year.
- **Local Email Spam Filter** – Our current spam filtering, provided by WVNET, is inadequate. We are implementing a local system that has significantly improved capabilities for spam filtering as well as controlling other unwanted email. This system will improve efficiencies of Southern faculty/staff.

**Southern West Virginia Community and Technical College
Board of Governors Meeting
June 24, 2015**

Emergency Preparedness Presentation

1. Accomplishments, On-Going Activities, and Next Steps
2. College Emergency Plan
3. Southern Alerts
4. Academic Course Syllabus Addendum
5. Statewide Interoperable Radio Network

Southern West Virginia Community and Technical College
Board of Governors Meeting
Emergency Preparedness Update
June 24, 2015

Accomplishments

- Push button locks installed on all classroom doors
- SIRN Application approved
- Emergency Response Plan re-written approved and uploaded to the web
- Campus Specific Emergency Response Plans have been developed
- Two Way Radios for Campus Crisis Management Teams and Key administrators tested, purchased and distributed
- Campus Emergency Response Kits (CERT) (backpacks) purchased and available on all campuses
- Megaphones purchased and available on all campuses
- All employee training on emergency procedures: Governance Day September 12, 2014 and an update was given to all employees at Governance Day on December 5, 2014
- Identifiable vests purchased and distributed to campus directors and Sam: White for central administration, red for team members and yellow for incident commanders. Task Force 1 purchased and provided to the Campus Crisis Management Teams three emergency cell phone chargers per campus and wound trauma kits (Logan 3, Williamson 1, Wyoming/McDowell 1, Boone 1 and Lincoln 1): December 12, 2014
- Video was made by Marcus and posted to our web site for all students on emergency procedures – link on the bottom of our home page
- Southern Alerts was rolled out, Campus Directors and Division Heads were trained, system test was performed and additional marketing will be done at all orientations.
- Course Syllabus addendum was created for the fall and updated for the spring semester on emergency procedures
- Bomb Threat Protocol Training for all campus operators: October 27, 2014
- Participated in FEMA's national test on September 17, 2014
- SOS (707) Drill: October 14, 2014 (will call all Campus Directors and Division Heads Office phones all at the same time)

Campus Specific Accomplishments

Boone

- Draft of the campus emergency plan completed
- Crisis Management Team established
- Tabletop exercise on a building disaster (May 12, 2015)
- Contact list completed
- Emergency numbers and contact persons list completed
- Emergency Offices listings compiled
- Emergency Equipment location established (Receiving/training room)
- Important information and data posted in appropriate areas
- Evacuation and Bomb Threat Rally locations posted
- Building Diagrams posted
- December 15 fire drill
- All classroom door locks were replaced with push button locks
- December 4, 2015 Fire Extinguishers inspected
- All Classroom telephone tested for emergency use
- Jan 5, 2015 meeting of 7 members of Crisis Team
- Jan 6, 2015 Fire Extinguishers inspected.
- Every instructional day after dark all entrance doors but one are locked. These door will allow exit but not entrance. This measure has been taken to discourage individuals from entering building who are not students.

Lincoln

- Crisis Management Team established
- Contact list completed
- Push button locks installed on the classroom doors
- Emergency numbers and contact persons list completed
- Emergency Offices listings compiled
- Emergency Equipment location established (conference room)
- Important information and data posted in appropriate areas
- Evacuation and Bomb Threat Rally locations posted

- Building Diagrams posted
- December 15 fire drill
- All classroom door locks with push button locks have been ordered
- December 4, 2015 Fire Extinguishers inspected
- All Classroom telephone tested for emergency use
- Jan 6, 2015 meeting of 3 members of Crisis Team
- Jan 6, 2015 Fire Extinguishers inspected.
- Jan 20, 2015 fire drill
- Every instructional day after dark all entrance doors and visitors must buss in. These door will allow exit but not entrance. This measure has been taken to discourage individuals from entering building who are not students.

Logan

- Draft of the campus emergency plan completed
- Crisis Management Team went through a tabletop exercise on April 22 that covered a vehicle incident with chemicals and fire.
- Conducted monthly meetings
- Met with Sheriff Sonya Dingess
- Met with Logan County EMS Executive Director Roger Bryant
- Updated Campus Emergency Plan
- Tested the sprinkler systems
- Tested the fire/smoke alarms
- Installing additional classroom telephones
- Monthly meetings of the crisis management team
- All classroom doors have been upgrade to lock from the inside in order to shelter in place

Williamson

- Monthly meetings
- Met with 911 Director
- Met with Williamson Fire Department
- Met with Mingo County Sheriff Department

- Did complete tour of buildings with diagrams
- Did training on emergency shut-offs
- Assigned 2 way radios and did basic training
- Evacuation chair training and practice
- Run through of floor, stairwell and door assignments with meeting at evacuation assembly area
- Developed Emergency Plan for Williamson Campus
- All team members received CPR training and certification
- Two way radio training and daily radio checks
- Fire drill on March 30, 2015
- Alarm Panel tested
- 911 dialing tested
- Additional security cameras installed
- Tabletop Exercise conducted on May 27, 2015

Wyoming/McDowell Campus

- Campus Crisis Management Team met monthly.
 - In November the Director of the Wyoming County Emergency Services, Dean Meadows met with the team
 - On May 5, Robbie Bailey from RESA 1 conducted a tabletop exercise that covered a domestic abuse that escalated into a campus active shooter situation.
- Fire alarm drills: September 17 and September 30, 2014. One was during the day and the other during the evening.
- Fire alarm system was tested including smoke alarms, pull stations and horns
- Fire extinguishers tested along with the snack bar hood system.
- Sprinkler system was tested
- Monthly safety inspections of the building and grounds
- Shelter in place kits created and stored in rooms that have been designated for shelter in place rooms.
- Classroom room phone paging system tested
- Tested dialing 911 from campus phones monthly

- Push button locks installed on all classroom doors. We will be installing them on all office doors this summer
- Campus emergency response plan created
- Additional LED flood lights purchased to better illuminate the parking lot and sidewalks.
- Coordinating with MountainHeart in regards to their Southern day care center
- Hosting the Wyoming County Fire Academy in September 2016

Ongoing

- Monthly testing of 911 dialing from all campuses
- Southern Alerts Promotion: New student orientations, adjunct orientations, new employee orientations, etc
- Training for Campus Crisis Management Teams
- Exercises that are both discussion based and operations based
 - Discussion based include meetings, workshops, table-top
 - Operations based include drills, functional exercises which examines the coordination of emergency command centers and multi-agency but does not involve responding to an incident and full-scale exercises which have overtime costs for first responders and volunteers taking annual leave.
- Attend regional and statewide meetings and trainings that are relevant to preparing for emergencies. Attended earlier today the College Emergency Summit in Charleston

Next Steps

- SIRN Radios - Motorola APX 1000 (six) talk group and programming of them. **Once we receive these and they have been programmed, then we will have a training on their operation**
- FLINN Chemical Inventory
- Work with the local Red Cross Chapters to have responses in place **(David Neal, their Disaster Program Manager)**

- Signed agreements with County BOE and local churches, city and county agencies for use if we had a disaster (We may need to get a legal opinion on these agreements)
- Working with Anne Cline on our Chemical Hygiene Plan
- Work with Student Services and IT to have their plans formalized
- Task Force 1 training of Campus Crisis Management Teams
- Clery Act and Violence Against Women Act (VAWA) – Incorporate these into our emergency plan as they are developed by Student Services
- Dry agent fire extinguishers needed for IT equipment – BRIM has requested these. Discharges as a vapor causing no cold or static shock and no impairment of the operator’s vision. This “CLEAN” agent quickly penetrates difficult to see and hard to reach areas and leaves no residue.
- We have requested IT to explore what speakers will operate with our phone system in common areas and exterior areas of our buildings. Once these are identified then we will select one building to test them on and then purchase and install on all buildings on all campuses.
- Allow access to campus specific dialing of our phone paging system to Crisis Management Teams: recommendation from our tabletop exercises.
- Logan County Annexation is another recommendation from our tabletop exercises



Southern
West Virginia Community and Technical College

EMERGENCY
PLAN



SECTION 1

INTRODUCTION

1.1 Importance of Being Prepared

Southern West Virginia Community and Technical College encourages every faculty member, staff member, student, part-time employee and constituent of the College to take emergency preparedness seriously and plan. Pre-planning and training can ensure a faster response to help mitigate any emergency incident, large or small.

1.2 Southern Emergency Response Policy Group

The Emergency Response Policy Group (ERP) will be chaired by the coordinator of emergency preparedness and meet at least twice annually during the academic year. The ERP will assist in guiding the coordinator on the Southern Emergency Response Plan and review the campus and department plans.

1.3 Role of the Coordinator of Emergency Preparedness

The coordinator of emergency preparedness shall ensure an annual review and update of the Southern Emergency Response Plan, and publish the updated plan after consultation with the Emergency Response Policy Group. The revised plan shall be published on the Institution's web page.

The coordinator of emergency preparedness shall offer annual training to the College community on the overall Southern Emergency Response Plan. The training will be provided in accordance with best practices, local, state and federal laws.

1.4 Responsibility of College Departments

As required in section two, all College campuses, and departments shall adopt, update and submit individual plans to the coordinator of emergency preparedness on an annual basis. The template for the campus/department plan shall be provided by coordinator of emergency preparedness, as approved by the Emergency Response Policy Group. An annual publication of those campus/department plans shall be submitted to the Vice President for Finance and Administration and kept on file with the President's Office.

College campuses and/or departments not submitting plans will receive annual reminders to comply and expected to adhere to a basic plan submitted to their department until compliance.

SECTION 2

COLLEGE EMERGENCY RESPONSE PLAN

2.1 Institutional Statement

Southern West Virginia Community and Technical College organizes, coordinates and directs available resources toward an effective response to, and recovery from, emergencies. The effectiveness of this effort is dependent on the development of individual unit plans. The College, therefore, expects departments to develop detailed emergency plans as outlined in this manual. This policy includes a chain of command establishing the authority and responsibilities of campus officials and staff members, and requires that departments designate emergency coordinators with the authority to make modifications in emergency procedures and to commit resources for emergency preparedness, as necessary. This plan is composed of two specific components: The Southern West Virginia Community and Technical College Emergency Response Plan and the Operational Unit Emergency Response Plans.

The Southern West Virginia Community and Technical College Emergency Response Plan establishes and outlines the College's response to an emergency and sets minimum standards for the creation of Operational Unit Emergency Response Plans.

Operational Unit Emergency Response Plans outline campus and department specific responses to an emergency and should exist for each unit of the College. These plans must be designed to promulgate strategies for protecting people and programs and for coordinating recovery efforts to allow for continued operation of the College.

2.1.1 Purpose

The emergency response procedures outlined in this manual are to enhance the protection of lives and property through effective use of College resources. Whenever an emergency affecting the college reaches proportions that cannot be handled by routine measures, the president, or his/her designee(s) may declare a state of emergency, and these contingency guidelines may be implemented. There are two types of emergencies that may result in the implementation of this plan. These are (1) a large-scale disorder, and (2) a large scale natural/man-made disaster.

2.1.2 Scope

These procedures apply to all Southern West Virginia Community and Technical College personnel and buildings and grounds owned and operated by the College, and include those peripheral areas surrounding the College.

2.2 Definitions

2.2.1 Category One Emergency

A Category One event affects only one department of the College and does not require a response beyond the capability of that operational unit working with the appropriate personnel.

2.2.2 Category Two Emergency

A Category Two event requires a coordinated response by multiple operational units of the College. The Emergency Operations Center may be opened.

2.2.3 Category Three Emergency

A Category Three event is catastrophic in scale, affects the community surrounding the College and requires a response beyond the College's internal capabilities. The entire Emergency Management Team mobilizes at the Emergency Operations Center.

2.2.4 Campus Response Units

College campuses, sites and departments may be required to provide direct assistance during an emergency; these campus, sites and departments must develop emergency response plans specific to the areas under their control including the potential request for direct assistance. They are: each campus and site, academics, finance, student services, information technology, and workforce development.

2.2.5 Emergency Operations Center

A physical location at which the Emergency Management Team convenes to establish and carry out strategies and tactics, deploy resources and initiate the recovery process.

2.2.6 Emergency Operations Team

A group of individuals who assess the scope of a potential emergency, incident or situation.

2.2.7 Emergency Operations Team Director

Southern West Virginia Community and Technical College's Vice President for Finance and Administration or designee

2.2.8 Emergency Preparedness Policy Group

Individuals responsible for policy development, implementation and review, and training of College personnel on emergency response planning and implementation. This group is chaired by the Emergency Preparedness Coordinator and consists of the four Directors of Campus Operations, the Vice President for Finance and Administration and Director of Mine Training & Energy Technology.

2.2.9 Evacuation

The process of moving horizontally or vertically in a facility for the purpose of exiting and relocating to a predetermined rally point.

2.2.10 First Responder

Emergency response personnel who are trained to provide initial medical and safety needs during an emergency.

2.2.11 Incident Command

A specific method for coordinating and managing both simple and complex emergency responses by utilizing a top-down command structure.

2.2.12 Lock Down

The process of securing all entrance locations of all campus controlled facilities for the purpose of preventing entry.

2.2.13 Operational Unit

A department, administrative service center or operational entity.

2.2.14 Operational Unit Emergency Response Plan

A document that outlines unit-specific responses to an emergency including direct assistance to other units and business continuity.

2.2.15 Rally Point

A predetermined location outside of a facility for individuals to meet and be accounted for after being evacuated from a facility.

2.2.16 Shelter in Place

The process of moving horizontally or vertically in a facility for the purpose of relocating to the safest location within the facility based on the type of emergency encountered.

2.2.17 Unit Emergency Response Coordinator (Unit Coordinator)

Individual assigned to serve as coordinator of operational unit response plan.

2.2.18 Campus Emergency Response Team Member

Trained individuals within specific department, or college who have designated responsibilities to carry out in an emergency situation.

2.3 Assumptions

The College Emergency Response Plan is predicated on a realistic approach to problems likely to occur on campus during a major emergency or disaster. The following are general guidelines:

- An emergency or a disaster may occur at any time of the day, night, weekend or holiday, and with little or no warning.
- The succession of events in an emergency is not predictable, and therefore, published support and operational plans will serve only as a guide and checklist, and may require field modification in order to meet the requirements of the emergency.
- Disasters may affect residents within geographical proximity to Southern West Virginia Community and Technical College, therefore County Disaster and Emergency Services, State and Federal emergency services may not be immediately available. A delay in off-campus emergency services may be expected (up to 48-72 hours).
- A major emergency may be declared by the Southern West Virginia Community and Technical College president or designee if information indicates that such a condition is developing or is probable.
- Any incident which has the potential for adverse publicity concerning campus resources, and/or instrumentalities of the College should be promptly reported to the College's official spokesperson, the public relations specialist at ext. 7429 and the College president at ext. 7439.

2.4 Types of Emergencies

Response plans shall be developed by the necessary departments for the following emergencies:

- 2.4.1 Tornado
- 2.4.2 Severe Weather/Snow
- 2.4.3 Fire
- 2.4.4 Medical Emergency
- 2.4.5 Utility Failure
- 2.4.6 Gas Leak
- 2.4.7 Violent Criminal Behavior
- 2.4.8 Civil Disturbance or Demonstration
- 2.4.9 Flood
- 2.4.10 Bomb Threat
- 2.4.11 Chemical Spill or Radiation Release
- 2.4.12 Water Contamination
- 2.4.13 Earthquake
- 2.4.14 Explosion on Campus
- 2.4.15 Active Shooter

2.5 Declaration of Campus State of Emergency

The authority to declare a campus state of emergency rests with the Southern West Virginia Community and Technical College president or designee as follows: When conditions are present that meet the definition of a campus major emergency or disaster, the Director(s) of Campus Operations, as required, shall place into immediate effect the appropriate procedures necessary in order to meet the emergency, to safeguard persons and property and to maintain educational facilities. Declaration of a campus state of emergency should be made in consultation with the director of the County Emergency Management Office. The County Emergency Management director can provide Southern West Virginia Community and Technical College with assistance in obtaining outside resources, which will be required to successfully mitigate the human and financial impact of disasters and emergencies.

The Vice President for Finance and Administration shall immediately consult with the Emergency Operations team director regarding the emergency and follow all directions as set forth in this response plan. Only those faculty and staff members who have been assigned emergency resource team duties will be allowed to enter the immediate disaster site.

When declaration of a campus State of Emergency (Category Two or Three Emergency) is made, the College reserves the right to allow only registered students, faculty, staff and affiliates (i.e., persons required by employment) authorized to be present on campus. Those who cannot present proper identification (registration, employee identification card or other I.D.) showing their legitimate business on campus will be asked to leave the campus. Unauthorized persons remaining on campus may be subject to arrest in accordance with applicable West Virginia criminal codes.

2.6 Emergency Contact List

The coordinator of emergency preparedness shall retain updated emergency contact numbers from every Operational Unit Emergency Response Plan. An annual document will be published as an appendix to the Crisis Communication Plan. The Vice President for Finance and Administration will have the latest copy on file for access, with additional copies forwarded to academic division heads, and President's Cabinet.

2.7 Incident Command Posts

When a major emergency occurs, or is imminent, it shall be the responsibility of the Director of Campus Operations to set up and staff an appropriate incident command post. The incident command post will be established in accordance with the guidelines listed by the Federal Emergency Management Agency (FEMA). The incident command post can be either a Field Incident Command Post or a General Incident Command Post:

2.7.1 Field Incident Command Post: If the emergency involves only one building or a small part of a campus a Field Incident Command Post will be established as near to the emergency as reasonably possible.

2.7.2 General Incident Command Post: If the emergency involves a large part of the campus, the Command Post is to be established in the Board of Governors conference room. If that site is unavailable, then the command post will be established and the location announced.

2.7.3 Emergency Operations Center: Upon activation by the Emergency Operations Team director or their designee, the operation team will meet in a location announced.

2.7.4 Emergency Operations Team

The Emergency Operations Team shall be directed by the Vice president for Finance and Administration or designee. The team shall consist of the following individuals or their designee:

- President
- Vice president for Academic and Student Services
- Vice president for Finance and Administration
- Vice president for Workforce Development
- Chief Information Officer
- Public Relations Specialist
- Director of Human Resources

2.8 Campus Response Units

Campuses and units shall develop emergency response plans that promulgate the procedures for protecting life and property. These plans must be in response to the types of emergencies identified in the College Emergency Response Plan. These plans shall include sections on preparedness, implementation and recovery. A copy of the plans shall be kept at the President's Office. Those campus and units are as follows:

- Logan Campus
- Williamson Campus
- Boone Campus
- Lincoln Site
- Wyoming/McDowell Campus
- Office of Public Relations
- Academic Affairs and Student Services
- Purchasing Services
- Finance and Administration
- Workforce Development and Mine Training and Energy Technology
- Information Resources
- Human Resources Management and Development

2.9 Emergency Response Plan Coordinators

As directed by the Southern West Virginia Community and Technical College Emergency Response Plan, each campus will have a designated **emergency response plan coordinator** (director of campus operations), who should be a full-time member of the College, and who is familiar with the buildings on the campus, and the physical layout of the facility. For notification purposes, a primary and secondary person should be identified. The specific duties are as follows:

- Coordinate emergency training for all team members.
- Maintain copies of Operational Unit Emergency Response Plans and ensure periodic updates.
- Collect necessary paperwork
- Conduct drills.
- Maintain emergency equipment for their designated area.

2.9.1 Operational Unit Coordinators

As directed by the Southern West Virginia Community and Technical College Emergency Response Plan, each department will have a designated operational unit coordinator, who should be a full-time member of the College, and who is familiar with his/her specific department, and the physical layout of the department. For notification purposes, a primary and secondary person should be identified. The specific duties are as follows:

- Coordinate departmental efforts in drafting the operational unit plan.
- Coordinate emergency training and communications for all department members.

- Maintain copies of Operational Unit Emergency Response Plan and ensure periodic updates.
- Maintain emergency equipment for their department.

2.9.2 Operational Unit Emergency Response Plan

The individual administrator over each of the Campus Response Units are responsible for ensuring their areas have current emergency plans in place, and that all individuals within their respective area, including faculty, staff and students, are familiar with emergency procedures and contacts. As directed by the president, as part of their plans, directors are responsible for assigning emergency preparedness and response duties to the appropriate faculty or staff member. All Operational Unit Emergency Response Plans must be kept current and must be updated as faculty, staff, and programs change. Plans should be available in both hard copy and electronic formats. Members of the Emergency Preparedness Policy Group will assist in developing and training those assigned emergency preparedness and response duties. The Operational Unit Emergency Response Plan will include:

- Listing of employees with contact information
- Location of individual rally points
- Evacuation procedures and routes
- Area checklists and reporting instructions
- Evacuation plans for students with disabilities
- Phone tree information for contacting key individuals within an Operational Unit
- Listing of mission critical resources
- Listing of hazardous materials
- Listing of specific duties and responsibilities of employees:
 - Assist in evacuation/shelter-in-place procedures
 - Conduct cursory search of area

2.10 Importance of Crisis Communication

A critical aspect of an organization's strength is its ability to communicate effectively in an emergency. This requires thoughtful proactive planning, which lays out the fundamental structure and systems for external and internal response to a wide variety of events and conditions. Since all possible scenarios cannot be planned for in detail, a well-developed plan requires detailing of responsibilities, procedures, and action plans that address general categories of emergencies and crises.

The responsibility of the public relations specialist is to ensure all departments and appropriate staffs are informed of media procedures. This will be critical to successful implementation of the plan in the event of an emergency. Effective response will also depend on the following:

- Timely response to media requests
- Effective utilization of available resources, both internal and external
- Clear definition of roles and responsibilities of individual staff members and departments
- Carefully planned communications with all interested parties
- A relationship with media organizations that fosters their playing a supportive role in our communication efforts
- Periodic re-evaluation and update of this plan to incorporate administrative and organizational changes, as well as other changes which need to be considered in the plan, such as new buildings systems, new types of labs, etc.

CRISIS COMMUNICATION PLAN

3.1 Institutional Statement

A variety of crises necessitate the implementation of a communication plan. A crisis is broadly defined as a situation that affects or threatens to dramatically affect the lives, health and property of the campus community or which may adversely impact the operation, reputation or normal activities of the College. Careful preparation, planning and complete honesty may reduce the tarnishing effects of a crisis.

3.2 Formation of Emergency Operations Team

For all crisis situations, the Emergency Coordinator is the first contact and assumes responsibility for notifying the Emergency Operations Team (EOT), calling them together.

3.2.1 Emergency Operations Team (EOT) Members include:

- President
- Vice president for Academics and Student Affairs
- Vice president for Finance and Administration
- Director for Campus Operations
- Director for Student Services
- Director of Media
- Public Relations Specialist
- Human Resources Director

Individuals who work in areas affected by the crisis may also be asked to serve on the Emergency Operations Team.

Once convened, the Emergency Operations Team will complete the initial Crisis Assessment Checklist and develop a communication plan for the public relations staff to execute.

3.3 Incident Management Meeting Locations/Assignments

Working locations may be required during a crisis. This plan recognizes that no two critical incidents are the same and discretion is left with the Emergency Coordinator, Campus Director, to determine how many locations/assignments are needed.

3.3.1 EOT Command Center

Where: Logan Campus Board of Governors Conference Room

Who reports: EOT

Assignments: Develop strategies, course of action, and statement for media and the public.

3.3.2 Scene of Emergency

Where: Scene of Emergency

Who Reports: Public Relations Specialist, Campus Director

Assignments: Gather information and report back to EOT. Handle any media on location.

3.3.3 Media Work Center

Where: Off site location for media to gather to receive updates on situation. Each campus will have designated site.

Who Reports: Public Relations Specialist

Assignments: Present situation updates.

3.4 Communication Methods

The following communication methods may be used in a crisis situation to relay critical information to our target audiences. The content for all messages will be determined by the Emergency Operations Team or Public Relations Specialist, if the team has not yet assembled.

3.4.1 Southern Alert System

Delivers voice and text message alerts to email, home, cell and/or work phones. Messages can be sent to email addresses only or all devices.

3.4.2 Southern Website

Messages about the crisis situation may be posted on the homepage www.southernwv.edu in two locations – under top-level navigation and under “news.”

3.4.3 All-Campus Email Messages

Reach Southern email addresses and can be sent to the following groups: Everyone, faculty, staff or students.

3.4.4 Campus Operator Messages

Can be recorded on the main campus phone line.

3.4.5 Crisis Information Line

Messages may be recorded on the crisis information line by public relations staff. This number may be included in emails, media statements and on the Southern website.

3.4.6 Local Media

The local media may be utilized to communicate information to Southern’s neighbors and the community. A strategy for approaching the media will be determined by the Emergency Operations Team. Any information released to the media will be monitored by the PR staff and quickly corrected when errors are made.

3.5 Guiding Principles for Crisis Communications

In a crisis, Southern West Virginia Community and Technical College will endure by reacting quickly, showing compassion and taking responsibility.

3.5.1 Tell the Truth, the Whole Truth and Nothing but the Truth

Telling the truth is always the right thing to do and the one way to ensure that little to no damage will come to the credibility of the College. Frequently, not telling the truth leads to two major problems:

- The truth will always come out. The exposure of the dishonesty increases the impact of the crisis and causes the individuals and the institution to lose all credibility.
- The rumor mill. Although honest information is the only way to communicate in a crisis situation, official channels of communication do not always tie up loose ends. In these situations, the “rumor mill” often becomes the trusted source for information.

3.5.2 Communicate Quickly

Gather accurate, thorough information and communicate that information as it becomes available. Waiting to go public about a crisis until every detail pertaining to the situation has been investigated could intensify the incident.

3.5.3 Speak with One Voice

In crisis situations, all messages must be 100 percent accurate and consistent. In most cases, the spokesperson should be the person possessing the most direct knowledge of the crisis. The Public Relations Specialist is the only designated spokesperson for the College.

3.6 Aftermath Component

Following any crisis, appropriate action must take place to ensure that members of the college community, and others as necessary, receive needed information and assistance to help bring closure to the crisis as well as relief from the effects of the event. Attention also should be placed on identifying and implementing measures to improve the action plan used during the crisis. Some examples include:

- A public meeting should be scheduled to communicate details of the incident and events to all interested members of the university. The timeliness of this meeting is critical.
- Immediately following a crisis, it is imperative that the college be sensitive to the needs of faculty, staff, students and guests who may have been personally affected by the disaster. Messages may be sent to provide comfort to the campus community.
- Depending upon the nature of the crisis, services and assistance may have been rendered by agencies, companies and/or individuals from outside the college. The Public Relations Specialist should ensure that applicable follow-up information is forwarded to appropriate persons, as well as thank you letters
- The Emergency Operations Team shall meet within days following a crisis to review the actions taken and determine the effectiveness and efficiency of the response.

SECTION 4

PANDEMIC EMERGENCY PLAN

4.1 Pandemic Policy and Protocols

Definition of pandemic incident for purposes of this policy will be the severe outbreak of a virus that affects a significant population of Southern staff, faculty and/or students. Common viruses and pandemic events could include:

- Influenza: *"An influenza pandemic (or global epidemic) occurs when a new influenza virus subtype appears, against which no one is immune. This may result in several simultaneous epidemics worldwide with high numbers of cases and deaths."*¹
- Noroviruses: *"a group of related, single-stranded, nonenveloped viruses that cause acute gastroenteritis in humans."*²

It's crucial to be able to make clear and timely decisions, essential to know who is in charge of specific activities and how those roles might change if a limited outbreak changes into a small pandemic. Southern recognizes that this level of preparedness requires a high level of cooperation and commitment from all areas within the college.

The general expectation is that administrators and appropriate staff at Southern will work to ensure the safety of our campus population and take necessary steps to mitigate risks associated with the spread of any known virus.

Declaration of a campus pandemic emergency shall be the decision of the college president upon recommendations of the president's cabinet.

4.2 Leadership and Incident Command of a pandemic outbreak on campus:

To ensure continuity of planning, medical services, and mitigation Southern recognizes that leadership roles will need to be defined in the case of a pandemic outbreak on campus. The president of the college shall have final decision authority, but will rely on the following administrators in a unified command to facilitate operational decisions:

- Campus Incident Command: Vice President for Academic Affairs/Student Support (VP AA/SS)
- Faculty: Campus Division Heads
- Staff: Director of Human Resources
- Students: Director of Enrollment
- Visitors: Director of Campus Operations
- Campus Operations: Director of Campus Operations
- Communication: Director of Public Relations

¹ World Health Organization: WHO Checklist for Influenza pandemic preparedness planning, 2005.

² CDC: Center for Disease Control and Prevention, 2009.

4.2.1 **Incident Commander**, the VP AA/SS will assume incident command and report directly to the college president during a declared campus pandemic emergency. He or She will oversee a unified command in making appropriate decisions which will consist of the Provost, Director of HR, Director of Enrollment, Director of Campus Operations, and the Director of Public Relations.

4.2.2 **Faculty**, the campus division head will brief and work with the vice-president of AA/SS on all matters related to faculty and academic affairs during a declared campus pandemic emergency.

4.2.3 **Staff**, the director of human resources will brief and work with the vice-president of AA/SS on all matters related to employment, to include:

- College employment matters including mass sick time use;
- Workman's compensation claims and;
- Any additional employment matters related to a declared pandemic incident.

4.2.4 **Students**, the director of enrollment will oversee all matter related to student health during a declared pandemic emergency.

4.2.5 **Visitors**, the director of campus operations will oversee all matters related to outside conference events drawing attendance to the college;

- Will work with public relations in communicating visitor health safety issues to the community, including cancellation of any planned event;
- Any communication shall be in accordance with the campus emergency plan.

4.2.6 **Campus Operations**, the director of campus operations will oversee facility, safety, and housekeeping matters related to a pandemic incident, to include:

- General housekeeping and sanitation matters throughout the college;
- Supervising the crisis team on security issues pertaining to a pandemic incident on campus.
- Identifying contract services for maintenance, housekeeping, or police services in the case of mass sick time due to illness in any of these divisions.

4.2.7 **Communications**, the director of public relations will oversee matters related to:

- Campus-wide communications;
- Web announcements on pandemic emergencies, and;
- All media inquiries on pandemic emergencies.

4.3 Assumptions/Stakeholders

Southern has a pandemic plan/protocol, complimentary to the Campus Emergency Response Plan due to the complexity of this type of medical crisis. Components of this plan are meant to be consistent with local, state, and federal pandemic response plans/protocols.

Basic assumptions should include, but not be limited to the following:

- An influenza pandemic will occur simultaneously in communities throughout West Virginia and across the United States;
- Coordination with the county health department and local emergency manager;
- There may be a delay or shortage of vaccine and antiviral medications;
- A large percentage of the college work force may be too ill to report to work, compromising critical operations for the college;
- Supplies and equipment may be in short supply, or on back-order;
- A pandemic event may be too large for Southern to expend resources on and require assistance from local, state or federal agencies.

4.4 Action Steps during a Pandemic Emergency

Southern shall take the following actions during a declared pandemic emergency to ensure the health and safety of students, faculty, staff, and visitors to campus:

4.4.1 Communication

Advise sick students, faculty, and staff to stay at home until at least 24 hours after they no longer have a fever (100.4 degree Fahrenheit) or signs of a fever (chills, feel very warm, flushed appearance, or sweating). This should be determined without the use of fever-reducing medications.

Additional communication should be considered for the following:

- Students, faculty and staff with a higher risk of getting the flu should consider getting early treatment with antiviral medications.
- Discourage sick members of the public from attending institutional sponsored events until they are fever free for at least 24 hours.
- Encourage students, faculty, staff, and visitors to cover their mouth and nose.

4.4.2 Contact with students who are identified as sick

Southern will devote a reasonable amount of resources to maintaining contact with students who are identified as sick with flu-like symptoms.

4.4.3 Cleaning procedures

Southern will establish regular schedules for cleaning of restrooms, surfaces and items that are likely to have frequent hand contact such as desks, door knobs, keyboards, or counters.

Additional responsibilities for Director of Campus Operations:

- Maintain adequate supply of hand sanitizer stations throughout campus for use, locations to be determined by the vice president of finance and administration.
- Work to ensure all housekeeping staff is equipped with adequate PPE (Personal Protection Equipment) and trained in its use.
- Oversee storage and disposal of medical and non-medical wastes throughout campus.
- Consult a third party vendor for contacted housekeeping in case of staff contacting flu-like symptoms, causing widespread absences.

SECTION 5

CRISIS ASSESSMENT CHECKLIST

5.1 Ready to Assess

The Crisis Assessment Checklist is designed to be used as a planning tool. Southern West Virginia Community and Technical College recognizes that some critical incidents are fast paced and ever changing. Use of this checklist should primarily be used as a training tool, but can work well if the Emergency Operations Team (EOT) has support in a command post during the incident.

Consideration	
What is the subject matter of the crisis?	
Who identified the situation?	
When was the situation reported?	
Has the event resulted in death or significant loss to the College?	
What manner has the lost occurred?	
What probable cause exists?	
What containment has been done?	
Who should we notify and communicate with about the current crisis?	
Has the College received any media inquires, who, how many, and what was relayed?	
Should campus safety plans (i.e., secure facilities, shelter in place) be activated?	

What legal and ethical issues exist?	
Who is our spokesperson?	
What is the plan for assisting those affected by the crisis?	

SECTION 6

Southern ALERTS

6.1 Southern Alert

In the event of a campus emergency, Southern West Virginia Community and Technical College will activate the emergency notification tool, Southern Alerts. This system gives Southern’s administrators the ability to reach students, faculty and staff on and off campus via text messages, voice and email alerts.

6.1.1 Helpful tips for entering your contact information

Southern ALERTS is an emergency notification system that will be used by Southern to notify faculty/staff, students and other constituents of emergency situations that are occurring on one or all of our campuses or sites providing instructions for actions you should take. All emergency alerts will automatically be sent to:

- Every Southern provided email address (@southernwv.edu)
- Every Southern office or classroom phone
- Southern’s [website](#)
- Southern's [Facebook page](#)
- Southern's [Twitter feed](#)
- A pop-up window on every Southern owned desktop/laptop computer on the Southern network

In addition, you may also sign up to have alerts delivered via email to:

- Any personal email address
- Text messages sent to any cell phone numbers you provide
- Voice calls made to any voice phone number you provide

You may sign up at the [Southern ALERTS portal page](#) by going this web site:

<https://southernwv.bbcportal.com/>.

Go to this web site, <http://www.southernwv.edu/?q=node/12781>, to watch a short video showing you how to sign up. As you sign up, be aware that if you use your @southernwv.edu email address as the

username, you will receive two emails at that address whenever an emergency alert is sent. You may prefer to use a personal email address as the username for this Southern ALERTS account to avoid receiving duplicate emails.

6.2 Frequently Asked Questions

pending

SECTION 7

BEING PREPARED

7.1 Types of Emergencies to be Prepared for on Campus

Being prepared is essential to mitigate or recover from a crisis hitting Southern West Virginia Community and Technical College. The types of emergencies that campuses, sites and departments/divisions should be prepared for are the following:

7.2 Tornado

7.2.1 *Tornado Watch:* A tornado watch indicates that weather conditions are such that a tornado could form. Normal activities may be continued, but alertness should be maintained for possible threatening conditions.

7.2.2 *Tornado Warning:* A tornado warning indicates that a tornado has been sighted and that all persons should seek appropriate shelter immediately.

7.2.3 *Procedures:* In the event of a tornado warning, employees, students and guests should shelter in place and follow your campus emergency plan.

In the event any part of the campus is struck by a tornado:

- The Director of Campus Operations will immediately implement the incident command system.
- Protect money by locking all registers and safes.
- Lock all areas that have money.

If the Incident Command Center is set up, a representative from the maintenance staff will report to the incident command to facilitate any questions concerning the incident from emergency response teams.

The Director of Campus Operations will notify all outside emergency services needed such as ambulance, fire department, etc.

7.3 Severe Weather

In the event of a threat of severe weather:

- The Director of Campus Operations will monitor the progress of the severe weather.
- Test of the emergency generators and fluid levels are conducted on a regular basis, if applicable.
- Check all HVAC units to make sure that all access panels are secure
- Check all first aid kits to make sure they are supplied.
- Ensure all roof drains are free and clear of debris.
- Review evacuation procedures.

In the event severe weather is detected on campus:

- Close and lock all cash registers.
- Close and lock all areas containing money including safes.

- Shut down all computers and electrical equipment that might be damaged.
- Evacuate the building if the safety of the faculty/staff, students and visitors are threatened.
- The decision to evacuate a building will be announced by the Director of Campus Operations.
- Meet at a predetermined location away from the building.
- Check all areas of the building to make sure everyone is evacuated

In the event of property damage resulting from severe weather:

- The Director of Campus Operations will establish control of security around the affected area.
- Only authorized persons may enter the area after it is declared safe to enter.

If the roof is leaking:

- Cover with plastic any property that may be damaged
- Place trash cans under leaking areas
- Elevate property off the floor to at least 12 inches
- Rope off damaged areas.
- *If there is water in the building:*
- Notify the Director of Campus Operations
- Building services will be notified to facilitate cleanup of the area
- Document all expenses

7.4 Fire Incidents

In all cases of fire, 911 must be notified immediately!

- Dial 911 immediately
- During a fire alarm in any building, you are required to evacuate immediately.
- If you become trapped in the public area of a building during a fire, find a room, preferably with a window available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your locations.
- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, take your shoes, clothing and room key and go to the nearest exit. (Shout and pound on doors as you leave.)
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area and know how to use them.
- If a minor fire appears controllable immediately contact 911 (they will notify the fire department). Then promptly direct the charge of the fire extinguisher toward the base of the flame.
- If an emergency exists, notify 911 and activate the building alarm. Caution, the building alarm only rings in some buildings— you must also report the fire by phone.
- On large fires that do not appear controllable, immediately notify 911 (they will notify the fire department). Then evacuate all rooms, closing all doors to confine the fires and reduce oxygen - Do not lock doors!

- Protect money by closing and locking all registers and safes (if time permits).
- Lock all areas that have money (if time permits).
- When the building evacuation alarm is sounded to signal that an emergency exists, walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building! Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus emergency command post may be set up near the emergency site. Keep clear of the command post unless you have official business.
- Do not return to an evacuated building unless told to do so by a college official.

7.5 Medical Emergency

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, describe the nature and severity of the medical problem and the campus location of the victim. In case of minor injury or illness, provide first aid care. Only trained personnel should provide first aid treatment (i.e., first aid, CPR).
- Keep the victim still and comfortable.
- Ask the victim, “are you ok?” and “what is wrong?”
- Check breathing and give CPR if necessary and you are trained.
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical I.D., question witness(es) and give all information to the paramedics.

7.6 Utility Failure

In the event of a major utility failure:

- Immediately dial 911.
- If an emergency exists, activate the building alarm. Caution: The building alarm may be local, therefore it may ring only in the building, and you must also report the emergency by telephone.
- All building evacuation will occur when an alarm sounds continuously and/or when an emergency exists.
- Assist the disabled in exiting the building! Remember that the elevators are reserved for disabled persons.
- Do not use elevators in case of fire.
- Once outside move to a clear area at least 500 feet away from the affected building(s). Keep the walkways, fire lanes and hydrants clear for emergency crews.
- If requested, assist the emergency crews as necessary.

- A campus Emergency Command Post may be set up near the emergency site. Keep clear of the command post unless you have official business.
- If you are trapped in the elevator, use the emergency phone to notify the emergency services. If the emergency phone does not work, turn on the alarm. Remain calm.
- Do not return to an evacuated building unless told to do so by a College official.

7.7 Gas Leak

In the event of a gas leak:

- Immediately dial 911.
- Evacuate the building if the safety of faculty, staff and students is threatened.
- Open doors to promote cross-ventilation
- The Campus Crisis Management Team will establish a safe perimeter. All persons except those needing to enter will be restricted.
- The emergency response team representative will stand by to answer any questions the fire department may have.
- Do not return to the building unless a college official gives an all clear.

7.8 Violent or Criminal Behavior

In the event of violent or criminal behavior

- Immediately dial 911 and report the following to the dispatch operator.
 - Nature of the incident
 - Location of the incident
 - Description of person(s) involved
 - Description of property involved
 - Any weapons involved
 - Welfare of the person
 - Report suspicious situations or persons to Director of Campus Operations

Assist the officers when they arrive by supplying them with all additional information and ask others to cooperate.

Should gunfire or discharged explosives hazard the campus, you should take cover immediately using all available concealment. After the disturbance, seek emergency first aid if necessary.

7.8.1 What to do if taken hostage:

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions, be alert and stay alive. The captor is emotionally imbalanced. Don't make mistakes, which could negatively impact your well being.

- Don't speak unless spoken to and then only when necessary. Don't talk down to the captor who may be in an agitated state. Avoid appearing hostile. Maintain eye contact with the captor at all times if possible, but do not stare. Treat that captor like royalty.
- Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected.
- Be observant. You may be released or escape. The personal safety of others may depend on your memory.
- Be prepared to answer questions from the police on the phone. Be patient, wait. If medications, first aid, or rest room privileges are needed by anyone, say so.

The captors in all probability do not want to harm persons held by them. Such direct action further implicates the captor in additional offenses.

7.9 Civil Disturbance or Demonstration

In the event that a demonstration blocks access to college facilities or interferes with the operations of the college:

- Demonstrators will be asked to terminate the disruptive activity by the vice president of Academic Affairs and Student Services or his/her designate.
- The vice president of Academic Affairs and Student Services or his/her designate will go to the area and ask the demonstrators to leave or to discontinue the disruptive activities.
- If the demonstrators persist in the disruptive activity, they will be apprised that failure to discontinue the specified action within a determined length of time may result in disciplinary action including suspension or expulsion and possible intervention by civil authorities.
- Efforts should be made to secure positive identification of demonstrators in violation to facilitate later testimony, including photographs if deemed advisable.
- After consultation with the president, the vice president of Academic Affairs and Student Services and the director of campus operations, the need for an injunction and intervention from civil authorities will be determined.

7.9.1 VIOLENT, DISRUPTIVE DEMONSTRATIONS

In the event that a violent demonstration in which injury to persons or property occurs or appears eminent:

During Regular Business Hours

- In coordination with the vice president of Academic Affairs and Student Services, the director of campus operations will contact the local police.
- If advisable, the vice president of Academic Affairs and Student Affairs will alert the director of Media who will then call a photographer to report to an advantageous location for photographing the demonstrators.
- The president in consultation with the vice president of Academic Affairs and Student Services and vice president of Finance and Administration, will determine the possible need for an injunction.
- The Director of Campus Operations will communicate with the local law enforcement agencies as needed.

After Business Hours

- Immediately notify the Director of Campus Operations of any disturbance.
- The Director of Campus Operations will investigate the disruption and notify the vice president of Academic Affairs and Student Services.

The Vice President of Academic Affairs and Student Services will:

- Report the circumstances to the president
- Notify key administrators

Media Relations will:

- Arrange for a photographer
- Handle any media issues

The Director of Campus Operations will,

- Set up an incident command center
- Engage the EOC
- If necessary, contact the local law enforcement

7.10 Flood

In the event of a threat of flood:

- Elevate all property at least two feet off the floor.
- The Director of Campus Operations will monitor the weather alerts
- The maintenance staff will be notified, and a representative will report to the incident commander

In the event of a flood on Southern West Virginia Community and Technical College property:

- Review water contamination procedures
- Make sure that all property is elevated above forecasted flood level

Review evacuation procedures:

- Evacuate a building if the safety of the faculty/staff, students and visitors is at risk
- The Director of Campus Operations will be responsible for announcing an evacuation
- Check all areas of the building to make sure the building is evacuated
- Protect money/property if it doesn't threaten anyone's safety
- Close and lock all cash registers
- Lock all areas that have money
- Meet at a predetermined location outside the building

If there is any property damage as a result of the flood: Enter the building with caution. Snakes and other animals may have entered the building. Be sure that appropriate personal protective equipment is provided and worn.

- Inspect the building to assess damage and report to the EOC
- Document all expenses
- Make sure all damages are noted

7.11 Bomb Threat

In the event of a bomb threat:

- DO NOT HANDLE THE OBJECT!
- Clear the area and immediately call 911.

Any person receiving a telephone call bomb threat should ask the caller:

- When is the bomb going to explode?
- Where is the bomb located?
- What kind of bomb is it?
- What does it look like?
- Why did you place the bomb?

Keep talking to the caller and record the following:

- Time of call
- Age and sex of caller
- Speech pattern, accent, possible nationality, etc.
- Emotional state of the caller
- Background noise

IMMEDIATELY notify the local law enforcement at 911 and report the incident.

- The director of campus operations will evacuate the building and or campus.
- The local law enforcement officers will conduct a detailed search. Employees are requested to make a cursory inspection of their area for suspicious objects and to report the location to the Director of Campus Operations. **DO NOT TOUCH THE OBJECT!** Do not open drawers, cabinets or turn lights on or off.
- Assist the disabled person in exiting the building! Remember that elevators are reserved for disabled persons. Do not use elevators in case of fire. Do not panic.
- Once outside, move to a clear area at least 500 feet away from the affected area. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- **DO NOT RETURN TO AN EVACUATED BUILDING** unless told to do so by a College official.

The incident commander on the scene will notify the local enforcement agencies of the situation.

7.12 Chemical Spill or Radiation Release

In the event of a chemical spill or radiation release:

Immediately report the incident to 911 and give the location, material(s) involved and the extent of any injuries.

- Activate the building alarm. Caution: The building alarm may be a local alarm and therefore might ring only in the building; you must also report the emergency by telephone.
- Evacuate the building and leave clear access for arriving emergency personnel.
- Assist the disabled in exiting the building! Remember that elevators are reserved for the disabled person's use. Do not use elevators in case of fire.

- If requested, assist emergency crews as necessary.
- A campus Emergency Command Post may be set up near the emergency site.
- Keep clear of the command post unless you have official business.
- Do not return to an evacuated building unless told to do so by a College official.

7.13 Water Contamination

In the event the local water department or Health Board has declared a “contaminated water” condition:

- Contact the Director of Campus Operations so that the proper notifications can be made
- Wear disposable gloves at all times
- Wash dishes and cooking utensils in heated bottled water
- Use bottled water for drinking and cooking

7.14 Earthquake

If indoors, seek refuge in a doorway or under a desk or table. Stay away from glass windows, shelves, and heavy equipment.

- If outdoors, move quickly away from buildings, utility poles and other structures.
Caution: Always avoid power or utility lines as they may be energized.
- If in an automobile, stop in the safest place available, preferably away from power lines and trees. Stop as quickly as safety permits, but stay in the vehicle for shelter it offers.
- After the initial shock, evaluate the situation and if emergency help is necessary call 911.
- Protect all money by locking registers and safes. Lock all areas that have money.
- If an emergency exists, activate the building alarm. Caution: The building alarm rings in some building - you must also report the emergency by telephone.
- When the building evacuation alarm is sounded walk to the nearest marked exit and ask others to do the same.
- Assist the disabled in exiting the building! Remember that elevators are reserved for disabled person use. Do not use elevators in case of fire. Do not panic.
- Damaged facilities should be reported to the Vice President of Finance and Administration.
- Once outside move to a clear area at least 500 feet away from the affected buildings(s).
Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building unless told to do so by a College official.

7.15 Explosion on Campus Including Aircraft Down

In the event of an explosion or a downed aircraft (crash) on campus:

- Immediately take cover under tables, desks and other objects, which will give protection from falling glass or debris.

After the effects of the explosion and/or fire have subsided notify 911. Give your name and describe the location and nature of the emergency.

- If necessary, or when directed to do so, activate the building alarm. Caution: The building alarm rings only in some building - you must also report the emergency by telephone.
- When the building evacuations alarm is sounded or when told to leave by College officials walk quickly to the nearest marked exit and ask others to do the same.

- Assist the disabled in exiting the building! Remember that elevators are reserved for disabled persons. Do not use elevators in case of fire.
- Once outside move to a clear area that is at least 500 feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary.
- A campus Emergency Command Post may be set up near the disaster site. Keep clear of the command post unless you have official business.

If an incident command post is established, a representative from Maintenance will report to the incident commander to help facilitate with any questions from the emergency response teams.

Do not return to an evacuated building unless told to do so by a university official.

7.16 Active Shooter

7.16.1 Introduction

An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases active shooters use firearm(s) and there is no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement resources to stop the shooting and mitigate harm to innocent victims. This document provides guidance to faculty, staff, and students who may be caught in an active shooter situation, and describes what to expect from responding police officers.

7.16.2 Guidance to faculty, staff and students

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you find yourself involved in an active shooter situation, try to remain calm and use these guidelines to help you plan a strategy for survival.

- Be aware of your surroundings.
- Become attuned to your education and work environment.
- Predetermined mindset will help you take rapid and effective action.

7.16.3 If an active shooter is outside your building Proceed to a room that can be locked, close and lock all the windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room. One person in the room should call 911, advise the dispatcher of what is taking place, and inform him/her of your location; remain in place until the police, or a campus administrator known to you, gives the “all clear.” Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

7.16.4 If an active shooter is in the same building

Determine if the room you are in can be locked and if so, follow the same procedure described in the previous paragraph. If your room can’t be locked, determine if there is a nearby location that can be reached safely and secured, or if you can safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below.

7.16.5 If an active shooter enters your office or classroom

Try to remain calm. Call 911, if possible, and alert police to the shooter's location; if you can't speak, leave the line open so the dispatcher can listen to what's taking place. Normally the location of a 911 call can be determined without speaking. If there is absolutely no opportunity for escape or hiding, it might not be possible to negotiate with an active shooter; attempting to overpower the shooter with force should be considered, after all other options have been exhausted. If the shooter leaves the area, proceed immediately to a safe place and do not touch anything that was in the vicinity of the shooter.

No matter what the circumstances, if you decide to flee during an active shooting situation, make sure you have an escape route and plan in mind. Do not attempt to carry anything while fleeing; move quickly, keep your hands visible, and follow the instructions of any police officers you may encounter. Do not attempt to remove injured people; instead, leave wounded victims where they are and notify authorities of their location as soon as possible. Do not try to drive off campus until advised it is safe to do so by police or campus administrators.

7.16.6 What to expect from responding police officers

Police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers will normally be in teams of four (4); they may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vests, helmets, and other tactical equipment. The officers may be armed with rifles, shotguns, or handguns, and might be using pepper spray or tear gas to control the situation. Regardless of how they appear, remain calm, do as the officers tell you, and do not be afraid of them. Put down any bags or packages you may be carrying and keep your hands visible at all times; if you know where the shooter is, tell the officers. The first officers to arrive will not stop to aid injured people; rescue teams composed of other officers and emergency medical personnel will follow the first officers into secured areas to treat and remove injured persons. Keep in mind that even once you have escaped to a safer location, the entire area is still a crime scene; police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned. Until you are released, remain at whatever assembly point authorities designate.

7.16.7 Training

The Emergency Preparedness Coordinator and the directors of campus operations will offer information, training and conduct drills to better prepare you for an emergency.

SECTION 8

ADVERSE WEATHER POLICY

8.1 Background

Weather-related road conditions sometimes necessitate that the College consider delaying opening, canceling classes, closing or remaining open one or more campus. This decision is made by the vice president for academic affairs and student services based upon input from the directors of campus operations.

When the campus remains open during adverse weather, employees must use their best judgment when it comes to commuting to and from the workplace. They should not endanger themselves nor ignore the statements of local officials about traveling during adverse weather. Staff and faculty should make every effort to notify their supervisor if they cannot get to work or plan to leave early.

If the decision is to delay, cancel classes or close, that information is communicated immediately to the campus community through local radio and television stations, the www.southernwv.edu homepage, and email to southern.edu addresses.

8.2 Explanation of Delays, Canceled Classes and Closings

8.2.1 Classes canceled: Classes are canceled for the morning, afternoon, evening or the entire day, but the College campuses remain open. In the event of inclement weather, staff and faculty should use their best judgment when it comes to commuting to and from the workplace, and make every effort to notify their supervisor if they cannot get to work or plan to leave early.

8.2.3 Closed: The College is closed, classes are canceled for the day and only “critical staff” should report to work.

Southern
ALERTS
NOTIFICATION SYSTEM

Get Alerts wherever you are
for Emergencies and Weather

Opt in to get notifications on:

- Email
- Mobile Phone
- Text Messaging
- Social Media and RSS

Opt In Here:

<http://alerts.southernwv.edu>



Southern West Virginia Community and Technical College
Class Syllabus Attachment

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the emergency evacuation route or shelter. If a College official orders us to evacuate the classroom or building, proceed in an orderly manner to your emergency assembly area. Campus Crisis Management Team members will be wearing a red or yellow vest. Please follow their directions.

Emergency Notification Procedures

- **Dial 9,911** from all campus phones to activate emergency services.
- **Dial 707 (SOS)** from all campus phones to notify college personnel of an emergency.
- Southern's Emergency Flip Chart should be periodically reviewed and referenced for all emergencies. These are located near all campus phones.
- Become familiar with Southern's Emergency Plan which can be found on the web by clicking on the Emergency Plan link (<http://southernwv.edu/?q=page/emergency>) on the bottom of the home page. You can also view a video describing our emergency procedures.
- **Fire alarms** mean to immediately evacuate the building and proceed to your emergency assembly area. Do not stand near any exit or in the path of a responding emergency vehicle.
- An **all hazard warning** via our phone paging system will provide you with the appropriate emergency response.
- **Shelter in place** means seeking immediate shelter inside the building. This course of action may need to be taken during a weather emergency, a natural disaster, a release of hazardous chemicals in the outside air, or a civil disturbance.
- If there is a **disturbance or active shooter** and you are directed to exit, leave all your belongings behind, keep your hands above your head with nothing in them. Classroom doors can be locked from the inside if you decide it is not safe to evacuate. Turn off the lights, close the blinds and move away from exposed areas.
- Enroll in **Southern Alerts** to receive notifications of emergencies at Southern. You can choose to be contacted by an email, other than your Southern email, mobile phone, text messaging and/or by social media. Enroll on the link (<https://southernwv.bbcportal.com>) found on Southern's homepage, <http://southernwv.edu>.
- Follow Southern on Facebook and/or Twitter for announcements.

Inclement Weather

Unusual situations, such as severe weather, may require that Southern delay, cancel classes or close the institution. Announcements regarding such delays, cancellations or closings will be posted on the college web site, recorded on the toll free Weather Line and announced through selected local media, including radio and television stations, as well as social media. Students are individually responsible for decisions regarding travel safety. Students should notify the instructors in advance of an expected absence due to inclement weather.

Weatherline: 1-866-SWVCTC1 EXT: SNOW

In the case of inclement weather, below is a list defining class times:

Morning classes - 8 a.m. to 11:59 a.m. start times

Afternoon classes - 12 p.m. to 4:59 p.m. start times

Evening classes - 5 p.m. to 8 p.m. start times

Updated January 8, 2015

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Nominating Committee Report and Election of 2015-2016 Board Officers

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors elect the slate of Board Officers for fiscal year 2015-2016 as proposed by the Nominating Committee: Thomas Heywood, Chair; Wilma Zigmond, Vice Chair; Glenn Yost, Secretary.

STAFF MEMBER: Glenn T. Yost, Chair
Board of Governors Nominating Committee

BACKGROUND:

The Nominating Committee of the Southern West Virginia Community and Technical College Board of Governors consisting of Glenn Yost, Chair, Jada Hunter, and Mary Nemeth-Pyles convened at 10:30 a.m. on June 10, 2015, to discuss and bring forth a recommendation to the full Board for officers at its June 24, 2015 meeting.

Upon a motion duly made by Mary Nemeth-Pyles and seconded by Jada Hunter, the Nominating Committee unanimously concurred to retain the Board's current officers based upon service and performance, and therefore, recommend the following individuals for the Board of Governors Officers for fiscal year 2015-2016 effective July 1, 2015.

Chair: Tom Heywood
Vice Chair: Wilma Zigmond
Secretary: Glenn Yost

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Appointment and Election of Lay Members to the
2015-2016 Board of Governors Agenda Committee

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
Community and Technical College Board of Governors
elect two lay members to its 2015-2016 Board of
Governors Agenda Committee.

STAFF MEMBER: Thomas Heywood
Board Chair

BACKGROUND:

In accordance with SCP-8600.A, *Board of Governors Operational Guidelines*, 4.3.1: “The agenda for all regular meetings shall be established by an Agenda Committee consisting of the Chairperson, Vice Chairperson, Secretary of the Board of Governors, the College President, a Past Chairperson, and one lay Board member elected in June of each year at the Board’s annual organizational meeting. The Agenda Committee shall meet in person or by telephone conference at an established time prior to the commencement of each regular Board meeting for the purpose of establishing an agenda.”

The Board of Governors needs to elect to its Agenda Committee two lay members one of which must be a past chairperson of the governing board. Past Board chairpersons include Linda Akers, Shelley Huffman, George Kostas, and Terry Sammons.

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 21, 2015
6:00 p.m.
2900 Dempsey Branch Road, Room 428, Building C
Mount Gay, West Virginia and by Teleconference**

DRAFT MINUTES

Board Members Present: Thomas Heywood, Chair; Wilma Zigmond, Vice Chair; Glenn Yost, Secretary (teleconference); Linda Akers, Debbie Dingess, Classified Staff Representative; Brandon Elkins, Student Representative; Shelley Huffman, Jada Hunter, Mary Nemeth-Pyles, Faculty Representative; Terry Sammons

Board Members Absent: George Kostas

College Staff Present: President Joanne Jaeger Tomblin, Samuel Litteral, Allyn Sue Barker, Debra Teachman, Ronald Lemon, Pamela Alderman, Gary Holeman, Melissa Adkins, Sheliah Elkins, Vernon Elkins, Lora Foster, Steven Hall, Eva Hallis, Carol Howerton, Steven Lacek, Guy Lowes, Martha Maynard, Melinda Saunders, Chris Gray, Patricia Miller, Emma Baisden (Recorder).

- 1. Call to Order:**
Chair, Thomas Heywood, declared a quorum present and convened the meeting at 6:15 p.m.
- 2. Call for Public Comments to the Board of Governors**
Chair Heywood announced last call for public sign up for comments to the Board. No signatures were recorded.
- 3. Structured Scheduling Follow-up Report**
Dr. Debra Teachman informed Board members that the Division Heads worked to develop a full morning or evening schedule of classes for Southern's summer and fall terms. This provides students the opportunity to take classes in a structured format. She stated that many community and technical colleges have been scheduling classes in this manner for a long time because students go through programs in cohorts. This is not the case for Southern's transfer courses, however, block scheduling for those courses are under development.
- 4. Student Success Data**
Dr. Pamela Alderman, Director of Institutional Effectiveness, distributed the Spring 2015 Student Success Data report to Board members. She informed the group this report was compiled from information which was provided to her by many persons from within the college. The Student Success indicators found in the report were compiled from data which is reported to the West Virginia Higher Education Policy Commission (HEPC), the Integrated Postsecondary Education Data System (IPEDS), and internal metrics found in the ARGOS database. The information is preliminary for the fall 2014 semester as final reporting to the HEPC and IPEDS does not occur until mid-April annually. Dr. Alderman led Board

members through various comparisons of institutional statistics. The seven data points used for monitoring student success include enrollment, program completion, developmental English courses completion, licensure passage rates, online and hybrid course completion, number of students enrolled in 15 credit hours or more, and the number of veterans/dependents enrolled during the fall 2014 semester. The methodology, narrative interpretation, and analysis were provided for each data point.

5. President's Report:

1. President/First Lady Tomblin informed Board members that the West Virginia Council for Community and Technical College Education approved the Board's request to implement a fee of \$50.00 for the welding program courses, and a reinstatement fee of \$25.00 effective July 1, 2015.
2. Southern's Harmony 365 will present a free concert featuring award-winning songwriter, speaker and writer, David LaMotte, on Wednesday, April 22, 2015. The concert is open to the public and will be conducted in the Savas-Kostas Theater of Southern's Logan Campus beginning at 6:00 p.m. President/First Lady Tomblin invited everyone to attend.
3. Recently President/First Lady Tomblin participated in a meeting with Community and Technical College System Chancellor, James Skidmore, Bridgevalley Community and Technical College's President, Beverly Jo Harris, and representatives of the Governor's Office and Dow Chemical regarding workforce needs. She learned that within the next seven years, Dow officials anticipate that 70 percent of their skilled workforce will retire. Dow representatives plan to continue conversations with Bridgevalley to develop programs to train individuals for these positions. They want to attract individuals from the mining industry which have been laid off from work to retrain for the anticipated positions at Dow.
4. President/First Lady Tomblin informed the Board that she has been cleaning up loose ends by visiting donors of Vision 2020 to secure funds for the Foundation so the College will continue to receive funds for the Major Gifts Campaign after her retirement.
5. President/First Lady Tomblin was recently a guest on WOWK-TV Decision Makers with Bray Carey where she discussed the importance of community colleges to the future economy of West Virginia.
6. The President's Student Circle Brunch was held on April 8, 2015 with students at Southern's Logan Campus. During the meeting, students had an opportunity to share their thoughts about the College with President/First Lady Tomblin.
7. Five Southern students have been named to the Phi Theta Kappa All-West Virginia Academic Team and will be honored and inducted during a ceremony hosted by the West Virginia Council for Community and Technical College Education on April 27,

2015. The induction ceremony will be held in the Governor's Reception Room in the State Capitol Complex in Charleston, West Virginia beginning at 3:00 p.m. Governor Earl Ray Tomblin will be the keynote speaker.

8. Southern's Healthcare Pinning and Commencement Ceremonies are scheduled for May 15 and 16, 2015 respectively. Mr. Gary White, Marshall University Interim President, will be the keynote speaker for the Commencement ceremony. Board of Governors Vice Chair, Wilma Zigmond, will deliver greetings from the Board at both events to be held at the Coalfield Jamboree in Logan.
9. President/First Lady Tomblin provided a Legislative update on bills which impact the College:
 1. HB 2535 - Suicide prevention bill. Requires colleges and universities to develop and implement a policy to advise students and staff of suicide prevention programs available on and off campus. Each institution, as well as the West Virginia Higher Education Policy Commission (HEPC) and the West Virginia Council for Community and Technical College Education (CCTCE), to provide information about depression and counseling resources for students during orientation and on web sites.
 2. HB 2867 - College course transfers for public and private colleges. The Bill follows HEPC and CCTCE existing procedural rule, Series 17, on the 70 percent matching course learning objectives and appeal of denials, but requires that HEPC and CCTCE work with at least two representatives from private institutions to present recommendations for acceptance of college transfer credit by December 1, 2017. Colleges must work on transfer agreements of which 70 percent of the coursework content must transfer. An appeals process of denied course transfer must also be created.
 3. HB 2884 - HEPC and CCTCE bill to simply BOG training deadlines. This does not change the requirements, but instead moves the reporting timeframe for institutional governing boards to a fiscal year basis instead of from appointment dates, making it much easier for governing boards, and the HEPC and CCTCE, to track the required training for its members.
 4. SB 455 - Higher education procurement and payment flexibility. The bill includes significant changes to purchasing and credit card processing for higher education institutions. Raises the competitive bid for purchases minimum from \$25,000 to \$50,000. Reduces the required timeframe to advertise for competitive bids from two weeks to five days. SB 455 is effective June 12, 2015.
 5. SB 439 - Higher education personnel. This is a massive bill affecting much of the legislation previously enacted through Senate Bill 330.
10. The West Virginia Council for Community and Technical College Education approved

the 2015-2020 Master Plan. The Master Plan will be due to the Council by November 1, 2015, therefore, it will need to come before the Board for approval at its October 2015 meeting.

11. The annual President's Administrative Retreat is scheduled for May 20, 2015 and will be held at Southern's Logan Campus.
12. The last Governance Day for this academic year is scheduled for Friday, April 24, 2015. The faculty, staff, and student elections will be held to select representatives for institutional governance committees, the Board of Governors, and statewide councils of the Advisory Council of Classified Employees and Advisory Council of Faculty.

6. Financial Report

Mr. Sam Litteral, Vice President for Finance and Administration, provided the financial report dated March 31, 2015 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. The figures discussed was strictly cash that can be carried forward. Mr. Litteral stated that he plans to soon cutoff expenditures so he will be able to get the College through to the end of this fiscal year. The College will not receive 100 percent of the revenues projected. He reminded everyone that last year's budget was supplemented \$222,000 from reserves.

7. Presidential Search Committee Update

Board of Governors Chairman, Thomas Heywood, informed the Board of the progress made to select the College's next President since its last meeting:

- Chair Heywood reminded the group that President/First Lady Joanne Jaeger Tomblin will retire on June 30, 2015.
- Three members of the West Virginia Council for Community and Technical College Education (Council) will participate in interviews with finalists so when the Board makes a recommendation to the Council for hire, they will have already interviewed the candidate.
- The Board plans to recommend that Dr. Merle Dempsey serve as Interim President.
- Chair Heywood hopes to conclude the Presidential search by December 2015.
- The Presidential Search Ad Hoc Committee will meet and review consulting firms to assist the Board and present a list to the full Board at its June meeting.
- Chair Heywood reiterated that the full Board is the Presidential Search Committee.

8. Action Items

8.1 Appointment of Nominating Committee for 2015 Board Officers

Chair Heywood appointed the following individuals to serve on the Board's Nominating Committee for election of officers: Glenn Yost, Chair; Jada Hunter and Mary Nemeth-Pyles. The Committee will provide a report to the full Board with a recommendation for the 2015-2016 Board officers at its June meeting.

8.2 Request for Approval of February 26, and March 16, 2015 Board Meeting Minutes

MOTION: Shelley Huffman moved to accept the February 26, and March 16, 2015 meeting minutes as presented.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Heywood declared the minutes approved.

8.3 Request for Approval of 2015-2016 Board Meeting Schedule

MOTION: Jada Hunter moved the adoption of the following resolution with the understanding that additional meetings may be necessary for emergency or time-sensitive issues:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors adopt the recommended schedule of meetings for fiscal year 2015-2016 as presented.

ACTION: Terry Sammons seconded the motion. The motion carried unanimously and Chair Heywood declared the schedule approved.

8.4 Request for Approval of Fiscal Year 2015-2016 Institutional Budget

MOTION: Terry Sammons moved the adoption of the following resolution:

RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors approve the filing of the institutional operating budget for the fiscal year beginning July 1, 2015.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Heywood declared the budget adopted.

8.5 Request for Approval of Implementation of New Course Fee

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors an Online Course Fee of \$25.00 per credit hour effective July 1, 2015.

ACTION: Jada seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.6 Request for Approval of Administrative Appointment to the Boone County Joint Administrative Board

MOTION: Linda Akers moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College

Board of Governors approve the appointment of William H. Cook to represent the Board of Governors on the Boone County Joint Administrative Board established to facilitate the administration, operation, and financing of joint programs and facilities of Southern West Virginia Community and Technical College and the Boone County Board of Education; and

FURTHER RESOLVED, that William H. Cook will serve a three-year term beginning July 1, 2015 and ending June 30, 2018. By mutual consent of the Board of Governors and the Boone County Board of Education, Kevin Hill will serve as the at-large member and Chair of the Joint Administrative Board.

ACTION: Mary Nemeth-Pyles seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

8.7 Academic Program Review

8.7.1 Criminal Justice, A.A.S.

MOTION: Terry Sammons moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Criminal Justice, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.7.2 Criminal Justice, Certificate

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Criminal Justice, Certificate program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Mary Nemeth-Pyles seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.7.3 Health Care Professional, A.A.S.

MOTION: Mary Nemeth-Pyles moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Health Care Professional, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.7.4 Medical Laboratory Technology, A.A.S.

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Medical Laboratory Technology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.7.5 Nursing, A.A.S.

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Nursing, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.7.6 Radiologic Technology, A.A.S.

MOTION: Mary Nemeth-Pyles moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Radiologic Technology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10,

Policy Regarding Program Review.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.
Chair Heywood declared the motion adopted.

8.7.7 Salon Management/Cosmetology, A.A.S.

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Salon Management/Cosmetology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Linda Akers seconded the motion. The motion carried unanimously.
Chair Heywood declared the motion adopted.

8.8 Request for Approval of Academic Program Post-Audit Review

8.8.1 Medical Assisting, A.A.S.

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Medical Assisting, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

ACTION: Brandon Elkins seconded the motion. The motion carried unanimously.
Chair Heywood declared the motion adopted.

8.9 Request for Final Approval of Institutional Policies

8.9.1 SCP-2234, Work Schedules

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2234, *Work Schedules*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.
Chair Heywood declared the motion adopted and policy approved.

8.9.2 SCP-2875, Workload Requirements for Full-time Faculty

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2875, *Workload Requirements for Full-time Faculty*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

ACTION: Linda Akers seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and policy approved.

8.9.3 SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials

MOTION: Mary Nemeth-Pyles moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-5074, *Selection, Adoption, Use and Sale of Textbooks and Other Course Materials*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted and policy approved.

8.10 Request for Approval of Institutional Policies for 30-day Public Comment

8.10.1 SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for advancement of SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, to Southern's constituents and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

ACTION: Shelley seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.10.2 SCP-2006, Employee Leave

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2006, *Employee*

Leave, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: Mary Nemeth-Pyles seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.10.3 SCP-2825, Salary Administration

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2825, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: Brandon Elkins seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.10.4 SCP-4786, Transfer Student Requirements and Credit Evaluation

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4786, *Transfer Student Requirements and Credit Evaluation*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.10.5 SCP-7125, Information Technology Acceptable Usage

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-7125, *Information Technology Acceptable Usage*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: Brandon Elkins seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.10.6 SCP-7720, Security of Information Technology

MOTION: Brandon Elkins moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-7720, *Security of Information Technology*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously. Chair Heywood declared the motion adopted.

8.11 Request for Approval of Institutional Compact Update

MOTION: Terry Sammons moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Institutional Compact Update for 2015-2016 as presented, and authorize its submission to the West Virginia Council for Community and Technical College Education for its approval.

ACTION: Brandon Elkins seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

It was noted that only completed strategies were reported for the 2015-2016 update since a new Compact/Master Plan will begin in July 2015.

9. Possible Executive Session Under Authority of West Virginia Code §6-9A-4(b)2A Regarding Personnel and Management Issues

Shelley Huffman moved pursuant to §6-9A-4(b)2A of the West Virginia Code that the Board shall enter into Executive Session to discuss personnel and personnel matters, which if discussed in public might adversely affect the reputation of any person. Mary Nemeth-Pyles seconded the motion which carried unanimously. Chair Heywood declared the motion adopted and the Board entered into an Executive Session at 8:35 p.m.

At the conclusion of discussions, Chair Heywood declared the Board of Governors rise from Executive Session and convene in Open Session at 9:05 p.m. Based upon discussions, the following items were brought forward for action from the Executive Session.

MOTION: Terry Sammons moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve Dr. Merle Dempsey for Interim President; and

RESOLVED, That the Board of Governors authorize Chair Heywood, working with Samuel Litteral, Vice President for Finance and Administration, and Emma Baisden, Executive Assistant to the President and Board of Governors, to finalize a contract with Dr. Dempsey and its submission to the West Virginia Council for Community and Technical College Education for consideration for approval.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

Since time is of essence, the Board determined that it would be more expeditious for the Presidential Ad Hoc Committee to select a search firm to assist in the presidential search process and report back to the full Board at its June 2015 meeting. Chair Heywood stated the Ad Hoc Committee would proceed accordingly.

10. Adjournment

There being no further business, Chair Heywood declared the meeting adjourned at 9:15 p.m. The next Board of Governors business meeting is scheduled for Tuesday, June 16, 2015 beginning at 6:00 p.m. in Room 428, Building C, Logan Campus.

Thomas A. Heywood, Chair

Emma L. Baisden
Executive Assistant to the President
and Board of Governors

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Approval of Modification of Capital Project Priorities and Expenditures for FY 2016-2017

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the modification amounts and priorities of FY 2017 capital projects for Southern West Virginia Community and Technical College.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

Title 135 Procedural Rule, Series 12, *Capital Project Management* of the West Virginia Council for Community and Technical College Education, Section 3.2.2.1 states: "Annually, for the upcoming fiscal year, each institution through its Governing Board shall submit a capital budget plan to the Council on the date and in the format prescribed by the Chancellor. Submission of the annual capital budget plan will coincide with preparation of the annual budget request to the Department of Administration and the information submitted will be used for Council reports and priorities. Listing a project in the annual capital budget plan establishes an institution's intent to actually initiate a particular project from its five-year capital implementation plan during the upcoming fiscal year."

In compliance with the aforementioned procedural rule, the staff recommends the Board of Governors approve the modification amounts and priorities of FY 2017 capital projects for Southern West Virginia Community and Technical College as presented.

Southern West Virginia Community and Technical College
 Potential Projects for Bond Funding for FY 2017

Annual Capital Budget

Project Name	<u>Currently Submitted</u>		<u>FY 2017</u>	
	Priority	Amount	Priority	Amount
Logan Campus/District Office Renovation	1	\$ 9,567,000	1	\$ 8,594,628
Williamson Campus Renovations	2	\$ 7,908,150	2	\$ 7,908,150
Williamson Armory Purchase and Renovation	3	\$ 3,263,275	3	\$ 3,263,275
Wyoming/McDowell Campus Renovation	4	\$ 1,455,800	4	\$ 1,081,400
Boone Campus New Academic Building	5	\$ 8,650,000	5	\$ 8,650,000
Boone Campus Renovation	5	<u>\$ 2,476,000</u>	6	<u>\$ 2,476,000</u>
Total		\$ 33,320,225		\$ 31,973,453

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Approval of Modification of Capital Project Priorities and Expenditures for FY 2017-2021

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the modification amounts and priorities of FY 2017 - FY 2021 capital projects for Southern West Virginia Community and Technical College

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 12, *Capital Project Management*, Section 3.2.1.1 states: "Each institution through its Governing Board shall submit to the Council for approval its five year capital implementation plan identifying the projects it intends to undertake during this five year period. This plan shall be based on the long term development objectives and recommendations in its approved campus development plan. The Chancellor shall establish a process and a format to be followed when submitting five year capital implementation plans to the Council for approval."

In compliance with the aforementioned procedural rule, the staff recommends the Board of Governors approve the modification amounts and priorities of FY 2017 - FY 2021 capital projects for Southern West Virginia Community and Technical College as presented.

Southern West Virginia Community and Technical College
 Potential Projects for Bond Funding for FY 2017 - FY 2021

5 Year Capital Budget

Project Name	<u>Currently Submitted</u>		<u>FY 2017 - FY 2021</u>	
	Priority	Amount	Priority	Amount
Logan Campus/District Office Renovation	1	\$ 10,965,000	1	\$ 9,621,000
Williamson Campus Renovations	2	\$ 8,657,150	2	\$ 8,657,150
Williamson Armory Purchase and Renovation	3	\$ 3,263,275	3	\$ 3,263,275
Wyoming/McDowell Campus Renovation	4	\$ 1,455,800	4	\$ 1,081,400
Boone Campus New Academic Building	5	\$ 8,650,000	5	\$ 8,650,000
Boone Campus Renovation	6	\$ 2,476,000	6	\$ 2,476,000
Total		\$ 35,467,225		\$ 33,748,825

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

STAFF MEMBER: Wilma J. Zigmond, Chair
Board of Governors Ad Hoc Committee

BACKGROUND:

Upon request by the Southern West Virginia Community and Technical College Board of Governors (Board), a policy was developed to establish a consistent process with clear guidelines when bringing guest speakers, lecturers, performers, and organized groups to Southern West Virginia Community and Technical College. The purpose of the policy is to insure the College against damage or interference with its overall educational program.

At its June 17, 2014 meeting, the Board first authorized release of the proposed policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended July 19, 2014.

Due to comments received at the end of the comment period, language in the draft policy was revised for clarification, and an approval process for inviting external guest speakers, lecturers, performers, and/or organized groups was developed and presented to the Board at its August 19, 2014 meeting.

The Board authorized release of the draft documents for an additional 30-day public comment period which ended September 19, 2014.

At its October 9, 2014 meeting, the staff recommended that action on the proposed policy be postponed to allow sufficient time for a review of constitutional safeguards and stakeholder comments. Board Chair Heywood determined additional work was needed on the proposal and appointed an Ad Hoc Committee to further define the proposed policy and approval process. The Board postponed action pending further review by the Ad Hoc Committee.

The Ad Hoc Committee met on November 20 and December 4, 2014 to discuss the policy and approval process on Guest Speakers. The Committee brought forward a modified draft proposal to the full Board at its December 9, 2014 meeting. The Board authorized release of this draft for an additional 30-day comment period which ended January 9, 2015.

At its February 26, 2015 meeting, the Board adopted the Ad Hoc Committee recommendation to postpone action on the policy to allow ample time for review of constituent comments received.

The Board of Governors Ad Hoc Committee to review SCP-1400 met on March 10, 2015 to discuss the proposed policy and comments received with the full Board. This was not an open meeting as no action was taken on the proposed policy. Since its origination in May 2014, the proposal has been modified several times to accommodate comments received. The College has gone through a rigorous process to be subjective. The Committee determined that it would bring forward another modified version of the draft proposal to the full Board at its April 21, 2015 meeting as it is not the intention of the proposed policy to censor particular points of view.

Due to comments received at the end of the January 9, 2015, comment period, a new subsection, 2.3, was added to the proposed policy to clarify the purpose and address the expressed concerns. The Board authorized release of the draft documents for an additional 30-day public comment period which ended May 22, 2015. Several comments were received at the end of the comment period (attached). The Board of Governors Ad Hoc Committee to review SCP-1400 believes that the most recent amendment, subsection 2.3, addresses the most recent comments received, and that all concerns expressed since June 2014 have been addressed.

Therefore, the Board of Governors Ad Hoc Committee to review SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, respectfully requests that the full Board grant final approval of the draft proposal as presented and its submission to the Chancellor for Community and Technical College Education.

COMMENTS RECEIVED
Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Transfer Student Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)		
Date Received	Comments	Revisions to Policy Proposal
04/27/2015	<p>To the Southern West Virginia Community and Technical College Board of Governors</p> <p>I am writing in response to the policy SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups which is up for comment. I strongly oppose this policy as written and believe that it is in violation of the academic freedom for several reasons.</p> <p>First, as written, this policy would require us to get permission for a speaker to appear in our class which is problematic for many reasons. As faculty, we are in charge of our class and the student learning going on in the class and it is solely up to us how to manage time in that classroom. If we are covering a particular topic and run into someone with knowledge on the subject we can invite them to come in on their (the speakers') schedule because they might only be in town for a day or two. Asking for permission in advance might prevent us from being able to secure a valuable speaker because of their schedule.</p> <p>Second, asking to give a topic in advance might preclude the vigorous in-class discussion that could result and thus impede student learning. In covering biology, for example, there are several subjects that might be involved in any given discussion and asking for permission about a particular topic would inhibit the fullness of the discussion.</p> <p>Third, there is no guarantee even if given a topic that it might not be controversial to someone in the class anyway. There are several subjects in general biology that ignite controversy whenever mentioned and these need to be fully discussed from all viewpoints and not hindered in any way, whether by asking permission or giving topics in advance. True student learning demands that we critically examine different points of view.</p> <p>For all these reasons, I strongly urge the Board of Governors to reconsider or at least re-word the policy. As faculty, we have suggested a rewording that includes "notification" of supervisors and campus directors which is quite reasonable given the security concerns of today. Informing necessary campus individuals of a guest speaker in no way should be confused with asking for permission. They are different in every way. Informing indicates courtesy and concern for safety. Permission indicates the slow slide towards loss of academic freedom and is despicable to the core. I hope the policy as written is subject to change. Thank you for considering these comments fully.</p> <p>Dr. Anne Cline Professor</p>	<p>No additional revisions. The Board Ad Hoc Committee to review this policy believes that all concerns have been addressed with multiple policy revisions since its initial release in June 2014.</p>

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)		
Date Received	Comments	Revisions to Policy Proposal
04/27/2015	<p>TO: Southern West Virginia Community & Technical Colleges Board of Governors.</p> <p>The proposed policy SCP-1400 as proposed contradicts the basic tenet of Academic Freedom. As you can see from the attachment, the American Association of University Professors and American Association of Colleges and Universities have clearly defined the scope of Academic Freedom. The proposal SCP-1400 clearly contradicts what has been stated and generally accepted tenet of Academic Freedom. I request that this ill-advised proposal be rejected.</p> <p><i>Belvat Winnie Kudva</i> Professor, Division of Business</p>	
04/28/2015	<p>Emma, Just some comments on SCP 1400.</p> <p>From: Cline-Riggins, Shawn Sent: Tuesday, September 23, 2014 3:20 PM To: 'Puckett, Charles' Subject: RE: Faculty Senate Comments on SCP 1400</p> <p>I agree with you concerning academic freedom, Chuck. Nursing and Allied Health often have to adjust schedules and planned class activities on a moment's notice due to opportunities that become available. For example, if there is a window for us to have a guest speaker on a certain topic, we may be called and asked if the speaker can come and talk to our class. This happens in the hospital if a doctor or another health care team member has information out of our immediate field of expertise that our students need. We have run these programs for YEARS on the premise of providing and exposing the students to the best, and greatest, variety of experiences available. I feel that having a ten day period would indeed hamper this process. We do have a fair number of guest speakers in Nursing, especially in the second year. I appreciate the efforts of Senate, and all that you do also. Please take these concerns back to Senate for me. It is also that I cannot make a decision as to whom I need to guest lecture. There are so very many people having expertise in varying health care settings that it would be a shame not to utilize these folks. Our students deserve the best we can give them.</p>	

Exhibit 1:

American Association of University Professors Policies & Reports

Since 1915, the AAUP has been crafting policies for the academic profession on both fundamental principles and emerging issues.

Academic Freedom and Tenure Investigative Reports

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.⁴ Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.⁵

4. Second 1970 comment: The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 "Statement," and we do not now endorse such a departure.

Exhibit 2:

AAC&U Board of Directors' Statement

January 6, 2006

Academic Freedom and Scholarly Community

A college or university is a dedicated social place where a variety of competing claims to truth can be explored and tested, free from political interference. The persons who drive the production of knowledge and the process of education are highly trained professors, and they, through an elaborate process of review by professional peers, take responsibility as a community for the quality of their scholarship, teaching, and student learning. Trustees, administrators, policy makers, and other stakeholders also have important roles to play, but the faculty and their students stand at the center of the enterprise.

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/28/2015	<p>Good morning to the President, Board of Governors, Faculty, Staff and SGA BOG representative,</p> <p>Please see the attached file in support of academic freedom and against SCP-1400 as written. Furthermore, as Mr. Chuck Puckett stated: “The Faculty Assembly (all of the Faculty) voted unanimously against SCP 1400 as it is written as well.”</p> <p>A colleague once said: “ The only individuals equipped to protect academic freedom are those persons who hold specific discipline/academic credentials. This precedent has been the guiding principle for over 2500 years.”</p> <p>Specialized and accredited faculty members are the only approved persons to make academic decisions in their respective classrooms. Higher education organizations appoint credentialed, skilled, and qualified faculty to make knowledgeable, accountable, and accurate decisions regarding their individual courses. The current SCP-1400 policy removes this very important responsibility from a credentialed/qualified faculty member and gives it to an administrator(s).</p> <p>I encourage the Board of Governors to also read the WVCTCS rule on this subject: http://www.wvctcs.org/images/stories/Regs_Rules/135-09%20sos%20final%20file%20copy.pdf</p> <p>TITLE 135 PROCEDURAL RULE - WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION - SERIES 9 ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION, AND TENURE</p> <p>If safety is the primary concern/initiative of this policy formation, I would like to see evidence of where a guest speaker committed a major crime or presented a safety concern to a higher education institution. Furthermore, Southern does have a structured Facility and Safety Committee alongside Campus Directors to plan ahead for major guest speaker events.</p> <p>Thank you for your time,</p> <p>Russ</p> <p>Russell Saunders MA, R.T.(R)(CT) ARRT</p> <p>Associate Professor*Leadership Specialist*Clinical Coordinator</p> <p>Southern West Virginia Community & Technical College - Radiologic Technology Program</p> <p>OFFICE – C123 – Logan Campus</p> <p>PO BOX 2900</p> <p>Mount Gay, WV 25637</p> <p>304.896.7365</p> <p>Russell.Saunders@southernwv.edu</p>	

TITLE 135
PROCEDURAL RULE
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
SERIES 9
ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION,
AND TENURE

§135-9-1. General.

1.1.Scope. -- This policy relates to academic freedom and responsibility, appointment, promotion, tenure, non-reappointment or dismissal of faculty, and grievance procedures for matters pertaining to faculty. The policy sets forth the major elements that need to be incorporated by institutional Boards of Governors as they formulate institutional policy relating to faculty issues. Each Board of Governors shall develop a policy on faculty matters for its institution as set forth in this West Virginia Council for Community and Technical College Education statement and shall file its policy with the Chancellor.

1.2.Authority. -- W. Va. Code §18B-1-6, 18B-B-6, and 18B-7-4.

1.3.Filing Date. -- December 23, 2008.

1.4.Effective Date. -- January 23, 2009.

§135-9-2. Academic Freedom and Professional Responsibility.

2.1. Academic freedom at public institutions of higher education in West Virginia under the jurisdiction of the Council for Community and Technical College Education is necessary to enable the institutions to perform their societal obligation as established by the Legislature. The Council recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the institutions under its jurisdiction. Faculty members and students must always remain free to inquire, study, and evaluate.

2.2. Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, public service, and other professional duties. Activity for pecuniary return that interferes with one's obligations to the institution should be based upon an understanding, reached before the work is performed, with the authorities of the institution. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline.

2.3. The concept of academic freedom is accompanied by an equally important concept of academic responsibility. The faculty member at a public institution of higher education in West Virginia is a citizen, a member of a learned profession, and a representative of an educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member has the responsibility of contributing to institutional and departmental missions in teaching, research (as applicable), and service as defined by the institution. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member

should not imply or claim to be a spokesperson for the institution in which he or she holds an appointment.

2.4. In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research (as applicable), and service as defined by the institution, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected.

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

2.6 As members of an academic community, faculty members also are expected to participate in decisions concerning programs and in program-review processes.

§135-9-3. Faculty: Ranks and Definitions.

3.1. The faculty at any state institution of higher education shall be those appointees of the institution's designee. The faculty are those so designated by the institution and may include, but are not limited to, such professional personnel as librarians, faculty equivalents, academic professionals, and those involved in off-campus academic activities.

3.2. Faculty may fall into one of the following classifications:

3.2.1. Tenured: Those faculty members who have attained tenure status as determined by the institution. Normally, tenured appointments are full-time (1.00 FTE or the equivalent, as determined by the institution) for the academic year.

3.2.1.1. Under special circumstances, if requested by the faculty member and approved, a full-time tenured appointment may be converted to a part-time tenured appointment for a specified time period, normally not to exceed one calendar year. At the conclusion of the approved time period or an approved extension thereof, the faculty member will return to a full-time tenured appointment or, if the faculty member chooses not to return to a full-time tenured appointment, the faculty member's employment will cease. This section does not apply to actions associated with phased retirement programs.

3.2.2. Tenure-Track: Those faculty members who have been appointed on a full-time (1.00 FTE or the equivalent, as determined by the institution) basis and have been designated as being in a tenure-track position.

3.2.2.1. Under special circumstances, if requested by the faculty member and approved, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year. At the conclusion of the approved time period or extension thereof, the faculty member will return to a full-time tenure-track appointment or, if the faculty member chooses not to return to a full-time tenure-track appointment, the faculty member's employment will cease. Time spent in a part-time tenure-track appointment will not normally apply to the calculation of the years of service for the purposes of tenure nor will it result in any de facto award of tenure.

3.2.3. Clinical-Track: Those faculty members who have been appointed and have been designated as being in a clinical-track position. Their appointment may be full-time (1.00 FTE or the equivalent, as determined by the institution) or part-time.

3.2.4. Librarian-Track: Those faculty members who have been appointed and have been designated as being in a librarian-track position. Their appointment may be full-time (1.00 FTE or the equivalent, as determined by the institution) or part-time.

3.2.5. Term: Those faculty members who have been appointed for a specified term as defined by the institution. The appointment may be full-time (1.00 FTE or the equivalent, as determined by the institution) or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty.

3.2.6. Instructional Specialist: Those faculty members who have been appointed minimally on a nine-month basis and an hourly workload. The appointment is for a specified term not to exceed three years. The instructional specialist is eligible to receive reappointment to additional terms. No number of term appointments shall create any presumption of a right to appointment as a tenure-track or tenured faculty. In addition to teaching, instructional specialists will have responsibilities for various academic support activities.

3.2.7. Non-Tenure-Track: Those faculty members who have not been appointed in a tenure-track, clinical-track, librarian-track, term, or tenured status. Their appointment may be full-time (1.00 FTE or the equivalent, as determined by the institution) or part-time. Non-tenure-track faculty may also include faculty equivalents or academic professionals, whose primary duties are noninstructional, but who may hold a secondary appointment that is instructional in character. No number of non-tenure-track appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty.

3.3. Faculty appointed to tenured, tenure-track, or term positions at any institution shall be appointed in one of the following ranks:

3.3.1. Professor;

3.3.2. Associate Professor;

3.3.3. Assistant Professor; or

3.3.4. Instructor

3.4. Faculty appointed to clinical-track positions at any institution may be appointed to one of the following ranks:

3.4.1. Professor, with the designation of the appropriate health career program;

3.4.2. Associate Professor, with the designation of the appropriate health career program;

3.4.3. Assistant Professor, with the designation of the appropriate health career program; or

3.4.4. Instructor, with the designation of the appropriate health career program

3.5. Faculty appointed to librarian-track positions at any institution may be appointed to one of the

following ranks:

3.5.1. Librarian or Professor/Librarian;

3.5.2. Associate Librarian or Associate Professor/Librarian;

3.5.3. Assistant Librarian or Assistant Professor/Librarian; or

3.5.4. Staff Librarian or Instructor/Librarian

3.6. Faculty appointed to instructional specialists at any institution may be appointed to one of the following ranks:

3.6.1. Professor/Instructional Specialist;

3.6.2. Associate Professor/Instructional Specialist;

3.6.3. Assistant Professor/Instructional Specialist; or

3.6.4. Instructor/Instructional Specialist

3.7. Clinical-track, instructional specialists, librarian-track, and term faculty hold appointments that are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Clinical-track, instructional specialists, librarian-track, and term faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.

3.8. Other appropriate titles that more accurately indicate the nature of the position may be used.

3.9. Persons assigned full-time or part-time to administrative or staff duties at any institution may be appointed to, or may retain, one of the foregoing faculty ranks in addition to any administrative or staff title, following consultation with appropriate academic units. Such persons will be informed in writing at the time of the appointment whether the faculty rank is as a tenured, tenure-track, clinical-track, librarian-track, term, or non-tenure-track member of the faculty. Administrative or staff personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided by this policy.

3.10. Clinical-track, instructional specialists, librarian-track, term, and non-tenure-track faculty at all institutions hold nontenurable appointments, which may be part-time or full-time (except for instructional specialist which are full-time only) and are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. These appointments are for a specified period of time as set forth in the notice of appointment. Since the faculty member thus appointed is not on the tenure track, the notice provisions set forth in Section 10.5 of this policy do not apply.

3.11. Non-tenure-track appointments shall have one of the following titles:

3.11.1. Any of the faculty ranks, but designated visiting, research, clinical, or adjunct, as applicable to describe the connection or function;

3.11.2. Lecturer or senior lecturer;

3.11.3. Assistant, designated as graduate, research, clinical, or adjunct, as applicable to describe the connection or function.

3.12. Non-tenure-track full-time (1.00 FTE or the equivalent, as determined by the institution) faculty appointments may be used only if one or more of the following conditions prevail:

3.12.1. The position is funded by a grant, contract, or other source that is not a part of the regular and ongoing source of operational funding.

3.12.2. The appointment is for the temporary replacement of an individual on sabbatical or other leave of absence. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.

3.12.3. The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.

3.12.4. The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. The appointee is to be so notified at the time of the appointment. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed six years.

3.12.5. The appointee is granted a primary appointment as an administrator or to perform other noninstructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary, renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.

3.12.6. Appointment or reappointment to a non-tenure-track full-time faculty position shall create no right or expectation of continued appointment beyond the one-year period of appointment or reappointment.

3.13. The institution shall make all tenured, tenure-track, clinical-track, instructional specialist, librarian-track, term, and non-tenure-track appointments after consultation with appropriate faculty and other collegiate units.

3.14. Every faculty contract at any institution shall be for one fiscal year, or part thereof, in accordance with and in compliance with the annual budget of the institution, or supplementary actions thereto, as provided by law.

3.15. Every such contract shall be in writing, and a copy of the document shall be furnished to the person appointed. Such document shall contain the terms and conditions of the appointment, as delineated in Section 17 of this policy.

§135-9-4. Faculty: Types and Conditions of Appointment.

4.1. Full-time appointments to the faculty of an institution, other than those designated as clinical-track, instructional specialist, librarian-track, term, or non-tenure-track, shall be either tenured or tenure-track.

4.2. All clinical-track, instructional specialist, librarian-track, term, and other non-tenure-track appointments, as defined in Section 3 of this policy shall be neither tenured or tenure-track, but shall be appointments only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.

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4.3. The appointment of a person to a full-time position at any institution is made subject to the following conditions:

4.3.1. The appointee shall render full-time service to the institution to which appointed. Outside activities, shall not be restricted unless such activities or employment interfere with the adequate performance of institutional duties. The institution expects its faculty to give full professional effort to assignments of teaching, research (as applicable) and service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the faculty member's contractual commitment to the institution. Moreover, it is considered inappropriate to transact personal business from one's institutional office when it interferes with institutional duties and responsibilities. The institution shall establish a program of periodic review of outside services of appointees to guide faculty members.

4.3. 2. If outside employment or service interferes with the performance of the regular institutional duties and responsibilities of the appointee, the institution has a right to (a) require the appointee to cease such outside employment or service that interferes with institutional duties and responsibilities of the appointee, (b) make such adjustments in the compensation paid to such appointee as are warranted by the appointee's services lost to the institution and by the appointee's use of institutional equipment and materials, or (c) dismiss for cause as set forth in Section 12 of this policy.

4.3. 3. Institutions may permit and encourage a reasonable amount of personal professional activity, such as consulting, by a faculty member outside the faculty member's duties and responsibilities of employment by and for the institution, provided such activity (a) further develops the faculty member professionally and (b) does not interfere with duties and responsibilities to the institution.

4.4. If the status of a faculty member changes from non-tenure-track, clinical-track, instructional specialist, librarian-track, or term to tenure-track, the time spent at the institution may, at the discretion of the institution, be counted as part of the tenure-track period.

4.5. The instructional specialist will be employed minimally on a nine-month basis with an hourly work load as determined by the appropriate department or institutional official. The instructional specialist may be responsible for the delivery of instruction (both credit and noncredit), providing program support, conducting program development, and other administrative tasks determined by the appropriate department or institutional official.

§135-9-5. Joint Institutional Appointments.

5.1. Faculty members may be appointed to perform academic duties at two or more public institutions of higher education in West Virginia, which duties may include teaching, research, counseling, or other services. For administrative purposes, one institution shall be designated the faculty member's "home institution," which institution shall be responsible for granting promotions, raises in salary, and tenure: Provided, however, that when cause therefore shall occur, appropriate counseling, disciplinary action, and the like shall be the responsibility of the institution where the occurrence arose.

5.2. The conditions and the details of the faculty member's joint appointment, including the designation of the "home institution," and any other arrangements, shall be specified in the agreement between the faculty member and the institutions sharing the faculty member's services. A joint appointment will be made only with consent of the faculty member.

5.3. Full-time faculty members appointed under joint or contractual appointments shall continue to be considered full-time employees of the "home institution."

§135-9-6. Emeritus Status.

6.1. Emeritus status is an honorary title that may be awarded to a retiring faculty member or administrator for extended meritorious service. Each institution shall establish a policy regarding emeritus status and file the policy with the Council for Community and Technical College Education. There is no salary or emolument attached to the status other than such privileges as the institution may wish to extend.

§135-9-7. Promotion in Rank.

7.1. Within the following framework, each institution shall establish, in cooperation with the faculty or duly-elected representatives of the faculty, guidelines and criteria for promotion in rank for tenured, tenure-track, clinical-track, instructional specialist, librarian-track, term, and non-tenure-track faculty:

7.1.1. There shall be demonstrated evidence that promotion is based upon a wide range of criteria, established by the institution in conformance with this document and appropriate to the mission of the institution. Examples appropriate to some institutions might be excellence in teaching; publications and research; professional and scholarly activities and recognition; professional development; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college, or department; significant service to the community; experience in higher education and at the institution; possession of the earned doctorate, special competence, or the highest earned degree appropriate to the teaching field; continued professional growth; and service to the people of the State of West Virginia. Ultimate authority regarding the application of guidelines and criteria relating to promotion shall rest with the institution.

7.1.2. There shall be demonstrated evidence that, in the process of making evaluations for promotions, there is participation of persons from several different groups, such as peers from within and without the particular unit of the institution, supervisory administrative personnel such as the department/division chairperson and the dean, and students.

7.1.3. There shall be no practice of granting promotion routinely or solely because of length of service, or of denying promotion capriciously.

7.1.4. The institution shall provide copies of its institutional guidelines and criteria for promotion to the Council for Community and Technical College Education and shall make available such guidelines and criteria to its faculty.

7.2. Promotion shall not be granted automatically, but shall result from action by the institution, following consultation with the appropriate academic units.

§135-9-8. Faculty Resignations.

8.1. A faculty member desiring to terminate an existing appointment during or at the end of the academic year, or to decline reappointment, shall give notice in writing at the earliest opportunity. Professional ethics dictate due consideration of the institution's need to have a full complement of faculty throughout the academic year.

§135-9-9. Tenure.

9.1. Tenure is designed to ensure academic freedom and to provide professional stability for the experienced faculty member. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular evaluation by peer and administrative personnel, is essential to the viability of the tenure system.

Tenure should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic requirements or professional duties and responsibilities. Tenure applies to those faculty members who qualify for it and is a means of making the profession attractive to persons of ability. There shall be demonstrated evidence that tenure is based upon a wide range of criteria such as excellence in teaching; publications and research; professional and scholarly activity and recognition; professional development; accessibility to students; adherence to professional standards of conduct; effective service to the institution, college and department; significant service to the community; experience in higher education and at the institution; possession of the earned doctorate, special competence, or the highest earned degree appropriate to the teaching field; continued professional growth; and service to the people of the State of West Virginia. Ultimate authority regarding the application of guidelines and criteria relating to tenure shall rest with the institution.

9.2. In making tenure decisions, careful consideration shall be given to the tenure profile of the institution, projected enrollment patterns, staffing needs of the institution, current and projected mission of each department/division, specific academic competence of the faculty member, and preservation of opportunities for infusion of new talent. The institution shall be mindful of the dangers of losing internal flexibility and institutional accountability to the citizens of the State as the result of an overly tenured faculty.

9.3. In order to be fully responsive to the changing needs of their students and clients, the goal in the appointment of faculty is to limit the number of tenured and tenure-track faculty to no more than twenty percent of full-time faculty employed by the respective community and technical college.

9.3.1. Full-time term faculty are eligible for reappointment, although no number of appointments shall create any presumption of the right to appointment as tenure-track or tenured faculty. A single appointment shall not exceed three years.

9.3.2. The employment standing of tenured and tenure-track faculty holding appointment at each of the community and technical colleges at the time of the implementation of this policy shall not be affected.

9.4. Tenure shall not be granted automatically, or solely because of length of service, but shall result from action by the institution, following consultation with appropriate academic units.

9.5. Tenure may be granted at the time of the appointment by the institution, following consultation with appropriate academic units.

9.6. Tenure may be attained only by faculty who hold the rank of Assistant Professor or above.

9.7. A faculty member who has been granted tenure shall receive yearly renewals of appointment unless dismissed or terminated for reasons set forth in Sections 12, 13, or 14 of this policy.

§135-9-10. Tenure-Track Status.

10.1. When a full-time faculty member is appointed on other than a clinical-track, instructional specialist, librarian-track, term, non-tenure-track or tenured basis, the appointment shall be tenure-track.

10.2. During the tenure-track period, the terms and conditions of every reappointment shall be stated in writing, with a copy of the agreement furnished the individual concerned.

10.3. The maximum period of tenure-track status normally shall not exceed seven years. Before completing the penultimate year (the "critical year") of a tenure-track appointment, any nontenured faculty member shall be given written notice of tenure, or offered a one-year written terminal contract of

employment. During the tenure-track period, faculty members may be granted tenured appointment before the sixth year of service, such appointment to be based upon criteria established by the institution and copies provided to the Council.

10.3.1. Institutions may establish policies to accommodate unusual situations, such policies to be approved by the governing board and reported to the Council.

10.4. During the tenure-track period, contracts shall be issued on a year-to-year basis, and appointments may be terminated at the end of the contract year. During said tenure-track period, notices of nonreappointment may be issued for any reason that is not arbitrary, capricious, or without factual basis. Any documented information relating to the decision for nonretention or dismissal shall be provided promptly to the faculty member upon request.

10.5. For those appointed on or before March 8, 2003, after the decision regarding retention or nonretention for the ensuing year has been made by the institution's president or designee, the tenure-track faculty member shall be notified in writing of the decision:

10.5.1. By letter postmarked and mailed no later than December 15 of the second academic year of service; and

10.5.2. By letter postmarked and mailed at least one year before the expiration of an appointment after two or more years of service in the institution.

10.6. For those appointed after March 8, 2003, after the decision regarding retention or nonretention for the ensuing year has been made by the institution's president or designee, the tenure-track faculty member shall be notified in writing of the decision by letter postmarked and mailed no later than March 1.

10.7. Notice of nonretention shall be mailed "Certified Mail-Return Receipt Requested."

10.8. Failure to provide timely notice of nonretention to tenure-track faculty would lead to the offer of renewal of appointment for an additional year, but would not prejudice further continuation after that additional year.

10.9. Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year for tenure purposes only. Tenure-track appointments for less than half an academic year may not be considered time in probationary status.

10.10. Following receipt of the notice of nonretention, the faculty member may appeal such nonretention decision by requesting a statement of reasons and then filing a grievance as provided in Section 15 of this policy. The request for a statement of reasons shall be in writing and mailed to the president or designee within ten working days of receipt of the notice of nonretention.

§135-9-11. Faculty Evaluation.

11.1. All faculty shall receive a yearly written evaluation of performance directly related to duties and responsibilities as defined by the institution.

11.2. Evaluation procedures shall be developed at the institutional level and a copy sent to the Council and filed in the Central Office. Such procedures must be multidimensional and include criteria such as peer evaluations, student evaluations, and evaluations by immediate supervisors.

§135-9-12. Dismissal.

12.1. Causes for Dismissal: The dismissal of a faculty member shall be effected only pursuant to the procedures provided in these policies and only for one or more of the following causes:

12.1.1. Demonstrated incompetence or dishonesty in the performance of professional duties, including but not limited to academic misconduct;

12.1.2. Conduct that directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to verified instances of sexual harassment, or of racial, gender-related, or other discriminatory practices;

12.1.3. Insubordination by refusal to abide by legitimate reasonable directions of administrators;

12.1.4. Physical or mental disability for which no reasonable accommodation can be made, and that makes the faculty member unable, within a reasonable degree of medical certainty and by reasonably determined medical opinion, to perform assigned duties;

12.1.5. Substantial and manifest neglect of duty; and

12.1.6. Failure to return at the end of a leave of absence.

12.2. Notice of Dismissal for Cause: The institution shall initiate proceedings by giving the faculty member a written dismissal notice by certified mail, return receipt requested, which dismissal notice shall contain:

12.2.1. Full and complete statements of the charge or charges relied upon; and

12.2.2. A description of the appeal process available to the faculty member.

12.3. Prior to giving the faculty member a written dismissal notice, the institution shall notify the faculty member of the intent to give the written dismissal notice, the reasons for the dismissal, and the effective date of the dismissal. The faculty member shall have an opportunity to meet with the institutional designee prior to the effective date to refute the charges.

12.4. Faculty who refuse to sign or execute an offered annual contract or notice of appointment or reappointment by the date indicated by the institution for its execution, or who fail to undertake the duties under such document at a reasonable time, shall be deemed to have abandoned their employment with the institution and any rights to tenure or future appointment. Faculty objecting to terms of such document do not waive their objections to such terms by signing or executing the document.

§135-9-13. Termination Because of Reduction or Discontinuance of an Existing Program.

13.1. A tenured or tenure-track faculty member's appointment may be terminated because of the reduction or discontinuance of an existing program at the institution as a result of a review of the program, in accordance with the appropriate rule relating to review of academic programs, provided no other program or position requiring equivalent competency exists. If, within two years following the reduction or discontinuance of a program, a position becomes vacant for which the faculty member is qualified, the institution shall make every effort to extend first refusal to the faculty member so terminated.

13.1.1. Every effort should be made to reassign an individual to instructional or noninstructional duties commensurate with the faculty member's training and experience, and offers of release time or leaves of absence should be made to enable such persons to acquire capabilities in areas in which their

services would be required by the institution. Faculty development programs and funds should be used to facilitate such reassignments.

13.2. Institutional policy for accommodating major reduction in, or discontinuance of, an existing program shall be developed through a collaborative assessment by representatives of administration and faculty, approved by the governing board, and reported to the Policy Commission–Council prior to implementation. Institutions should utilize appropriate program change policies.

13.3. Notice of Nonretention Because of Program Reduction or Discontinuance: The institution shall initiate proceedings by giving a faculty member written notice of such nonretention by certified mail, return receipt requested.

13.4. The dates of formal notification for tenured and tenure-track faculty shall be those specified in Section 10 of this policy.

§135-9-14. Termination Due to Financial Exigency.

14.1. Termination of Employment Due to Financial Exigency: A faculty member's appointment may be terminated because of a financial exigency, as defined and determined by the institution's governing board. Institutional plans for meeting a financial exigency shall be developed through a collaborative assessment by representatives of administration and faculty, approved by the governing board, and reported to the Policy Commission Council prior to implementation. Institutions should utilize appropriate program change policies.

14.2. Notice of Termination Due to Financial Exigency: The institution shall initiate proceedings by giving the faculty member written notice of termination by certified mail, return receipt requested, which notice shall contain:

14.2.1. A delineation of the rationale used for the determination of a financial exigency;

14.2.2. A copy of the implementation procedures used by the institution related to the financial exigency and a delineation of the rationale used for the termination of the faculty member; and

14.2.3. A description of the appeal process available to the faculty member.

14.3. To the extent financially feasible, the dates of formal notification for tenured and tenure-track faculty shall be those specified in Section 10 of this policy.

§135-9-15. Faculty Grievance Procedure.

15.1. A faculty member wishing to grieve or appeal any action of the institution or governing board may utilize the procedures set out in W. Va. Code §29-6A.

§135-9-16. Informal Procedures for Conflict Resolution.

16.1. Each institution may provide alternative procedures to those set out in West Virginia Code §29-6A for the resolution of conflicts.

§135-9-17. Notification of Terms and Conditions of Faculty Appointments.

17.1. Institutions have a large measure of flexibility in determining the form and style whereby faculty are notified each year of the terms of their appointment. When an initial appointment is made,

however, or when the conditions of the appointment change, it is crucial that the faculty member be fully informed of the terms and conditions of employment. While a formal contract may not be necessary each year, the institution may choose one of several means of notifying faculty about their appointments: a personal letter, a formal contract, or a combination of a letter with a standard contract attached.

17.1.1. Community and technical colleges may offer each year to their full-time term faculty contracts of up to three years' duration, subject to the conditions stated in Sections 3, 4, and 9 of this policy.

17.2. The letter of appointment or contract should state the following:

17.2.1. That the appointment (to the specified position) is offered in accordance with the provisions of institutional policy, and (if applicable) of the institution's faculty handbook or other publication.

17.2.2. That the appointment is tenured, tenure-track, clinical-track, instructional specialist, librarian-track, term, or non-tenure-track as defined in this policy.

17.2.3. That the rank (in case of a tenured, clinical-track, term, or tenure-track appointment) is Professor, Associate Professor, Assistant Professor, or Instructor, including a clinical-track designation, as appropriate, or

17.2.4. That the rank (in case of a librarian-track appointment) is Librarian or Professor/Librarian, Associate Librarian or Associate Professor/Librarian, Assistant Librarian or Assistant Professor/Librarian, or Staff Librarian or Instructor/Librarian.

17.2.5. That the rank (in case of an Instructional Specialist appointment) is Professor/Instructional Specialist, Associate Professor/Instructional Specialist, Assistant Professor/Instructional Specialist, or Instructor/Instructional Specialist.

17.2.6. That the appointment is full-time (1.00 FTE or the equivalent, as determined by the institution) or part-time with the FTE identified.

17.2.7. That it is a terminal contract (whenever appropriate).

17.2.8. That it is a joint appointment with another institution (whenever appropriate), with the home institution specified.

17.2.9. The beginning and ending dates of the appointment.

17.2.10. For tenure-track appointments, the academic year in which tenure must be awarded (the "critical year").

17.2.11. The total salary for the appointment.

17.2.12. That, consistent with the provisions of this policy, employment is subject to the fulfillment of the duties and responsibilities of the position.

17.2.13. That the specific assignments of the position will be determined by the institution.

17.2.14. That any special conditions that are included in the appointment be made a part of the contract only if they are signed by the faculty member and the designated representative of the institution.

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17.2.15. That acceptance of the appointment will be specified by the faculty member's signing, dating, and returning a copy of the letter or contract to the designated representative of the institution within a reasonable time, which should be specified.

17.3. Renewal letters, or letters that simply inform the faculty member of a change in salary, need not contain all of the information listed above, but it is appropriate to refer to the earlier letter or contract.

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/29/2015	<p>To All Concerned,</p> <p>I would like to concur with the views of Mr. Saunders and the expressed faculty assembly vote on the matter of the proposed SCP 1400.</p> <p>In my opinion, the policy significantly diverges from our common goal of advancing the best interests of the college and our ability to competitively serve its vital mission and progressive vision.</p> <p>Respectfully Yours,</p> <p>Timothy Owens SWVCTC</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/29/2015	<p>To our Southern family-</p> <p>As a faculty member/employee of Southern for the past 15 years, I have never felt it necessary to comment on the policies and their revisions that come across my computer screen on a regular basis. After all, these policies are typically instituted so that the Board and Southern’s administration are given the tools necessary to efficiently govern this institution, not my classroom. However one policy SCP-1400, has me concerned enough to voice my opinion once again. I feel this policy does much to strip the college faculty of its ability to teach their disciplines as they see fit. It effectively stifles any freedom our faculty need to ensure that our students are exposed to other ways of thinking, even if these ways are outside of our cultural norms. Although I personally may not agree with every speaker brought to the college, I do believe that as American citizens our Constitution allows all to have their voices heard. One quote that I have heard throughout the years perfectly expresses a teacher’s mission: “The great teacher never strives to explain his vision- he simply invites you to stand beside him and see for yourself.” Let our students see for themselves; please do not censor our classrooms.</p> <p>Once again I urge you to consider the revisions to SCP 1400 that our Faculty Senate has suggested.</p> <p>Respectfully submitted,</p> <p>Susan Baldwin</p> <p>Instructor, Boone Campus</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/29/2015	<p>I am writing to voice my concern regarding the guest speaker policy that is out for 30 day comment from the SWVCTC Board of Governors. I would first like to say that I am grateful for the tremendous service of our Board of Governors and respect their opinions. I cannot even say that I have ever considered commenting on a policy in the past. However, I have learned a great deal about academia in my 13 years here at SWVCTC and one of the most important to me is academic freedom. As a nurse and an educator in a very diverse healthcare arena, I often feel the need to have other healthcare professionals fluent or experienced in a particular area speak to my students. As you well know, healthcare is fast-paced and very unscheduled. If I ask for one representative from a particular department to speak to my students, you never know which person from that department may show up. As a result of this policy, I would now be worried that the particular person showing up may possibly be married to a conflicting political party unfavored at this institution or by my superior. Furthermore, What will happen when the speaker has had an abortion, or possibly a homosexual history? Will that prevent my requested speaker from exposing the student to a much needed educational experience?</p> <p>To the Board of Governors, our students care for all patients including politicians, addicts, homosexuals, pastors, and even children. The students will surely be exposed to environmental, personal, and emotional stressors once they graduate. Our nursing program here at SWVCTC is well-known for producing students that are well-equipped to face the “real world.” Please do not limit real world exposure for our students. At this time, I respectfully ask that this policy be reconsidered.</p> <p>Sincerely,</p> <p>Melissa Kirk RN, MSN</p>	

We, the Faculty of Southern West Virginia Community and Technical College, choose to express concerns with the proposed policy SCP 1400, Guest Speakers, Lecturers, Performers, and Organized Groups. As it is proposed, this policy would require faculty members to seek permission from the administration of the college to use a guest speaker in their classroom. Academic Freedom is an important idea to the faculty of the college, and to all forms of higher education. Academic Freedom allows American colleges and universities to be the best academic institutions in the world. Academic Freedom is a benefit to the students of higher education by allowing them to objectively explore every option and point-of-view. We, the faculty, feel that seeking permission to have a guest speaker violates academic freedom by putting the administration of the college in the position to directly dictate what is taught and what goes on in classes. While we don't feel that this is the intention of this policy or any of our current administration, we also cannot predict the intentions of future administrations. We Faculty members are knowledgeable professionals of our fields and of higher education who fully embrace the responsibility of the content of our courses. We, the Faculty, are the best judges of the appropriate material of our courses; Academic Freedom is a reflection of this idea. It should be noted that guest speakers, or any topics they present, in no way represent the college as a whole. We faculty understand and appreciate safety concerns involved with the use of guest speakers. Rather than just complain about a policy, we propose a solution. We agree to inform our division heads and campus managers of our intention to use a guest speaker. This will address safety and liability concerns, and does not violate academic freedom. If the language of permission is removed from this policy, and replaced with inform, we as a faculty will have no objections to this policy.

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PRESIDENT'S OFFICE

Signed:

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 03/11/2015
 (Rankiri P. Karunnasiri)

William W. Noseley
Vernon R. Ellis
Shirley Dardi
Tricia Rowe
Judith Curry
Anthony Roberts
Emily Howell
Susan Baldwin
J. [unclear]

Stiggenis

[Handwritten signature]
Denise White
Steven White
Shelby Taylor
Olivia Good
Cheryl [unclear]
Anna Barker
Stacy [unclear]
Kathy Daeton
Shelby [unclear]
Andrea Brown
[unclear]
Chad [unclear]

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APR 29 2015

PRESIDENT'S OFFICE

Signed:

Bill Alderman

Will A. [Signature]

William [Signature]

Cal B. [Signature]

[Signature]

Melissa Adkins

Rick Thompson

[Signature]

[Signature]

[Signature]

Kim Hensley

Russell Saunders

Shawn Cline-Riggins

Sue Baisden

Mary Smith-Pyles

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Nicole Vineyard
May Hamilton



Cynthia Lewis

Kathy Desrosiers

Stephane David

Brandon R. Kirk

Will Alderman II

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Bill Alderman

APR 15 2015
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Judith Sigs

Roger P. Stollings

Matthew C. Mepner

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/30/2015	<p>To Everyone,</p> <p>I have always felt that the Board has effectively govern this institution well in the past but this policy SCP-1400 has to deal with the classroom, my classroom. I feel that this policy takes away my creativity and freedom to teach my students the way that I feel that they should be taught. Students need to be given all different types of knowledge, from different people, with different views, to be able to make an educated decision. Do we want our youth to grow up programmed to have the same views and believes or do we want them to be a well-rounded educated person of society with all different types of knowledge? I feel that this policy will do damage to our students here at Southern. I was always under the understanding that we, as instructors, are here to help the students to succeed but with this policy we will be letting them down. Please let the students succeed and not censor our classroom.</p> <p>I would hope that the board would approve our revisions of the policy from the Faculty Senate.</p> <p>Sincerely,</p> <p>Denise White</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
04/30/2015	<p>Hello, everyone. I would like to echo the concerns of my fellow faculty members regarding SCP – 1400. My understanding of this potential policy is that it is designed to “protect” our students from being offended by anything a prospective classroom guest might say. Not only does this violate the idea of academic freedom (a concept that this college should support fully), but the policy in no way prevents our students from hearing opposing, conflicting, or potentially offensive thoughts and opinions from our guest speakers. Let’s say the policy does get passed, and I want to bring a speaker into my classroom, so I seek permission from my Division Head and am granted the right to bring the guest into my classroom. I have no control over what that speaker is going to say, and so a student still might end up hearing something that upsets them or offends them. What’s the next step in this (illogical) process? Will any potential guest speakers have to submit a written outline of what they’d like to address in my classroom and will I then have to submit that outline to a Division Head? This policy is a slippery slope that leads not only to the banishment of academic freedom in a classroom but the freedom of speech itself. I urge the Board of Governors to reconsider this drastic (and useless) policy.</p> <p>In my American Literature class last semester and this semester, I was fortunate enough to have a guest speaker come into the classroom to discuss primary documents in relation to Mary Boykin Chestnut and John Brown. This speaker, Gerry Kohler, retired from Wood County Schools after 30 years of teaching. She is the recipient of the Wood County History for Heroes Award, a James P. Vaughan Award, an Arch Coal Award, is a Daughters of the American Revolution West Virginia History Teacher of the Year, and in 2006 was the Gilder Lehrman West Virginia State History Teacher of the Year. She was then selected as the 2006 NATIONAL History Teacher of the Year, with the award presented in New York City by then First Lady, Laura Bush. She has worked with the National Council for History Education as a Master Teacher, helping to present Colloquia for teachers across the nation.</p> <p>Can you imagine the audacity it would take to say to a guest speaker who is this achieved in her professional career, “I’d love to have you come speak to my classroom, but I must get permission from my Division Head. You must be approved before you can talk to college students.”? I certainly can’t, and this is my own mother I’m talking about. The solution? I wouldn’t ask her into my classroom because this policy is so offensive not only to the faculty (do you not trust us to do our jobs to the best of our abilities?) but to the SPEAKERS themselves. The result is that my students simply would not get to hear her views and her expertise. That’s a real shame, but it is the reality that this policy will create.</p> <p>Again, I urge you to reconsider this policy. No good can come from it, and it can’t prevent the thing which it is trying to prevent. It is a bureaucratic move in an academic world.</p> <p>Sincerely,</p> <p>~Emily Kohler</p> <p>Emily Kohler, MA, MFA Instructor of English Southern West Virginia Community & Technical College Wyoming Campus, Room 130 304.294.2007 Emily.Kohler@southernwv.edu</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/05/2015	<p>Tuesday, May 05, 2015 Subject: SCP-1400 Guest Speaker Policy/Comments From: Prof. C Lynn Earnest To: All Those Persons Dedicated to Excellence with our Teaching-Learning Process</p> <p>In my evening reading exercises recently, I ran across this paragraph in an essay I found in a book given to this Southern by Kenneth Heckler early in its birth as a Community College. From ‘Your Servant in Congress’, it was stamped. The title of the book is “Literature and the Arts: The Moral Issues”. I am a Professor of Art at Southern and hold my terminal degree from The George Washington University in Washington, DC, a nationally and internationally acclaimed institution which is a leading edge, problem-solving institution at the forefront of world politics.</p> <p>I was lucky to have professors there who also were internationally acclaimed and who regularly put us [students] through the rigors of problem-solving dialogue. That dialogue was a strange (to me a girl from southern West Virginia) but inspiring bit of brain dynamics which made me test myself and my ideas and allowed me to use my brain confidently to express my own views which often were well received by that mixed audience, always respectfully, and consistently. The results of this dialogue between professors and their guests, and students, built new and dynamic and inclusive concepts often with positive far reaching results. I learned <i>how</i>. I was very lucky to have this exposure and opportunity. This is teaching.</p> <p>As professors far from most metropolitan or cosmopolitan centers, here at southern we rely on our own educational training and exposure, our dialogues among ourselves, and supplement all this with an occasional visiting lecturer as inspiration for our students and ourselves and for that ever so important, real, experience which always leads to some new thought, heated or not. We as faculty do inspire, and we do need all the tools and help we can gather to do just that. That is our job.</p> <p>The paragraph I offer you here from this writer/book of essays, illustrates the teaching faculty position. I hope you will read it carefully and apply its content and respect our professional management responsibilities. We faculty are the presenters [writers] in this example and the guest lecturers expand the experiential basis by offer challenging life experiences, ideas, and dialogue. The students learn and grow real life skills from the dialogue. This essay written by T.S. Elliot, a St Louis born Harvard graduate who would move through the intellectual circles of his time here and in England, would rise to the top circles of Western Civilization’s brain power and ultimately receive the Nobel Peace Prize in 1948. I can think of no better way to arrive at peaceful solutions to disputes than to cultivate dialogue among participants. Something sorely needed in our world today.</p> <p>“It is simply not true that works of fiction, prose or verse, that is to say works depicting the actions, thoughts and words and passions of imaginary human beings, <i>directly</i> extend our knowledge of life. Direct knowledge of life is knowledge directly in relation to ourselves, it is our knowledge of <i>how</i> people behave in general, of <i>what</i> they are like in general, in so far as that part of life in which we ourselves have participated gives us material for generalization. Knowledge of life obtained through fiction is only possible by another stage of self-consciousness. That is to say, it can only be a knowledge of other people’s knowledge of life, not of life itself. So far as we are taken up with the happenings in any novel in the same way in which we are taken up with what happens under our eyes, we are acquiring at least as much falsehood as truth. But when we are developed enough to say: ‘This is the view of life of a person who was a good observer within his limits, Dickens, or Thackeray, or George Eliot, or Balzac; but he looked at it in a different way from me, because he was a different man; he even selected rather different things to look at, or the same things in a different order of importance, because he was a different man; so what I am looking at is the world as seen by a particular mind’ --then we are in a position to gain something from reading fiction. We are learning something about life from these authors direct, just as we learn something from the reading of history direct; but these authors are only really helping us when we can see, and allow for, their differences from ourselves.”</p>	

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	<p>learning something about life from these authors direct, just as we learn something from the reading of history direct; but these authors are only really helping us when we can see, and allow for, their differences from ourselves.”</p> <p>Eliot is discussing the process of learning from writers [faculty] but points out the original source is all those variations on seeing life, from persons who have their own REAL LIFE experiences [lecturers]. This reality becomes three dimensional with different viewing angles. Now, do we cower from differences and become fearful in the face of an opportunity to learn and manage a solution? No, we are powerful, courageous, knowledgeable, and capable beings as long as we continue to move forward with our innate curiosity and goodness. Fear breeds more fear and STOPS thinking. Why would we set a fearful example for our students. We cannot when our job is to teach them how to think and act responsibly. Please allow us to do what we are trained to do. You have a capable Faculty here. Please support our Academics and the Freedom to create more. Our safety lies in our professional capabilities to teach students these dialogue skills which are the essential freedoms of exploring knowledgeable/academic solutions. We are all students in this process.</p> <p>That is why freedom of speech is a clearly stated constitutional right. Any attempt of quash this freedom is illegal, period. That is why academics survive. That is why our nation survives. Let us grow.</p> <p>What more could be said for the human mind’s development than by way of experience and human dialogue to better the human condition? lynn</p>	
05/05/2015	<p>As I understand it, this new guest speaker policy has been proposed as a result of fear, and fear is always a terrible motivator for making choices. I would hate to think that information disseminated at Southern would be censored or sterilized or steered in any way towards one particular view point by giving administration the ability to veto a speaker based on topic or content or the fear that it might be upsetting to some students. I would like to ask the decision makers to be courageous when making their choice about SCP-1400 and not put any unnecessary hurdles towards inviting guest speakers into the class room. Our rural students need as may broad perspectives as we can bring to them. We should be making it easier on teachers to provide them, not making it more difficult. In addition to the philosophical implications, requiring faculty to get permission is a violation of academic freedom, which many before me have expounded upon in this thread.</p> <p>Thank you for your consideration.</p> <p>Sincerely,</p> <p>Anna James</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/07/2015	<p>Dear President Tomblin, Board of Governor Representatives, Fellow Faculty, Staff, and Administration:</p> <p>Respectfully, I have several concerns regarding policy SCP-1400. Reading the proposed appeals process for policy SCP-1400, following the 3 guidelines could build into a protracted consumption of time. I question how a selected committee could objectively decide who is “appropriate” and who is not? ‘Appropriate’ is abstract and may be abused. This violates Series 9, Academic Freedom and Professional Responsibility. How could any committee decide <i>without</i> prejudice and prior knowledge, who could freely study, discuss, investigate, and teach, based on that faculty member’s particular role and course at the institution? Each faculty member is entitled to freedom in the classroom in ‘discussing’ the subject being taught.</p> <p>An esteemed colleague stated it best: “The only people equipped to protect academic freedom are those persons who hold discipline-specific academic credentials. Nationally accredited faculty are the only approved persons to make these academic decisions. This is why credentialed academics are hired by higher education institutions---to make responsible, informed, and accurate decisions.” I concur with this statement.</p> <p>I will provide a good example of the effectiveness and learning experiences from a guest speaker: My students and I were once fortunate to have Don Blankenship (viewed by many as the premier coal baron in Appalachia) speak to our group. Don spoke and provided a Q and A for over three hours, running past 10 p.m. on a Friday night in C-202 to a full room. Mr. Blankenship, despite his problems and issues, spoke candidly about his humble beginnings, hard work, work ethic, habits, critical thinking, politics, the EPA, and the ability to manage himself in controversial situations. He spoke of the abhorrence that many had for him, while explaining and using examples with his detailed lessons that he was providing for us all. He discussed politics and later was thanked by those in attendance for sharing his knowledge and his points of views. I admit the edginess I had throughout the evening, reiterating several times that this was a learning experience and that I would manage the classroom. But at the end of the evening, the line was long to exchange pleasantries with the speaker from whom they had obtained worthwhile knowledge, industry related issues, establishment and rewards of good work ethics, and life.</p> <p>Being the conservative that Don is, would an application for approval been denied because of his strong points of view, negating his success as a businessman? Having known Don for decades in the industry, I would have been embarrassed to explain that I had to ask for approval before he could share his knowledge. I predict that if such policy exists, it will most likely result in many faculty choosing not to have such experts share their knowledge with our students. If this is taken from our ‘toolbox,’ that would be a travesty.</p> <p>someone might say. We cannot work/live in fear this way. It is futile and an incredible waste of thought and energy that could be utilized for positive and constructive teaching/learning.</p> <p>Another concern I have is this--I use “Discussion Posts” freely and regularly in each online course. I present scenarios and questions that often result in student’s opinions and rants that would offend someone if they allowed it to do so. I have read many replies that I did not like or agree. As a professional, I took it and moved forward. I</p>	

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	<p>My example from a student’s perspective: As a non-traditional student, in the midst of changing careers, and being a coal miner from Logan, West Virginia, I went to Virginia Beach, Virginia to The Regent University Graduate School of Business. I was subjected to many witticisms and stereotypical viewpoints regarding our culture. I was the minority. I had internationally acclaimed professors, fellow students from several other countries, as well as numerous other states. I was challenged academically and enriched personally by high–quality curriculum that incorporated business ethics derived from many religious and political beliefs, a contemporary perspective and an entrepreneurial, solutions–based approach that further developed my decision–making/problem-solving abilities. Our speakers included Chancellor Pat Robertson, Jack Welch, former GE CEO, Jay Sekulow, ACLJ, and other CEOs from Fortune 500 companies. During numerous “Hot Seat” exercises (Grilling and Drilling as Dr. Hunt called them) as part of the daily curriculum, the atmosphere was tense with differing viewpoints and discussions that often became expressive and impassioned. I was allowed to speak freely, discern from many religious, political and philosophical perspectives. I was inspired by stories from those prestigious guest speakers that had ‘done.’ I was thankful to experience that difference and I hope to continue such learning experiences throughout the remainder of my life. That was growing and this is life—everyday. Such an environment encourages diversity, critical thinking, and problem solving. It helps develops ‘thick’ skin and the ability to manage ‘you.’</p> <p>Discussions sometimes need to include outside guest speakers who can expertly address subjects being taught so as to promote a broader perspective on the subject matter at hand. Discriminating against anyone because they are not ‘liked’ or perceived as ‘controversial’ is immoral. Any procedural process that might be restricted or denied to allow their presence in the classroom is an unwarranted and a discouraging impediment to the educational mission and vision statement of the college, as well as a measure to be affront and impertinent to our academic freedoms. Any such procedural process for safety matters could be unevenly applied due to many factors, chief among them, no established or non-prejudicial standards set, without mention of a judicious appeal process if faculty disputed the denial of a proposed speaker. Theoretically, the policy is implemented, an 'appropriate' guest speaker is approved, yet this 'appropriate' speaker offends 1 student and that student complains. What then?</p> <p>Personal safety, while being a key consideration for the good of all, cannot be guaranteed. All reasonable measures that can be enacted then should be enacted, and of those enacted, they should not intrude upon, impede, or restrict the educational mission of the college. SCP 1400’S concerns about safety <i>do not</i> concern themselves with the teaching faculty member or the students in the classroom. It is ALL about the guest speaker! Statistically speaking, the primary source of danger to our campuses and classrooms come from our student body since it is they who are in the majority on campuses at any given time and they are never, ever, vetted for their individual impact on our campus/classroom safety. I, like so many of my colleagues, have been in these classrooms, exposed to inappropriate behaviors, confrontations,</p>	

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	<p>and much more. I immediately handled it according to procedures, have always protected my students, and will continue to do so. I do not need anyone's policy to <i>micromanage</i> my methodology or teaching philosophy. I, or more importantly, my students, do not have time for a committee to convene to tell me what I can and cannot do. I have always managed my classroom, will do so in the future, and do not need any one to censor it. I ask that this will not be implemented.</p> <p>With numerous 24/7/365 "security" cameras (that are perpetually monitoring our every step and movement on campus), along with our wide-open-doors policy (available for anyone to enter from the outside), essentially, we are not any safer against threats to our collective safety any more than what a restrictive guest speaker policy might provide by keeping out speakers. But I have never 'feared' that or what someone might say. We cannot work/live in fear this way. It is futile and an incredible waste of thought and energy that could be utilized for positive and constructive teaching/learning.</p> <p>Another concern I have is this--I use "Discussion Posts" freely and regularly in each online course. I present scenarios and questions that often result in student's opinions and rants that would offend someone if they allowed it to do so. I have read many replies that I did not like or agree. As a professional, I took it and moved forward. I have even learned from their rants and have never been fearful of their opinions and beliefs. What is next, censoring online Discussion Posts? My Discussion posts are an integral part of each course that I teach online for the sole purpose of critical thinking and analyses.</p> <p>This policy clearly opposes everything that higher education and Southern represents and hopes to achieve in educating its students. Also, the policy unequivocally demonstrates a derisively negative and corrosive attitude against the college's proposed vision statement. If the constitutional right of the freedom of speech is eliminated, we are opening the door for any student to 'complain' about us in a way that will spiral out of control. Further, that removal is illegal and unethical.</p> <p>I respectfully ask the board and our administration to discard this whole policy, particularly considering the reasons why and how it happened. How many of us have been offended by comments, whether they were from co-workers, students, or those within the community. Finally, I am a student, also. Please allow me to think, believe, discern, and speak freely, learning as I grow.</p> <p>Respectfully submitted,</p> <p>Bill Alderman, Associate Professor of Business</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/11/2015	<p>Monday May 11, 2015</p> <p>SWVCTC Board of Governors,</p> <p>Since I have been employed at SWVCTC (2000-present, full time and contract work), I have kept a low profile, not tried to cause any trouble, and perform my job to the best of my abilities. This is the second time I have commented on SCP-1400. Recently at the April 24th faculty meeting, all faculty that were in attendance unanimously voted against SCP-1400 as well as signing a petition stating they did not agree with SCP-1400, and all faculty feel it is a direct violation of academic freedom. We are educated professionals with the proper credentials to teach our courses. Just because a few words and phrases were changed in the latest policy update does not take away the real reason this policy was developed in the first place. SCP-1400 is a result of the comments made by Major Richard Ojeda who spoke to PS 202 State and Local Government in February 2014. We have been informed and reassured that SCP-1400 is not an attack on academic freedom, but rather is a safety issue. However, according to the policies link on the SWVCTC website, SWVCTC already has a safety policy, SCP-1215 and SCP-1215A.</p> <p>A colleague once said: “The only individuals equipped to protect academic freedom are those persons who hold specific discipline/academic credentials. This precedent has been the guiding principle for over 2500 years. Nationally accredited faculty are the only approved persons to make these academic decisions.” I feel that all SCP-1400 guarantees is administration the ability to hand pick who can and cannot come in and speak to our courses, in other words censor what can and cannot be said.</p> <p>For over 10 years in my teaching career I have invited a good family friend Raamie Barker, Sr. Advisor to Governor Tomblin, to be a guest speaker in many of my courses. Raamie was also employed at one time with SWVCTC as a full time instructor. What if a member of the future administration has a personal vendetta against Raamie and refuses to allow permission for him (Barker) to speak to one of our many courses? What a shame it would be for the students to not be exposed to an individual that is full of knowledge and experience relating to history, sociology, and political sciences courses.</p> <p>We ask that this policy be reconsidered as we have tried unsuccessfully since August (2014) to compromise on this situation. All the faculty would like is for the policy to state “notify our supervisor” in the event of guest speaker instead of “asking for permission.” In closing, just as other faculty have stated, I disagree with this policy and feel that SCP-1400 is a direct violation of academic freedom.</p> <p>Sincerely,</p> <p>Will Alderman Associate Professor of Humanities william.alderman@southernwv.edu (304) 896-7331</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/13/2015	<p>Southern West Virginia Community and Technical College Board of Governors,</p> <p>I am asking that SCP-1400 NOT be passed as it is written. I feel that SCP-1400 is completely against our academic freedom. We have a wonderful group of instructors and I don't feel that anyone here would ever bring a guest speaker into their classroom that would jeopardize the safety of the students. I can understand that we should notify our Division Head when we have a guest speaker but I do not think we should have to get approval on which guest speakers we have. We have all been trusted enough to be employed here and to teach our students therefore we should be trusted enough individually to decide which guest speakers come into our classrooms.</p> <p>Thank You,</p> <p>Melissa Adkins</p>	
05/13/2015	<p>I want to go on record stating that I am against the SCP-1400 Guest Speaker Policy as written. It is in direct conflict with the academic policy of this institution. It censors our responsibility to provide the student with the teaching that would provide thought, understanding, and self-motivation. I feel the reason for requiring permission before inviting someone to speak to the class is a means to censor. It seems most people in control want to insure that nothing should be out in the open for opinion that offends. Not everyone is going to agree with comments about a particular topic. There is going to be different views about every subject, but we need to hear other points of view to make judgment for ourselves as to how we see things.</p> <p>If this policy is allowed to pass as written, where does it stop? I'm reminded of the establishment of the EPA many years ago and how it is now grown to where they provide for increasingly greater control of the industry they affect. I reference the closing of many coal fired power plants because of the cost of meeting the objectives of the new rules placed on them to control emissions. Where does it stop?</p> <p>Please review this policy and change the requirement to "seek permission" to have a guest speaker to "inform the Dept. Head".</p> <p>William W. Moseley, Jr. Electrical Engineering Technology Instructor Southern WV Community & Technical College P.O. Box 2900 Dempsey Branch Road Mount Gay, WV 25637 304-896-7427 William.Moseley@southernwv.edu</p>	

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05/13/2015	<p>Board of Governors and the Southern West Virginia Community and Technical College Community,</p> <p>If one did not think that Southern has an amazing, professional, caring, intelligent, passionate, and driven faculty, one needs only this thread of e mail comments for evidence of that.</p> <p>I would like to remind you all that the Faculty Assembly voted <u>unanimously</u> in disfavor of SCP 1400. In my role as Faculty Senate Chair, I have filed a petition signed by the Faculty Assembly that contains our acceptable compromise position: We will agree to <u>inform</u> our supervisors and any appropriate staff of our intention to have a guest speaker in our class. We believe that seeking <u>permission</u> violates the principles of academic freedom.</p> <p>The background statements made in the Board of Governors agenda for April 21st, 2015 states: "Academic freedom is a principle to which the College is committed, but it is not a legal right that inures in an individual teacher." With all due respect, this statement is incorrect. Procedural rules issued by the Community and Technical College System of West Virginia (http://www.wvctcs.org/) have legislative authority, and are therefore laws. I redirect your attention to:</p> <p>TITLE 135 PROCEDURAL RULE - WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION - SERIES 9 ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION, AND TENURE http://www.wvctcs.org/images/stories/Regs_Rules/135-09%20sos%20final%20file%20copy.pdf</p> <p>I also serve the Faculty of Southern as their representative to the Association of College Faculty (ACF). This is a state wide organization made up of representatives of every public higher education institution in West Virginia. Through the ACF, I am exposed to the faculty, staff, and administration of all of the colleges and universities in West Virginia. The ACF does not get directly involved in the internal affairs of individual colleges, but we do share information about our colleges amongst ourselves. From what I can learn from this organization, no policy that requires faculty of their college to seek permission to have a guest speaker in their class exists at any public college or university in West Virginia; we believe that SCP 1400 violates academic freedom and was described by one my colleagues as "appalling".</p> <p>The ACF allows me to see just how great our college is, but I also get to hear some of the negative aspects of our reputation. One of those negative things is that this is a college connected to, and run by a bunch of local politicians. This is an aspect of our reputation (along with other negative things I hear) that I can easily put down. Passing SCP 1400 as it is written will make it a lot harder for me to do that. By passing SCP 1400 with the provision that faculty must seek permission to invite a guest speaker to their class provides the flexibility for the administration of the college to censor classroom content. That would give critics of our college solid leverage to do so.</p> <p>I think it should also be noted that the West Virginia Council for Community and Technical College Education has plans to hold their meeting at Southern this October. These meetings draw Council Members, HEPC staff, College presidents and administrators, faculty and staff from all over the State. All of these 30-40 individuals that attend this meeting might speak. Sense they are not faculty, staff, or students of Southern, they qualify as "guest speakers" as defined in SCP 1400. Who is going to enforce this policy at this meeting? Another rhetorical question I could ask is "How will you enforce this policy upon the members who call in to these meetings?"</p> <p>The ACF typically meets after Council meetings. I haven't decided if I should go ahead and schedule that meeting at Southern, or hold it somewhere else.</p> <p>Respectfully Submitted, Charles E Puckett</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/15/2015	<p>I wish to concur with all of my colleagues in opposition to SCP-1400 Guest Speaker Policy on both philosophic and pragmatic grounds. Philosophically, a democracy cannot flourish without a free thinking society. A free thinking society is not possible without freedom in the classroom. Too much administrative oversight concerning guest speakers allowed in the classroom opens the door to the promotion of intellectual conformity, political manipulation, and suppression of free speech within this excellent institution. Let teachers teach.</p> <p>Pragmatically, this policy only discourages faculty from inviting guest speakers and expanding the horizons and worldviews of our students. This policy, as written, also impedes spontaneity and creativity within the classroom. For example, a class discussion may lead to the professor in a given class to consider bringing in another speaker on a moment's notice to further enhance the students' learning experience. This would not be possible with the new policy. Furthermore, this policy will make the institution less attractive to incoming faculty. While the institution is not hiring many faculty now, eventually professors will leave and new positions will need to be filled. How can Southern attract the most qualified personnel if scholars realize they will not have full freedom in the classroom?</p> <p>For these, and other reasons which have been elaborated upon by other faculty, I ask the Board of Directors to change the requirement to "seek permission" to "inform the Department Chair/Head."</p> <p>Respectfully,</p> <p>Chuck Keeney, Ph.D.</p>	

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)

Date Received	Comments	Revisions to Policy Proposal
05/19/2015	<p>President Tomblin, Board of Governors, and Fellow Faculty:</p> <p>Before Saturday’s Commencement, I reread our Vision Statement and Core Values, printed on the back of the program for the event. They are an excellent set of standards for our institution to strive toward, and I support them fully. Unfortunately, SCP-1400 would go directly against several of these standards.</p> <p>First, according to our Vision Statement, the institution strives to be a standard for “academic excellence” and “collaboration.” Academic excellence rests primarily in the hands of Southern’s capable faculty members being allowed to freely exercise our judgment for what is best to serve our students in their education. The need to seek permission to have a speaker allowed into our classroom limits our ability to strive toward academic excellence on behalf of our students, our subject matter, and the institution as a whole. Further, this policy would allow us to collaborate only with community members that our administration finds acceptable.</p> <p>Our Core Values state that we are to accomplish our mission in several ways, one of which is “being creative and innovative at all levels.” Placing restrictions on the academic freedom of faculty inhibits innovation and creativity. We are also encouraged by our Core Values to “initiate opportunities for the community.” One such opportunity would be to invite interested community members with a unique and valuable perspective into our classrooms to share their knowledge and experience with students. This particular opportunity would be hampered by the need for permission before that person could address our class. SCP-1400 limits not only the freedom of the faculty to make decisions on how to best serve the student body, but also limits the ability of faculty to reach out to members of our communities. An unforeseen side effect of the proposed policy is the limitations placed on our community’s involvement in the life of our institution and the education of our students.</p> <p>Faculty members have been told that one of the main reasons for this policy's proposal is that guest speakers can pose a security risk. Will potential speakers need to pass a background check? How can we ever know for certain that a speaker will be “safe” to bring on campus? I understand that campus safety is a real concern, one that I respect, but I cannot see how our supervisors will be able to adequately determine if a guest speaker will be safe to bring into our classroom.</p> <p>For these reasons, as well as others enumerated by other faculty members, I oppose SCP-1400. I believe that the policy should be completely eliminated, or that the phrase “seek permission” should be changed to “inform the Department Chair/Division Head.”</p> <p>Respectfully Yours,</p> <p>William Clough, Ph.D.</p>	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1400**

SUBJECT: Guest Speakers, Lecturers, Performers, and Organized Groups

REFERENCE: SCP-1215, *Use of Institutional Facilities*, SCP-1215.A, *College Facility Use Agreement*; SCP-1500, *Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College*

ORIGINATION: May 28, 2014

EFFECTIVE: July 24, 2015

REVIEWED:

SECTION 1. PURPOSE

1.1 The mission of Southern West Virginia Community and Technical College (“the College”) is to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve. To support the mission, facilities of the College should be used, first and foremost, for educational activities. The purpose of this policy is to ensure that the classrooms and meeting rooms of the College are used in a manner that supports the College’s mission. To that end, officially recognized student organizations, faculty, and classified staff must follow the protocols contained in this policy before inviting guest speakers, lecturers, performers, or organized groups to present or perform in the College’s classrooms, meeting rooms, and lunch areas.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to the College’s classrooms, meetings rooms, and lunch areas which are non-public forums. As non-public forums, the College shall limit the use of those rooms/areas to presentations and performances by Guest Speakers, Lecturers, Performers, and Organized Groups (collectively, “Guest Speakers”) who support the College’s educational mission.

2.2 This policy does not apply to traditional public forums at the College, such as outdoor lawns on College property and College sidewalks adjoining public property. This policy also does not apply to the College’s designated public forums, such as the auditoriums and indoor common areas. The College does, however, reserve the right to ensure the orderly use of public forum areas by applying reasonable time and manner restrictions in the future.

2.3 It is the emphatic intent of this policy that all persons authorized to approve or deny an otherwise appropriate request for a Guest Speaker shall observe strict neutrality as to the opinion or opinions that the Guest Speaker may express on the topic of the speech, lecture, presentation or performance. In other words, all approvals and denials of Guest Speaker requests shall be viewpoint-neutral, neither favoring nor disfavoring a particular point of view.

SECTION 3. DEFINITIONS

3.1 Guest Speakers, Lecturers, Performers, and Organized Groups (collectively, “Guest Speakers”) – A person or group neither attending Southern, nor otherwise employed by the College, who is invited by an officially

recognized student organization, a faculty member, or a staff member, to present or perform in a College classroom, meeting room, or lunch area.

- 3.2 Indoor Common Areas – Indoor common areas include hallways, restrooms, and other indoor areas accessible to students in general.

SECTION 4. POLICY

- 4.1 Only an officially recognized student organization, a faculty member, or a staff member may invite a Guest Speaker to perform or present in a College classroom, meeting room, or lunch area. Prior to inviting a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area an officially recognized student organization, a faculty member, or a staff member must submit a *Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group (SCP-1400.A)* to her/his immediate supervisor or appropriate organization advisor.
- 4.2 An officially recognized student organization, a faculty member, or a staff member hosting a Guest Speaker in a College classroom, meeting room, or lunch area may not open the Guest Speaker's presentation or performance to individuals unaffiliated with the College without obtaining prior approval from the President of the College or the President's authorized designee.
- 4.3 A request to invite a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area shall be made in writing to the immediate supervisor or appropriate organization advisor at least seven (7) days (excluding holidays and weekends) prior to the date of the proposed presentation or performance. Exceptions to the minimum notice requirements may be authorized by the immediate supervisor or appropriate organization advisor in appropriate cases.
- 4.4 Any request to invite a Guest Speaker to present or perform in a College classroom, meeting room, or lunch area shall contain the following (as in Section 3 of SCP-1400.A):
- 4.4.1 the name of the sponsoring individual or organization,
 - 4.4.2 the proposed date, time and location of the meeting, lecture, or performance,
 - 4.4.3 the expected size of the audience,
 - 4.4.4 the name and address of the proposed Guest Speaker, and
 - 4.4.5 the topic.
- 4.5 Any external guest speaker, lecturer, performer, or organized group request is subject to the availability of the requested space for the meeting time and date requested. In the event that space is unavailable for the requested time and date of the meeting, or otherwise inappropriate for the request, or the request would impose substantial interference with normal activities of the institution, alternative space which is available may be offered by the institution, or the sponsoring organization is free to request a more suitable date and location. The individual or group inviting the external guest speaker, lecturer, performer, or organized group is responsible for confirming the availability of space with the appropriate Director of Campus Operations.
- 4.6 A request to invite a Guest Speaker to present or perform to whom payment would have to be from the College funds is subject to the availability of funds. In order to receive payment for services, the Guest Speaker must be a registered vendor with the State of West Virginia. An electronic vendor application is available at <https://www.wvoasis.gov/>.

- 4.7 A request for a Guest Speaker may be denied if the President of the College, or the President's authorized designee, determines that the proposed presentation or performance will:
- 4.7.1 Damage or destroy College property; or
 - 4.7.2 Disrupt, impair, or interfere with the College's regularly scheduled classes; or
 - 4.7.3 Physically harm, coerce, intimidate, or invade the lawful rights of students and College personnel; or
 - 4.7.4 Incite violence; or
 - 4.7.5 Constitute criminal activity.
 - 4.7.6 Additionally, the President or the President's authorized designee, may deny a request to invite a Guest Speaker if the President or the President's authorized designee reasonably determines the presentation or performance presents a clear and imminent threat to the College's orderly operations or is obscene (i.e., that which appeals to the obscene interest in sex; is patently offensive; and lacks serious literary, artistic, political, or scientific value).
- 4.8 The individual or group inviting a Guest Speaker shall provide the Guest Speaker with a copy of this policy. By acceptance of the invitation, a Guest Speaker shall assume full responsibility for any violation of the law or College policies while on the College's campuses.
- 4.9 Any meeting, assembly, or activity to which a Guest Speaker may be invited is subject to all requirements, conditions, and approvals set forth in any policy or regulation of the Board of Governors and/or the institution concerning the use of campus property and facilities.
- 4.10 The views expressed by a Guest Speaker are his or her own and do not necessarily represent the views of Southern West Virginia Community and Technical College.
- 4.11 The individual or group inviting a Guest Speaker shall notify the Public Relations Specialist when appropriate.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES

- 7.1 Individual or Group Making a Request:
- 7.1.1 Must complete SCP-1400.A, *Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group* and provide other required documentation as needed.
 - 7.1.2 Individual or Group must submit one copy of SCP-1400.A and required documentation to the immediate supervisor and/or appropriate Vice President.

- 7.1.3 Individual faculty and classified staff submits requests directly to the immediate supervisor.
 - 7.1.4 Faculty Senate Chair submits requests directly to the Vice President for Academic Affairs and Students Services.
 - 7.1.5 Classified Staff Council Chair submits requests directly to the Vice President for Finance and Administration.
 - 7.1.6 Student Government Association Presidents submit requests directly to the appropriate campus Student Government Association Advisor.
 - 7.1.7 Request a conference at any step to discuss recommendations, if desired.
 - 7.1.8 A recommendation for denial at any step does not preclude an individual's or group's opportunity to be approved at the remaining phases.
- 7.2 The Immediate Supervisor or Student Government Association Advisor Will:
- 7.2.1 Accept and review requests and appropriate documentation to determine that the required materials are included.
 - 7.2.2 Approve or deny the request and notify in writing the individual or group making a request within two (2) working days of the decision.
 - 7.2.3 Forward requests and appropriate documentation to the appropriate Vice President for review and/or approval or denial.
 - 7.2.4 If the immediate supervisor is the Vice President for Development or the Vice President for Workforce and Community Development, he/she submits requests to the Vice President for Finance and Administration for review and/or approval or denial.
- 7.3 The Appropriate Vice President Will:
- 7.3.1 Accept and review requests and appropriate documentation to determine that the required materials are included.
 - 7.3.2 Approve or deny the request and notify in writing the individual or group making a request within two (2) working days of the final decision.
 - 7.3.3 Forward a copy of requests and appropriate documentation to the President's Office for maintaining a file with the names of individuals or groups that have been approved or denied as a Guest Speaker.
- 7.4 The Appeal Process:
- 7.4.1 In the event of a recommendation of denial, the individual or group making the request may appeal the final decision to the President.
 - 7.4.2 The President shall review the request, documentation, and reason(s) for denial and render a written decision for approval or denial within two (2) working days of receiving the request for appeal.
- 7.5 The President of Southern West Virginia Community and Technical College or the President's authorized

designee is responsible for the implementation of this policy.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-1400.A, *Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group*

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: May 28, 2014 – Originated
 June 17, 2014 – Initial Release

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1400.A**

Request to Invite a Guest Speaker, Lecturer, Performer, or Organized Group

Potential Guest Speakers (as defined in SCP-1400) are not to be contacted until official approval has been received. Any Guest Speaker request must be made to the immediate supervisor or appropriate organization advisor seven (7) days prior to the date of the proposed speaking engagement, performance, or lecture. Upon completion of this form, please submit it to the appropriate supervisor or organization advisor.

Section 1. General Information *(To be completed by the individual/group making the request.)*

Name of Sponsoring Individual or Organization, if any:	
Name of Person Completing this Form:	
Your Contact Information (Phone Number and E-mail):	

Section 2. Guest Speaker Information

Full Name of Guest Speaker:	
Mailing Address:	
Telephone Number:	
E-mail Address:	
Guest Speaker's Corporate Affiliation, if any:	

Section 3. Event Information

Proposed Date(s) of Event/Class/Meeting:	
Proposed Time(s) of Event/Class/Meeting:	
Proposed Location of Event/Class/Meeting:	
Expected Attendance for Event/Class/Meeting:	
Title/Topic/Performance being Presented:	

Section 4. Signature and Date

Individual or Organization's Representative Signature:	Date:
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Section 5. Signature of Supervisor, Appropriate Vice President, and Date

<input type="checkbox"/> Approved <input type="checkbox"/> Denied Supervisor or Organization Advisor's Signature: <i>If denied, state the reason for denial (use additional sheet if necessary):</i>	Date:
<input type="checkbox"/> Approved <input type="checkbox"/> Denied Vice President's Signature: <i>If denied, state the reason for denial (use additional sheet if necessary):</i>	Date:

OFFICE USE ONLY
Copy to:
<input type="checkbox"/> Individual or Organization's Representative <input type="checkbox"/> Appropriate Director of Campus Operations <input type="checkbox"/> President's Office

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-2006, *Employee Leave*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2006, *Employee Leave*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-2006, *Employee Leave*. The purpose of this policy is to establish an institutional rule regarding the various types of employee leave.

The policy was reviewed and approved by the Executive Council and President's Cabinet. Revisions made reflect grammar corrections, addition of references to time off work for essential employees, correction of rules regarding leave procedures for faculty members with twelve-month appointments, and the removal of hyperlinks to web pages that may no longer exist.

At its April 21, 2015, meeting, the Southern West Virginia Community and Technical College Board of Governors authorized advancement of SCP-2006, *Employee Leave*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on May 22, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Chancellor for Community and Technical College Education for final approval.

COMMENTS RECEIVED

Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Transfer Student Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

2. SCP-2006, Employee Leave		
Date Received	Comments	Revisions to Policy Proposal
5/22/2015	No comments received.	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2006**

SUBJECT: Employee Leave

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 38, *Employee Leave*; West Virginia Code §18B-1-6; West Virginia Code §18B-2A-4; West Virginia Code §18B-9-10 (Catastrophic Leave); West Virginia Code §15-5-15a (Disaster Service Volunteer Leave); West Virginia Code §21-5D (The Parental Leave Act); The Family and Medical Leave Act of 1993 (Public Law 103-3 Enacted February 5, 1993 and Amended January 28, 2008); and SCP-1435.B, *Essential Employee Guidelines*

ORIGINATION: November 16, 2009

EFFECTIVE: July 24, 2015

REVIEWED: November 5, 2014

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish an institutional rule in regard to all types of employee leave.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all employees of Southern West Virginia Community and Technical College (College). Particular types of leave programs may be applicable to specific categories of employees, and not others.
- 2.1.1 All full-time employees (classified, non-classified, and faculty) are eligible for medical leave of absence without pay, parental leave, family medical leave, personal leave of absence without pay, military leave, special emergency leave with pay, disaster service volunteer leave, and witness and jury leave.
 - 2.1.2 Faculty employees are eligible for leave as outlined in Section 6.5 entitled “Faculty Absences.” Faculty employees with less than twelve-month appointments are not eligible for sick or annual leave accumulation.
 - 2.1.3 Faculty members with twelve-month administrative appointments will accumulate annual and sick leave using rules applicable to non-classified employees. Rules in Sections 6.5.3 and 6.5.4 of this policy do not apply to faculty with twelve-month administrative appointments unless the faculty member returns to a status less than a twelve-month appointment.
- 2.2 Classified and non-classified employees are eligible for annual and sick leave accrual based on the following:
- 2.2.1 Classified and non-classified employees working on a regular and continuing basis for no less than 1,950 hours within the fiscal year are eligible for leave as specified in this policy.
 - 2.2.2 Classified and non-classified employees working between 1,040 hours and less than 1,950 on a regular and continuing basis during the fiscal year will accumulate leave on a pro-rata basis.

SECTION 3. DEFINITIONS

- 3.1 *Family Medical Leave Act (FMLA)* – A federal law that enables qualified employees to take up to twelve weeks leave for family and health-related reasons without loss of their jobs. Amendments to the FMLA allow additional leave for employees affected by military service requirements.
- 3.2 *West Virginia Parental Leave Act* – The *West Virginia Parental Leave Act* provides that a qualified employee is entitled up to a total of twelve weeks (480 hours) of unpaid family leave (following the exhaustion of all his or her annual and personal leave) because of the birth or adoption of a child, or to care for a son, daughter, spouse, parent, or dependent who has a serious health condition.
- 3.3 *Catastrophic Leave* – Catastrophic leave is a program mandated in West Virginia Code whereby employees may donate accrued leave for the benefit of an eligible employee who has exhausted all sick and annual leave to remain on the payroll.
- 3.4 *Uniformed Services Employment and Re-employment Rights Act (USERRA)* – USERRA is a federal law enacted in October 1994 and significantly updated in 1996 and 1998 which provides job protection and the rights of reinstatement to employees who participate in the National Guard and Reserve.
- 3.5 *Immediate Family* – Immediate family is defined as: father, mother, son, daughter, brother, sister, husband, wife, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, stepchildren, or others considered being members of the household and living under the same roof.
- 3.6 *Terminal Leave Period* – The time following the last day actively at work due to resignation, retirement, or other termination reason and the final pay date.
- 3.7 *Rolling Forward Calculation Method* – A method of calculating the twelve (12) month period for leave purposes. The rolling forward year is a twelve (12) month period measured forward from the date an employee's first FMLA or other type of leave begins.
- 3.8 *Essential Employees* – The Director of Campus Operations at each location and the Chief Information Officer for the College.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College's Board of Governors provide employee leave in compliance with the rules of the West Virginia Council for Community and Technical College Education, West Virginia Code, and federal law. Employee leave provisions include annual leave, sick leave, medical leave of absence without pay, parental leave, family medical leave, catastrophic leave, personal leave of absence without pay, military leave, special emergency leave with pay, disaster service volunteer leave, and witness and jury leave.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Employees working less than 1,040 hours are not eligible for leave benefits.
- 5.2 The provisions of this policy related to annual leave, sick leave, and catastrophic leave does not apply to faculty members on annual appointments of less than twelve months.

SECTION 6. GENERAL PROVISIONS

- 6.1 General Leave Rules

- 6.1.1 Annual and sick leave may not be taken before it is accrued. If an employee's regular established work schedule results in the employee working less than a full month, annual and sick leave will be accumulated on a pro rata basis.
- 6.1.2 During a terminal leave period, no type of leave may be accrued.
- 6.1.3 Length of service for leave accumulation purposes will be total years of state service which includes experience with state institutions of higher education and other state agencies. Continuous service is not required to complete the required term. Annual full time appointment periods of nine (9) months or more will be credited for one (1) year of service for annual leave calculation purposes.
- 6.1.4 A recognized institutional holiday occurring during an employee's leave period will not be considered as a day of leave, provided the employee is not in a terminal leave period.
- 6.1.5 Up to fifteen (15) days of annual leave may be transferred from other agencies of state government and state higher education institutions to the College. Certification of the balance which existed in the agency or institution from which the employee is transferring must accompany the request for transfer and bear the signature of an officer of that agency. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution. In the event of special circumstances, such as recruitment for a difficult to fill position, requests for transfer of more than fifteen (15) days of annual leave must be made in writing and approved by the President or his/her designee.
- 6.1.6 When a non-faculty employee transfers from other agencies of state government or from other state institutions of higher education to the College, the employee's accumulated sick leave may be transferred. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution. Written verification of the amount of sick leave to be transferred must be provided.
- 6.1.7 When a faculty employee transfers from other agencies of state government or from other institutions of higher education to the College, the faculty employee's accumulated years of state service will be verified and documented for any state service related benefits. The College will not transfer sick leave balances from another institution for a transferring faculty member, *unless* the faculty member is transferring from a twelve-month faculty position where he or she accumulated sick leave, to a twelve-month faculty position eligible for sick leave at the College.
- 6.1.8 An employee is required to notify her/his supervisor immediately if ill or unable to work for any reason. The notification will be given to the immediate supervisor or designee, as determined by established procedures of the unit.
- 6.1.9 Employees on any type of leave without pay will not accrue annual or sick leave or years of service credit for any and all full months in which they are off the payroll.
- 6.1.10 The institution may require evidence from an employee for verification of an illness or other causes for which leave may be granted under this policy, regardless of the duration of the leave.
- 6.1.11 The College will use the rolling forward calculation method for calculating the calendar year and/or any twelve consecutive month period for eligibility of leave for all programs that do not specifically disallow such method.

6.2 Annual Leave

- 6.2.1 Full-time non-classified employees and faculty with twelve-month appointments will be eligible for up to twenty-four (24) days leave per year accumulated at the rate of 2.00 days per month. However, when a non-classified employee's status changes to classified, or upon leaving the non-classified position, the accumulation rates outlined in Section 6.2.2 will apply.
- 6.2.2 Employees occupying full-time classified positions will be eligible for annual leave on the following basis:
 - 6.2.2.1 Less than five (5) years' service: 1.25 days per month;
 - 6.2.2.2 Five (5) but less than ten (10) years' service: 1.50 days per month;
 - 6.2.2.3 Ten (10) but less than fifteen (15) years' service: 1.75 days per month;
 - 6.2.2.4 Fifteen (15) or more years' service: 2.00 days per month.
- 6.2.3 Classified and non-classified employees working at least 1,040 hours per fiscal year on a regular and continuing basis, but less than 1,950 hours will accumulate annual leave on a pro rata basis.
- 6.2.4 Accumulated annual leave for continuing employees may be extended beyond that earned during a period of one (1) year, but in no case will it exceed twice the amount earned in any twelve-month period.
- 6.2.5 An employee is entitled to accumulated annual leave at termination of service, but in no case may this exceed the limits set in 6.2.4 above.

6.3 Other Conditions for Annual Leave

- 6.3.1 At the request of the employee through established procedures, annual leave may be granted because of illness.
- 6.3.2 The work requirements of the institution will take priority over the scheduling of annual leave or other leave for an employee. When operationally possible, the supervisor will grant earned annual leave at the convenience of the employee. However, departmental needs must be met, and annual leave may not be taken without prior request and approval of the employee's supervisor.
- 6.3.3 In the event of an employee's death, the value of accumulated annual leave will be paid to the employee's estate.

6.4 Sick Leave

- 6.4.1 Full-time employees will accumulate sick leave at the rate of 1.50 days per month. All other employees will accumulate sick leave in accordance with Section 2 of this policy.
- 6.4.2 Sick leave may be accumulated without limit.
- 6.4.3 Sick leave may be used by the employee when ill or injured, when in need of medical attention, or when death occurs in the immediate family.
- 6.4.4 An employee may use sick leave for a member of the immediate family who is ill, injured, or in need of medical attention.

- 6.4.5 Sick leave for more than five (5) consecutive days (one work week or more) will not be granted to an employee for illness without proof of illness or injury satisfactory to the institution. An employee having an extended illness or serious injury will, before returning to duty, obtain satisfactory medical clearance that will indicate the employee's ability to perform her/his duties. Such medical clearance will be presented in writing. Human Resources will develop procedures for requesting and documenting sick leave.
- 6.4.6 When the condition of the employee is such that a return to work date cannot be reliably provided, or circumstances are such that incremental periods of medical leave are appropriate, a medical leave of absence *may* be granted for increments of thirty days. Continuation of the leave will require updated satisfactory medical evidence. Human Resources will establish procedures for medical leaves of absence for a period of more than ten (10) consecutive days.
- 6.4.7 In order to make sound and appropriate decisions regarding medical leaves of absence, employees must obtain beginning date, diagnosis, prognosis, and expected dates of return to work from a health care provider. The College will follow all applicable laws in regard to medical leave under state or federal rules. Supervisors are not allowed access to medical specific information about employees. All employee medical information will be kept in strict confidentiality according to applicable privacy laws and regulations. Any employee who, through the course of performing their job, obtains knowledge of another employee's medical information is required to maintain strictest confidentiality. Medical information is to be forwarded to the Human Resources Office for appropriate record keeping.
- 6.4.8 In cases, except those involving catastrophic leave as defined in this policy, where all accumulated sick leave has been used and annual leave is available, it will be the option of an employee either to use any accumulated annual leave until it has also expired, rather than being removed from the payroll, or to retain the accumulated annual leave for use after return to work, but be taken off the payroll immediately after the accumulated sick leave has expired.
- 6.4.9 On-the-job injuries or occupational illnesses which involve no more than three (3) days of disability leave or absence from work will not be charged against the employee's accumulated sick leave as long as they are the next three (3) consecutive working days after injury or illness occurred. If on-the-job injuries or illnesses require a leave beyond the three-day period, it will be the option of the employee either to use earned and accumulated sick and annual leave until both may be exhausted or to reserve for future use any earned and accumulated sick and annual leave and receive only Workers' Compensation benefits for which adjudged eligible. Upon receipt of Worker's Compensation wage replacement payments, the employee who elected to use sick leave must pay the institution the amount of benefits received and has the value of the benefit calculated to an equal value of sick leave days for reinstatement.
- 6.4.10 Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom will be, for all job-related purposes, temporary disabilities and will be treated the same as any other illness or disability would be treated for sick leave entitlement. For this reason, employees will be entitled to sick leave for their disabilities related to pregnancy and childbirth on the same terms and conditions as they or other employees would be entitled for other illnesses and disabilities. In determining whether an employee is unable to work because of a disability related to pregnancy or childbirth, the same criteria will be used as would be used in the case of another type of illness or disability.
- 6.4.11 Sick leave provisions are contingent upon continued employment. When the services of an employee have terminated, all sick leave credited to the employee will be considered cancelled as of the last working day with the institution, and no reimbursement will be provided for unused sick leave except in the event of retirement, in which case sick leave may be converted, under some circumstances, to insurance coverage, or for provisions lawfully provided for at that time. Employees who resign in

good standing and are later re-employed may have their total accumulated sick leave reinstated, provided the date of termination is one (1) year or less from the date of re-employment. However, if the employee returns to work after more than one (1) year from the date of termination, no more than 30 days of accumulated sick leave may be reinstated.

6.5 Faculty Absences

- 6.5.1 A faculty member who must miss scheduled work time (class, office, committee, or other) for illness or other reasons, is required to complete a faculty absence form. Whenever possible, the faculty absence form is to be completed in advance of the absence.
- 6.5.2 For absences due to illness lasting or expecting to last two or more consecutive weeks, the full time faculty member must request a medical leave of absence pursuant to established medical leave procedures applicable for all employees.
 - 6.5.2.1 Before returning to work after a period of absence for two work weeks or more, the faculty member must obtain a "Return to Work Authorization/Medical Release" form from the treating health care provider.
- 6.5.3 Faculty members are strongly encouraged to enroll in disability coverage. A faculty employed after September 1999 are required to enroll in disability insurance as a condition of employment.
- 6.5.4 Faculty who miss work for thirty (30) consecutive calendar days will be removed from the payroll. At this time, wage replacement benefits from disability coverage should begin.

6.6 Medical Leave of Absence Without Pay

- 6.6.1 Any employee requesting a medical leave of absence without pay must provide the institutional President or the President's designee, through established procedures, with satisfactory medical evidence (as outlined in institutional procedures) that he or she is unable to work. The medical statement will include a diagnosis, prognosis, and expected date that the employee can return to work. If the evidence is satisfactory, the President or her/his designee may authorize a medical leave of absence without pay only for the period of disability specified by the attending health care provider. When the condition of the employee is such that a return to work date cannot be reliably provided, or circumstances are such that incremental periods of medical leave are appropriate, a medical leave of absence without pay *may* be granted for increments of thirty days. Continuation of the leave will require updated satisfactory medical evidence.
- 6.6.2 The employee will be expected to report to work on the first work day following expiration of the disability period. Failure of the employee to report promptly at the expiration of a medical leave of absence without pay, except for satisfactory reasons submitted in advance, will be cause for termination of employment by the institution. An employee, prior to return to duty, will obtain satisfactory medical clearance that indicates the employee's ability to perform her/his duties. Such medical clearance will be presented in writing.
- 6.6.3 A medical leave of absence without pay may be granted for not more than a twelve (12) consecutive month period. Employees who may need an extended medical leave beyond twelve (12) consecutive months may apply for an extension through institutional procedures or may consider other options, such as disability.
- 6.6.4 After an employee has taken a twelve-month medical leave, the institution will continue group health insurance coverage provided that the employee pays the institution the full premium cost of such group health plan.

6.6.5 Any employee who is separated from employment following a medical leave of absence of twelve (12) consecutive months and who had chosen to maintain her/his accumulated annual leave will receive payment for such accumulated annual leave in a lump sum payment.

6.7 Parental Leave

6.7.1 A full-time employee who has worked at least twelve (12) consecutive weeks for the State of West Virginia may request up to twelve (12) weeks unpaid parental leave.

6.7.2 The request for parental leave must be due to birth or adoption of a child by the employee or because of a planned medical treatment or care for the employee's spouse, son, daughter, parent, or dependent who has a serious health condition.

6.7.3 The employee must provide her/his supervisor and Human Resources with written notice two (2) weeks prior to the expected birth or adoption; or for the medical treatment; or for the supervision of a dependent. Failure to submit a written request may be cause for denial.

6.7.4 The employee must provide Human Resources with certification by the treating health care provider and/or documentation regarding dependency status.

6.7.5 All annual and sick leave must be exhausted before the parental leave begins. Parental/family leave may be taken intermittently, on a part time basis, providing the period during which the number of work weeks of leave may be taken may not exceed twelve consecutive rolling forward months, and such leave must be scheduled so as not to unduly disrupt the operations of the employer. No more than a total of twelve (12) weeks of parental leave may be taken in any twelve (12) consecutive rolling forward month period.

6.7.6 During the parental leave by an employee, the institution will continue group health insurance coverage provided that the employee pays the employer the full premium cost of such group health plan.

6.7.7 The position held by the employee immediately before the leave commences will be held for a period not to exceed the twelve-week period of the parental leave and the employee will be returned to that position. However, the institution may employ a temporary employee to fill the position for the period of the parental leave.

6.8 Family Medical Leave

6.8.1 The FMLA provides qualified employees the right to twelve (12) weeks of unpaid leave per year for certain specified events. Employees must be eligible under federal statute in order to qualify. The law entitles the employee to the same or equivalent job upon return from leave and protects employees from retaliation. Health insurance benefits will continue providing the employee continues to pay the employee portion of the premium.

6.8.2 The institution will comply with the provisions of the federal Family Medical Leave Act (FMLA) as amended.

6.8.3 Any leave approved and taken by an employee eligible under FMLA, will be designated as FMLA leave without separate notice from the employer. This means that the twelve-week FMLA leave period will include unpaid (parental leave, leave of absence without pay, etc.) and/or paid leave (sick leave and annual leave) and/or other applicable leave programs.

6.9 Catastrophic Leave

- 6.9.1 A catastrophic illness is defined as: a medically verified illness or injury which is expected to incapacitate the employee and which creates a financial hardship because the employee has exhausted all leave and other paid time off. Catastrophic illness or injury will also include an incapacitated immediate family member if this results in the employee being required to take time off from work to care for the family member and the employee has exhausted all leave and other paid time off.
- 6.9.2 The College will provide catastrophic leave under the direct transfer method. Sick or annual leave may be transferred to an eligible employee who has requested and been approved to receive leave donations due to a catastrophic illness or injury.
- 6.9.3 The President, along with Human Resources, will establish procedures for administering the Catastrophic Leave Program. Procedures will include requirements for the employee to obtain the appropriate medical and other verification that he or she is unable to work due to a catastrophic illness or injury.
- 6.9.4 A direct transfer program provides for sick and annual leave to be donated at the request of Human Resources on behalf of an employee who has been approved for catastrophic leave.
 - 6.9.4.1 Upon approval for an employee to receive direct transfer of catastrophic leave, any employee may, upon written notice to the Human Resources Department, donate sick and/or annual leave in one-day increments. No employee will be compelled to donate leave.
 - 6.9.4.2 The institution may limit the number of days donated by an employee who is in his/her terminal leave period or who resigns employment within 30 days of the donation.
 - 6.9.4.3 Any leave donated by an employee, but not used by the employee to whom it was donated, will be returned to the donating employee and reflected in her/his leave balance.
- 6.9.5 An employee receiving the transfer of leave will have any time which is donated credited to such employee's leave record in one-day increments and reflected as a day-for-day addition to the leave balance of the receiving employee. The leave record of the donating employee will have the donated leave reflected as a day-for-day reduction of the leave balance.
- 6.9.6 Use of donated credits may not exceed a maximum of twelve (12) continuous rolling forward calendar months for anyone catastrophic illness or injury. The total amount of leave received by transfer may not exceed an amount sufficient to ensure the continuance of regular compensation and will not be used to extend insurance coverage pursuant to Section 13, Article 16, Chapter 5 of WV Code, which relates to insurance coverage for state employees. The employee receiving donations of leave will use any leave personally accrued on a monthly basis prior to receiving additional donated leave.

6.10 Personal Leave of Absence Without Pay

- 6.10.1 An employee, upon application in writing and upon written approval by the President or her/his designee, may be granted a continuous leave of absence without pay for a period of time not to exceed twelve (12) consecutive months provided all accrued annual leave has been exhausted.
- 6.10.2 The President or the President's designee, at her/his discretion, may require the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay.
- 6.10.3 The President or the President's designee, at her/his discretion, will determine if the purpose for

which such a leave is requested is proper and within sound administrative policy.

- 6.10.4 At the expiration of leave of absence without pay, the employee will be reinstated without loss of any rights, unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced workload. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, will be cause for termination of employment by the institution.
- 6.10.5 During a personal leave, the institution will continue group health insurance coverage provided that the employee pays the employer the full premium costs of such group health plan.

6.11 Military Leave

- 6.11.1 Job protection and benefit rights for employees participating in military services of the United States are provided under federal and state law.
- 6.11.2 An employee who is a member of the National Guard or any reserve component of the armed forces of the United States will be entitled to and will receive a leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades ordered by proper authority, or for field training or active service for a maximum period of thirty (30) working days ordered or authorized under provisions of state law in any one (1) calendar year. The term "without loss of pay" will mean that the employee will continue to receive normal salary or compensation, notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence will be considered as time worked in computing seniority, eligibility for salary increases, and experience with the institution. An employee will be required to submit an order or statement in writing from the appropriate military officer in support of the request for such military leave.
- 6.11.3 Benefits of this section will accrue to individuals ordered or called to active duty by the President of the United States for thirty (30) working days after they report for active service.
- 6.11.4 In addition to job protection and rights of reinstatement provided under the Uniformed Services Employment and Re-employment Rights Act (USERRA), the FMLA and the federal National Defense Authorization Act for 2010 provides a military family leave entitlement to eligible employees for certain qualifying exigencies and also a special military care giver leave entitlement for an eligible employee to care for a covered service member.
- 6.11.5 Employees seeking leave for reasons related to military services for themselves or family members are to contact the Human Resources Office.

6.12 Special Emergency Leave With Pay

- 6.12.1 Special emergency leave with pay may be granted by the President or her/his designee to full-time employees in the event of extreme misfortune to the employee or the immediate family. The leave should be the minimum necessary, and in no case may it exceed five (5) days within any twelve (12) consecutive month period. Typical events which may qualify an employee for such leave are fire, flood, or other events (other than personal illness or injury or serious illness or death in the immediate family) of a nature requiring emergency attention by the employee.

6.13 Disaster Service Volunteer Leave

- 6.13.1 Any state employee who is a certified disaster service volunteer of the American Red Cross may be granted leave with pay for not more than fifteen (15) work days in each year to participate in specialized disaster relief services for the American Red Cross.

6.13.2 Leave may be granted upon the written request of the American Red Cross for the services of the employee and approval by the supervisor, unit administrator, and the President or President's designee.

6.13.3 The Human Resources Office is responsible for reporting disaster service volunteer leave statistics to the governor's office in compliance with West Virginia Code.

6.14 Witness and Jury Leave

6.14.1 Upon application in writing, an employee may be granted leave as indicated hereinafter in this section provided the employee is not a party to the action. Annual leave will not be charged under the provisions of this section.

6.14.2 When, in obedience to a subpoena or direction by proper authority, an employee appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, the employee will be entitled to leave with pay for such duty and for such period of required absence.

6.14.3 When attendance in a court is in connection with an employee's usual official duties, time required in going and returning will not be considered as absence from duty.

6.14.4 When an employee serves upon a jury, or is subpoenaed in litigation, the employee will be entitled to leave with pay for such duty and for such period of required absence.

6.14.5 The employee will report to work if he or she is excused by the court before the end of her/his regular work day. Provisions for employees who work a shift other than a day shift will be made.

6.15 Managing Work Time in Areas Affected by Interruption to Utility Services or Similar Situations

6.15.1 Utility Service Interruptions – When extended power and utility service interruptions occur, administrators should make arrangements for employees' usual work routine to be accomplished at alternate work locations, or make affected employees available to other administrators for work in other areas. Also, if an administrator deems it advisable and the employee agrees, time off during the utility service interruption may be granted and charged against an employee's accumulated annual leave. Combinations of the above alternatives may be necessary, but in all cases interruptions of work schedules must be dealt within accordance with applicable laws, including West Virginia Code 12-3-13. This law is interpreted to mean that if pay is associated with the absence from work, the absence must be charged to accumulated annual leave.

6.15.2 Emergency Situations – In the event that an emergency exists, the President or her/his designee, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor of the Council for Community and Technical College Education. The President, working with public safety officials, will determine when the emergency condition no longer exists. Should an employee be required to work by the President or her/his designee during a declared emergency, the time worked will be compensated according to the provisions of the West Virginia Council for Community and Technical College Education, Title 133, Procedural Rule Series 8, "Personnel Administration." Work time lost by any employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged to annual leave nor will there be a requirement that the time be made up.

6.15.3 Absences from work due to weather conditions other than during a declared emergency must be charged against accumulated annual leave, accumulated compensatory time, or the employee must be removed from the payroll for the time in question. Sick leave may not be charged for absence due

to weather. Time lost from work may be made up in the same work week at the discretion of the employee's supervisor.

- 6.15.4 Guidelines on substitute time off for exempt and non-exempt essential employees who are required to work during an inclement weather/emergency closure situation are outlined in SCP-1435.B Essential Employee Guidelines.

SECTION 7. RESPONSIBILITIES

7.1 Employee

- 7.1.1 All employees of the College are responsible for knowing the terms and requirements of this policy and subsequent procedures related hereto. The employee must complete time report forms, leave request forms, and submit supporting documentation to his/her supervisor for approval. Whenever possible, all requests for leave are to be submitted for approval in advance.
- 7.1.2 To ensure privacy of personal medical information, employees must send medical records supporting requests for leave directly to Human Resources, rather than to his/her supervisor.
- 7.1.3 Employees are encouraged to seek advice and clarification from the Human Resources Office regarding specific criteria and interpretation of state and federal rules governing leave programs provided by the College.

7.2 Supervisor

- 7.2.1 All supervisors are responsible for consistent application of this policy and any subsequent procedures related hereto. Supervisors are responsible for monitoring employee absences and ensuring the appropriate time reports, requests for leave, and supporting documentation forms are completed in a timely manner for employees reporting to them. To ensure employee privacy, federal law prohibits supervisors from having access to personal medical information and from contacting an employee's health care providers.
- 7.2.2 Supervisors must forward all complete time records, leave requests and supporting forms to the Human Resources Office immediately upon receipt from the employee.

7.3 Human Resources

- 7.3.1 The Director of Human Resources is responsible for developing procedures and making all forms pertaining to leave available to employees of the College.
- 7.3.2 The Director of Human Resources or his or her designee will review incoming leave request(s) for completion and calculate the remainder of leave balances (where applicable).
- 7.3.3 The Director of Human Resources will review pending requests for leave for compliance with applicable rules and make recommendation to the President or President's designee for approval or denial of leave. In accordance with federal law, only specific employer representatives may contact an employee's health care provider. For the College, the specified representative is the Director of Human Resources or his/her designee in Human Resources.
- 7.3.4 After final decision of the President or President's designee, Human Resources will communicate approval/denial of leave request(s) to the employee and supervisor. The affected employee will be provided appropriate insurance/disability claim forms and notified regarding continuation of benefits, insurance premiums, premium due dates, pending expiration of leave balances, potential/pending disability claims, and other issues as necessary.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-2825, *Salary Administration*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2825, *Salary Administration*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-2825, *Salary Administration*. The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

The policy was reviewed by the Executive Council on March 10, 2015, and by the President's Cabinet on March 31, 2015. Following review, technical revisions were made to the policy and the document was reformatted into the current policy format.

At its April 21, 2015, meeting, the Southern West Virginia Community and Technical College Board of Governors authorized advancement of SCP-2825, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on May 22, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Chancellor for Community and Technical College Education for final approval.

COMMENTS RECEIVED

Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Transfer Student Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

3. SCP-2825, Salary Administration		
Date Received	Comments	Revisions to Policy Proposal
5/22/2015	No comments received.	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2825**

SUBJECT: Salary Administration

REFERENCE: West Virginia Code §18B-8-3, §18B-8-3(a), and §18B-9-4(b); Title 133, Joint Procedural Rule, West Virginia Council for Community and Technical College Education, and West Virginia Higher Education Policy Commission, Series 8, *Personnel Administration*

ORIGINATION: December 2004

EFFECTIVE: July 24, 2015

REVIEWED: March 3, 2015

SECTION 1. PURPOSE

1.1 The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This issuance applies to non-classified employees, (with the exception of the President), full-time faculty, and classified staff.

SECTION 3. DEFINITIONS

3.1 Non-classified Employee – An employee so designated by the President who is responsible for policy formation at the department or institutional level or reports directly to the President of the institution or is in a position considered critical to the institution by the President.

3.2 Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.

3.3 Classified Employee – An employee in a position covered under the classification program set out by Title 133, Procedural Rule, Series 8, *Personnel Administration*.

SECTION 4. POLICY

4.1 The President shall prepare an annual budget presentation for approval by the Board of Governors (BOG). As part of this presentation, the President shall include any plans for awarding of salary increases for all employees other than the President. The President's recommendation for salary increases to the Board of Governors will incorporate compensation methods deemed appropriate to accomplish the salary goals of the College and may address issues such as market/peer competitiveness, performance, and equity adjustments, or other common compensation practices necessary to maintain a fair and equitable compensation program.

4.2 The salary and other compensation for the President shall be developed and approved by the Board of Governors in compliance with guidelines of the West Virginia Community and Technical College Council.

- 4.3 Plans for salary increases for all employees of Southern West Virginia Community and Technical College effective on or after the date of the adoption of this policy shall contain a merit factor. All salary increases shall be contingent upon the availability of funding and are not considered to be automatic based upon any salary schedule adopted or in effect.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 In so much as they shall apply, entry level salaries and any salary increases awarded shall be in compliance with West Virginia Code and supportive of the goals and strategies of the institutional compact.

SECTION 6. GENERAL PROVISIONS

- 6.1 As funding is provided for salary adjustments, those funds will be allocated equitably consistent with the purpose for which the funds are being provided. Salary increases may be provided only when funding is available. Salary increases shall be provided using one or more of the following criteria. The criteria are not to be considered as sequential and may be applied concurrently for any employee category.

6.2 Non-Classified Employee

- 6.2.1 Salary increases may be provided as proposed by the President and determined by the Board of Governors.
- 6.2.2 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards.

6.3 Full-time Faculty

- 6.3.1 Promotion-in-Rank – a 10% salary increase on the existing base salary, not to include any stipend or supplemental contract pay, shall be awarded to a faculty member who is promoted-in-rank based upon meeting the criteria for such promotion as outlined in SCP-2686, *Promotion-in-Rank and Tenure Policy*.
- 6.3.2 Salaries are largely governed by a Faculty Compensation Program and a salary schedule approved by the Board of Governors. The first priority for funding salaries for faculty employees shall be to ensure salary levels are at the entry level step in rank on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all faculty employees based upon the individual employee's step placement and rank.
- 6.3.3 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.
- 6.3.4 Merit-based salary increases may be provided based on results derived from the approved faculty evaluation process which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any faculty evaluation process adopted shall be developed in collaboration with the faculty and approved by the President.

6.4 Classified Employee

- 6.4.1 Salaries are largely governed by a classification system and a legislatively approved salary schedule.

The first priority for funding salaries for classified employees shall be to ensure salary levels are at the zero step on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all classified employees based upon the individual employee's pay grade and years of service.

6.4.2 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.

6.4.3 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any performance appraisal system adopted shall be developed in collaboration with the classified staff and approved by the President.

SECTION 7. RESPONSIBILITIES

7.1 The authority for developing a performance appraisal system to be applied in awarding merit-based salary increases is delegated to the President by the Board of Governors.

SECTION 8. CANCELLATION

8.1 This policy supersedes any prior policy or reference to salary issues of Southern West Virginia Community and Technical College.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: October 2007 – Revisions incorporate the Board of Governors approved Faculty Compensation Program and Salary Schedule as a means to provide salary increases for the faculty.

March 2015 – Policy was reformatted into the new policy format. Revisions are technical in nature.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-4786, *Transfer Student Requirements and Credit Evaluation*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4786, *Transfer Student Requirements and Credit Evaluation*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

STAFF MEMBER: Debra Teachman

BACKGROUND:

SCP-4786, *Transfer Student Requirements and Credit Evaluation*, was reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) on October 22, 2014, by the Executive Council in November 2014, and by the President's Cabinet in December 2014.

Policy revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and title changes.

At its April 21, 2015, meeting, the Southern West Virginia Community and Technical College Board of Governors authorized advancement of SCP-4786, *Transfer Student Requirements and Credit Evaluation*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on May 22, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Chancellor for Community and Technical College Education for final approval.

COMMENTS RECEIVED

Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Student Transfer Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

4. SCP-4786, Student Transfer Requirements and Credit Evaluation		
Date Received	Comments	Revisions to Policy Proposal
5/22/2015	No comments received.	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4786**

SUBJECT: Transfer Student Requirements and Credit Evaluation

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*; Procedural Rule Series 21, *Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*; and SCP-3227, *Credit Based on Experience*.

ORIGINATION: July 1, 1984

EFFECTIVE: July 24, 2015

REVIEWED: October 2014

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to ensure that students applying for admission to Southern West Virginia Community and Technical College receive equitable treatment when transferring college credit hours from an accredited college or university and/or when transferring military credit. All applicants will receive the appropriate evaluation and articulation of credit by Southern in compliance with the West Virginia Council for Community and Technical College Education rules.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all students.

SECTION 3. DEFINITIONS

- 3.1 Acceptable Transfer Credit – Evaluated academic credit that is considered included within a transfer student’s Southern academic history and may or may not be considered as equivalent to Southern coursework or applicable toward the student’s Southern program certificate/degree requirements. All credit and grades for coursework determined as equivalent or not equivalent to Southern coursework is calculated and included in the overall grade point average. Most common acceptable transfer credit is received from regionally accredited colleges and universities.
- 3.2 Articulation Agreement – An agreement between one or more educational institutions establishing and identifying acceptable transfer coursework as equivalent coursework.
- 3.3 Core Coursework – Also considered general education courses, are common course requirements recognized by the state that fulfill most state baccalaureate and associate degree programs. Most common core coursework would be English composition, communications and literature, fine arts, mathematics, natural science, and social science.
- 3.4 Equivalent Course Credit – Acceptable transfer credit that has been evaluated by comparison of the transfer course description and Southern’s course description and determined to be equal in educational content.

- 3.5 Fully Admitted – Student status upon submission of all required documents for admission to Southern.
- 3.6 Non-traditional Credit – Recognized academic credit from other educational and/or life experiences or programs that are not typically provided by a traditional college or university as academic credit. Military, apprenticeship, and workplace experiences are the most common of this type of academic credit.
- 3.7 Regionally Accredited Institution – Colleges or universities accredited by a recognized regional accrediting organization that has met the standards of either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education (USDE).
- 3.8 Traditional Credit – Recognized academic credit commonly identified by a college or university as typical college coursework. Traditional credit would be commonly listed on an official transcript with the transfer course title, subject, credit, grade, and grade point average.
- 3.9 Transcript – An official document of coursework with completed credit(s), grade(s) and academic history from a college, university, and/or military authority.
- 3.10 Transfer Credit – Credit received for courses taken at other educational institutions and submitted for evaluation and articulation at Southern for determination of acceptable and/or equivalent college credit toward Southern’s academic programs.
- 3.11 Transfer Student – A student admitted to Southern who has previously attended another college or university.
- 3.12 Unacceptable Transfer Credit – Evaluated academic credit and grades that are not considered included within a transfer student’s Southern academic history and not applicable toward Southern program certificate/degree requirements or overall grade point average.

SECTION 4. POLICY

- 4.1 In accordance with the West Virginia Council for Community and Technical College, Title 135, Procedural Rule, Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*, it is Southern’s policy that any student who has been fully admitted to Southern and who seeks an Associate Degree or Certificate will be provided fair and equitable consideration in the evaluation and articulation of transfer credit hours and grades received from any regionally accredited college or university. Consideration will be provided to transfer students in determination of acceptable credit from other accredited and educational institutions following appropriate state and institutional procedures.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Southern is accredited by and follows standards set forth by the accrediting organization, The Higher Learning Commission, when evaluating and determining transfer credit. Southern will consider evaluation of transfer credit from any regionally accredited college or university recognized by the Council for Higher Education Accreditation (CHEA), and/or the U. S. Department of Education (USDE).
- 5.2 Students in the Board of Governors Associate in Applied Science Adult Degree Completion Program are an exception to this policy. According to the West Virginia Council for Community and Technical College Education Board of Governors Associate in Applied Science Adult Degree Completion Program Administrative Guidelines, in order to receive Southern’s Board of Governors A.A.S. degree, students transferring into this program must complete at least 12 credit hours at a regionally accredited higher education institution, including a total of three (3) hours credit at Southern West Virginia Community and

Technical College. Credit for this program will be evaluated on a case-by-case basis following the guidelines of SIP-3227, *Credit Based on Experience*.

SECTION 6. GENERAL PROVISIONS

- 6.1 Transfer credit determined as acceptable and/or equivalent credit by Southern will include the transfer credit grade(s) listed on the transcript after the grade(s) are reviewed and articulated as equivalent to Southern's standard grading system. Articulated grades will be calculated in the student's overall grade point average. A grade of "D" is acceptable; however, some program requirements may be more stringent.
- 6.2 The Core Coursework Transfer Agreement between the West Virginia Higher Education Policy Commission and the West Virginia Community and Technical College System will be followed in the evaluation of students' core coursework transferring from a state university or college. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements.
- 6.3 Established articulation agreements between Southern and other schools will be used as a basis for determining transfer credit for those schools.
- 6.4 Evaluation of students' transfer credit from a college or university that does not have an established articulation agreement with Southern will be reviewed upon comparison of course descriptions found in the transferring institution's catalog or course documentation from the transfer institution.
- 6.5 Evaluation of military credit will be based upon the recommendation listed in the current *American Council Education Handbook, Guide to the Evaluation of Armed Forces Experiences*.
- 6.6 Evaluation of credit for courses taken at an institution that is not regionally accredited may be considered on a case-by-case basis with submission of documentation from the institution, such as course description or syllabus. The Vice President for Academic Affairs and Student Services or designee, and the Registrar or designee, will evaluate the submitted documentation and determine if coursework is acceptable as credit.

SECTION 7. RESPONSIBILITIES

- 7.1 Transfer students are required to apply for admission to Southern and submit an official transcript from all previous colleges by the appropriate official from the transferring institution.
- 7.2 The transfer student is responsible for requesting official transcripts from the transferring institution.
- 7.3 Students with completed military training are required to apply for admission to Southern and are responsible for submission of a military record of training before credit evaluation is considered.
- 7.4 Receipt of all official transcripts must be received by Southern to be considered fully admitted.
- 7.5 After receipt of a student's official transcripts from a regionally accredited institution to Southern's Central Records office, the Registrar or designee, and when necessary in consultation with the Vice President for Academic Affairs and Student Services or designee, will evaluate and articulate all courses and determine courses acceptable or not acceptable as transfer or equivalent Southern courses. All acceptable transfer course credits and grades will be electronically recorded and included in the student's academic record, including those courses determined as not equivalent to Southern courses. The transfer student will be notified of the outcome of the articulation of credit.

7.6 Transfer students must complete 15 hours of the final 23 hours of the program requirements at Southern to be eligible for an Associate Degree from Southern. For those students completing a certificate program, a minimum of one-third of the total hours required in the certificate program must be completed at Southern.

SECTION 8. CANCELLATION

8.1 SCP-4825, *Transfer of Student Credit Hours from another Institution*, was rescinded and relative information was incorporated into SCP-4786.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12)
 www.southernwv.edu

Revision Notes: September 1, 2000 – Policy Originated.

September 1, 2009 – Revisions reflect title changes and include content from the rescinded policy, SCP-4825, *Transfer of Student Credit Hours from another Institution*.

October 2014 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and title changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-7125, Information Technology Acceptable Usage

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-7125, *Information Technology Acceptable Usage*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-7125, *Information Technology Acceptable Usage*. The purpose of this policy is to define and clarify the responsibilities and obligations of computer users at Southern West Virginia Community and Technical College.

The policy was reviewed by the Executive Council and President's Cabinet. Based upon the deliberations of these groups, numerous revisions were made to coincide with Appendix A of the State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001).

At its April 21, 2015, meeting, the Southern West Virginia Community and Technical College Board of Governors authorized advancement of SCP-7125, *Information Technology Acceptable Usage*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on May 22, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Chancellor for Community and Technical College Education for final approval.

COMMENTS RECEIVED

Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Student Transfer Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

5. SCP-7125, Information Technology Acceptable Usage		
Date Received	Comments	Revisions to Policy Proposal
5/22/2015	No comments received.	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-7125**

SUBJECT: Information Technology Acceptable Usage

REFERENCE: SCP-7720, *Security of Information Technology*; State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001, Appendix A), <http://www.technology.wv.gov>

ORIGINATION: July 7, 1997

EFFECTIVE: July 24, 2015

REVIEWED: September 12, 2014

SECTION 1. PURPOSE

1.1 To define and clarify the responsibilities and obligations of computer users at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This issuance applies to all computer users at Southern West Virginia Community and Technical College including but not limited to guests, students, staff, faculty, and external entities.

SECTION 3. DEFINITIONS

- 3.1 Access – To approach or use an information resource.
- 3.2 Assets – Any of the data, hardware, software, network, documentation, and personnel used to manage and process information.
- 3.3 Chief Information Officer – The person responsible for the agency’s information resources.
- 3.4 Employee – For the purposes of this policy, the term “employee” shall include the following: contractors, subcontractors, contractors’ employees, volunteers, business associates, and any other persons who are determined and notified by the Office of Information Technology (OIT) to be subject to this policy. This definition does not create any additional rights or duties.
- 3.5 Password – A string of characters known to a computer system or network and to a user who must enter the password in order to gain access to an information resource.
- 3.6 Security – Those measures, procedures, and controls that provide an acceptable degree of safety for information resources, protecting them from accidental or intentional disclosure, modification, or destruction.
- 3.7 User – A person authorized to access an information resource.

SECTION 4. POLICY

- 4.1 This policy establishes guidelines and responsibilities for users of Southern West Virginia Community and Technical College's Information Technology.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 Relevant technologies include, but are not limited to the following:
- 6.1.1 Personal Computers
 - 6.1.2 Personal Digital Assistant (PDA)
 - 6.1.3 Fax or copy machines with memory or hard drives
 - 6.1.4 Internet or Intranet
 - 6.1.5 E-mail and Enterprise Instant Messaging (EIM)
 - 6.1.6 Voice Mail
 - 6.1.7 Cell Phones (including camera phones and smart phones with data communications and databases)
 - 6.1.8 Pagers
 - 6.1.9 Media including disk drives, diskette drives, optical disks (CD), tape drives, and USB drives (flash drives)
 - 6.1.10 Servers
 - 6.1.11 Printers
- 6.2 Unacceptable uses include, but are not limited to the following:
- 6.2.1 Any use which violates local, state, or federal laws.
 - 6.2.2 Any use for commercial purposes, product advertisements, or "for-profit" personal activity;
 - 6.2.3 Any use for viewing, transmitting, receiving, saving, or printing sexually explicit material;
 - 6.2.4 Any use for promotion of political or religious positions or causes;
 - 6.2.5 Any use in relation to copyright infringement;
 - 6.2.6 Any use in relation to participating in chain letters or unauthorized chat programs, or forwarding or responding to SPAM;
 - 6.2.7 Any use for promoting the misuse of weapons or the use of devices associated with terrorist activities;
 - 6.2.8 Any use related to pyramid selling schemes, multi-marketing schemes, or fund-raising for any purpose unless agency sanctioned;
 - 6.2.9 Any use for dispersing data to customers or clients without authorization;
 - 6.2.10 Any use in relation to placing wagers or bets;

- 6.2.11 Any use that could be reasonably considered as disruptive to another's work.
- 6.3 Users will not waste IT resources by intentionally doing one or more of the following:
 - 6.3.1 Placing a program in an endless loop;
 - 6.3.2 Printing unnecessary amounts of paper;
 - 6.3.3 Disrupting the use or performance of State-provided IT resources or any other computer system or network; or
 - 6.3.4 Storing unauthorized information or software on State-provided IT resources.
- 6.4 Users will not knowingly or advertently commit security violation. This includes doing one or more of the following:
 - 6.4.1 Assessing or attempting to access records within or outside the State's computer and communications facilities for which the employee is not authorized; or bypassing State security and access control systems;
 - 6.4.2 Copying, disclosing, transferring, examining, re-naming, or changing information or programs belonging to another user unless given express permission to do so by the user responsible for the information or programs;
 - 6.4.3 Violating the privacy of individual users by reading e-mail or private communications without legal authority, or authorization based upon documented just cause;
 - 6.4.4 Misrepresenting oneself, the College, or the State of West Virginia;
 - 6.4.5 Making statements about warranty, expressed or implied, unless it is a part of normal job duties;
 - 6.4.6 Conducting any form of network monitoring, such as port scanning or packet filtering unless expressly authorized by the Office of Information Technology (OIT), the Vice President for Finance and Administration, or the President.
 - 6.4.7 Transmitting through the Internet confidential data to include without limitation, credit card numbers, telephone calling cards numbers, logon passwords, and other parameters that can be used to access data without the use of encryption technology approved by the Office of Information Technology (OIT), the Vice President for Finance and Administration, or the President.
- 6.5 Users will not commit security violations related to e-mail activity. This includes doing one or more of the following:
 - 6.5.1 Sending unsolicited commercial e-mail messages, including the distribution of "junk mail" or other advertising material to individuals, who did not specifically request such material;
 - 6.5.2 Unauthorized use for forging of e-mail header information;
 - 6.5.3 Solicitation of e-mail for any other e-mail address, other than that of the poster's account, with the intent to harass or to collect replies;

- 6.5.4 Posting messages to large numbers of users (more than 50) without authorization; or
- 6.5.5 Posting from an agency e-mail address to newsgroups, blogs, or other locations without a disclaimer stating that the opinions expressed are strictly their own and not those of the State or the agency, unless posting is in the fulfillment of business duties.

6.6 Employee Responsibilities

- 6.6.1 Employees should conduct themselves as representatives of the State and College, and are responsible for becoming familiar with and abiding by all information security policies and guidelines.
- 6.6.2 Employees will only access files, data, and protected records if:
 - 6.6.2.1 The employee owns the information;
 - 6.6.2.2 The employee is authorized to receive the information; or
 - 6.6.2.3 The information is publicly available.
- 6.6.3 Employees are prohibited from monopolizing systems, overloading networks with excessive data, or wasting computer time, connect time, bandwidth, disk space, printer paper, or other IT resources.
- 6.6.4 Employees are prohibited from transmitting personal information about themselves or someone else without proper authorization while using State-provided IT resources.
- 6.6.5 Employees must adhere to copyright law regarding the use of software, print or electronic information, and attributions of authorship. In certain instances, legal counsel can determine permissible uses.

SECTION 7. RESPONSIBILITIES

- 7.1 The Chief Information Officer is responsible for administering the provisions of this policy.
- 7.2 Responsibilities of the User
 - 7.2.1 Access to technology resources is a privilege Southern West Virginia Community and Technical College grants to all college faculty, staff, and students. Access may also be granted to individuals outside of the college for purposes consistent with the mission of the college, and users are responsible for complying with this policy.
- 7.3 Sanctions
 - 7.3.1 Violations of the institutional purposes and policies described above are serious matters and will be dealt with as such. Violators are subject to the normal disciplinary procedures of the college and, in addition, the loss of computing privileges may result. Illegal acts involving Southern West Virginia Community and Technical College's technology resources may also be subject to prosecution by state and federal authorities.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: February 2009 – This policy was revised to reflect up-to-date terms and current acceptable usage. The policy was reformatted into the new policy template.

 September 2014 – This policy was revised based on the State of West Virginia Office of Technology’s Information Security Policy (WVOT-PO1001) Appendix A.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Request for Final Approval of SCP-7720, Security of Information Technology

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-7720, *Security of Information Technology*, and its submission to the Chancellor for Community and Technical College Education following the required 30-day comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance and Administration Unit with the review of SCP-7720, *Security of Information Technology*. The purpose of this policy is to establish guidelines and responsibilities for Southern West Virginia Community and Technical College employees regarding information security and the protection of agency resources.

The policy was reviewed by the Executive Council and President's Cabinet. Based upon the deliberations of these groups, numerous revisions were made to conform to the State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001).

At its April 21, 2015, meeting, the Southern West Virginia Community and Technical College Board of Governors authorized advancement of SCP-7720, *Security of Information Technology*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended on May 22, 2015. No comments were received at the end of the comment period. Therefore, the staff recommends the proposed policy as presented to the Board of Governors for consideration for approval and submission to the Chancellor for Community and Technical College Education for final approval.

COMMENTS RECEIVED

Public Comment Period: April 22, 2015 – May 22, 2015

1. SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups (New)
2. SCP-2006, Employee Leave
3. SCP-2825, Salary Administration
4. SCP-4786, Student Transfer Requirements and Credit Evaluation
5. SCP-7125, Information Technology Acceptable Usage
6. SCP-7720, Security of Information Technology

6. SCP-7720, Security of Information Technology		
Date Received	Comments	Revisions to Policy Proposal
5/22/2015	No comments received.	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-7720**

SUBJECT: Security of Information Technology

REFERENCE: State of West Virginia Office of Technology, WVOT-PO1001, Information Security Policy; WVOT-PO1006, Data Classification;
<http://www.technology.wv.gov/security/Pages/policies-issued-by-the-cto.aspx>;
SCP-7125, Information Technology Acceptable Usage

ORIGINATION: May 1, 1988

EFFECTIVE: July 24, 2015

REVIEWED: September 12, 2014

SECTION 1. PURPOSE

- 1.1 This policy establishes guidelines and responsibilities for Southern West Virginia Community and Technical College employees regarding information security and the protection of agency information resources. This information is based on the State of West Virginia Office of Technology, Information Security Policy (WVOT-PO1001) issued by the Governor's Office of Technology and is edited only to the extent necessary to clarify procedural differences between the State and the College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all users who have access to agency information and to systems that store, access, or process the information.
- 2.2 The intent of this policy is to explain the range of acceptable and unacceptable uses of State-provided information technology (IT) resources and is not necessarily all-inclusive. IT resources may include anything with a processor, communications capability, or data storage. (Please refer to SCP-7125, *Information Technology Acceptable Usage*, for a list of examples).

SECTION 3. DEFINITIONS

- 3.1 Access – The ability to locate, gain entry to, and use a directory, file, or device on a computer system or over a network.
- 3.2 Access Control – The enforcement of specified authorization rules based on positive identification of users and the systems or data they are permitted to access.
- 3.3 Authentication – The process of verifying the identity of a user.
- 3.4 Chief Information Officer (CIO) – The person responsible for the agency's information resources.
- 3.5 Confidential Data – Information that is legally protected (i.e., student records) or otherwise deemed by a qualified expert to be unsuitable for open access.

- 3.6 Contractor – Anyone who has a contract with the State or one of its entities.
- 3.7 Custodian of Information – The person or unit assigned to supply services associated with the data.
- 3.8 Employee – For the purposes of information technology and security policies, the term “employee” shall include the following: business associates, contractors, contractor’s employees, subcontractors, volunteers, and individuals who are determined and notified by the institution to be subject to this policy. This definition does not create any additional rights or duties.
- 3.9 Information Assets – Any of the data, hardware, software, network, documentation, and personnel used to manage and process information.
- 3.10 Information Resources – All information assets in all known formats.
- 3.11 Information Security – Those measures, procedures, and controls that provide an acceptable degree of safety for information resources, protecting them from accidental or intentional disclosure, modification, or destruction.
- 3.12 Information Security Officer (ISO) – The person designated by the Chief Technology Officer to administer the agency’s internal and external point of contact for all information security matters.
- 3.13 Information Security Incident – An event characterized by unexpected and unwanted system behavior, breach, or unintended alteration of data.
- 3.14 Information Security Liaison (ISL) – Employees assigned by the ISO to assist in the protection of information resources.
- 3.15 Information Technology (IT) – The technology involved with the transmission and storage of information, especially the development, installation, implementation, and management of computer systems and applications.
- 3.16 Medium – Any repository, including paper, used to record, maintain, or install information or data.
- 3.17 Owner of Information – The person(s) ultimately responsible for an application and its data viability.
- 3.18 Password – A string of characters known to a computer system or network and to a user who must enter the password in order to gain access to an information resource.
- 3.19 Personally Identifiable Information (PII) – Includes all protected and non-protected information that identifies or can be used to identify, locate, or contact an individual.
- 3.20 Privacy Officer – The official responsible for facilitating the College’s integration of privacy principles, legal requirements, and privacy standards into department policies, procedures, and practices.
- 3.21 Risk Analysis – The evaluation of system assets and their vulnerabilities to threats in order to identify what safeguards are needed.
- 3.22 Security Contact – These individuals include the Information Security Officer (ISO) and Information Security Liaison (ISL).
- 3.23 Threat – Includes any person, condition or circumstance that endangers the security of information, or

information systems, in the context of Information Security.

- 3.24 User – A person authorized to access an information resource.
- 3.25 User ID – A unique “name” by which each user is identified to a computer system.
- 3.26 West Virginia Office of Technology (WVOT) – The division of the Department of Administration established by West Virginia Code § 5A-6-4a, et seq., which is led by the State’s CTO and designated to acquire, operate, and maintain the State’s technology infrastructure. The WVOT is responsible for evaluating equipment and services, and reviewing information technology contracts.

SECTION 4. POLICY

- 4.1 All Information Technology assets, including hardware, software, and data are owned by the College, unless accepted by contractual agreement.
- 4.2 Users are required to comply with legal protection granted to programs and data by copyright and license. No unauthorized software will be installed on College systems. The Office of Information Technology (OIT) will authorize all software installation.
- 4.3 Users will utilize, maintain, disclose, and dispose of all information resources, regardless of medium, according to law, regulation, and/or policy.
- 4.4 Employees must have no expectation of privacy while using State-provided information resources (i.e., cell phones, Internet, etc.).
- 4.5 Southern West Virginia Community and Technical College reserves the right to filter Internet site availability, and to monitor and review employee use as required for legal, audit, or legitimate authorized College operational or management purposes. By logging into their College-provided account, users are acknowledging that they have read the document and agree to follow its provisions.
- 4.6 All users must adhere to rules regarding unacceptable use of technology resources. (For a detailed list of unacceptable uses, see SCP-7125, *Information Technology Acceptable Usage*).
 - 4.6.1 Users must not download, attach, change, distribute, or install any software or inappropriate files, including streaming content, for non-business functions (i.e., downloading MP3 files and/or broadcast audio or video files).
 - 4.6.2 User must not intentionally introduce a virus into a College-provided computer, or withhold information necessary for effective virus control procedures.
 - 4.6.3 Users must not send or share confidential information for unauthorized purposes.
 - 4.6.4 Users must not attach or use devices on the College network that are not owned or authorized by the College.
 - 4.6.5 Employees must not redirect confidential or privileged College data to a non-State owned computing device without proper authorization.
 - 4.6.6 Users must not use unauthorized peer-to-peer networking or peer-to-peer file sharing.

- 4.6.7 Employees must never execute programs or open e-mail attachments that have not been requested or come from an unknown source. If in doubt and lacking assurance from the sender, employees should contact the Office of Information Technology (OIT) Helpdesk for assistance.
- 4.6.8 Users must never attempt to disable, defeat, or circumvent any security firewall, proxies, web filtering programs, or other security controls.
- 4.6.9 Users must not use technology resources to promote harassment or illegal discrimination on the basis of race, gender, national origin, age, marital status, religion, or disability.
- 4.7 The Office of Information Technology (OIT), working with designated individuals, will develop procedures to protect information resources from accidental, unauthorized, or malicious access, disclosure, modification, or destruction.
- 4.8 Users must report any observation of attempted security or privacy violations to helpdesk@southernwv.edu.
 - 4.8.1 A Security Incident is any event that involves misuse of computing resources or is disruptive to normal system or data processing operations. Examples include, but are not limited to the following:
 - 4.8.1.1 Lost or stolen computers or other portable devices;
 - 4.8.1.2 Lost or stolen media that contains sensitive data;
 - 4.8.1.3 Rampant computer virus infections within the State network;
 - 4.8.1.4 Loss of system or network functionality;
 - 4.8.1.5 A disaster scenario or act of terrorism;
 - 4.8.1.6 A prolonged power outage;
 - 4.8.1.7 A compromised (hacked) computer or server;
 - 4.8.1.8 A defaced Web page; and
 - 4.8.1.9 An information security policy violation.
- 4.9 Users should immediately report all information security incidents to helpdesk@southernwv.edu. Users must provide the following information to the extent possible:
 - 4.9.1 Point of contact (name, phone, e-mail);
 - 4.9.2 Characteristics of incident;
 - 4.9.3 Date and time incident was detected;
 - 4.9.4 Extent of impact;
 - 4.9.5 Nature of incident, if known (i.e., unauthorized access, system breach or malfunction, data loss or exposure, defacement, other); and

4.9.6 Any actions taken in response to the incident.

- 4.10 Confidential, private, personally identifiable information (PII), Federal Tax Information (FTI), or other sensitive data (i.e., credit card numbers, calling card numbers, logon passwords, health information, or other protected information), must be encrypted or dissociated from any individual prior to transmission through any public data communications infrastructure, such as a network or the Internet.
- 4.11 Employees must immediately contact helpdesk@southernwv.edu upon receiving or obtaining confidential information to which the employee is not entitled or becoming aware of any inappropriate use of College-provided technology resource (Note: The owner or sender of such information must also be notified).
- 4.12 Employees will contact an immediate supervisor if there is doubt concerning authorization to access any College-provided technology resource, or if questions arise regarding acceptable or unacceptable uses. If criminal activity is suspected or detected, reporting should occur up the supervisory or management chain without delay.
- 4.13 Access controls must be consistent with all state and federal laws and statutes, and will be implemented in accordance with this policy.
- 4.14 Appropriate controls must be established and maintained to protect the confidentiality of passwords used for authentication.
 - 4.14.1 All passwords are confidential and must not be shared under any circumstances.
 - 4.14.2 Employees are expected to use strong passwords, which must conform to established standards and will be changed at intervals designated by the Office of Information Technology (OIT).
- 4.15 All access to computing resources will be granted on a need-to-use basis.
- 4.16 Individual users will be assigned unique user ID's.
- 4.17 Each user must be accountable for securing his or her computer, and for any actions that can be identified to have originated from it.
- 4.18 The Office of Information Technology (OIT) will provide network user accounts by adding, modifying, and deleting user access for customer units. Each unit will appoint a designated approval authority, who will authorize all access modifications for that unit.
 - 4.18.1 When an employee is terminated, the unit's designated approval authority must contact the Office of Information Technology (OIT) immediately to disable all access, unless otherwise approved in writing by appropriate management.
 - 4.18.2 When an employee transfers, the Office of Information Technology (OIT) will modify all access to accommodate new user roles and responsibilities according to instructions from the unit's designated approval authority.
- 4.19 All employees may be required to complete information security awareness as part of job orientation.
- 4.20 The authorized head of each unit must assure that all employees read this policy and understand that logging in to any system with College-provided credentials is an acknowledgment that the employee has read, fully comprehends, and will abide by College policies and procedures regarding privacy and information security.

- 4.21 The unit head must assure that all employees, and others who access computer systems, will receive sufficient training in policies and procedures, security requirements, correct use of information resources, and other administrative controls.
- 4.22 Background checks may be conducted by the College's Human Resources department consistent with other College policies.
- 4.23 Data/Information Assets
 - 4.23.1 Information resources are designated for authorized purposes. The College has a right and a duty to review questionable employee activity. Only minimal personal use of College-provided technology resources is permitted (i.e., 10-15 minutes during break and/or lunch periods). This must not include any unauthorized uses (See SCP-7125, Information Technology Acceptable Usage), and must not interfere with the legitimate business of the College.
 - 4.23.2 All information assets must be accounted for and have assigned owners. Owners, custodians, and users of information resources must be identified and their responsibilities defined and documented.
 - 4.23.3 Each owner or custodian of information will determine and document classification based on the circumstances and the nature of the information, according to a classification scheme common to all State agencies. Classification should consider legal protections, privacy, sensitivity, and criticality to the functions of the business. (For more information please reference WVOT-P01006, *Data Classification*).
 - 4.23.4 The owner or custodian will determine and document the data classification, and the CIO will ensure the protective guidelines that apply for each level of information. They include, but are not limited to the following:
 - 4.23.4.1 Access;
 - 4.23.4.2 Use within the College;
 - 4.23.4.3 Disclosure outside the College;
 - 4.23.4.4 Electronic distribution; and/or
 - 4.23.4.5 Disposal / Destruction.
 - 4.23.5 If at any time equipment or media changes ownership or is ready for disposal, the user must alert the responsible technical staff to the potential presence of any confidential and/or sensitive data on said equipment or media.
- 4.24 Physical and Environmental Security
 - 4.24.1 Information resource facilities will be physically secured by measures appropriate to their critical importance.
 - 4.24.2 Security vulnerabilities will be determined, and controls will be established to detect and respond to threats to facilities and physical resources.

4.24.3 Employees must guard against access to files and take precautions to protect technology devices when away from the workstation. This includes but is not limited to the following:

4.24.3.1 Logging off the computer;

4.24.3.2 Locking the computer; and/or

4.24.3.3 Locking the file cabinets and drawers.

4.24.4 Critical or sensitive data handled outside of secure areas will receive the level of protection necessary to ensure integrity and confidentiality.

4.24.5 Equipment will be secured and protected from physical and environmental damage.

4.24.6 Equipment used outside of the College premises will be given an equal or greater degree of security protection as that of on-site information resource equipment.

4.25 Information Security Administrators

4.25.1 The CIO is assigned the role of Information Security Administrator (ISA). The ISA must perform, contract, or delegate the necessary functions and responsibilities of the position as defined in this policy and the Governor's Executive Information Security Team (GEIST) charter. If necessary, the ISA may delegate duties to one or more individuals (i.e., ISL's) whose main function will be to assist in the protection of information resources within their agency.

4.25.2 The ISA will ensure that a risk management program will be implemented and documented, and that a risk analysis will be conducted periodically.

4.25.3 The ISA will oversee and ensure that cost effective contingency response and recovery plans will be maintained, providing for prompt and effective restoration of critical business functions in the event of any disruptive incident.

4.25.4 Procedures, guidelines, and mechanisms utilized during an information security incident, along with the roles and responsibilities of the incident management teams, must be established, documented, and periodically reviewed. This may include testing to make sure that all plans remain current, viable, and comprehensive.

4.25.5 Testing will be performed at intervals designated within CTO standards.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES

7.1 None.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: February 2009 – The policy was revised to include all forms of technology and to meet the standards of the payment card industry. The policy was reformatted using the latest policy template.

 September 2014 – Extensive policy revisions were made based upon WVOT-PO1001, Information Security Policy, State of West Virginia Office of Technology.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Post-Audit Review Follow-up Report for Addiction Counseling, Associate in Applied Science Degree and Certificate Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the Post-Audit Review Follow-up Report for the Addiction Counseling, Associate in Applied Science degree and Certificate Programs.

FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the discontinuance of the Addiction Counseling, Associate in Applied Science degree and Certificate programs.

STAFF MEMBER: Steven Lacek

BACKGROUND:

At its meeting on October 17, 2013, the West Virginia Council for Community and Technical College Education received a post-audit report for the Addiction Counseling Associate in Applied Science degree and Certificate programs at Southern West Virginia Community and Technical College. A decision on these programs was deferred pending the submission of a follow-up report addressing program viability and necessity. This follow-up report was due to the West Virginia Council for Community and Technical College Education by August 15, 2014. However, due to a turnover in Southern's administration, the deadline was extended by one year. In preparing the report, viability and necessity could not be established. The included report provides the information requested by the West Virginia Council for Community and Technical College Education. Additionally, the report provides justification for the discontinuance of these programs.

INSTITUTIONAL GOVERNANCE SYSTEM RECOMMENDATION FORM

RECOMMENDED BY: Steven Lacek

CHECK ONE: Individual Committee Council/Senate

1. STATEMENT OF RECOMMENDATION:


It is recommended that the Addiction Counseling CAS and AAS programs be discontinued and that individualized teach-out plans be developed for any student who currently has either of these degrees declared as a major.


2. RATIONALE:

After gathering information from faculty, student advisors, four-year institutions, and current and former students, it was determined that these programs do not adequately meet the needs of students. The need exists for behavioral health technicians, but these degrees do not adequately prepare students for this career. Therefore a new option for the existing Health Care Professional has been developed to meet this need. Students wishing to transfer to a four-year institution to pursue a counseling degree are better served by Southern's existing Associate in Arts degree.

3. BENEFITS (List all constituents who would benefit):

Students who wish to gain entry-level employment in the behavioral health fields. Students who wish to transfer into bachelor's or master's level counseling programs. Advisors who work with these students. Faculty who were asked to prepare for several various lectures.

4.  4/23/2015
Signature of Committee Chair or Individual Submitting the Recommendation Date

 ✓ Approved by MCAS
Chair, MCAS

4/23/2015

5. EXECUTIVE COUNCIL'S RECOMMENDATION:

Approved Denied

Robert Teuch
Chair's Signature

5/6/2015

Date

Explanation for Denial:

6. PRESIDENT'S CABINET RECOMMENDATION:

Approved Denied

Jane Jeger Jombani
President's Signature

5/19/15

Date

Explanation for Denial:

7. BOARD OF GOVERNORS RECOMMENDATION:

Approved Denied

Board of Governors Chair Signature
(if applicable)

Date

Explanation for Denial:

Copied to:

Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Southern West Virginia Community and Technical College
Post Audit Review – Additional Follow-up Report
April 13, 2015

PROGRAM: CAS/AAS – Addiction Counseling

At its meeting on October 17, 2013, the West Virginia Council for Community and Technical College Education deferred action on Southern West Virginia Community and Technical College's CAS/AAS Addiction Counseling programs, requesting a follow-up report addressing program necessity and viability.

At the time of its post-audit review, the Addiction Counseling programs were housed under the Social Sciences Department. When the Social Science Department Chair retired, the Social Sciences and Humanities departments were combined. Less than a year after this merge, the Department Chair of Humanities and Social Sciences also retired. Southern adopted a new organizational structure for its academic units and the programs were placed in what is currently the Division of Social Sciences, Education, and Non-traditional Programs.

The individual over this division had no previous direct connection to the programs. Therefore, with little previous knowledge of the programs, the new Division Head reviewed the program, and gathered information from faculty, student advisors, four-year institutions, and current and former students.

Unfortunately, careers that support the treatment of addiction are needed in Southern's service area. However, students who complete the CAS or AAS in Addiction Counseling are unlikely to gain employment as counselors unless continuing their education. Instead, these individuals are more likely to serve in support roles in behavioral health facilities.

As a result of these findings, it was decided to work with Southern's successful Division of Allied Health to reinvent the program as the Behavioral Health Option of the already existing Health Care Professional AAS. The curriculum is attached.

Moving forward, Southern will develop individualized teach out plans for the few students who have declared Addiction Counseling CAS or AAS as their major. The Addiction Counseling programs have been removed from the 2015-2016 Academic Catalog. Prospective students who wish to pursue a career in addiction counseling will be advised to pursue Southern's AA while working closely with their chosen receiving institution when selecting elective courses.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Post-Audit Review Follow-up Report for the Forensic Psychology and Investigation, Associate in Applied Science Degree and Certificate Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the Post-Audit Review Follow-up Report for the Forensic Psychology and Investigation, Associate in Applied Science degree and Certificate programs.

FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the discontinuance of the Forensic Psychology and Investigation, Associate in Applied Science degree and Certificate programs.

STAFF MEMBER: Steven Lacek

BACKGROUND:

At its meeting on October 17, 2013, the West Virginia Council for Community and Technical College Education (Council) received and accepted a post-audit report for the Forensic Psychology and Investigation, Associate in Applied Science degree and Certificate programs at Southern West Virginia Community and Technical College. The Council requested the submission of a follow-up report addressing the College's efforts to increase the programs' viability. This follow-up report was due to the West Virginia Council for Community and Technical College Education by August 15, 2014. However, due to a turnover in administration at Southern, the deadline was extended by one year. In preparing this report, viability for the programs could not be established. The included report provides the information requested by the West Virginia Council for Community and Technical College Education. Additionally, the report provides justification for the discontinuance of these programs.

INSTITUTIONAL GOVERNANCE SYSTEM RECOMMENDATION FORM

RECOMMENDED BY: Steven Lacek _____

CHECK ONE: Individual Committee Council/Senate

1. STATEMENT OF RECOMMENDATION:

It is recommended that the Forensic Psychology and Investigation CAS and AAS programs be discontinued and that individualized teach-out plans be developed for any students who currently has either of these degrees declared as a major.


2. RATIONALE:

Job market research indicated that local, state, and national demand in this field does not justify a Certificate or Associate level degree in this field. The few positions that are anticipated require post-doctorate study. Southern's existing Associate in Arts degree is a better option for any student considering a career in this field.

3. BENEFITS (List all constituents who would benefit):

Students who may be confused by career options available through the Forensic Psychology and Investigation title. Advisors who work with these students. Faculty who were asked to prepare and teach several courses.

4.  _____ 4/23/2015
Signature of Committee Chair or Date
Individual Submitting the Recommendation

 ✓ Approved by MCAS 4/23/2015
Chair, MCAS

5. EXECUTIVE COUNCIL'S RECOMMENDATION:

Approved Denied

Robert Leach
Chair's Signature

5/6/2015
Date

Explanation for Denial:

6. PRESIDENT'S CABINET RECOMMENDATION:

Approved Denied

Joanne Megan Tomblin
President's Signature

5/19/15
Date

Explanation for Denial:

7. BOARD OF GOVERNORS RECOMMENDATION:

Approved Denied

Board of Governors Chair Signature
(if applicable)

Date

Explanation for Denial:

Copied to:

Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Southern West Virginia Community and Technical College
Post Audit Review – Additional Follow-up Report
April 13, 2015

PROGRAM: CAS/AAS – Forensic Psychology and Investigation

At its meeting on October 17, 2013, the West Virginia Council for Community and Technical College Education recommended continuation of Southern West Virginia Community and Technical College's CAS/AAS Forensic Psychology and Investigation programs, but it requested an additional follow-up report addressing the college's efforts to enhance the programs' viability.

At the time of its post-audit review, the Forensic Psychology and Investigation programs were housed under the Social Sciences Department. When the Social Science Department Chair retired, the Social Sciences and Humanities departments were combined. Less than a year after this merge, the Department Chair of Humanities and Social Sciences also retired. Southern adopted a new organizational structure for its academic units and the programs were placed in what is currently the Division of Social Sciences, Education, and Non-traditional Programs.

The individual over this division had no previous direct connection to the programs. With little previous knowledge of the programs, the new Division Head reviewed the program, gathered information from faculty, student advisors, four-year institutions, and current and former students. Additionally, an informal market analysis was conducted (findings attached.)

Based on evidence found, it was determined that the desired degree for a forensic psychologist is a doctorate in psychology with post graduate work in criminal justice. However, representative from four-year institutions in the service region indicated that many of the proprietary courses of the programs were difficult to transfer as anything other than open credit. So, employers were not particularly interested in hiring individuals with a CAS or AAS, but our CAS and AAS did not easily transfer into an advanced degree in the field. Additionally, the market analysis indicated that there were very few openings anticipated in the field.

Based on these findings, it was determined that the CAS and AAS in Forensic Psychology and Investigation should be discontinued. Students who are truly interested in the field of Forensic Psychology and Investigation will be encouraged to pursue Southern's AA, which has 18 to 20 credit hours of electives. These electives can be in any field, so students interested in transferring into a related field can customize their electives to match the needs of the receiving institution.

Southern removed the CAS and AAS in Forensic Psychology and Investigation from its 2015 – 2016 catalog and will work to teach out students who had these listed as their major or will work with the students to change majors to the AA so that they will have a more transferable degree.

Justification for Discontinuance of Forensic Psychology C.A.S. and A.A.S.

Per Southern West Virginia Community and Technical College's policy regarding program review, SCP-3620, a program of study should be evaluated based on viability, adequacy, necessity, and consistency with the mission. This narrative will address these four areas of focus.

Viability: Tested by an analysis of unit cost factors sustaining a critical mass and relative productivity. Based upon past trends in enrollment, patterns of graduates and the best predictive data available, the College shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

- The Forensic Psychology programs (C.A.S. and A.A.S.) have been offered since Fall 2009. In that five year period, there have been a total of 6 individuals with a declared major of Forensic Psychology, Certificate and 21 students with a declared major of Forensic Psychology, A.A.S. The greatest number of Certificate students concurrently enrolled was 4 in the Fall of 2014. The greatest number of A.A.S. students concurrently enrolled was 13 in the Fall of 2014. While numbers are more promising this semester than in past, the program has produced only 2 Certificate graduates and only 2 A.A.S. graduates.

Adequacy: Assessment of the quality of the program. The College shall evaluate the preparation and performance of the faculty and students, and the adequacy of facilities. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by specialized accrediting or approving agencies recognized by the Federal Government or the Council for Higher Education Accreditation.

- The Forensic Psychology C.A.S. and A.A.S. both appear to lack a requisite number of psychology courses for a program that has a stated purpose of "... [examining] the production and application of psychological knowledge to the civil/criminal justice system. Topics covered in the program include, but are not limited to: risk assessment, domestic violence, insanity, suicide, psychological autopsies, and sexual harassment." It is noteworthy that this is to all be accomplished in two program-specific psychology courses, only one of which is part of the C.A.S. program.

According to the Education and Training Guidelines for Forensic Psychology, prepared by the Forensic Specialty Council (2007), "Competence in performing forensic work requires training and experience at the postdoctoral level...". Several students have communicated their difficulty in transferring into a B.A. of psychology with the coursework of this program. Students have been advised to pursue Southern's AA in order to transfer into a BA program in Psychology.

Necessity: *The dimensions of necessity include whether the program is necessary for the College's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future needs and rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions, shall also be addressed.*

- Quite possibly the most convincing argument to discontinue the program is its necessity. According to Workforce WV, in 2012, approximately 103 individuals were employed as "Psychologists, all Others". This number is expected to grow to 127 by 2022, an annual growth of 2 per year, with an annual replacement of 3 positions per year. It should be noted that the SOC title "Psychologists, all Others" includes several sub-categories of psychologists: Cognitive Psychology and Psycholinguistics, Community Psychology, Comparative Psychology, Developmental and Child Psychology, Educational Psychology, Environmental Psychology, Experimental Psychology, Family Psychology, Forensic Psychology, Geropsychology, Health/Medical Psychology, Personality Psychology, Physiological Psychology/Psychobiology, Psychology, General, Psychology, Other, Psychometrics and Quantitative Psychology, Psychopharmacology, and Social Psychology. Therefore, the total number of openings is divided among these different categories.

Consistency with the mission: The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the College, explain how the program complements other programs offered and states how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the College's ability to accomplish its mission should be addressed.

- Southern's Mission Statement includes "Institutional Commitments". These include, "Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree." and "Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce."

As evidenced by students' comments, the program cannot be effectively transferred and applied toward a baccalaureate degree. Also, the program does not effectively prepare students for entry into the workforce in two ways: First, there are few, if any, jobs available for students to transition into. Second, the program does not provide adequate training for the field.

EDUCATION AND TRAINING GUIDELINES FOR FORENSIC PSYCHOLOGY

Prepared by Forensic Specialty Council

November 19, 2007

I. Description and distinctiveness of the Specialty of Forensic Psychology

Forensic Psychology is formally defined as “the professional practice by psychologists within the areas of clinical psychology, counseling psychology, school psychology, or another specialty recognized by the American Psychological Association, when they are engaged as experts and represent themselves as such, in an activity primarily intend to provide professional psychological expertise to the judicial system.”

The distinctiveness of forensic psychology derives from the forensic psychologist’s professional obligation to obtain advanced knowledge and skills on the intersection of legal theory, procedures, and law with clinical issues, practice and ethics. Recognition of the specialty of forensic psychology assures the public that the field of psychology can provide practitioners with advanced competence to offer services addressing civil and criminal psycholegal issues. Forensic psychology provides professional services to clinical-forensic and legal populations.

The clinical-forensic population is composed broadly of individuals who may present with a psychiatric diagnosis or may have other characteristics that are relevant to a clinical-legal decision *and* who are involved with the judicial system. That is, each individual has an identifiable clinical status (broadly considered) and legal status. The synthesis of clinical and legal issues into psycholegal issues distinguishes clinical-forensic populations from clinical populations. Individuals can be broadly categorized into two subpopulations:

Civil - those involved in civil litigation (e.g., plaintiffs in personal injury suits, persons subject to civil commitment, parties to child custody cases, litigants in workers’ compensation suits, individuals seeking or contesting the need for guardianship, individuals being evaluated for fitness for duty, individuals being assessed for disability)

Criminal - those involved in criminal and delinquency proceedings (e.g., defendants raising issues such as competency to stand trial, insanity, diminished capacity, sentencing considerations, or juvenile waiver, defendants adjudicated as incompetent to stand trial and in need of treatment to help restore competence, defendants acquitted by reason of insanity and in need of treatment to help progress through secure hospitalization and reintegrate safely into the community)

Problems presented by the *clinical-forensic* population span the entire clinical spectrum. When this population's clinical issues are considered in a legal context, they result in civil and criminal legal questions that courts must ultimately decide. The description and measurement of capacities relevant to these legal questions is an important goal in forensic psychology.

The legal population includes:

- *Attorneys* (civil and criminal)
- *Courts* (federal, state, district, and county; trial and appellate; presiding over probate, family, juvenile, constitutional, civil and criminal matters)
- *Insurers*
- *Employers*

Problems presented by the *legal* population include the needs for relevant, accurate, and credible data and conclusions that inform legal arguments and judicial decision-making, but do not intrude upon it. In addition, the need to clarify conflicts between clinical and forensic ethical standards, and the demands of law may exist.

II. Sequential organization of training

The goal of education and training in forensic psychology is to prepare psychologists to function as specialists in the area of Forensic Psychology. To achieve this goal, it is essential to have a broad and general education in Psychology which serves as the foundation for obtaining specialized knowledge and expertise in Forensic Psychology. Competence in performing forensic work requires training and experience at the postdoctoral level, after basic competencies required for general psychological practice have been obtained at the graduate and internship levels. The ideal model is for such training to occur in a formal Postdoctoral Forensic Psychology Residency. This is an aspirational model at this time, because there is not yet an adequate number of such Residencies available. We anticipate that as the field of Forensic Psychology continues to grow and once these E&T guidelines have been in force for a few years, more Residencies will be developed. In the interim, psychologists can obtain this postdoctoral training through CE workshops (for the didactic component) and through consultation and supervision of their forensic work from a psychologist with suitable training and experience in Forensic Psychology.

This document lays out the required elements of an organized, sequential training program in Forensic Psychology, including Postdoctoral Residency training. A basic principle of Forensic Psychology is that the quality of the forensic work is limited by the underlying foundational competency (i.e., in the science and professional practice of psychology) of the forensic psychologist. It is therefore essential for practitioners to first obtain a broad and general education in both scientific psychology and in the foundations of practice. This generalist training should then be augmented by exposure to the forensic area, at the graduate and internship levels, followed by specialized training at the postdoctoral level.

III. Training goals

In order for psychologists to successfully complete a Residency training program, they would need to develop both breadth and depth of knowledge and skills related to Forensic Psychological practice.

The following are the exit criteria for Residents to demonstrate that they are practicing competently as forensic psychologists:

- A. Knowledge of the basic principles of the legal system, including how the legal system works, legal doctrines that are relevant for mental health evaluations, as well as core legal cases relevant to Forensic Psychology and their implications for practice, covering the breadth of forensic psychology;
- B. knowledge of forensic psychological evaluation methods, including specialized assessment instruments used in forensic psychological practice;
- C. knowledge of, and practice consistent with, the Specialty Guidelines for Forensic Psychologists and the Ethical Principles and Code of Conduct for Psychologists;
- D. knowledge of rules, procedures, and techniques related to expert witness testimony;
- E. attainment of advanced skill in providing forensic psychological services sufficient to practice on an independent basis; these skills must be demonstrated in at least two distinct areas of forensic psychological practice (see Appendix A), and must include the following:
 1. ability to conduct a forensic interview;
 2. ability to use and interpret structured assessment instruments;
 3. ability to obtain the relevant data, including collateral sources of information;
 4. ability to integrate results and formulate interpretations consistent with data, relevant for the conclusions related to the legal question, and consistent with ethical and practice guidelines;
 5. ability to write reports that are clear, comprehensive, articulate and appropriately focused on the referral issue;

6. ability to provide expert testimony in a clear, articulate manner, consistent with ethical and practice guidelines.
- F. demonstration of ability to critically evaluate research and how it applies to forensic practice;
- G. eligibility for state or provincial licensure or certification for the independent practice of psychology;
- H. eligibility for board certification in Forensic Psychology by the American Board of Professional Psychology.

The last two criteria require that the training include sufficient practical experience and supervision in order to meet licensure and certification requirements. The first six criteria are competency-based and must be formally assessed. Such formal assessment should include documentation of both the knowledge component as well as assessment of quality of forensic practice. Assessment of the didactic component can be accomplished either through written or oral examination, with the Residency program specifying the required passing score. Assessment of quality of forensic practice will require formal assessment, by qualified mental health professionals (including at least one qualified Psychologist), of the elements delineated above.

The following guidelines are provided regarding the criteria above

- A. Forensic Psychologists are not expected to be legal scholars but are expected to have a basic understanding of how the legal system is organized (e.g., types of courts, appeals process, basic legal procedures). Furthermore, Forensic Psychologists should understand the Constitutional and statutory basis for the areas in which they practice (e.g., the due process and equal protection rights impacting on commitment hearings; the principles of tort law which form the basis for personal injury, malpractice, “duty to protect” cases, etc.). This also involves familiarity with the case law that controls and limits practice, both at the national level as well as in the particular jurisdictions in which one practices.

- B. The field of Forensic Psychology involves the operationalization of legal concepts in a manner that guides forensic psychological practice. There is now a significant body of literature addressing the variety of forensic areas and how psychological expertise can be applied to specific psycholegal issues. This also involves an understanding of the limitations of psychological expertise as applied to specific legal questions. Forensic Psychologists should have a basic understanding of the issues relevant for the various areas in Forensic Psychology, and an in-depth understanding in at least two different areas. Forensic Psychologists must also be knowledgeable about the special considerations involved in using psychological testing and instruments in forensic settings (e.g., issues of response bias, validation within specific populations, gender, ethnic, and racial differences, etc.). Furthermore, a number of Forensic Assessment Instruments have been developed to aid in specific forensic evaluations. Forensic Psychologists should be familiar with the instruments that are relevant to their areas of forensic practice, understand when and how to use them in particular evaluations, and also understand their limitations. Furthermore, Forensic Psychologists must understand how the forensic setting differs from a treatment setting in terms of the approach and attitude towards the parties being evaluated. For instance, the Forensic Psychologist may have to adopt an adversarial role, questioning the validity or veracity of the individual's report. In addition, the psychologist cannot rely solely on the individual's self-report. Rather, collateral sources of information are essential for the psychologist to use to corroborate or disconfirm the individual's presentation.
- C. Forensic Psychologists must be aware of, and accommodate to, the unique ethical challenges posed by forensic practice. Many of the specifics are included in the Specialty Guidelines for Forensic Psychologists. For instance, the need to identify the "client," to clarify roles, to present data objectively, and to avoid, when possible, dual relationships often present special challenges to Forensic Psychologists working with courts, attorneys, litigants and forensic mental health programs and facilities.

- D. Forensic Psychologists are often required to provide expert testimony. It is incumbent upon Forensic Psychologists to be aware of the rules governing expert testimony (e.g., Federal Rules of Evidence and corresponding State rules), as well as issues related to admissibility of certain methods and tests. Furthermore, Forensic Psychologists must develop skills in presenting information to the legal system in both written and oral form that is relevant to the court, consistent with legal rules, and accurately reflects the underlying clinical data.
- E. Residency training in Forensic Psychology should not be limited to only one area of forensic practice. Residents should attain competence in at least two different types of forensic evaluations.
- F. Residency programs can provide the requisite exposure to research methods in a number of ways. Some programs may require the resident to engage in a research project or literature review during the residency year. Others may provide seminars in which the residents are exposed to one or more areas of research related to forensic psychological practice. Assessment of competence in this area can be demonstrated by a resident preparing a presentation or a paper.
- G. Requirements for licensure: in practice, this will mean that a Residency program will need to provide a minimum number of hours of experience as well as a minimum number of hours of supervision. The specific requirement will vary by state, although the basic requirement is the equivalent of a full year of training, which will involve a minimum of 20 hours per week, over no more than a 24 month span (e.g., a 40 hour a week program for one year, or a 20 hour a week program over 2 years).
- H. A goal of Residency training in Forensic Psychology is to prepare the resident to become an ABPP Board Certified specialist in Forensic Psychology. This requirement will mean that Residency Programs in Forensic Psychology incorporate in their curriculum the case law and knowledge areas identified by the American Board of Forensic Psychology. It also reinforces the need for adequate practical experience to attain competency in at least two different practice areas within Forensic Psychology.

IV. Doctoral level training

The focus of doctoral programs in Psychology is to provide students with broad and general education and training in both the science and practice of psychology. Within that context, doctoral programs offering a concentration in the specialty of Forensic Psychology should also provide students with a foundational knowledge of the core principles of the application of psychology to the legal system. These should include:

- an understanding of the foundations of the legal system;
- an understanding of basic legal principles which are relevant to Forensic practice (e.g., Constitutional rights, statutory provisions, case law);
- an understanding of differences in methodologies between general clinical assessment and forensic assessment;
- an understanding of the ethical issues which arise particularly in forensic contexts.

Practicum experiences at the doctoral level may include (but are not required to) exposure to populations frequently seen in forensic settings (e.g., incarcerated individuals; patients in forensic hospitals or pre-trial defendants; individuals diagnosed with a serious mental illness; children and families of divorce).

V. Internship level training

Internship programs are expected to provide an exposure to a variety of clinical populations. Trainees interested in Forensic Psychology should complete rotations which provide clinical exposure to populations seen in forensic settings (e.g., incarcerated individuals; patients in forensic hospitals or pre-trial defendants; individuals diagnosed with a serious mental illness; children and families of divorce) and/or opportunities to participate in forensic evaluations. The aim of internship training is not to produce forensic specialists but to provide enhanced clinical skills relevant to forensic practice on which postdoctoral training can build.

VI. Accreditation requirements

Forensic Psychology Residency Programs are encouraged to pursue accreditation from the American Psychological Association's Committee on Accreditation (CoA). In addition to the generic requirements of all Residency fellowships specified by CoA, Forensic Residency Programs should contain all of the following elements:

- A. The faculty is comprised of at least one ABPP board-certified forensic psychologist and other professional psychologists or psychiatrists. Ideally, the Residency Program Director will be an ABPP board-certified forensic psychologist, but the *requirement* is that at least one faculty who is involved in training the residents will have that credential. (An exception may be made for Residency Programs in Canada, if all other requirements are met.)
- B. Training is provided at a fixed site or at formally affiliated training sites, with primarily on-site supervision.
- C. The program includes didactic components, which include, at a minimum, the following categories:
 - 1. History of Forensic Psychology
 - 2. Law, Civil and Criminal Procedures, and Juries
 - 3. Ethical issues in the practice of forensic psychology.
 - 4. Researching and analyzing legal authorities (case law, statutes, regulations) to identify relevant psycholegal constructs
 - 5. Use of standardized assessment instruments in forensic evaluations.
 - 6. Assessment of response style, including malingering.
 - 7. Violence Risk Assessment/Civil Commitment.
 - 8. Personal Injury/Civil Damages
 - 9. Employment Issues/Disability evaluations
 - 10. Child Custody/Child Abuse/Termination of Parental Rights

11. Civil Competencies (Guardianship/Testamentary Capacity/Right to Refuse Treatment)
 12. Competence to Stand Trial
 13. Criminal Responsibility
 14. Confessions
 15. Sentencing and disposition issues
 16. Sex offender evaluations
 17. Evaluations of Juveniles/Waiver to adult court/Amenability to Treatment
 18. Expert testimony
 19. Issues of culture, race, and gender as they impact law and psychology (this is an important area which should also be integrated throughout the curriculum)
- D. Residency training in Forensic Psychology should not be limited to only one area of forensic psychological practice. The program provides sufficient supervised clinical forensic experience to allow the Resident to achieve competence in at least two areas of Forensic Psychology. (As noted above, the didactic training should cover all the forensic areas.)
- E. The program provides opportunities for the Residents to provide expert witness testimony in real or “mock” trials/hearings. This should include opportunities to receive feedback from legal professionals.
- F. The Residency Program should include a component in which the resident demonstrates ability to critically assess research and methodologies and how they apply to forensic work. “Research opportunities” are desirable but are not the only way to meet this goal.
- G. Entry into a Forensic Psychology Postdoctoral Residency program should be based upon completion of an APA or CPA accredited doctoral education and training program. Forensic Psychology Residents will have successfully completed an APA or CPA accredited internship program (which *may* include some training in Forensic Psychology). Provisions may be made for new programs that are on their way to accreditation and for internship programs which are not formally accredited by APA/CPA but which are accepted by the Doctoral Program.

- H. The Residency should be the equivalent of at least one year in length, provided over no more than a two year period..
- I. Residents should obtain at least 100 hours of direct supervision by a mental health professional with suitable training and experience in Forensic Psychology or Psychiatry. At least half of the hours of supervision must be provided by a psychologist.

APPENDIX A: AREAS OF FORENSIC PSYCHOLOGY

CIVIL

Child Custody
Termination of Parental Rights
Child Abuse and Neglect
Civil Commitment
Competence to Consent to Treatment
Disability evaluation
Educational disability evaluations
Fitness for duty
Guardianship/Conservatorship
Personal Injury
Workers' Compensation
Testamentary Capacity

CRIMINAL

Assessment of Juveniles in delinquency/criminal proceedings
Competence to Stand Trial
Confessions/Competence to Waive *Miranda* Rights
Insanity and other Mental State Defenses
Sentencing (including special issues related to Capital Sentencing)
Commitment of Sex Offenders (“Sexually Violent Predators”) *

*Commitment of sex offenders is considered a “civil” matter, but is typically provided by Forensic Psychologists with expertise in Criminal matters

References

The following references reflect the professional literature relevant to the practice of Forensic Psychology. These articles and books are representative of the literature which describes:

- the methodologies used in forensic psychological practice, including specialized forensic assessment instruments;
- the range of populations and problems addressed in forensic psychology;
- evaluation of the quality of forensic work, and
- models of forensic training.

Regarding models of training, the Bersoff et al. (1997) article represents the recommendations of a broad range of academics and practitioners who convened in Villanova (“the Villanova conference”). This conference helped develop the principles which underlie training in this area. In addition to the specific references below, the website of the American Board of Forensic Psychology provides a recommended reading list covering the entire spectrum of forensic psychology practice, including both professional literature and case law (www.abfp.com/pdfs/certification/ReadingList.pdf).

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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Post-Audit Review Follow-up Report for the Homeland Security and Emergency Services, Associate in Applied Science Degree Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the Post-Audit Review Follow-up Report for the Homeland Security and Emergency Services, Associate in Applied Science degree program; and

FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the discontinuance of the Homeland Security and Emergency Services, Associate in Applied Science degree program.

STAFF MEMBER: Steven Lacek

BACKGROUND:

At its meeting on October 17, 2013, the West Virginia Council for Community and Technical College Education (Council) received and accepted a post-audit report for the Homeland Security and Emergency Services, Associate in Applied Science degree program at Southern West Virginia Community and Technical College. The Council requested the submission of a follow-up report addressing (1) the success of the efforts for increased marketing and enhanced faculty training for online program delivery; and (2) provide evidence that assessment results are being used for program improvements.

This follow-up report was originally due to the West Virginia Council for Community and Technical College Education by August 15, 2014. However, due to a turnover in Southern's administration, the deadline was extended by one year. In preparing the report, viability for the programs could not be established. The included report provides the information requested by the West Virginia Council for Community and Technical College Education. Additionally, the preparation of the report revealed the justification for the discontinuance of the program.

INSTITUTIONAL GOVERNANCE SYSTEM RECOMMENDATION FORM

RECOMMENDED BY: Steven Lacek

CHECK ONE: Individual Committee Council/Senate

1. STATEMENT OF RECOMMENDATION:

It is recommended that the Homeland Security and Emergency Service CAS and AAS programs be discontinued and that individualized teach-out plans be developed for any student who currently has either of these degrees declared as a major.

2. RATIONALE:

Consultation with several in-field professionals led to the decision to move all Homeland Security coursework under the existing Criminal Justice AAS as a new option for students. Further, from these conversations, it was determined that a skill set developed specifically geared to business owners.

3. BENEFITS (List all constituents who would benefit):

Students. Advisors who work with these students. Faculty who were asked to prepare and teach several courses.

4.  4/23/2015
Signature of Committee Chair or Date
Individual Submitting the Recommendation

 ✓ Approved by MCAS 4/23/2015

Chair, MCAS

Office of the President
2013-2015 Institutional Governance System Handbook

Revised 12-09-2013
Effective July 1, 2013
Page 7 of 20

5. EXECUTIVE COUNCIL'S RECOMMENDATION:

Approved Denied

Robert Teuch
Chair's Signature

5/6/2015
Date

Explanation for Denial:

6. PRESIDENT'S CABINET RECOMMENDATION:

Approved Denied

Jaune Jeger Tomblin
President's Signature

5/19/15
Date

Explanation for Denial:

7. BOARD OF GOVERNORS RECOMMENDATION:

Approved Denied

Board of Governors Chair Signature
(if applicable)

Date

Explanation for Denial:

Copied to:

Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Southern West Virginia Community and Technical College
Post Audit Review – Additional Follow-up Report
April 13, 2015

PROGRAM: AAS – Homeland Security and Emergency Services

INTRODUCTION

At its October 7, 2013 meeting, the West Virginia Council for Community and Technical College Education accepted the post-audit report for Southern’s AAS – Homeland Security and Emergency Service program. This report was to report on three items: the success of the efforts for increased marketing, the success of the efforts to increase faculty training for online program delivery, and to provide evidence that assessment results are being used for program improvement.

MARKETING

The Council requested additional information regarding the success of the efforts to increase marketing of the program. No evidence was found that suggests any specific increase in marketing for the Homeland Security and Emergency Service program. However, Southern has increased its marketing efforts in general. These efforts, however, do not seem to have affected the Homeland Security and Emergency Service program in either a positive or a negative way. The number of students who declared Homeland Security as their major has held constant at 3 for the Spring 2013, Spring 2014, and Spring 2015 semesters.

INSTRUCTOR TRAINING

As part of an effort to gain HLC approval for the expansion of online programs, Southern has initiated a college-wide effort to provide training for instructors who wish to teach in the online format. Instructors must complete Quality Matters training and their courses are subject to peer review prior to making them available to students. This has increased the quality of the online experience for students, but has caused a shortage of appropriately trained faculty in the program.

USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

The new Division Head for this program has engaged in multiple conversations with content experts including Captain David Lemmon, West Virginia State Police Captain; David Bradley, public service instructor and consultant; and Les Goldie, West Virginia State Police Trooper and Criminal Justice instructor. Based on comments and recommendations from these individuals, the Criminal Justice program at Southern has been altered to include a Homeland Security concentration. The new Criminal Justice option is provided as an attachment to this report. Additionally, Southern is currently exploring the development of a Homeland Security skill set that would provide business owners and employees with an understanding of public safety and health issues that could affect their businesses. Further study is required, but it is a possibility that the A.A.S. may be replaced with these two options.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Report on Awarding of Institutional Undergraduate Tuition and Fee Waivers

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Samuel Litteral

BACKGROUND:

West Virginia Code §18B-10-5 stipulates that, "The awarding of undergraduate fee waivers shall be entered into the minutes of the meetings of the governing board." Southern College Policy (SCP) 5065, *Awarding of Undergraduate Tuition and Fee Waivers*, 7.2 specifies that, "The Office of Student Financial Assistance shall submit a summary report to the Chief Financial Officer on or before May 15 of each academic/fiscal year. The Chief Financial Officer shall present the report to the Board of Governors at the Board's June meeting each year. This report will include the required information for all waivers awarded from July 1 through June 30 of the reporting year and will cover fall semester, spring semester and summer session(s) as appropriate. Pursuant to statute, the report on the awarding of undergraduate tuition and fee waivers shall be entered in the minutes of the meeting of the Board."

During the 2014-2015 fiscal year, Southern awarded a total of \$206,244.50 in undergraduate waivers to a total of 67 students. In compliance with West Virginia Code §18B-10-5(4) and the Southern West Virginia Community and Technical College Board of Governors policy, SCP-5065, *Report on the Awarding of Undergraduate Tuition and Fee Waivers*, this report for fiscal year 2014-2015 will be entered into the minutes of the Board of Governors meeting of June 24, 2015.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
 CATEGORY: FINANCIAL-BUDGETARY UNDERGRADUATE TUITION & FEE WAIVERS

Authorized Waivers

64.8

Date: May 31, 2015

	Number Awards			Dollar Value of Waivers		
	In-State	Out-of-State	Total****	In-State	Out-of-State***	Total
Demonstrated financial need:	16.93	0	16.93	\$54,162.50	\$0	\$54,162.50
Academic Ability	31.3	0	31.3	\$99,703.00	\$0	\$99,703.00
Employee	0.5	0	0.5	\$2,286.00	\$0	\$2,286.00
Employee Dependent	9.1	0	9.1	\$28,757.00	\$0	\$28,757.00
HISTA *	4	0	4	\$12,192.00	\$0	\$12,192.00
Foster Care**	2	0	2	\$6,096.00	\$0	\$6,096.00
Vteran/Orphans	1		1	\$3,048.00		\$3,048.00
Total	64.83	0	64.8	\$206,244.50	\$0	\$206,244.50
	100%	0%	100%	100%	0%	100%

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Required Training for Higher Education
Boards and Council Members

RECOMMENDED RESOLUTION: Information Item Only

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

During the past legislative session, the West Virginia Legislature amended the statute requiring continuing education of members of institutional Boards of Governors, Council, and Commission members. House Bill 2884, effective June 12, 2015, was authored to make the tracking of Board member compliance easier and more certain.

A new member appointed by the Governor now must have three hours of continuing education in the fiscal year they were appointed if appointed in the first half of the fiscal year. A member appointed in the second half of the fiscal year will have to complete three hours by the end of the first half of the next fiscal year. Additionally, each member must complete six hours of training every two fiscal years.

A copy of House Bill 2884 is included on the following pages.

E N R O L L E D

H. B. 2884

(BY DELEGATE(S) PASDON AND PERRY)

[Passed March 12, 2015;
in effect ninety days from passage.]

AN ACT to amend and reenact §18B-1D-9 of the Code of West Virginia, 1931, as amended, relating to modifying training and development requirement for certain members of Higher Education Policy Commission, council for community and technical college education and institutional governing boards.

Be it enacted by the Legislature of West Virginia:

That §18B-1D-9 of the Code of West Virginia, 1931, as amended, be amended and reenacted, to read as follows:

ARTICLE 1D. HIGHER EDUCATION ACCOUNTABILITY.

§18B-1D-9. Commission, council and institutional governing board training and development; training and development requirements, applicability and exceptions.

- 1 (a) The commission and council, either jointly or separately,
- 2 shall coordinate periodic training and development opportunities

3 for members of the commission, council and institutional
4 governing boards as provided in this section.

5 The training and development shall address the following
6 topics:

7 (1) State goals, objectives and priorities for higher
8 education;

9 (2) The accountability system for higher education set forth
10 in this article;

11 (3) The general powers and duties of members; and

12 (4) Ethical considerations arising from board membership.

13 (b) Training and development is required as follows:

14 (1) A member newly appointed to the commission, council
15 or a governing board shall complete three hours of training and
16 development by the end of the first fiscal year of service if the
17 appointment is made in the first half of a fiscal year. If the
18 appointment is made in the second half of a fiscal year the
19 member shall complete three hours of training and development
20 by the end of the first half of the second fiscal year.

21 (2) With the exception of the ex officio members of the
22 commission and the council and the student member of a
23 governing board, each member shall complete at least six hours
24 of training and development related to his or her duties within
25 two fiscal years of beginning service and within every two fiscal
26 years of service thereafter.

27 (c) Annually, by July 31, the chair of the commission,
28 council and each governing board shall certify to the commission
29 or council, as appropriate, the number of hours of training and
30 development that each member received during the preceding
31 fiscal year.

32 (d) If the certification indicates that a board member has not
33 completed the training and development required by this section,
34 the commission or council, as appropriate, shall send a notice to
35 the affected board member, and to the Governor and the
36 Secretary of State or to the institutional appointing entity that the
37 board member is disqualified from continued service
38 notwithstanding the provisions of sections five and six, article
39 six, chapter six of this code. The commission or council, as
40 appropriate, shall request the Governor or appointing entity to
41 appoint a replacement for that board member.

42 (e) Annually, by September 30, the commission and council
43 shall report to the Legislative Oversight Commission on
44 Education Accountability on the training and development that
45 members of the commission and council and the governing
46 boards under their respective jurisdictions have received during
47 the preceding fiscal year. This information shall be included in
48 the institutional and statewide report cards provided in section
49 eight of this article.

50 (f) As used in this section, “member” means all members of
51 the commission, council and the governing boards unless a
52 specific exception is provided in this section.

That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled.

Chairman, House Committee

Chairman, Senate Committee

Originating in the House.

In effect ninety days from passage.

Clerk of the House of Delegates

Clerk of the Senate

Speaker of the House of Delegates

President of the Senate

The within _____ this the _____
day of _____, 2015.

Governor

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: Report on 2014-2015 Faculty Promotion Decisions

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

The faculty promotion-in-rank and tenure review process at Southern West Virginia Community and Technical College runs from January 30 through April 30. The process involves faculty file preparation, reviews and recommendations by the Promotion Committee Chair, Division Head, Vice President for Academic Affairs and Students Services, and approval by the President. The final step is notification of the Board of Governors of the decisions made as a result of the review process.

Promotions Awarded:

Melissa A. Kirk	Associate Professor to Professor
Stephanie D. Daniels	Assistant Professor to Associate Professor
Shirley Dardi	Assistant Professor to Associate Professor
Steven J. Hall	Assistant Professor to Associate Professor
Mary M. Hamilton	Assistant Professor to Associate Professor
Cynthia J. Lowes	Assistant Professor to Associate Professor
Russell F. Saunders	Assistant Professor to Associate Professor
Anna D. James	Instructor to Assistant Professor

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 24, 2015**

ITEM: 2015-2016 Holiday Calendar

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

As authorized by Board of Governors policy SCP-2360, *Holidays*, a holiday schedule for 2015-2016 has been established and approved for Southern West Virginia Community and Technical College, a copy of which is attached. The holiday schedule has been aligned with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 14, *Holidays*, Southern's 2015-2016 academic calendar and four-day work schedule, the State of West Virginia's Holiday Schedule, and the West Virginia Code. The 2015-2016 Holiday Calendar has been announced college-wide and submitted to the Chancellor for Community and Technical College Education.



Southern West Virginia Community and Technical College
Holiday Schedule
Fiscal Year 2015-2016

Friday, July 3, 2015	* Independence Day
Monday, September 7, 2015	* Labor Day
Wednesday, November 25, 2015	Alternate
Thursday, November 26, 2015	* Thanksgiving Day
Tuesday, December 22, 2015	Alternate
Wednesday, December 23, 2015	Alternate
Thursday, December 24, 2015	Alternate
Friday, December 25, 2015	* Christmas Day
Tuesday, December 29, 2015	Alternate
Wednesday, December 30, 2015	Alternate
Thursday, December 31, 2015	Alternate
Friday, January 1, 2016	* New Year's Day
Monday, January 18, 2016	* Martin Luther King Jr. Day
Monday, May 30, 2016	Memorial Day

***As designated by West Virginia Code § 2-2-1 and Procedural Rule Series 14-Holidays § 3.1**

For the purpose of taking into consideration Southern's academic calendar, holidays indicated as "Alternate" are in lieu of the Year 2015 Columbus Day, Veteran's Day, Lincoln's Day, ½ day Christmas Eve, and ½ day New Year's Eve, and Year 2016 President's Day, Primary Election Day, and West Virginia Day.

Monday, April 27, 2015

Innerviews: Trail-blazing teacher built fruitful life on hometown values

by Sandy Wells, Staff writer



F. BRIAN FERGUSON | Gazette

Former beauty queen and longtime Mingo County teacher and principal Jada Hunter reflects on the barriers she broke as a female and an African-American reared in the belly of the West Virginia coalfields. She was honored last month with the Governor's Living the Dream Award during ceremonies at Asbury United Methodist Church in Charleston.

In the category of trail blazing, Jada Hunter cut a swath as wide as an interstate highway. A coal miner's daughter reared in humble but loving circumstances, she lives in the town she was born in, a tightly-knit community near Williamson called Chattaroy. She recalls a seamless transition to school integration in a place where blacks were relegated to movie theater balconies.

She earned a teaching degree from West Virginia State College. When she couldn't land a teaching position in her home county, she filed a discrimination complaint through the Civil Rights Commission. She won. She went on to break ground as the first black school administrator in Mingo County and the county's first female high school principal.

She was the first black to enter the Miss Eastern West Virginia Pageant. She won. As a preliminary contest winner, she advanced to the Miss West Virginia Pageant, the first black contestant. She made it to the semifinals. Pageant experience later inspired her to open a modeling school.



F. BRIAN FERGUSON | Gazette "Black children need to realize that it was the way we carried ourselves that made people treat us better than some of the things happening now."

Today, she's a staunch community activist. She dedicates her efforts primarily to promoting opportunities for black women.

During the Manchin administration, she earned an award from the state Civil Rights Commission. In January, she won the Governor's Martin Luther King Living the Dream Award.

A joyful personality spills from a prideful, confident demeanor. Her life reflects values instilled by her parents in that caring coalfield community -- the importance of education, hard work and a responsibility to help others.

"I grew up in Chattaroy. It is so warm and dear to me, that little community.

"My dad was Elijah Hunter and mom was Annabelle. I'm a coal miner's daughter. We were poor, but our parents instilled in us such pride and dignity. We were proud to be Hunters.

"My mother was from Mossy. Back then, children were sent to work with another family to help out. My mom came to Chattaroy to work for a family. She was 9.

"When she was 17, she met my daddy. He came from Virginia to work in the mines. Mom dropped out of school in the 10th grade to marry.

"She was very bright. And she had such a work ethic and such a conviction that education was the way to go. She would tell all of us, 'When you go to college...' It wasn't if, it was when. She was a maid. I used to rub her knees when she got home after standing up all day. She would say she was doing this so none of us would ever have to.

"My parents were religious. We weren't allowed to curse or play cards or drink in our house. It was just this pure life we grew up in.

"Our surrounding neighbors were white. One of the white families behind us had six kids like my parents did. At the end of the month, this other family never had enough food. So mom would cook a pot of pinto beans for us and a pot for them. Next day, a pot of chicken and dumplings for us and a pot for them.

"She was always doing things for people. And that's the way I grew up. You look out for everybody else.

"I went to a two-room school from first through fifth grades. I went to a black school until the seventh grade. When the schools integrated, my mom informed me that the black parents had a meeting at our church without our knowledge. They agreed not to tell us any of the negative things about integration, just that it was decided that black and white children, since they played together all the time, should go to school together.



F. BRIAN FERGUSON | Gazette

"At Chattaroy High School, there were seven or eight of us black kids walking together. It was the beginning of a new year. When we got to the corner, there were loads of people. I remember thinking, 'Oh, a lot of people came out to see us go to school.'

"They came out and said to go to the gym. The principal wanted to talk to us. He said, 'The courts have decided we are all going to school together, black children and white children. You had better get along or you will come to my office.' Not a thing ever happened.

"In high school, I played piano for graduations. We always had to go borrow a piano. They would tell one of the kids to take a truck and get the piano. We stopped at this place and ordered six hot dogs. The counter guy said something like, 'We don't like your company.' They didn't want me there. Those kids decided to hide that from me. They said, 'Let's get on back, and we can stop somewhere else.' That was the only personal incident I remember.

"We couldn't go to the swimming pool. We swam in the creek or the river. If we went to a movie, we had to sit upstairs. There were no signs. It was just understood.

"I graduated in 1961. I was 16 when I went to West Virginia State College. I got the money from my mom, and my sisters sent money. After the first two years, I worked each summer and paid for it myself.



F. BRIAN FERGUSON | Gazette

"I majored in education with French and business as my fields. We didn't have a foreign-language teacher at



F. BRIAN FERGUSON | Gazette This page from the Burch High School yearbook is dedicated to Jada Hunter. She served as principal of the Delbarton school from 1999 until her retirement in 2013.



A cherished snapshot shows Jada Hunter at age 4 with her 3-year-old cousin, Wanda Sue, on the steps of the "colored" school, Sunny View in Mingo County.



In 1968, Mingo County native Jada Hunter posed for this official beauty queen photo for her competition in the Miss Eastern West Virginia Pageant, which she won, and the Miss West Virginia Pageant, where she advanced to the semifinals. She was the first black to enter both pageants.

Chattaroy. I wanted to learn French so I could come back to Chattaroy and we would have a foreign-language teacher. When I went to the Board of Education to apply for a teaching position, he said they didn't need any teachers. I told him I knew there was no foreign-language teacher at Chattaroy and the business teacher had retired. He said, 'Our kids here in Mingo County don't need no French.' He wouldn't even hand me the application.

"I went to the Human Rights Commission. I knew there was a law against not hiring people because they are colored. (If you were nice, you called us colored. If you weren't, you called us the N word.) The commission took my case, but they said it wouldn't be easy.

"Liberty High was still open. Only six kids graduated the previous year. That was because they never placed any black teachers in the white schools.

"I got a job in Mineral County at Piedmont High School. I was there a couple of months when the commission contacted me that we had won the case. They ordered Mingo County to close Liberty and place all those black teachers in the white schools, which they should have done 10 years before.

"I taught in Mineral County for four years. One of my students was Dr. Henry Louis Gates. He was an excellent student. We email each other every week.

"After two years at Piedmont, I went to the Mineral County Vocational Technical Center and became head of the business department. The director suggested I enter the Miss Eastern West Virginia Pageant. He said they'd never had a black girl enter that. You have to have a talent. I was already singing in a rock and roll band. We were Jada and the Hunters. The guys in the group named it after me.

"I won Miss Congeniality first, and then I won the whole thing and went on to the Miss West Virginia Pageant. It was like, what do we do with this black girl? They asked the homecoming queens from West Virginia and Bluefield State, both black girls, to enter. I was the only one who had won a preliminary pageant. I made it to semifinalist.

"After the pageants, Playboy magazine called me three times. They were interviewing women for their first black centerfold. I said, 'Oh, no! I'm a school teacher!' No way would I do that. How could I go back to Chattaroy? Mom would whip my behind.

"I moved to Connecticut and taught there. When my ex-husband and I moved to San Antonio, I didn't teach at all. I came back to West Virginia in 1979. I opened a modeling school and had that for a few years while I was teaching school.

"I taught first at Varney Grade School as a permanent sub, the only position open. The next year, I got a job in business at Lenore High School, and I had one French class. They had me teaching everything. I was there four and a half years. I taught at Chattaroy, a junior high, one year. Then I went to Williamson as a French and business teacher.

"Dean of students became available. I had a master's in vocational and technical education. I went back for my administrator master's degree. I was assistant principal, and five years later, I was principal at Williamson Middle School. It was the first time they'd hired a black person as an administrator in Mingo County. After three months, I got the job at Matewan High School. She said I was the first one. I thought she meant the first black. She said I was the first female high school principal in Mingo County.

"I went to Burch High School in Delbarton as principal in '99 and retired two years ago.

"I'm a member of the American Association of University Women and president of Links Inc., in Huntington, an international professional organization to uplift the cultural and educational opportunities for women, primarily women of color.

"My ex and I divorced years ago, but he has been the best dad in the world. That's Larry Kenon. We met in 1974 when he played for the New York Nets. He played with Julius Erving, 'Doctor J,' and later with George 'The Iceman' Gervin when he went to San Antonio.

"I have been blessed beyond belief. I had parents who gave us all unique names. I always felt special. There was a time



Jada Hunter had this school photo taken when she was 13.

when black people put their heads down when they passed a white person. Mom came in from work one day in her maid uniform. She had just seen a girl in school with me do that. She said, 'Jada Hunter! When you pass people on the street, you'd better have your head held high and smiling.'

"I believe I can assist with what's happening now socially, this resurgence of hatred that started, I think, when President Obama became president.

"We should respect each other as people and be kind to each other. There is a certain way to act if you want to be respected. A lot of the black children need to realize that it was the way we carried ourselves that made other people treat us better than some of the things happening now.

"I can go into a black community and talk to the kids about just doing things that will uplift them and give them better opportunities, like what to do for a job interview. I'm not done yet."

Reach Sandy Wells at 304-348-5173 or sandyw@wv Gazette.com.



In 1961, at age 16, Jada Hunter graduated from Chattaroy High School and went on to enroll at West Virginia State College.



A portrait commemorates Jada Hunter's first formal prom at age 14.



Future beauty queen Jada Hunter was 12 when she smiled for this class picture.



URL: <http://www.wvgazette.com/article/20150527/GZ01/150529368>

Community college official seeking raise administrator offered him

By Ryan Quinn

A Southern West Virginia Community and Technical College administrator is trying to get the total \$15,000 raise college President Joanne Jaeger Tomblin said he was due before his position changed.

Darrell Taylor, the school's director of enrollment management and student engagement, testified Wednesday during a roughly five-hour level three grievance hearing -- the highest level a public employee grievance can reach before decisions can be appealed to Kanawha Circuit Court -- that he received a \$5,000 salary increase on July 1, 2013, but did not get the \$5,000 increase Tomblin said he'd get July 1, 2014.

In a 2013 email, Tomblin -- West Virginia's first lady, who's retiring as Southern's president next month after 15 years in the position and twice as long working at the school -- also said Taylor would receive another \$5,000 increase in July of this year.

"We determined that as a Dean, Darrell Taylor's salary did not equal that of the other two Deans in the Academic and Student Affairs Unit," Tomblin wrote in the email.

On Wednesday, Tomblin testified that, following a position reorganization last year that changed the Academic and Student Affairs deans into directors, she decided that Taylor, who lost his position as dean of student services and enrollment management, no longer deserved the raise due to his decreased responsibilities and the school's financial hardships. She said it wasn't due to his performance.

In her email, Tomblin wrote that the raise amounts "may be subject to change ... if the College should have budgetary hardship which may prohibit salary adjustments." She said financial considerations in the wake of the Legislature's continuing cuts to higher education -- lawmakers have cut college and university spending for three consecutive years -- played a part in denying the raise. But Mark Toor, Taylor's attorney and former vice chancellor for human resources for the state Community and Technical College System and Higher Education Policy Commission, noted that Tomblin herself got \$5,000 raise effective July 1, 2014.

Toor pointed out that the school -- in a decision document from the beginning of the grievance process affirming its denial of the raises -- wrote that due to "financial hardship" on the college, "on July 1, 2014, the only salary adjustment given to employees at the College was the annual \$504 across-the-board increase provided by the Legislature."

"Do you believe that everything written in there is accurate?" Toor asked Tomblin after handing her a copy of the document.

"I believe so," Tomblin said. After bringing up her raise -- Tomblin now makes over \$160,000 -- Toor again asked her whether the document was accurate, noting that she signed it after learning she had gotten the raise.

“So there was in fact an employee at the college who got a raise in excess of the \$504 across-the-board,” Toor said. “So that statement is not accurate, right?”

The college’s attorney, Howard Seufer Jr., interjected, saying “these are arguments we can make in the proposals we submit afterward.”

Tomblin also stressed that her email said the raise was for making Taylor’s pay more equal to his fellow deans, and said that in his current director position, where he makes about \$73,000 a year, he’s overpaid compared to other directors -- an assertion she said she based upon consultation with her current human resources director and Debra Teachman, the school’s vice president for academic affairs and students services who designed the reorganization of positions.

Toor noted that one of the other deans who was changed to a director is still making significantly more than Taylor.

He also suggested Taylor has increased duties in his director position and pointed out that no new job description had been created for Taylor’s new role. Without that description available, Toor said no accurate assessment of whether Taylor is overpaid compared to those with similar duties was or could have been conducted -- a point Tomblin and other school officials who testified Wednesday conceded.

Administrative law Judge Bill McGinley, who oversaw Wednesday’s hearing, said he’ll try to make a decision on the case no later than 60 days after both sides submit documents proposing how he should rule on the matter in light of the hearing. Those documents are due July 13.

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