

**MOUNTWEST COMMUNITY & TECHNICAL COLLEGE
INSTITUTIONAL BOARD OF GOVERNORS**

AGENDA

Friday, November 16, 2012

8:00 a.m.

Mountwest CTC Headquarters Building

Room G07-B

One Mountwest Way

Huntington, WV

1. Call to Order and Determination of Quorum – Jason Moses, Chairman
2. Consent Agenda – Jason Moses, Chairman
 - Approval of Minutes – October 19, 2012*
 - Revisions to IBOG Policy No. H-21 on Faculty Evaluation, Promotion, Tenure, Sabbatical (Part of Faculty Personnel Policy), Section 5.4.a*
3. Audited Financial Report for FY 2012 – Dr. Keith J. Cotroneo *
4. President's Report – Dr. Keith J. Cotroneo
 - Facilities Update
 - Other
5. Future Board Agenda Items – Jason Moses, Chairman
6. Announcements:
 - Next regularly scheduled meeting of the IBOG – January 18, 2013 @ Mountwest Community & Technical College, One Mountwest Way, Huntington, WV. Breakfast will be available beginning at 7:30 a.m. with the meeting scheduled to begin at 8:00 a.m.
 - Other
7. Possible Executive Session Under the Authority of WV Code §6-9A-4 Relating Property Acquisitions, Leases and/or Personnel Issues
8. Adjournment

* Action Items

**MOUNTWEST COMMUNITY & TECHNICAL COLLEGE
INSTITUTIONAL BOARD OF GOVERNORS**

MINUTES

Friday, October 19, 2012

8:00 a.m.

Mountwest Community & Technical College

Room G07-B

One Mountwest Way

Huntington, WV

PRESENT: Bob Bailey, Mark Bugher, Ruth Cline, Thomas Gibson, Jim Hale, Mark Herron, Jason Moses, Kimberly Patrick, Sue Richardson, Christopher Stevens, and Linda Vinson

ABSENT: Mark George

ALSO ATTENDING: President Keith J. Cotroneo, Luanne Bowman, Billie Brooks, Jean Chappell, Donna Donathan, Mike Dunn, Tommie Kelley, Matthew Kinkead, Jason Lovejoy, Michael McComas, Stephanie Neal, Bethany Perry, Carol Perry, Latrenda Sanders, Sheanna Spence, Terri Tomblin-Byrd, and the media

AGENDA ITEMS:

I. Call to order and determination of Quorum – Jason Moses, Chairman:

Jason Moses, IBOG Chairman, called the meeting to order at 8:00 am. A quorum was established.

II. Guest Speaker – Senator Plymale:

Senator Robert H. Plymale, Chairman of the Senate Education Committee, addressed the Board discussing issues related to community and technical colleges.

III. Consent Agenda – Jason Moses, Chairman:

A motion was made by Sue Richardson and seconded by Linda Vinson that the minutes of the September 21, 2012 meeting of the Institutional Board of Governors be approved. The motion was approved.

IV. Legislative Reception - Discussion:

The Legislative Reception that was previously planned for the month of October had to be postponed due to last minute conflicts with individual's schedules. The Board discussed future possibilities for such a reception and proceeded to ask Tom Gibson to explore dates in January 2013 for such an event.

V. IBOG Retreat - Discussion:

Potential dates for the Board retreat based on the availability of facilities during October and November were discussed. The dates suggested were not feasible. The Board requested that additional dates in January and February be considered. Additionally, the Board decided to work on Policy Governance issues following the November 16, 2012 IBOG meeting at the college.

VI. WVU Classified Staff Salary Schedule – Stephanie Neal:

Stephanie Neal, Director of Human Resources & Employee Development at Mountwest, gave a presentation relating to a new salary schedule for classified employees recently adopted by the Board of Governors at West Virginia University. The schedule increases entry level salaries by 6.5% over the 2001 Classified Employee Salary Schedule in state code, which helps significantly in the recruitment and retention of well qualified staff. Additionally, years of state service steps and pay grades 1 – 3 on the 2001 schedule were eliminated. Wider pay grade ranges were established benefiting long-term employees.

VII. President’s Report – Dr. Keith J. Cotroneo:

- Copies of handouts were distributed relating to capped versus flat credit hour tuition rates for community and technical colleges. The Council for Community and Technical College Education will be asking the legislature to approve of CTC’s being able to charge for any credit hours over twelve as part of their annual legislative agenda.
- SB436 – Work continues on meeting the mandates of SB 436. Funding for the consortiums and articulations provided for in the bill were eliminated so meeting the mandates becomes more challenging.

VIII. Other:

- A survey relating to the President’s annual evaluation was distributed to Board members prior to the meeting. Surveys were to be completed and returned to Jason Moses.
- The Board indicated they would like to continue with having a guest speaker at each Board meeting. Suggestions for future speakers included Bob Childers, Ruth Lemmon and Jorea Marple.
- The College will be participating in the first annual Pink Out in an effort to raise funds for a scholarship in honor of breast cancer survivors. The scholarship is in memory of Karen Johnson, a former employee of Mountwest who courageously fought breast cancer but passed away last summer.

IX. Future Board Agenda Items – Jason Moses, Chairman:

1. Mark Bugher requested that the Board be given an update relating to facilities.
2. FY 2011 Audit

X. Announcements:

- Next regularly scheduled meeting of the IBOG – November 16, 2012 @ Mountwest Community & Technical College, 2205 Fifth Street Road / One Mountwest Way,

Huntington, WV. Breakfast will be available beginning at 7:30 a.m. and the IBOG meeting will begin at 8 a.m.

- 2012 WV Community College Association (WVCCA) and WV Association for Developmental Education (WVADE) Conference to be held at the Canaan Valley Resort & Conference Center October 24 – 26, 2012. A meeting of the WV Community & Technical College Association of Institutional Boards of Governors will be held during the afternoon of October 24. This meeting and the conference are training opportunities for IBOG members.

XI. Possible Executive Session Under the Authority of WV Code §6-9A-4 Relating to Property Acquisitions, Leases and/or Personnel Issues:

None.

XII. Adjournment:

There being no other agenda items, the meeting was adjourned at 10:14 a.m.

Jason Moses

Chairman

Bob Bailey

Secretary

MOUNTWEST COMMUNITY & TECHNICAL COLLEGE
INSTITUTIONAL BOARD OF GOVERNORS
Meeting of November 16, 2012

ITEM: Approval to give public notice of a 30-day comment period to revise MCTC IBOG H-21, the current policy on Faculty Evaluation, Promotion, Tenure, Sabbatical (Part of Faculty Personnel Policy).

RECOMMENDED RESOLUTION: *Resolved*, public notice will be given of the intent to revise MCTC IBOG H-21, the current policy on Faculty Evaluation, Promotion, Tenure, Sabbatical (Part of Faculty Personnel Policy) by revising Section 5.4.a. *and*, that if no substantive comments are received, the MCTC IBOG extends its final approval of the policy.

STAFF MEMBER: Keith J. Cotroneo, Ed.D.
President

BACKGROUND:

This recommendation comes at the request of the Faculty Council, who believes the revised timeline provides a more flexible and workable timeline that is not based on specific dates.

**MOUNTWEST COMMUNITY AND TECHNICAL COLLEGE
INSTITUTIONAL BOARD OF GOVERNORS**

**POLICY # H-21 - Faculty Evaluation, Promotion, Tenure, Sabbatical
(Part of Faculty Personnel Policy)**

SECTION 5.1. GENERAL AUTHORITY

- 5.1.a. This policy defines evaluation, promotion, tenure, and sabbatical for full time faculty members at Mountwest Community and Technical College
- 5.1.b. AUTHORITY:
TITLE 131: Procedural Rules, State College System of West Virginia Board of Directors;
Series 36: Academic Freedom, Professional Responsibility, Promotion, and Tenure. July 20, 1997.
- 5.1.c. Effective Date: May 2005
Supersedes: Faculty Evaluation, Promotion, Tenure, Sabbatical –approved 3-15-05.

SECTION 5.2. DEFINITIONS

- 5.2.a. Faculty evaluation: The primary goals of faculty evaluation are to improve instruction; to promote the highest standards of professional excellence; to provide a record of individual achievement; to promote professional development; to promote service to the college and its community; and to provide information for purposes of granting tenure, retaining, and/or promoting faculty members.
- 5.2.b. Tenure: Tenure at Mountwest Community and Technical College provides for a continuing series of appointments, which may be terminated by the President for extraordinary circumstances or reduction due to discontinuance of a program.

SECTION 5.3. FACULTY EVALUATION

5.3.a. Areas of Evaluation: Evaluation is based on specific goals that support the division and the college discussed between the faculty member and the director. The evaluation of each faculty member's performance will be based upon an assessment of activities in three areas: teaching/advising, professional development, and service to the college and its community. The Mountwest Community and Technical College (College) faculty are committed to teaching as the foremost professional responsibility. The standard College faculty teaching workload is 15 credit hours per semester. The average percentages of an individual College faculty member's workload are (1) teaching/advising, 70-90%; (2) professional development, 5-15%; and (3) service to the college and its community, 5-15%. The ranges allow for differing distributions of responsibilities for individual faculty during an academic term. See Guidelines for Faculty Evaluation.

5.3.b. Procedures: The faculty will use a standard set of forms for annual evaluation, self-evaluation, planning page, student evaluation, and Director's/Associate Dean's evaluation of faculty. The forms will be signed by the faculty member, director/associate dean, and dean. A peer evaluation form will be available for those individuals who wish

to use peer evaluation as a professional development tool. Peer evaluation is not part of the formal evaluation process. Faculty may choose to use other methods of peer evaluation as a tool for professional development and may include peer evaluation in the formal evaluation process if desired.

The evaluation process will include consideration of the following materials:

1. Annual Report
2. Self-Evaluation
3. Planning Page
4. Student Evaluation of Faculty
5. Director's/Associate Dean's Evaluation of Faculty

5.3.c. Guidelines for Faculty Evaluation: Although a faculty member is evaluated in the three areas of teaching/advising, professional development, and service to the college and its community, the most important function of faculty at Mountwest Community and Technical College is teaching. The major purpose of professional development activities and service activities is to support quality instruction. It is important that faculty remain current, especially in fields where changes occur rapidly. Professional development activities are essential activities are to keeping the content of classroom instruction current and pertinent. Service activities enable the college to function. Thus faculty are required to engage in both professional development activities and service activities along with their teaching duties.

- Each faculty member has unique areas of expertise and interest, and it is unwise to expect identical contributions to the division or the college from everyone. Evaluation should be based on an individual's unique and total contribution. Every faculty is expected to contribute in the three areas of teaching/advising, professional development, and service to the college and its community, but the emphasis for each area will vary for individual faculty. During the development of the Planning Page, each faculty will set allocation levels for the three areas, making choices within the following ranges: 70-90% for teaching, 5-15% for professional development, and 5-15% for service to the college and its community. It is expected that a faculty member's allocation will change over time as he or she pursues new interests, develops new courses, or works on projects, as agreed upon with the director/Associate Dean.
- In the annual review, each faculty member must receive an indication from the Director/Associate Dean of his or her performance over the previous year in each of the three areas. It is expected that the Director/Associate Dean makes such evaluations without bias and as consistently as possible. Faculty receive one of the following performance levels in each area: Exemplary, Professional, Needs Improvement as agreed upon between the Director/Associate Dean and individual faculty member.

- 5.3.c.i. General Guidelines for the performance levels follow:
Exemplary: Consistently exceeded the college's standards of professional performance.

This performance level is given to those individuals who, during the evaluation period, consistently exceeded the college's standards of professional performance. Individuals receiving this performance level stand as exemplars of the highest levels of professional academic performance within the college, making significant contributions to their academic field, to their division and to the college and its community.

Professional: Consistently met the college's standards for professional performance.

This performance level is given to those individuals who, during the evaluation period, consistently met the college's standards of professional performance. The individuals receiving this performance level constitute those good and valued professionals on whom the continued successful achievement of the college's mission, goals, and objectives depends.

Needs Improvement: Did not consistently meet the college's standards of professional performance.

This performance level is given to those individuals who during the evaluation period, did not consistently meet the college's standards for professional performance. This performance level must be given with (1) specific feedback as to which standards of professional performance were not met, (2) suggestions for improvement, and (3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period.

The following list establishes a more specific interpretation of the three performance levels, and are representative of the accomplishments that will support the evaluation process.

5.3.c.ii

Standards for Professional Performance in Teaching

Each faculty member is expected to stay current in his/her profession as well as the following:

- Be present for all class periods for courses that he or she is teaching, or arrange for either a substitute or a means for students to make up the work lost resulting from the absence of the instructor.
- Have a syllabus on file in the departmental office for every course he or she is teaching. Each syllabus must be constructed in accordance with college guidelines and specifications.
- Participate in curriculum development.
- Advise assigned students.
- Post and keep regular office hours.

- Teach without a sexist, racist, or ethnic bias.
- Fulfill other duties related to teaching and advising.

Standards for Professional Performance in Professional Development

Each faculty member is expected to:

- Attend professional meetings that contribute to his or her development as a teacher.
- Maintain current licensure/certification in areas related to teaching.
- Pursue other activities that enhance his or her teaching.

Standards for Professional Performance in Service to the College and Its Community

Each faculty member is expected to:

- Serve on assigned college committees.
- Participate in division and college activities.
- Participate in other activities relate to the mission of the college.

5.3.c. iii Evaluation Categories:

I. Teaching/Advising. Major categories include command of disciplinary knowledge and methodology, effectiveness of classroom performance, effectiveness in assessing student learning, rapport with students, contributions to curricular development, advising activities, and recruiting and retention activities.

Teaching (responsibilities may include but are not limited to the following). Activities related to teaching:
 Assessment of learning
 Classroom activities
 Command of disciplinary knowledge and methodology
 Complete revision of an existing course/program
 Content mastery
 Course enrollment
 Delivery of instruction
 Development of distance education or other nontraditional courses
 Development of improved teaching materials
 Development of new courses or programs
 Directing independent study projects/classes
 Grading class materials
 Innovative teaching approaches
 Off-campus classes
 Office hours
 Other duties assigned by director

Other teaching/instructional activities
Preparation and grading of exams
Preparation for classes
Reassigned time (related to teaching, curriculum development, or accredited program coordination)
Recruiting activities
Refinement of existing courses or programs
Results of Director/Associate Dean evaluations
Results of student evaluations
Retention activities
Syllabi preparation
Teaching improvement efforts
Teaching workload (number of classes, labs, clinicals, internships; number of preparations; number of students in each class, beginning and ending enrollment)
Textbook review (for course selection)
Use of technology where appropriate (contributes to learning process)

- Activities related to advising:
 - Ability to deal effectively with students in a one-to-one relationship
 - Availability to students
 - Demonstrated willingness to learn the fundamentals of advising students
 - Formal advising (schedule of classes, registration forms, Banner/MILO)
 - Informal advising (discussions with students related to scheduling, major, career goals)
 - Job preparation/searches/referrals/letters of recommendation for students
 - Number of advisees

- Other:
 - Ability to meet deadlines
 - Adaptability
 - Attitude
 - Caring attitude with students
 - Collegiality
 - Consistency of effort
 - Cooperation
 - Dependability
 - Effectiveness
 - Fairness in evaluation
 - Integrity

Loyalty
Rapport with students and colleagues

II. Professional Development. Major categories include formal education, certifications and licensure, work experience related to field, scholarly activities, contributions to professional development of peers, membership in professional organizations, and peer recognition. Professional Development (responsibilities may include but are not limited to the following):

- Additional formal training in teaching field or in a related area (credit or noncredibility)
- Applied classroom research
- Attendance at workshops or seminars related to teaching field or college mission
- Attendance at professional development and achievement of colleagues
- Editing (journal, newsletters, other material related to the profession or teaching responsibilities)
- Graduate courses
- Graduate degrees
- Grant writing
- Licenses appropriate to teaching field
- Memberships in professional organizations related to teaching field or college mission
- Participation in professional meetings/organizations related to teaching field and/or college mission (chair, moderator, facilitator, etc.)
- Preparation needed to teach new courses (skills, training)
- Presentations at professional meetings related to teaching field or college mission
- Professional consultation related to teaching field and/or college mission
- Publications (journal articles, newsletters, newspaper articles, etc.) related to teaching field and/or college mission
- Reassigned time (other than teaching or curriculum duties)
- Refereed or invited papers
- Related work experience
- Research (other than applied, related to teaching field and/or college mission)
- Special recognition or honors
- Special training related to teaching field
- Textbooks or portions of textbooks (author or contributing author)

III. Service. Major categories include activities related directly to the college and its community. The service activities should be related to the faculty member's field or expertise and teaching assignment areas and/or to the programs and/or mission of the college. Service to the College and its Community (responsibilities may include but are not limited to the following):

- Activities related to the college:
 - Ad hoc committees
 - Committee memberships (name, position held, number of meetings, % attended, contributions)
 - Editing journal/newsletters/catalogs related to the division or college

Funding proposals
 Grant writing
 Membership on accreditation teams
 Participation in college activities (Tech-Prep Day, SCORES)
 Participation in efforts to secure outside funding
 Participation on search committees
 Promotional efforts related to the division and/or college
 Service to division (beyond teaching and professional development activities)
 Service to the profession
 Special projects related to the division and/or college
 Student organization sponsor
 Work on behalf of the student body, faculty, staff, or administration of the college
 Workshops/seminars (conducting, chairing, organizing) on behalf of the teaching field or college
 Writing journals/newsletters/catalogs related to the division or college

- Activities related to the college's community
 - Business and industry training programs
 - Consulting activities for the private/public sector related to teaching field and/or college mission
 - Cooperation with/assistance to public schools (Tech Prep, School to Work, dual credit, articulation agreements, collaborative efforts, etc.)
 - Judges for local and regional fairs related to teaching field
 - Membership in and presentations at community organizations and/or meetings related to teaching field and/or college mission
 - Membership on business/industry/education advisory committees/boards
 - Other activities related to the teaching field and/or mission of the college
 - Presentations to community groups related to teaching field and/or college mission

SECTION 5.4. PROMOTION AND TENURE APPLICATION TIMELINES

5.4.a. General promotion and tenure application timelines are as follows:

~~September 30 — Applicant forwards Letter of Intent to Director/Associate Dean.~~

~~October 5 — Director/Associate Dean submits Letter of Intent to the Dean, who forwards to President.~~

~~October 15 — President forwards applicant's Letter of Intent to the Faculty Personnel Committee.~~

~~November 1 — Faculty Personnel Committee acknowledges receipt of applicant's Letter of Intent.~~

~~November 15 — Faculty Personnel Committee notifies eligible candidates(s) on the preparation of portfolio and time frame for submission of portfolio to Dean's office.~~

~~January 15/16 — (Tuesday after Martin Luther King Day) — Eligible candidates submit portfolios to the Dean's office by 9 a.m.~~

~~February 1~~ Faculty Personnel Committee submits written recommendations and promotion and/or tenure materials to the Dean, who forwards to President.
~~TBA~~ President makes final decision regarding faculty applications for promotion and/or tenure, informs the candidate(s) in writing, and submits list of names to the Faculty Personnel Committee.

Insert New Language:

Last working day in September Applicant forwards letter of intent for promotion/sabbatical via e-mail to the Division Dean, and Personnel Committee.

Second Monday in October Letter from Division Dean to Personnel Committee verifying candidate's eligibility.

Third Monday in October Faculty Personnel Committee acknowledges receipt of applicants letters of intent. Faculty Personnel Committee notifies eligible candidate on the preparation of portfolio and timeline for the submission of same to the President's Office.

First business day in January Dean writes letter of support for the inclusion in the portfolio.

Tues following M L King Day Eligible candidate submits portfolio to the President's office no later than noon, no exceptions.

First Monday of February Faculty Personnel Committee submits a written recommendation and Promotion/tenure materials to the President.

Second Friday in March President makes final decision regarding faculty applications for Promotion/tenure, informs the candidates in writing and submits list of names to the Faculty Personnel committee.

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SECTION 5.5. RANK ASSIGNMENTS FOR FULL TIME, TENURE TRACK, MULTIPLE YEAR CONTRACT, AND CLINICAL FACULTY AT INITIAL EMPLOYMENT AND PROMOTION IN RANK.

In accordance with the West Virginia Community and Technical College Governing Board, the following guidelines for initial appointment and promotion in rank will be followed for full-time, tenure track, multiple-year contract, and clinical faculty at Mountwest Community and Technical College (College).

5.5.a. Academic Rank: the following academic rank titles are authorized for all full-time college faculty: Instructor, assistant professor, associate professor according to Series Bulletin 36. Initial faculty appointment will be at the rank of instructor unless negotiated otherwise. Any single requirement for any of the various ranks may be waived at the recommendation of a division director/associate dean/dean and approval by the President.

5.5.b. Procedures for Initial Appointment: Every effort will be made to find faculty who possess a minimum of a master's degree. Some areas, such as the academic disciplines, require a minimum of a master's degree. In some specialized fields, the master's degree can be waived in the hiring process if experience, training, and/or professional certification of the individual are thought to be acceptable substitutions. Such a waiver will be initiated by a director/associate dean/dean and approved by the President.

- The evaluation of previous experience for determining initial placement into rank will occur at the time of hiring and be noted in the personnel file. For placement in rank at initial employment, each applicant's previous experience may be evaluated in relation to the faculty position. Relevancy of prior experience will be evaluated in consultation with the director/associate dean/dean and then approved by the President.
- In the case of initial appointment, the faculty member may be able to negotiate with the Dean and President any prior service at another institution or prior non-teaching experience.

5.5.c. Academic Rank Advancement: Advancement in rank is not an automatic procedure. Applicants must meet all criteria for Advancement within rank. Evidence of high standards in teaching/advising and/or in primary job responsibilities, professional development, and service to college and its community must be demonstrated.

- All undergraduate or graduate credit must have been obtained through a fully accredited college or university and must have been earned after the most recent degree to apply toward advancement.
- Educational activities, such as summer institutes and workshops, that provide additional competence in the primary responsibility of teaching, may be given equivalent credit if these activities are formal, course-like experiences designed around specific learning objectives or goals that are documented and acceptable for equated credit by the faculty member, director, and the President. Non-academic and graduate credits must be approved by the director/associate dean/dean and President prior to attendance. Credit may be awarded for special licensure and certification subject to the approval of a director/associate dean/dean and approval by the President.

5.5.d. Promotion in rank is a reward for achievement. It is based on the professional qualifications of a faculty member, including performance specific to the candidate's contractual responsibilities and duties. Major faculty responsibilities and duties include teaching and advising, professional development, and service to the college and its community. Individual divisions are responsible for determining the relative importance of the various faculty functions for purposes of personnel decisions. Divisions should

provide flexibility in the weighting of such functions to accommodate a range of program areas, disciplinary specialties, and individuals with varying assignments. The specific areas in which faculty are evaluated for promotion include the following major categories:

1. Teaching/Advising: command of disciplinary knowledge and methodology, effectiveness of classroom performance, advising load and effectiveness of academic advising, effectiveness in assessing student learning, rapport with students, contributions to curricular development, instructional development of faculty colleagues.
2. Professional Development: memberships and contributions to professional societies; scholarly presentations creative performances; contributions to the professional development and achievement of colleagues; additional coursework, seminars, and workshops relative to the candidate's teaching and/or primary job responsibilities.
3. Service to College and Its Community: contributions within the division and within the college; contributions to official student organizations; other work on behalf of the student body, faculty, staff, or administration of the college; service on a compensated or pro bono basis to governments, educational, business, or civic organizations, or to the public (such service could include applied research, consultation, technical assistance, special forms of instruction, clinical work, and performance)

Evaluations should be based on multiple sources of evidence (student and supervisor evaluations) for all the above categories. For public service, quantitative assessment should be solicited from those associated with the service activity or affected by the service outside the college.

5.5.e. Eligibility for Promotion:

1. A faculty member must complete all educational and pertinent professional experience requirements before submitting an application for promotion, but the faculty experience and time-in-rank requirements may be completed during the academic year in which the application is submitted.
2. The minimum requirements in terms of education and professional/faculty experience are listed for each academic rank in Table 1, which follows this section.

Table 1

Rank	Educational Attainment & Credit Hours/Equivalents*	Teaching/Professional Years at MCTC	Total Teaching/Professional Years (including MCTC)	Faculty Annual Evaluation Minimum for a, b, c, options within all ranks**
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Assistant Professor	a) Doctorate b) Master's + 15 c) Master's + 0	a) 3 b) 4 c) 5	a) 3 b) 5 c) 7	Professional level evaluation in all three categories (teaching/advising, professional development, and service to college and its community) for two years prior to applying or promotion
Associate Professor	a) Doctorate b) Master's + 30 c) Master's + 15	a) 3 (in rank as assistant professor) b) 4 (in rank as assistant professor) c) 5 (in rank as assistant professor)	a) 5 b) 7 c) 9	Exemplary level evaluation in teaching/advising, and professional level evaluation in professional development and service to college and its community for two out of the four years prior to applying for promotion
Full Professor	a) Doctorate b) Master's + 45 c) Master's + 30	a) 3 (in rank as associate professor) b) 4 (in rank as associate professor) c) 5 (in rank as associate professor)	a) 8 b) 12 c) 16	Exemplary level evaluation I teaching/advising category for two years prior to applying for promotion; exemplary level evaluation in one of the other two categories (professional development, service to college and its community) for two years prior to applying for promotion; and professional level evaluation in the remaining category for two years prior to applying for promotion

*Educational equivalents must be documented, approved, and on file. Educational equivalents may apply to the following:

1. Educational activities, such as summer institutes and workshops, which provide additional competence in the primary responsibility of teaching may be given equivalent credit if these activities are formal, course-like experiences designed around specific learning objectives or goals that are documented and acceptable for equated credit by the faculty member, Director/Associate Dean, and the President.
2. Current certification and licensure in major area of job responsibility where a competency exam is given.
3. The equivalents granted for such work will be determined by the director, preferably prior to taking the course. Equivalent hours granted for both of the above situations need to be evaluated and approved for each credit equivalent awarded.

SECTION 5.6. TENURE

5.6.a. Requirements of Eligibility: Tenure is not automatically granted after the sixth year of service but shall result from the Tenure Application Process review and the final recommendations made by the President for those faculty initially hired on a Tenure track contract. Tenure shall be granted based on the following:

- that the candidate is professionally qualified, and
- that Mountwest Community and Technical College has a continuing need for the particular qualifications and competencies of the candidate.

- 5.6.b. Tenure guidelines will follow the same timeline as promotion.
- 5.6.c. For a candidate to be granted tenure, he/she must have demonstrated professional level performance and achievement in his/her major area of responsibility. The candidate must have demonstrated exemplary level performance in either teaching/advising, professional development, or service to the college and its community.
- 5.6.d. A faculty member must have already attained the rank of assistant professor or higher before applying for tenure. A faculty member must have been employed full time at Mountwest Community and Technical College for three years. Promotion and tenure can be awarded at the same time.
- 5.6.e. The non-tenured faculty member shall be given notice of tenure by the division director/associate dean before the completion of the sixth year, or he/she shall be awarded a one-year contract of employment for the seventh year.
- 5.6.f. Any faculty member shall have the option of requesting that his/her temporary service be counted towards promotion and/or tenure. The years of temporary service shall be evaluated along the guidelines for a tenure-track positions

SECTION 5.7. THE TENURE APPLICATION PROCESS

- 5.7.a. Notification to Newly Appointed Faculty: At the time of initial appointment to a tenure track position, the Dean will notify each newly appointed faculty member in writing of the requirements and guidelines for tenure. The faculty member will in turn acknowledge in writing the receipt of this notification.
- 5.7.b. Tenure Process:
- A faculty member must take the primary initiative to submit his/her application for tenure. However, the division director/ associate dean may initiate a recommendation for tenure of the faculty member.
 - During the completion of the sixth year of appointment, the faculty member who chooses not to apply will not be considered for tenure, but will be offered a one-year terminal contract-appointment for the seventh year.
 - A candidate for tenure must submit an application form by the deadlines set forth in the Timeline for Processing Promotion/Tenure Applications to the division director/associate dean, who verifies that all information supplied by the faculty member is accurate and forwards the application form to the Dean for review and final approval of eligibility.
 - The President forwards the application form to the Faculty Personnel Committee.
 - The candidate shall be informed in writing of recommendations to deny tenure at any step in the decision making process.
 - The division director/associate dean will prepare a written recommendation with regards to the qualifications of the candidate and submit this information along with tenure materials received from candidate to the Faculty Personnel Committee (Tuesday after Martin Luther King's Birthday at 9 a.m. in the Dean's office.)
 - The Faculty Personnel Committee will evaluate each candidate's material for tenure and submit a written recommendation for each candidate along with tenure materials to the Dean by February 1.
 - After the receipt of recommendations and tenure materials from the Faculty Personnel Committee, the President will make the final tenure decisions, which will conclude the tenure process. The President will write a letter to those granted

tenure and send an approved list of candidates to the Faculty Personnel Committee.

- Any applicant denied tenure by the President has the opportunity to file a grievance within five (5) working days to the Faculty Grievance Committee.

SECTION 5.8. PORTFOLIOS

5.8.a. Once eligibility for tenure has been approved, the faculty member should begin assembling a portfolio with assistance from the division director. The tenure application form and the compiled information in the portfolio will serve as the primary data for the Faculty Personnel Committee to determine the qualification of the candidate. The faculty member must include all components required in a complete evaluation portfolio if the evaluation process is to occur during the tenure application year.

5.8.b. To prepare and present a well-organized account of achievements and professional development, the portfolio should include these areas:

- Evidence of exemplary level performance in teaching/advising, professional development, or service to the college and its community.
- Evidence of professional level performance in the remaining two areas.

5.8.c. The portfolio must contain, at a minimum, the following elements.

- A copy of the application form for promotion and/or tenure.
- Annual Faculty Evaluation Report, along with summaries from other evaluation such as student and director evaluations of faculty.

5.8.d. In addition to these items, the faculty member may include other supporting materials and/or assessments that will help to establish qualifications and fitness for tenure.

SECTION 5.9. SABBATICAL LEAVE

5.9.a. Purpose: A sabbatical is to provide activity that will improve teaching effectiveness, develop professional competency, and increase contribution of service to the college and its community.

5.9.b. Descriptions: A sabbatical is a compensated leave of absence of one or two semesters for a nine-month faculty member and twelve months for administrators. Sabbaticals shall be granted for approved projects involving full-time independent study, research, or any creative work that will generate new teaching skill and abilities and enhance professional growth and development.

5.9.c. Eligibility: A faculty member is eligible for sabbatical leave after the completion of six years of full-time employment. However, a faculty member will not be eligible for another sabbatical until the completion of another six years of full-time service, after a previously awarded sabbatical. Sabbaticals are not automatic, but are determined by merit of request and available conditions that will allow absence of faculty.

5.9.d. Compensation: A faculty member on sabbatical leave shall receive no less than full pay for one semester; or no less than 50 percent of the current salary in effect on the last contract day prior to the effective date of sabbatical leave.

5.9.e. Requirements (all applicants must meet the following requirements):

- A written letter of intent for sabbatical leave will be submitted to the Dean by September 30 of the current academic year for the following academic year.

- A written report summarizing a detailed plan of activity and projection of goals and accomplishments will be submitted to the Faculty Personnel Committee by October 31 of the academic year for recommendation to the Dean.
- In accepting a sabbatical leave, a faculty member agrees to all terms stipulated by signing a statement to that effect by November 30 of the academic year.
- A faculty member may not accept any other form of employment during the time specified as leave time without written consent of the President. Fellowships, grants, assistantships, and stipends are regarded as other employment.
- After completion of sabbatical leave, a faculty member will submit to the President a written report of project accomplishments by the end of the returning semester.
- A faculty member is to return for one year of full-time employment upon completion of the sabbatical. If he/she does not return, the faculty member is responsible for reimbursing to the college all monies received during the leave time.

Revised:

Approved: May 2005