BOARD OF GOVERNORS

AGENDA

November 21, 2014

MEMBERS

Donna Atkinson
Gregory Barker
Hannah Cole
Mark Dempsey
Tom Dover
Jane Harkins
David Lewia
Deb McDaniel
Karen Price
Jan Vineyard
Michelle Wicks

Beverly Jo Harris
President
AGENDA

I. Call to Order

II. Roll Call

III. Approval of Minutes

Minutes of September 26, 2014 ................................................................. 1

IV. Oath of Office for New Members

a. Deb McDaniel, Faculty Representative

V. Board Report

a. Master Plan Steering Committee (Volunteers Needed)

VI. President’s Report

VII. Administrative Items

a. Action Item: Approval of the Audit Reports for Bridgemont and Kanawha Valley.. 5
c. Information Item: Strategic Plan Update ............................................................. 14
d. Information Item: Faculty Evaluation Process .................................................... 21

VIII. Academic Affairs

a. Information Item: Program Inventory Update ..................................................... 57
b. Information Item: Textbook Affordability Report ................................................. 58

IX. Possible Executive Session—Legal Matters
X. Announcements

a. December 2, 2014—South Charleston Campus Forum, 12:30 p.m.
b. December 4, 2014—Montgomery Campus Forum, 12:30 p.m.
c. December 5, 2014—Holiday Dinner, 6 p.m., ATC
d. December 11, 2014—Donor Appreciation Reception, 5 p.m., ATC
e. December 17, 2014—BOG Advisory Group Dinner Meeting, 6 p.m., ATC

XI. Next Meeting

Friday, January 16, 2015, 9 a.m.—South Charleston

XII. Adjournment
A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, September 26, 2014, at 9:00 a.m. at the South Charleston Campus in Room 006.

Board members present: Donna Atkinson, Mark Dempsey, Hannah Cole, Jane Harkins, Greg Barker, Jan Vineyard, and Michelle Wicks. Board members absent: Tom Dover, David Lewia, Deb McDaniel, and Karen Price. Also in attendance were President Jo Harris, faculty and staff from BridgeValley.

I. Call to Order

Chair Dempsey called the meeting to order at 9:05 a.m.

II. Roll Call

Roll was taken by Alicia Syner noting that a quorum was present.

III. Approval of Minutes

Jane Harkins moved to approve the meeting minutes of June 6, 2014. Greg Barker seconded the motion. Motion carried.

IV. Oath of Office for New Members

Hannah Cole, BridgeValley Student Representative, and Michelle Wicks, BridgeValley Classified Staff Representative, were sworn into office by Alicia Syner, Notary for the State of West Virginia.

V. President’s Report

President Harris presented the Board with a highlighted list of activities and meetings since the June meeting. She then introduced Ms. Ellen Goodwin, the ATC Capital Campaign consultant. Ms. Goodwin provided the Board with a copy of the ATC Capital Campaign brochure, as well as a document detailing the elements of a campaign and explained the mathematics of a capital campaign.
VI. Administrative Items

a. Action Item: Fiscal Year 2014-15 Revised Budget

Jane Harkins moved the adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors approves the revised FY 2014-2015 operating budget.

Donna Atkinson seconded the motion. Motion carried.

b. Action Item: Deletion of Board of Governors Rule, B-8

Greg Barker moved the adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors approves to delete from its inventory Rule B-8, Faculty and Administrative Productivity.

Michelle Wicks seconded the motion. Motion carried.

c. Action Item: Recognition of 2013-2014 Faculty, Staff, and Student Board of Governors Representatives

Jane Harkins moved the adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors recognize the 2013-2014 Board of Governors faculty, staff, and student constituent representatives by presenting them with the attached resolution.

Donna Atkinson seconded the motion. Motion carried.

d. Action Item: Base-Pay Adjustment Program for Faculty Salary Equity

Donna Atkinson moved the adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors adopt a three-year base-pay adjustment program for South Charleston faculty hired prior to Fall 2014 to create equity among faculty at both the Montgomery and South Charleston campuses.

Jane Harkins seconded the motion. Motion carried.
e. **Action Item: 2014-2019 Strategic Plan**

Jane Harkins moved the adoption of the following resolution:

*Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the 2014-2019 Institutional Integrated Strategic Plan as presented.

Greg Barker seconded the motion. Motion carried.

**VII. Academic Affairs**

a. **Information Item: Accreditation Visits**

Dr. Kristin Mallory announced that the Higher Learning Commission would be conducting a follow-up visit in response to the Change of Control process for the institutional merger and creation of BridgeValley on September 29 and 30. She invited Board members to attend a breakfast meeting on Monday, September 29, at 7:30 a.m.

She also noted that ETAC-ABET evaluators would be on campus October 5-7 to evaluate the engineering technology programs. This visit will not require a meeting with the Board.

Lastly, she stated that the Medical Laboratory Technology program’s site-visit for initial accreditation will occur on November 6-7.

**VIII. Workforce and Economic Development**

a. **Information Item: Advanced Technology Center Update**

Mr. Jeff Wyco announced that the Workforce Development Division delivered over 58,000 contact hours this past year. He also provided the Board with a recent list of Advanced Technology Center clients and noted that several local civic groups have visited the facility.

Dr. Harris informed the Board that the ATC is available for rent should external businesses need meeting space.

**IX. Possible Executive Session—Legal Matters**

Executive session was not held.
X. Additional Board Action and Comments

Chair Dempsey expressed concern regarding the BridgeValley and WV Regional Technology Park lease agreement. Dr. Hunt confirmed that the lease is close to being finalized.

XI. Announcements

a. WVCCA Conference, October 15-17, 2014, Parkersburg
b. Pumpkin Drop, October 16, 2014, WV Appalachian Power Park
c. Montgomery Campus Open House, November 4, 2014, 5 p.m.
d. South Charleston Campus Open House, November 6, 2014, 5 p.m.
e. 2014-2015 Board Meeting Calendar
   • Friday, November 21, 2014, 9 a.m.—Montgomery
   • Friday, January 16, 2015, 9 a.m.—South Charleston
   • Friday, March 27, 2015, 9 a.m.—Montgomery
   • Friday, April 24, 2015, 9 a.m.—South Charleston
   • Friday, June 5, 2015, 9 a.m.—South Charleston (annual meeting)

XII. Adjournment

There being no further business, the meeting was adjourned.

_________________________________________________, Mark Dempsey, Chair

_________________________________________________, Jan Vineyard, Secretary
ITEM: Approval of the Audit Reports for Bridgemont and Kanawha Valley Community and Technical Colleges

RECOMMENDED RESOLUTION: Resolved, That the BridgeValley Community and Technical College Board of Governors approves the audits of the Bridgemont and Kanawha Valley Community and Technical Colleges Financial Statements for the Fiscal Year Ending June 30, 2014.

STAFF MEMBER: Dr. Pat Hunt / Cathy Aquino

BACKGROUND:

Now that the Higher Learning Commission and the West Virginia State Legislators have approved the consolidation of Bridgemont (Bridgemont) and Kanawha Valley (Kanawha Valley) Community and Technical Colleges becoming BridgeValley Community and Technical College, this will be the final year the BridgeValley Board of Governors (Board) is requested to approve two separate college audits. The format for this agenda includes an overall discussion of the financial statements in general which applies to both colleges and then brief highlights respective to each college.

The audited financial statements for Bridgemont and Kanawha Valley are presented under the Governmental Accounting Standards Board (GASB) format which places emphasis on the overall economic resources of the college. This format includes the Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position, and the Statement of Cash Flows. The Management’s Discussion and Analysis beginning on page five, is a narrative section designed to provide an objective and readable analysis of financial activities based upon facts, decisions, and known conditions. Electronic copies of this audit along with the auditor’s report to the Board will be distributed separately from this agenda and paper copies will be distributed at the Board meeting. An important point to note is both Bridgemont and Kanawha Valley received an unqualified opinion for this audit and had no material weaknesses.

While the Management’s Discussion and Analysis beginning on page 5 provides a detailed analysis of the audit, some important items to discuss for each College are noted below:

Bridgemont Community and Technical College

- Net assets increased by 5.6%, or a $461 thousand. Total assets increased by 11% or $1.5 million however total liabilities increased by 19.3% or a little over $1 million.
Operating revenues increased by nearly 20% or over $654 thousand; however operating expenses increased by over 11% or over $1 million.

One other important item to note is Bridgemont’s cash position improved by over 54% or over $1.4 million helping to strengthen ending fund balances. The MD&A provides a detail explanation for these changes.

Kanawha Valley Community and Technical College

Net assets increased by 14%, or over $1.6 million. Total assets increased by 8.8% or over $1.5 million and total liabilities decreased by over 1.6% or a little over $97 thousand.

Operating revenues decreased by over 6% or over $430 thousand; however operating expenses decreased by over 10% or over $1.5 million.

One other important item to note is Kanawha Valley’s cash position improved by over 71% or nearly $1.5 million helping to strengthen ending fund balances. The MD&A provides a detail explanation for these changes.

Suttle and Stalnaker, PLLP conducted the financial audit for Bridgemont and Kanawha Valley as well as some of the other small colleges and universities through a state-wide contract. Representatives from Suttle and Stalnaker will be at the meeting to make a brief presentation regarding the audit and answer any questions.
ITEM: 2013-2014 Presidential Goal Report

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris

BACKGROUND:

During the summer months, the Executive Committee of the Board of Governors received the attached report and prepared the annual evaluation of the President which was submitted to the Chancellor’s Office.

Per the request of the BOG Chair at the September meeting, the report is attached for information for the full Board.
2013-2014 Presidential Goals Attainment Report

to the Board of Governors

Bridgemont and Kanawha Valley Community and Technical Colleges
now known as BridgeValley Community and Technical College

In this report to the Board of Governors on Presidential Goal Attainment, activities, data, and events are highlighted in blue for relevant areas of approved goal statements.

The President of Bridgemont and Kanawha Valley Community and Technical Colleges, a “shared” presidency until the completion of the consolidation of said colleges in Spring 2014, agrees to work toward both institutional and personal goals in this agreement with the Board of Governors.

INSTITUTIONAL GOALS

The institutional goals for the President are aligned with the Integrated Strategic Plan for the institutions and with statewide initiatives for community college education as defined by the West Virginia Council for Community and Technical College Education (Council) and outlined in the institutional compact.

The President will work with and delegate to direct reports in academic affairs, student affairs, financial affairs, operations, and workforce development for attainment of the institutional goals below.

Direct the College Completion Agenda Initiative (Student Success)

A major emphasis and strategic priority for the state and the institutions is to produce more graduates. Having signed the Call to Action for College Completion through the American Association of Community Colleges, the President, working with academic affairs, student affairs, and workforce development shall

- Guide implementation of effective retention strategies as defined in the College Completion Council at each campus
  - Conducted phone-a-thons at each campus to contact students who had been enrolled the previous semester but had not pre-registered
  - Reviewed requirements and began planning for establishment of a Freshman Advising Center
  - Provided early-alert notifications and counseling to at-risk students four weeks into each semester
- Promote professional development opportunities for faculty and staff in the area of retention
  - Offered on-campus workshops on appropriate academic advising
  - Sent 3-person team to national Complete College America 3-day workshop in Indianapolis
  - Sent 10-person team to state Complete College American workshop
- Review developmental education design at both campuses, implementing appropriate best practices from the statewide task force on developmental education
  - Developed new co-requisite model for developmental math and English. Held multiple workshops and training sessions for design and Fall 2014 implementation
• Promote the Board of Governor’s adult degree completion program
  o Awarded 61 BOG degrees during 2013-2014
  o Charged Workforce Development and BOG advisors to develop a transfer day at
    the State Capitol, promoting BOG completion for state workers
• Transition workforce participants to degree programs
  o Transitioned 43 non-credit workforce participants to academic degree seekers
    through Series 3 guidelines

Measurement: Increase the combined total number of certificate and associate degree
graduates as compared to the 2013 baseline total number of graduates at both
institutions.

DATA:

Both campuses experienced an increase in total degrees awarded as compared to 2013-
2014. The combined total number of graduates at both institutions went from 612 in
2012-2013 to 670 in 2013-2014, an increase of 58 degrees (9.47%)

Ensure Fiscal Responsibility (Institutional Success)

Through the advice and work of the Chief Financial Officer and Financial Affairs staff, along with
all Cabinet members, the President will oversee systems and strategies for revenue creation
and expense efficiencies, improving reserve ratios for the combined institution.

Strategies:

• Increase revenues by
  o Grant and contract projects through workforce development and academic affairs
    initiatives.
    ▪ State grant revenue year-end balances for the combined institution as of
      June 30--$4,357,011; Federal grant year-end balances, $24,915
  o Additional employee participation in the payroll deduction plan for Foundation
    funding.
    ▪ Received no additional participation due to consolidation of Foundation
      accounts; payroll deduction campaign to occur in August; payroll
ten deduction campaign planned for August 2014
  o Increased contributions of in-kind and/or cash donations by industry partners
    ▪ January – December 2013 Contributions: Bridgemont Foundation:
      $57,987.50 (Cash) and $13,577.00 (In-Kind); Kanawha Valley
      Foundation: $31,173.30 (Cash)
  o Increased headcount and/or FTE enrollment
    ▪ Headcount Increase: +84 students (3.19%): 2012—2633; 2013—2717
    ▪ FTE: +49.67 FTE (3.03%): 2012—1689.66; 2013—1689.66
• Achieve cost savings through
  o Consolidation of contracts for software, services, library, etc.
    ▪ Cost savings to date: $358,341
  o Employment of shared personnel when applicable
    ▪ Continued use of shared Financial Aid Director and Technical Assistant
      with Mountwest; Marketing Director and Chief Financial Officer with
      Central Office
  o Effective space utilization
    ▪ Developed plan to move from two leased areas in Montgomery—
      UKVEDC Third Floor lease for workforce offices and WVU Tech
      Engineering Lab Press Room for printing. Consolidated offices/labs into
      existing facilities, saving approximately $38,000 of lease costs in the
      upcoming fiscal year.
Emphasis on sustainable practices at both campuses (e.g., energy efficiencies)
  - Held sustainability development sessions on South Charleston campus
  - Replaced inefficient HVAC unit in Building 704
  - Received rebate from GoodCents for Davis Hall renovations

Conservative spending by all unit budget managers
  - Employed strict spending approval process in Spring semester, asking leaders to purchase only necessities tied to the strategic plan

Consolidation of Foundations
  - Foundations were officially consolidated on July 1, 2014. Directors from both Boards will continue to serve for BridgeValley.

Measurement: (1) Improvement in 2013-2014 HLC ratios for both institutions; (2) increased year-end balances of consolidated Foundation, as compared to total of June 30, 2013, balances of separate foundations.

DATA:

(1) FY 2014 YTD Actual ending fund E&G/Tuition and Fees balances as reported at the June Council meeting was $2,062,427; the FY 2014 budget projected only 590,000. When ratios are calculated for 2013-2014 HLC reports, improvement will occur.

(2) Kanawha Valley Foundation year-end balanced increased $56,587 over the past year; Bridgemont balance decreased $8,728.73, providing a net gain for the consolidated foundation of $47,858.27

Complete Transition to BridgeValley

The President, working with the Board of Governors, employee and student constituent groups, academic and student affairs, workforce, financial affairs, and operations (information technology/facilities/security) shall oversee the consolidation transition of the two colleges.

Strategies:

- Complete all HLC reports and host HLC site visit
  - Completed all reports and the HLC site visit by deadline dates
- Lead consolidation through functional unit task list progress
  - Updated task list progress at each Cabinet meeting
- Direct the implementation of the consolidated strategic plan
  - Reviewed, discussed strategic plan each semester with direct reports to keep focus on initiatives; evaluations reported on completion of relevant activities from the plan
- Review staffing needs of consolidated institution, making changes as required for effective operation and efficiencies
  - Determined need for each vacancy as attrition occurred; if needed, advertised internally first
  - Filling more staff-level positions rather than replacing duplicative senior personnel
- Develop appropriate operating policies and BOG rules for the multi-campus environment
  - Assigned all operating policies for Intra-College Council review. Updated over 35 operational policies through Cabinet and 30-day comment period.
  - Established ad hoc Rules Committee to assist BOG Rules Committee in determination of changes required
• Manage joint meetings, development opportunities, and student/employee activities
  o Held Joint Cabinet meetings, Leadership meetings, and unit meetings beginning January 2014
  o Hosted multiple joint work days in academic and student affairs for general education curriculum review, unit structure, planning
  o Hosted joint activities for employees (welcome back events, holiday dinner, etc.) and students (campus forums, career fairs, mid-term taco/pizza luncheons)
• Implement seven Intra-College Councils (ICC) to address multi-campus environment: Recruitment, Retention, Academic and Workforce Education, Finance and Administration, Information Technology, Safety and Security, and the Strategic Planning and Budgeting Council
  o All groups met on a regular basis, creating appropriate dialog for decision-making
• Attend constituent group meetings (faculty, staff, students) and/or meet regularly with leadership of groups to communicate transition progress
  o Held two campus forums per semester per campus to update on consolidation progress
  o Hosted regularly monthly meetings with faculty, staff, and student leadership during transition
  o Assisted in the development of faculty, staff, and student constituent group constitutions, by-laws, and elections
• Develop a phased three-year faculty salary equity plan
  o Offered a BOG proposal for the phased-in faculty salary equity plan in June; consideration of the proposal to be made in Fall Semester

Measurement: Complete consolidation of the institutions by June 30, 2014

DATA: Consolidation/change of control was approved by the Higher Learning Commission at its February meeting; the official founding date of BridgeValley is March 20, 2014. All state budget and financial documents will be known as BridgeValley beginning July 1, 2014.

Promote Community and Industry Engagement (Community and Industry Success)

The President, in coordination with Office of Workforce and Economic Development, the Office of Advancement, and Academic and Student Affairs, shall increase college involvement with the communities and industries of the expanded service region.

Strategies:

• Lead Year 1 activities for the $25 million Bridging the Gap Consortium, engaging industry partners, apprenticeship programs, and sister colleges
  o Assisted Central Office in setting up project management at the state level; set up campus administration in January; named college team and advertising for additional staff. Hosted kick-off meeting with all colleges at the ATC.
• Host a minimum of two sector-based strategy meetings and two Lunch and Learn events
  o Participated in the Manufacturing and Information Technology sector-based strategy meetings in conjunction with the Central Office. No Lunch and Learn events were held.
• Refresh program advisory committee membership and engagement
  o Appointed new membership in select program advisory committees
  o Held all-campus program advisory committee dinner in April for new and returning members
• Brand the ATC and BridgeValley through aggressive marketing campaigns, press releases, and/or events
  o Purchased billboards, television and radio advertisements after transition was complete
- Contracted for BridgeValley website design; constructed temporary microsite until construction complete
- Conducting $5 million capital campaign for ATC naming opportunities

- Continue collaboration with public schools through outreach events, College Transition and/or early enrollment course offerings
  - Hosted Advantage Valley East District Consortium Retreat with public education partners to develop collaborative programming, Advanced Career curriculum
  - Hosted multiple outreach events (Introduce a Girl to Engineering Day, Family Fund Day at the Clay Center, STEAM Academy)
  - Increased number of sites for College Transition (Putnam County)
  - Increased number of early enrollment courses throughout service region by 8 (from 11-19 courses)

- Increase the number of outreach and community service projects throughout the region and at the Advanced Technology Center
  - Hosted multiple events promoting ATC and BridgeValley (e.g., STEAM Academy, Emergency Response Day, Allied Health Open House, Family Fun Night, SGA Boo Bash)
  - Promoted multiple community service projects (e.g., Night as a Homeless Person, Morris Creek Watershed Clean-up, various Earth Week events—recycling opportunities, tree-planting, cleaning around campus

Measurement: Host a minimum of five events per campus per semester for community, industry, or public school/college partners.

DATA:

Montgomery Campus: Telework Advisory Committee, Sustainability Council (2 meetings, Open House/Registration (3 per semester), Technical Program Joint Advisory Committee, American Red Cross Blood Drive, Career Fair, Introduce a Girl to Engineering Day, Earth Week Events (recycling/clean-up), Family Fund Day at the Clay Center, STEAM Academy

South Charleston Campus: Allied Health Open House, Emergency Response Day, Family Fun Night, Flea Market, STEAM Academy, Toyota Huntsville, AL project; Open House/Registration events (6 per semester), Career Fair, American Red Cross Blood Drive

PERSONAL GOALS

The personal goals of the President are aligned with official duties and personal/professional enrichment.

Professional Development

- Attend the Higher Learning Commission Annual Conference for information regarding new Pathways criteria
  - Attended HLC (April 2014—Chicago)

- Participate in a minimum of two additional state, regional, or national educational conferences
  - Attended Complete College America Retreat (August 2013--Indianapolis); West Virginia Community College Association Annual Meeting (October 2013); West Virginia College Completion Academy (February 2014); American Association of Community Colleges Annual Meeting (April 2014--DC)
**External Relations**

- Host a legislative event for regional delegates and senators
  - Due to conflicting calendars, met in legislative offices during session rather than on campus
  - Met with federal delegation in DC regarding Department of Labor grant application (July)
- Conduct an Annual Fund Drive for both campuses
  - Completed fourth annual drive for Bridgemont; first drive for Kanawha Valley—November—minimally successful. Will target specific industry or individual partners in future
- Host a minimum of ten business lunches per year
  - Hosted breakfast/lunch/dinner events with external partners (Telework WV; WV State University; Toyota; Board of Land Surveyors participants; Dental Hygiene Board; Joint Program Advisory Boards;
- Serve on a minimum of three local civic and communities boards or groups across the region
  - Served on Upper Kanawha Valley Economic Development Authority Board, New River Gorge Economic Development Board, South Charleston Chamber of Commerce, South Charleston Rotary, Smart 529 Board, Region 4 Planning and Development Council, RESA III Board
- Speak at a minimum of four external events
  - Spoke at South Charleston Groundhog Breakfast, Charleston Area Medical Center Nurse Education event, RESA 3 Adult Basic Education Graduation, South Charleston Rotary
- Host an appreciation event for program advisory committee members and industry partners
  - Hosted annual event in April for technical program advisory committee members

**Building Unity**

- Meet regularly with faculty, staff, and student constituent groups and/or leadership
  - Met monthly with faculty, staff, and student leadership; hosted campus forums for updates on transition two times per semester
- Host at least one joint social event per semester for both colleges
  - Held mixer (August) and holiday dinner (December)
- Hold “Pizza with the President” student forums at each campus each semester
  - Completed at both campuses (October, April)
- Host Division Dialogue sessions during Fall Semester with each academic and administrative unit
  - Held dialogues with each academic division (September – December)
- Communicate weekly through the “Connection” at both campuses
  - Published Connection each Monday to assist in communication/scheduling
- Deliver Joint State of the Institution(s) address in early spring
  - Delivered State of the Institution addresses at each campus (March)
- Host joint commencement ceremony
  - Held joint commencement ceremony on May 9, 2014
- Conduct Board of Governors annual retreat
  - Held BOG annual retreat on March 28, 2014
ITEM: Strategic Plan Update

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris

BACKGROUND:

Annual strategic planning is critical to continuous improvement. Each May, an all-campus retreat is held to review progress on the campus strategic plan, add additional strategies and initiatives for the upcoming cycle, and affirm and/or revise college goals and priorities.

The Board approved the campus 2014-2019 Strategic Plan in September. Attached is an update showing quarterly progress to date on tasks/activities outlined in this plan.

Items marked in green are completed; yellow, in progress; and red, to be addressed.
## BridgeValley Community and Technical College Strategic Plan

### 2014-2019

Activities developed in May 2014 all-campus retreat, Retention Task Force (+ designation) and Institutional Board of Governors-approved Compact (* designation)

### GOAL ONE: STUDENT SUCCESS

**Objective 1.1:** Increase retention rates a minimum of 5 percent per year

**Objective 1.2:** Increase the number of graduates in certificate and associate degree programs 5 percent per year

**Priority:** Prepare students to become successful and independent contributors to society by providing transfer skills for future technical innovations

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify professional certification programs or entry-level technical skills for developmental students to gain early success in their field</td>
<td>Ongoing</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>Implement and evaluate new general education core curriculum for effectiveness</td>
<td>Ongoing</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Reduce time to degree by providing access to multiple course sections in multi-campus environment*</td>
<td>January 2015</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Develop an ongoing assessment program for the co-requisite model for math and English courses</td>
<td>August 2014</td>
<td>General Education Division</td>
</tr>
<tr>
<td>Increase online learning capabilities to ensure student success</td>
<td>Ongoing</td>
<td>Extended Learning</td>
</tr>
<tr>
<td>Increase participation in career and transfer fairs</td>
<td>August 2014</td>
<td>General Education Division</td>
</tr>
<tr>
<td>Reduce time to degree by providing access to multiple course sections in multi-campus environment*</td>
<td>Ongoing</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Develop a strategy for the co-requisite model including baseline data and formative and summative components</td>
<td>Ongoing</td>
<td>General Education, Institutional Research</td>
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</table>

**Priority:** Maintain sound assessment program for student learning outcome assessment

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate industry certifications and nationally normed tests in assessment program</td>
<td>Fall 2014</td>
<td>Technology Division</td>
</tr>
<tr>
<td>Create a data management plan to investigate data, available, share with appropriate entities, and assist in recruitment and retention strategy development*</td>
<td>Fall 2014</td>
<td>Registrar/Banner Officers</td>
</tr>
<tr>
<td>Incorporate sustainability learning outcomes in student assessment process</td>
<td>Fall 2015</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>Provide faculty development for ACBSP accreditation training</td>
<td>Spring 2015</td>
<td>Business &amp; Legal Studies</td>
</tr>
<tr>
<td>Increase Testing Services within the Student Success Centers on both campuses</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Student Services</td>
</tr>
<tr>
<td>Develop an ongoing assessment program for the co-requisite model including baseline data and formative and summative components</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>General Education, Institutional Research</td>
</tr>
</tbody>
</table>

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15
## BridgeValley Community and Technical College Strategic Plan

### 2014-2019

Activities developed in May 2014 all-campus retreat, Retention Task Force (+ designation) and Institutional Board of Governors-approved Compact (* designation)

### Priority: Ensure student-centered learning environment and support services

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technology available for advising (DegreeWorks)</td>
<td>Spring 2015</td>
<td>Registrar/Banner Officers</td>
</tr>
<tr>
<td>Design pre-technology pathway through General Studies</td>
<td>Fall 2015</td>
<td>Technology Division</td>
</tr>
<tr>
<td>Increase student activities on both campuses</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Student Life</td>
</tr>
<tr>
<td>Establish a process to ensure financial support for travel for academic, competitive events</td>
<td>Fall 2014</td>
<td>Business &amp; Legal Studies</td>
</tr>
<tr>
<td>Ensure that programmatic fees are allocated to benefit the students, the learning environment, and the Division</td>
<td>Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Ensure adequate computer laboratory space equipped with cutting-edge technology for courses</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Develop supplemental opportunities for students to practice and develop skill such as interviewing, resume writing, and other business skills by establishing a college-wide career center</td>
<td>Fall 2014</td>
<td>Student Services</td>
</tr>
<tr>
<td>Target at-risk students to provide advising, counseling and disability services</td>
<td>Ongoing</td>
<td>Student Services</td>
</tr>
<tr>
<td>Provide advisor training (new curriculum, undecided major, adults)**</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Academic and Student Affairs</td>
</tr>
<tr>
<td>Provide career counseling to pre-admitted health students who are not admitted to select admission programs</td>
<td>Ongoing</td>
<td>Health Division</td>
</tr>
<tr>
<td>Enhance student services: e.g., food services, child care options, transportation, housing, handicap accessibility</td>
<td>Ongoing</td>
<td>Cabinet; Student Services</td>
</tr>
<tr>
<td>Launch Freshman Advising Centers on both campuses*</td>
<td>Spring 2015</td>
<td>Student Services</td>
</tr>
<tr>
<td>Increase and expand tutoring services within Student Success Centers</td>
<td>Fall 2014</td>
<td>Student Services</td>
</tr>
<tr>
<td>Develop an integrated marketing campaign to current students and faculty (e.g., fact book, FAQs on services, information)</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Marketing/Cabinet</td>
</tr>
<tr>
<td>Develop anonymous web form for students to reach out for help</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Marketing/ Student Services</td>
</tr>
<tr>
<td>Provide training for professional behavior in a work place: positive attitude, civility</td>
<td></td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

### GOAL TWO: INSTITUTIONAL SUCCESS AND SUSTAINABILITY

Objectives:

- **Objective 2.1:** Increase headcount by 5 percent annually
- **Objective 2.2:** Increase FTE by 3 percent annually
- **Objective 2.3:** Increase external revenue by 10 percent annually
- **Objective 2.4:** Increase institutional reserves by 3 percent annually

### Priority: Assess effectiveness and continuous improvement through data collection and accreditation, and program review processes

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide transparency/access to institutional student data</td>
<td>Fall 2014</td>
<td>Workforce, Financial Affairs, Registrar</td>
</tr>
<tr>
<td>Improve workforce student registration and payment tracking</td>
<td>Fall 2014</td>
<td>Workforce, Financial Affairs, Registrar</td>
</tr>
<tr>
<td>Develop a uniform, consistent means of program assessment and program review to determine viability</td>
<td>Ongoing</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Maintain existing stellar accreditation processes</td>
<td>Ongoing</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Create an annual report - academic program dashboard – to assist in the measurement of enrollment, financial, and completion rates</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Banner/Institutional Research, Academic &amp; Financial Affairs</td>
</tr>
<tr>
<td>Improve grant management to ensure that grant outcomes are met and funds are expended within time frames established</td>
<td>Ongoing</td>
<td>Workforce, Academic &amp; Financial Affairs</td>
</tr>
</tbody>
</table>
BridgeValley Community and Technical College Strategic Plan
2014-2019

Activities developed in May 2014 all-campus retreat, Retention Task Force (+ designation) and Institutional Board of Governors-approved Compact (* designation)

**Priority: Promote the college to community and industry through effective recruiting, marketing, branding, and events**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate social media to get the college message out*</td>
<td>Spring 2015</td>
<td>Marketing</td>
</tr>
<tr>
<td>Develop a marketing advisory council (faculty/staff/students) to assist in development of a coordinated and integrated marketing plan, assessment of strategies*</td>
<td>Fall 2014</td>
<td>Marketing, President</td>
</tr>
<tr>
<td>Target TAA workers through participation in DOL grants</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>BTG, Technology Division, Enrollment Services, Marketing</td>
</tr>
<tr>
<td>Visit local businesses (e.g., State Government Employees, CAMC, CASCI, School Service Personnel) to encourage degree completion*</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Workforce, Enrollment Services, BOG advisors</td>
</tr>
<tr>
<td>Market Financial Aid opportunities (federal, state, scholarships, employer-sponsored programs)*</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Marketing, Financial Aid, Enrollment Services</td>
</tr>
<tr>
<td>Increase community and K-12 outreach</td>
<td>Ongoing</td>
<td>Outreach Coordinator</td>
</tr>
<tr>
<td>Develop a Workforce Advisory Committee</td>
<td>Spring 2015</td>
<td>Workforce</td>
</tr>
<tr>
<td>Create a virtual open house to allow adults insight into BridgeValley*</td>
<td>Spring 2015</td>
<td>Marketing, Enrollment Services</td>
</tr>
<tr>
<td>Use the Sustainability Institute and the ATC to raise our regional and statewide profile</td>
<td>Spring 2015</td>
<td>Workforce/Marketing and Sustainability Office</td>
</tr>
<tr>
<td>Work with high school and career-tech center staff to raise awareness and advantages of CTC</td>
<td>Ongoing</td>
<td>Enrollment Services, Academic Affairs</td>
</tr>
<tr>
<td>Develop systematic traditional and non-tradition student recruiting plans</td>
<td>Fall 2014</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Develop and implement competitive events/conference for high school students to attend at BridgeValley</td>
<td>Spring 2015</td>
<td>Academic Deans</td>
</tr>
<tr>
<td>Develop and implement a for-credit Leadership Academy for potential BridgeValley students</td>
<td>Summer 2015</td>
<td>Business &amp; Legal Division</td>
</tr>
<tr>
<td>Employ a recruitment and retention specialist for each division</td>
<td>Fall 2015</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Enhance marketing by hiring a dedicated staff member, increasing budget, and targeting messages</td>
<td>Fall 2014</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Development of a systematic recruitment plan for adults</td>
<td>Fall 2014</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Increase high school course delivery and outreach in BridgeValley’s service region</td>
<td>Fall 2014</td>
<td>Extended Learning</td>
</tr>
<tr>
<td>Create report for ROI on high school recruitment per location</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Enrollment Services, Financial Affairs</td>
</tr>
<tr>
<td>Establish an outreach council to assist in planning and coordination of K-12, community, and business/industry events</td>
<td>Fall 2014</td>
<td>President, Outreach Coordinator</td>
</tr>
<tr>
<td>Refine marketing research on application forms in freshman orientation classes – 1st semester classes</td>
<td>Fall 2014</td>
<td>Marketing/Enrollment Services</td>
</tr>
</tbody>
</table>

**Priority: Provide access to education, training, and enrichment opportunities on multiple campuses, off-site, and online**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase early enrollment and on-line classes*</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Extended Learning</td>
</tr>
<tr>
<td>Increase night/weekend classes*</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Academic Affairs, Workforce</td>
</tr>
<tr>
<td>Increase the use of Mondo Pads and other emerging technologies, when appropriate to increase access</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Academic Affairs, Workforce</td>
</tr>
<tr>
<td>Increase collaborative programs with career-techical schools throughout Consortium*</td>
<td>Ongoing</td>
<td>Faculty</td>
</tr>
<tr>
<td>Increase articulation agreements/EDGRI offerings with career centers*</td>
<td>Ongoing</td>
<td>Academic Affairs, Workforce</td>
</tr>
<tr>
<td>Partner with WV State Police Academy to articulate credit toward completion of AAS degree in Criminal Justice*</td>
<td>Fall 2014</td>
<td>Business &amp; Legal Studies</td>
</tr>
<tr>
<td>Develop Energy degree program*</td>
<td>Fall 2014</td>
<td>BTG, Technology Division</td>
</tr>
<tr>
<td>Offer two additional on-line programs (AAS Blasting Management and Certificate Entrepreneurship)*</td>
<td>May 2015</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Provide faculty with additional developmental opportunities regarding emerging technology teaching strategies.</td>
<td>Ongoing</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Provide distance learning (interactive classrooms) in order to increase accessibility</td>
<td>Ongoing</td>
<td>Information Technology, Academic Affairs</td>
</tr>
<tr>
<td>Develop virtual orientations and tutorials for students</td>
<td>Fall 2016</td>
<td>Information Technology, Academic Affairs</td>
</tr>
<tr>
<td>Develop virtual orientations and tutorials for advanced high school, career center opportunities</td>
<td>Ongoing</td>
<td>Workforce, Enrollment Services</td>
</tr>
<tr>
<td>Expand opportunities for general education at worksites for adult learners*</td>
<td>Ongoing</td>
<td>Business &amp; Workforce</td>
</tr>
<tr>
<td>Expand the ATC facilities for training opportunities for business and industries</td>
<td>Ongoing</td>
<td>Workforce, Outreach</td>
</tr>
<tr>
<td>Expand use of condensed schedules*</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Academic Affairs, BTG</td>
</tr>
</tbody>
</table>
Bridge Valley Community and Technical College Strategic Plan

2014-2019

Activities developed in May 2014 all-campus retreat, Retention Task Force (+ designation) and Institutional Board of Governors-approved Compact (* designation)

Priority: Promote sustainability principles throughout college operations

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize SharePoint on South Charleston Campus</td>
<td>Fall 2014</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Expand Sustainability Institute to SC campus</td>
<td>Fall 2014</td>
<td>Sustainability Director</td>
</tr>
<tr>
<td>Review course/room scheduling processes</td>
<td>Fall 2014</td>
<td>Academic Affairs, Operations</td>
</tr>
<tr>
<td>Implement recycling and energy management at both campuses</td>
<td>Fall 2015</td>
<td>Operations</td>
</tr>
<tr>
<td>Move to electronic processes and eliminate non-value added steps</td>
<td>Fall 2015</td>
<td>All Units</td>
</tr>
<tr>
<td>Promote culture of sustainability in all divisions and identify funding for sustainability leadership</td>
<td>Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Go paperless in all meetings and classes</td>
<td>Fall 2015</td>
<td>All Units</td>
</tr>
<tr>
<td>Maximize use of instructional technology (Blackboard)</td>
<td>Ongoing</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>Explore feasibility of scheduling a 4 day work week for all employees/students</td>
<td>Fall 2016</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Promote the use of virtualized classrooms and meetings to reduce carbon footprints and college travel expenses</td>
<td>Ongoing</td>
<td>All Units</td>
</tr>
<tr>
<td>Enforce centralized purchasing and bulk purchasing</td>
<td>Summer 2014 &amp; Ongoing</td>
<td>Financial Affairs</td>
</tr>
<tr>
<td>Incorporate eTextbooks &amp; mobile devices for all students</td>
<td>Fall 2015 &amp; Ongoing</td>
<td>Cabinet</td>
</tr>
</tbody>
</table>

Priority: Maintain a safe, secure, modern, and positive learning environment

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure classroom safety through state of the art communication tools</td>
<td>Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Complete Bridge Valley Campus Facilities Master Plan*</td>
<td>May 2015</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Demolish acquired residential property in Montgomery per existing master plan*</td>
<td>May 2015</td>
<td>Operations</td>
</tr>
<tr>
<td>Connect and/or upgrade information technology infrastructure between campuses</td>
<td>Ongoing</td>
<td>Information Tech</td>
</tr>
<tr>
<td>Complete Westmoreland Hall upgrade</td>
<td>Fall Semester 2014</td>
<td>Operations</td>
</tr>
<tr>
<td>Provide additional classroom space with larger capacity that allow labs and computer use (4th floor main hall)</td>
<td>Fall 2018</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Prioritize use of capital funds and seek external resources*</td>
<td>Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Enhance security features such as: key card entry, security officer on both campuses, and security help boxes*</td>
<td>Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Provide ongoing training for faculty and staff such as: FERPA, customer service, civility, and sensitivity</td>
<td>Ongoing</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Expand use of security measures on all campuses, including cameras, panic buttons, and increased lighting</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Implement a cycle of safety training</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Promote current resources: U-Tips, Campus alert system, Campus police locations</td>
<td>Summer 2014 &amp; Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Schedule regular crisis drills, safety awareness days for students &amp; staff</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Maintain clean and attractive facilities &amp; grounds</td>
<td>Summer 2014 &amp; Ongoing</td>
<td>Operations</td>
</tr>
</tbody>
</table>

Priority: Promote faculty and staff success

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure appropriate ratios of full-time faculty and staff throughout the college</td>
<td>Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Develop funding pools for faculty and staff development and merit increases</td>
<td>FY 2016</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Examine possibility of multi-year faculty term contracts</td>
<td>Fall 2017</td>
<td>Cabinet</td>
</tr>
</tbody>
</table>
## Bridge Valley Community and Technical College Strategic Plan 2014-2019

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</tr>
</thead>
<tbody>
<tr>
<td>Increase on-campus professional development opportunities</td>
<td>Ongoing</td>
<td>Human Resources, Academic Affairs</td>
</tr>
<tr>
<td>Institute a mentorship program for new faculty and staff members</td>
<td>Fall 2014</td>
<td>Human Resources, Academic Affairs</td>
</tr>
<tr>
<td>Schedule a 4 day faculty work week for course/professional development, service, meetings, and/or work experience</td>
<td>Fall 2014</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Recognize appropriate faculty and staff achievements through awards ceremonies</td>
<td>Annually</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Create an innovation fund to encourage innovation in teaching and learning</td>
<td>Fall 2014</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Provide faculty/staff access to facilities 24/7</td>
<td>Fall 2014</td>
<td>Facilities/Security</td>
</tr>
<tr>
<td>Host regular faculty &amp; staff mixers</td>
<td>Fall 2014</td>
<td>President</td>
</tr>
<tr>
<td>Create Intranet for improved campus communications</td>
<td>Fall 2014</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

### GOAL THREE: COMMUNITY AND INDUSTRY SUCCESS

**Objective 3.1:** Increase business/industry contacts by 10 percent per year

**Objective 3.2:** Increase participation in community service and civic engagement by 10 percent per year

**Priority:** Exhibit responsiveness and flexibility in course and program offerings to meet changing workforce needs of business and industry

#### Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase involvement of academic faculty and divisions in workforce initiatives</td>
<td>Fall 2014</td>
<td>Academic &amp; Workforce</td>
</tr>
<tr>
<td>Integrate industry credentials/certifications (e.g., NIMS) with current programs or skills sets*+</td>
<td>Fall 2014</td>
<td>Academic &amp; Workforce</td>
</tr>
<tr>
<td>Foster collaboration between workforce and academic advisory boards</td>
<td>Fall 2014</td>
<td>Academic &amp; Workforce</td>
</tr>
<tr>
<td>Establish regional sector partnerships and convene regular meetings (e.g., Manufacturing Alliance)</td>
<td>Fall 2014</td>
<td>Workforce</td>
</tr>
<tr>
<td>Meet and continuously evaluate industry needs and desired program offerings*</td>
<td>Ongoing</td>
<td>Workforce</td>
</tr>
<tr>
<td>Create a semi-annual reporting process for advisory committee feedback</td>
<td>Two times per Year</td>
<td>Academic Chairs</td>
</tr>
<tr>
<td>Launch certified Production Technician (CPT) Certification program</td>
<td>Fall 2014</td>
<td>Workforce</td>
</tr>
<tr>
<td>Expand health training programs to CAMC and other health organizations in the Kanawha Valley*</td>
<td>Ongoing</td>
<td>Health Division</td>
</tr>
<tr>
<td>Refresh membership on program advisory boards</td>
<td>Fall 2014</td>
<td>Academic Chairs</td>
</tr>
<tr>
<td>Create a new employee workflow for Oz+</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Host Lunch and Learn events with business and industry partners</td>
<td>Fall 2015</td>
<td>Workforce</td>
</tr>
<tr>
<td>Educate appropriate people and departments on proper hiring procedures, create checklists for new hires</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Create a new employee workflow for IT+</td>
<td>Spring 2015 &amp; Ongoing</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Provide short-term trainings and partnerships through workforce to enhance the technical skills of area residents*</td>
<td>Ongoing</td>
<td>Workforce</td>
</tr>
</tbody>
</table>

**Priority:** Build synergistic relationships with community, schools, and alumni

#### Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Schedule a minimum of one open house per semester on each campus</td>
<td>Ongoing</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Attend Expo &amp; WV Fair</td>
<td>Ongoing</td>
<td>Enrollment Services</td>
</tr>
</tbody>
</table>
### BridgeValley Community and Technical College Strategic Plan 2014-2019

**Activities developed in May 2014 all-campus retreat, Retention Task Force (+ designation) and Institutional Board of Governors-approved Compact (* designation)**

| Implement activities for 50 Plus AARP grant* | Summer 2014 & Ongoing | Workforce |
| Encourage professional organizations and business groups to utilize ATC and college facilities for meeting space | Ongoing | Workforce |
| Develop a Leadership Academy for local businesses and students | Spring 2015 | Business & Legal Division |
| Develop a Quality Academy for local businesses | Spring 2015 | Technology Division & Workforce |
| Use Facebook and other social media in order to interact with alumni, community, and schools | Ongoing | Marketing |
| Attend various community events to promote BridgeValley and its programs | Ongoing | All |
| Promote community events participation such as: relay for life, Susan G. Komen, autism awareness, pumpkin drop | Ongoing | Outreach Director |
| Establish an active alumni association and create special events for alumni/emeritus faculty | Fall 2016 | President’s Office |
| Develop an Ambassadors program | Spring 2015 | Enrollment Services |

**Priority: Integrate community service and civic engagement opportunities into programming**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Date</th>
<th>Person/Unit Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote community-based projects</td>
<td>Ongoing</td>
<td>Outreach Coordinator</td>
</tr>
<tr>
<td>Develop institution wide tracking system for community service hours (civic engagement system)</td>
<td>Fall 2015</td>
<td>Registrar/Academic Affairs</td>
</tr>
<tr>
<td>Utilize student organizations (such as PBL) to engage in community service activities.</td>
<td>Ongoing</td>
<td>Academic Chairs</td>
</tr>
<tr>
<td>Enhance graduation requirements for community service/civic engagement opportunities</td>
<td>Fall 2014</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Acquire reporting system to track contacts</td>
<td>Fall 2014</td>
<td>Cabinet</td>
</tr>
</tbody>
</table>

**Priority: Forge strategic partnerships that advance community, workforce, and economic development**

<table>
<thead>
<tr>
<th>Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Offer personal enrichment and skills upgrade workshops to the public</td>
<td>Ongoing</td>
<td>Workforce</td>
</tr>
<tr>
<td>Complete Machine Tool Technology program for Gestamp and other employers*</td>
<td>Fall 2014</td>
<td>Technology Division &amp; Workforce</td>
</tr>
<tr>
<td>Develop innovative partnerships with Tech Park tenants*</td>
<td>Ongoing</td>
<td>Academic &amp; Workforce</td>
</tr>
<tr>
<td>Deliver CEU training for business and industry in select professions</td>
<td>Ongoing</td>
<td>Academic Chairs</td>
</tr>
<tr>
<td>Offer CNG training for Kanawha Converts project</td>
<td>As needed</td>
<td>Workforce</td>
</tr>
<tr>
<td>Develop a strategic plan to offer additional courses through a partnership with the Workforce Development</td>
<td>Ongoing</td>
<td>Academic &amp; Workforce</td>
</tr>
<tr>
<td>Offer facilities to community groups</td>
<td>Ongoing</td>
<td>Operations</td>
</tr>
<tr>
<td>Promote the ATC building, developing programs and skill sets for delivery; hosting a minimum of 10 customized training sessions per semester*</td>
<td>Ongoing</td>
<td>Workforce, Marketing</td>
</tr>
<tr>
<td>Expand offerings to DHHR, including completion of advanced skill set in accounting, promotion of BOG degree*</td>
<td>Fall 2014</td>
<td>Workforce &amp; Academics</td>
</tr>
<tr>
<td>Target specific employers who offer tuition reimbursement or employer sponsored scholarship programs</td>
<td>Spring 2015</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Expand partnerships with RESA 3 and 4 Adult Education programs</td>
<td>Fall 2015</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Encourage faculty &amp; staff to become active with civic groups as part of evaluation processes</td>
<td>Fall 2014 &amp; Ongoing</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Promote &amp; recruit new organizational scholarships</td>
<td>Summer 2014 &amp; Ongoing</td>
<td>President, Marketing</td>
</tr>
</tbody>
</table>
ITEM: Faculty Evaluation Process

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Jo Harris

BACKGROUND:

As faculty evaluation expectations, procedures, and timelines differed between Bridgemont and Kanawha Valley, Faculty Senate committees provided input to the administrative staff regarding the BridgeValley process.

Listening to concerns and suggestions regarding the time in rank differences before application for promotion, the 2014 timeframe was established as a transitional one, taking into account differing practices.

The attached handbook has been prepared to clarify new expectations, procedures, and timelines.
Faculty Evaluation Handbook

November 2014
# HANDBOOK FOR FACULTY EVALUATION

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I. INTRODUCTION

The ability of a college to function, progress, develop excellence, and serve society depends on both the individual performance of each faculty member and the collective performance of the faculty as a whole. Thus, the success and reputation of a college are highly dependent upon the talents that exist among its faculty and how effectively those talents are marshaled to accomplish the institutional mission. To achieve and maintain high quality, a comprehensive faculty evaluation system is essential. Properly administered, this system will encourage professional growth of individual faculty members, assure retention of those faculty members who demonstrate a high level of performance, and permit appropriate recognition of achievement.

The work as faculty members as independent professionals is not easily categorized or measured. The evaluation of faculty must be guided by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity. This document outlines these broad principles and establishes the rigorous and common procedures necessary to maintain these qualities in the faculty evaluation process.

II. GENERAL PRINCIPLES OF FACULTY EVALUATION PROCESS, CRITERIA, AND STANDARDS

A. The Faculty Evaluation Process

The faculty evaluation process at BridgeValley is designed to assist the institution in attracting promising faculty members, helping them reach their potential, rewarding their proficiency, continuing their productivity and professional development throughout their careers, and retaining those who are outstanding. The process has two distinct components.

1) Annual Evaluation

Annual evaluation provides an opportunity to review a faculty member’s past performance and to develop future goals and objectives; it forms the basis for any annual performance-based salary increases and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and
performance that will encourage professional growth and provide support for retention, promotion, and other recognition.

2) Evaluation for Promotion in Rank

Promotion in rank recognizes exemplary performance of a faculty member. The evaluation for promotion in rank provides the opportunity to assess a faculty member’s growth and performance since the initial appointment or since the last promotion.

Faculty members applying for promotion must complete their respective evaluation tools. In addition, they must include the following items (electronically) in their evaluation folder:

- Comprehensive vitae (from the hire date OR last promotion).
- All summative evaluations (from the hire date OR last promotion).

In addition to being evaluated by their respective immediate supervisors, all faculty members applying for promotion must also be evaluated by the FEC. Any faculty members applying for promotion who also serve on the FEC must recuse themselves from all discussions and votes regarding their promotion requests.

Upon completion of the FEC’s promotion evaluation, all evaluations will be submitted to the Chief Academic Officer and President, for final review/decision.

3) Faculty Evaluation Committee (FEC) Role

Responsibility for faculty evaluation is shared by members of the institution’s community. Primary responsibility for the quality and presentation of an individual’s work lies with the particular faculty member. Faculty colleagues participate in review for promotion through membership on the Faculty Evaluation Committee (FEC).

The FEC will be comprised of members as stated in the BridgeValley Constitution and Bylaws. The FEC is charged with evaluating faculty members who are applying for promotion and faculty members who rebut any part of their evaluations from their respective evaluators. In addition, faculty members have the option to have FEC evaluate them in addition to their respective direct supervisors.

The legal authority and responsibility of chairpersons, deans, vice presidents and the president also enter into the determination of academic personnel decisions as do the needs and circumstances of the department and college.

Rebuttal Procedures

Any faculty members who dispute their evaluations and also serve on the FEC must recuse themselves from all discussions and votes regarding their rebuttal.
1) **Full-time Faculty**

In the case that a full-time faculty member disagrees with any part of his/her chair’s evaluation, the option to rebut is available. Full-time faculty members have two weeks from the time they are able to read their chairs’ evaluations to rebut. If a full-time faculty member chooses to rebut, he/she must contact his/her chair, Dean, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the chair’s evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the chair’s and the FEC’s evaluations will be submitted to the respective Division Dean for final decision regarding the rebuttal.

2) **Department Chairs**

In the case that a Chair disagrees with any part of his/her Dean’s evaluation, the option to rebut is available. Chairs have two weeks from the time they are able to read their Deans’ evaluations to rebut. If a Chair chooses to rebut, he/she must contact his/her Dean, Chief Academic Officer, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the Dean’s evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the Dean’s and the FEC’s evaluations will be submitted to the Chief Academic Officer for a final decision regarding the rebuttal.

3) **Division Deans**

In the case that a Dean disagrees with any part of the Chief Academic Officer’s, the option to rebut is available. Deans have two weeks from the time they are able to read the Chief Academic Officer’s evaluations to rebut. If a Dean chooses to rebut, he/she must contact the Chief Academic Officer, the President, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the Chief Academic Officer evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the Chief Academic Officer’s and the FEC’s evaluations will be submitted to the President for final decision regarding the rebuttal.

**B. Criteria**

Faculty members are expected to contribute to the missions of specific departments and divisions of the college and are to be judged accordingly. Consequently, the evaluation of faculty is to occur in relation to the faculty member’s particular roles at the institution. Accomplishments of the faculty member are judged in the context of these roles.

Collectively, the faculty teach, advise, assess, engage in scholarly activity or professional development and provide professional, community, and institutional service. The extent to which a faculty member’s responsibilities emphasize the college’s mission will vary.

In the approved letter of appointment the general terms of the faculty member’s major responsibilities are defined. The terms of this appointment are to be reviewed periodically
and may be changed by mutual consent, consistent with this document. Within the terms of this general apportionment of responsibilities, the details of a faculty member’s specific assignments should be subject to joint consultation but are to be determined by the appropriate administrator.

Academic rank is not automatically conferred but results from a Presidential decision based upon appropriate recommendations and the record in the personnel file. The published requirements are normally to be considered as minimal. In exceptional circumstances, these requirements can be waived where other evidence shows that the person being considered is qualified for the promotion in rank. In instances where a requirement is waived, there must be substantial argument that other experience is equivalent or superior to the requirement as listed. Academic rank is a way that those who make substantial contribution to the campus are recognized. Those of advanced rank should have demonstrated academic excellence, especially in teaching.

Adjustments in the expectations for faculty members may occur in keeping with changing institutional and unit priorities and personal interests.

III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

Teaching, professional development, and service constitute the heart of the mission of BridgeValley Community and Technical College. Faculty responsibilities are defined in terms of activities undertaken in each of the three areas; therefore, faculty evaluation is based primarily upon a review of performance in these areas. Faculty members are expected to keep current in their fields.

A. Teaching

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of expression. Teaching includes not only traditional modes of instruction such as the classroom lecture, but also modes such as clinical, laboratory, and practicum instruction. Regular administrative functions that relate to teaching include course and program assessment, evaluation and critique of student performance, and advising, which is a special dimension of teaching, the success of which is essential to the educational process.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences and diversity, and above all, the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Supporting documentation for the evaluation of performance in teaching might include evidence drawn from such sources as the collective judgment of students and of colleagues who have visited the faculty member’s classes. It might also include analyses of course content, evaluation of products related to teaching such as textbooks or videotapes, the development of web courses or use of instructional technology and computer-assisted instruction, studies of success rates of students taught, or other evidence deemed appropriate and proper by the department and college.
B. Professional Development/Scholarly Activity

The highly technical programs within the BridgeValley require continued professional development among faculty members; therefore a greater focus on up-to-date education related to cutting-edge technology and/or pedagogy is appropriate. Also, through consulting, grant-writing for innovative projects, and participation and leadership in professional societies, the faculty member will maintain currency and excellence in his/her technological field, thereby infusing instruction with vigor and relevance.

Scholarly activity contributes to the general body of knowledge and infuses instruction and public service with rigor and relevance. It validates the concept of the teacher-scholar. Although often discipline-focused and individual, scholarly activity also may be interdisciplinary and collaborative. Faculty members are expected to undertake a continuing program of studies, investigations, or professional development which are distinct from service activities.

C. Service

BridgeValley is committed to the performance and recognition of service activities on the part of its faculty as essential components of its mission. Enlightened perspectives, technical competence, and professional skills are indispensable resources in developing an educated and skilled workforce. Service by faculty members to the people of West Virginia beyond the campus is of special importance to the institutional mission.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the institution, society, or the profession. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on problems or issues.

One important benefit of service to the institution is faculty participation in the governance system. Service contributions considered for evaluation are those which are within a person’s professional expertise as a faculty member. The definition of the nature and extent of acceptable service for purposes of promotion should be identified in the faculty member’s work plan and goals.

IV. CONTEXTS OF APPOINTMENT FOR FACULTY

Community colleges must quickly adapt to regional employment needs, adding and deleting programs as necessary. Because of that mission, the majority of BridgeValley positions are renewable-term appointments; currently, no tenure-track positions are offered.

Rank

Most community college programs are technical in nature. Individuals who have relevant non-teaching experience outside the higher education teaching environment (i.e., business,
industry, healthcare, government, and teaching experience in elementary and secondary
schools) will contribute significantly to the applied learning that is integrated into associate
degree programs. The BridgeValley guidelines for rank reflect both traditional and
experiential tracks for appointment and promotion. These guidelines reflect the minimal
qualifications for rank; however, focus on quality of work is critical for promotion. Section
7.1.3 of the BridgeValley Board of Governors Policy B-1 states that “there shall be no
practice of granting promotion routinely or solely because of length of service . . . .”

Requirements for appointment or promotion at the various ranks for faculty members within
BridgeValley are as follows:

**Instructor**

*Master’s Degree*

OR

*Bachelor’s Degree AND 3 years of experience some or all of which may be relevant non-
teaching experience*

OR

*Bachelor’s Degree and less than 3 years of experience = PROBATIONARY status*

OR

*If minimum requirements for Instructor are not met, a conditional appointment may be
made based on BridgeValley policy CR-B-14-2, Campus Regulations.*

**Assistant Professor**

*Earned Doctorate*

OR

*Master’s and 5 years of experience, some or all of which may be relevant non-teaching
experience*

OR

*Bachelor’s and 8 years of experience, some or all of which may be relevant non-teaching
experience*

**Associate Professor**

*Earned Doctorate AND 6 years of experience, some or all of which may be relevant non-
teaching experience*

OR

*Master’s Degree and 11 years of experience, some or all of which may be relevant non-
teaching experience*

*Faculty Evaluation Committee must review candidate’s credentials prior to initial
appointment at this rank.*
Professor

Earned Doctorate in field AND 10 years of experience, 5 of which must be relevant teaching experience

OR

Master’s Degree and 15 years of experience, 5 of which must be relevant teaching experience

- For appointment and/or promotion to Professor, it is preferred that faculty hold professional registration/certification/license, if available in field.
- Faculty Evaluation Committee must review candidate’s credentials prior to initial appointment.

At BridgeValley, faculty members ordinarily serve at least three years in the original rank but may be eligible for promotion prior to that time if specific conditions, as identified in the letter of appointment, are met.

Ordinarily, the interval between promotions will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion.

V. FACULTY PERSONNEL FILES

Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty member’s personnel file. To it are added professional judgments as to the quality of the faculty member’s teaching, professional development, and service, if applicable.

An official faculty personnel file shall be established and maintained for each faculty member in the Office of Human Resources. The record in the personnel file should be sufficient to document and to support all personnel decisions.

The faculty member’s file should contain, at the minimum, the following items:

1. The letter of appointment and other documents which describe and elaborate upon or modify one’s assignment.
2. An up-to-date comprehensive vitae (CV) containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of certifications, extended education or training, and/or other evidence of professional development; c) a list of service activities.
3. For each semester or term since appointment or last promotion, a record of classes taught.
4. For faculty with multiple reporting lines, each Immediate Supervisor will provide an evaluation of the individual’s performance.
5. A copy of past annual evaluations and any written responses.
6. Other information and records that the President may wish to include. Faculty members may include written responses to such material.
7. All other information that bears upon the quality of the faculty member’s performance in all pertinent areas. This information must include, but need not be limited to, teaching evaluations and a self-evaluation. Professional presentations, published materials, grant applications and awards, creative scholarship, and documented service to the college is strongly encouraged.

VI. COMPLETION OF AND ACCESS TO THE FILE

The faculty personnel file shall be updated in a timely manner according to the calendar accompanying this document. On the appropriate deadline date, the file shall be closed for the review period. Only such materials generated as a consequence of the faculty evaluation shall be added to the file after the deadline date.

Faculty members have the right of access to their personnel files at any time during regular office hours, without giving reasons. All others shall have access to the file only on the basis of a need to know. Members of a faculty evaluation committee, hearing panel, or administrative officers responsible for personnel recommendations are assumed to have a need to know. The appropriate administrative officer shall determine what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all personnel files is to be assured. The confidentiality of each file is to be respected, except under legal subpoena.

VII. ANNUAL EVALUATIONS

A. General Description

The performance of individual faculty members is evaluated annually at BridgeValley Community and Technical College. These written evaluations, which are required for all full-time faculty members, provide individuals with a written record of past performance, accomplishments and continuing expectations, an ongoing critique of strengths and weaknesses, and documents that support recommendations and decisions concerning reappointment, retention, and promotion, as well as program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the college.

Evaluations of the faculty annual review file for performance pay and/or retention are carried out at the following levels:

- **Full-time Faculty:** Department chairs review/evaluate regular, full-time faculty in their respective departments (including Program Coordinators).
- **Department Chairs:** Division Deans review/evaluate Department Chairs in their respective divisions.
Division Deans: The Chief Academic Office will review/evaluate Deans in the respective divisions.

Instructional Specialists: Instructional Specialists will be reviewed/evaluated by their Immediate Supervisors.

The annual evaluation should be related to one’s assignment and performance. The review is not limited to events of the immediately previous one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvements have been addressed. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, and, if positive, as a basis for performance-based pay adjustments. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the college.

The institution’s affirmative action program will be taken into account throughout all evaluations. Faculty members should neither initiate nor participate in institutional decisions involving direct benefit (annual evaluation, promotion) to members of their immediate family or household.

B. Specific Applications

Annual evaluations will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one’s talents to meet the unit’s needs, and on specific recommendations for improvement and professional development. While not all promotable faculty will attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment. Non-renewal of grants or other external funds may result in non-renewal of contracts, in spite of positive evaluations. Term appointments are not subject to consideration for tenure regardless of the number, nature, or time accumulated in such appointments; the appointments are specifically for the periods and purposes identified.

Descriptors for Annual Review

The annual review of one’s performance in each of the mission areas to which one is assigned shall be assessed as Excellent (characterizing performance of high merit), Good (characterizing performance of merit), Satisfactory (characterizing performance sufficient to justify continuation but not sufficient to justify promotion), or Unsatisfactory.

The decision to accept a recommendation for or against retention shall rest on both the current and projected program needs and circumstances of the department, division, and the institution, and on the strengths and limitations of the faculty member as established in the annual evaluation process.
C. **Evaluation Tools**

1. **Full-time Faculty**

   Full-time faculty, including program coordinators, will use the Annual Faculty Evaluation tool (noting minimum percentage for each category for full-time faculty).

2. **Department Chairs**

   Department Chairs will use the Annual Faculty Evaluation tool (noting minimum percentage for each category for Chairs).

3. **Division Deans**

   Division Deans will use the Annual Faculty Evaluation tool (noting minimum percentage for each category for Deans).

4. **Instructional Specialists**

   Instructional specialists will use the Annual Faculty Evaluation tool (noting minimum percentage for each category for instructional specialists).

D. **Process for Evaluation Forms**

All full-time faculty, Department Chairs, Division Deans, and Instructional Specialists will complete the following steps according to the distributed timeline:

1. Complete the self-evaluation portion of the annual faculty evaluation form and submit electronically.
2. Include components 2, 3, and 4 found on page 1 of the annual faculty evaluation form.
3. Include supplemental materials listed in Component 2, Evaluation Summary, of the annual faculty evaluation form, when applicable, as supportive evidence of their performance.
4. Retain evidence for the duration of the evaluation period as any evaluating body can request evidence of faculty performance as stated in the self-evaluation portion of the annual evaluation form.
5. Schedule a date and time to discuss the supervisor’s evaluation and the new plan of action for the next evaluation period at the conclusion of the supervisor’s review of the employee’s evaluation materials.
6. Sign, in blue ink, the final evaluation (both the supervisor and the employee) and upload electronically.
E. Procedure

Evaluation of Full-time Faculty

Full-time faculty members will receive annual evaluations by their respective department chairs. The department chair will prepare an electronic evaluation for each faculty member including recommendation for or against retention, merit, tenure, or promotion. Chairs will upload their evaluations to their faculty members’ evaluation folders. Upon completion of the chairs’ evaluation period, all full-time faculty members will have access to read their evaluations.

Evaluation of Department Chairs

Department Chairs will receive annual evaluations by their respective Division Deans. The Division Dean will prepare an electronic evaluation for each chair including recommendation for or against retention, merit, tenure, and/or promotion. Division Deans will upload their evaluations to their Department Chairs’ evaluation folders. Upon completion of the Division Deans’ evaluation period, all department chairs will have access to read their evaluations.

Evaluation of Division Deans

Division Deans will receive annual evaluations by the Chief Academic Officer (CAO). The CAO will prepare an electronic evaluation for each Dean including recommendation for or against retention, merit, tenure, and/or promotion. The CAO will upload the evaluations to the Division Deans evaluation folders. Upon completion of the CAO’s evaluation period, all Division Deans will have access to read their evaluations.

Instructional Specialists

Instructional specialists will receive annual evaluations by their Immediate Supervisors. The Immediate Supervisors will prepare an electronic evaluation for each instructional specialist including recommendation for or against retention, merit, tenure, and/or promotion. Immediate Supervisors will upload their evaluations to their instructional specialists’ evaluation folders. Upon completion of the Immediate Supervisors’ evaluation period, all instructional specialists will have access to view their evaluations.

Compilation of Annual Evaluations

1. Full-time Faculty
   The CAO will compile and distribute annual evaluations for full-time faculty.

2. Department Chairs
   The CAO will compile and distribute annual evaluations for Department Chairs.
3. **Division Deans**  
The CAO will compile and distribute annual evaluations for Division Deans.

4. **Instructional Specialists**  
The CAO will compile and distribute annual evaluations for instructional specialists.

**VIII. CRITERIA FOR PROMOTION**

The institutional criteria for the awarding of promotion described below are general expectations; they should be elaborated by division or departmental criteria which take account of the distinctive character of the faculty member’s discipline.

Faculty employment involves several professional responsibilities. The first and most important of these is the expectation of significant contributions in teaching. A commitment to the primacy of the teaching function and to on-going efforts to improve one’s teaching effectiveness is an uncompromising necessity.

To be promoted at BridgeValley, an individual shall meet the eligibility requirements for appointment at the appropriate rank (given above), shall have made significant contributions in teaching, as demonstrated by evidence in the personnel file and shall have met a wide range of criteria, such as the following:

A. **Teaching**

1. Relevant academic attainment  
2. Participation in short courses, seminars, etc.  
3. Original scholarly work or course development  
4. Non-teaching administrative work related to teaching (e.g., student and course assessment)

B. **Professional Activities/Development**

1. Professional societies: membership, participation, and offices held  
2. Consulting Work  
3. Publications  
4. Research/scholarship/creative activity  
5. Licenses or industry certifications held  
6. Short courses, seminars, etc., which the individual has helped conduct  
7. Inventions, copyrights, artistic accomplishments, etc.

C. **Service**

1. Institutional  
   a. Committee assignments  
   b. Student recruitment  
   c. Special assignments
In order to be recommended for promotion, a faculty member normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings. In the teaching context, “significant contributions” are normally those which meet or exceed those of peers recently (normally, within the immediately previous two-year period) achieving similar promotion who are respected for their contributions in teaching at BridgeValley. Successful teaching is an expectation for all faculty who are assigned to teach. As a criterion for promotion, significant contributions will have been made in teaching.

In order to be considered for promotion, eligible faculty members normally will be expected to make significant contributions in the all area(s) of their assignment as outlined in the letter of appointment or annual work plan and should have a preponderance (80 percent or more) of “excellent” or “good” cumulative annual evaluation ratings in all areas to qualify for promotion to the next level of rank.

Promotion Process

Faculty members applying for promotion must complete their respective evaluation tools. In addition, they must include the following items (electronically) in their evaluation folder:

- Comprehensive resume (from the hire date OR last promotion).
- All summative evaluations (from the hire date OR last promotion).

In addition to being evaluated by their respective immediate supervisors, all faculty members applying for promotion must also be evaluated by the FEC. Any faculty members applying for promotion who also serve on the FEC must recuse themselves from all discussions and votes regarding their promotion requests.

Upon completion of the FEC’s promotion evaluation, all evaluations will be submitted to the CAO and President for final review/decision.

Rebuttal Procedures

Any faculty members who dispute their evaluations and also serve on the FEC must recuse themselves from all discussions and votes regarding their rebuttal.

1) Full-time Faculty

In the case that a full-time faculty member disagrees with any part of his/her chair’s evaluation, the option to rebut is available. Full-time faculty members have two weeks
from the time they are able to read their chairs’ evaluations to rebut. If a full-time faculty member chooses to rebut, he/she must contact his/her chair, Dean, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the chair’s evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the chair’s and the FEC’s evaluations will be submitted to the respective Division Dean for final decision regarding the rebuttal.

2) Department Chairs

In the case that a Chair disagrees with any part of his/her Dean’s evaluation, the option to rebut is available. Chairs have two weeks from the time they are able to read their Deans’ evaluations to rebut. If a Chair chooses to rebut, he/she must contact his/her Dean, CAO and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the Dean’s evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the Dean’s and the FEC’s evaluations will be submitted to the CAO for final decision regarding the rebuttal.

3) Division Deans

In the case that a Dean disagrees with any part of his/her CAO’s evaluation, the option to rebut is available. Deans have two weeks from the time they are able to read the CAO’s evaluations to rebut. If a Dean chooses to rebut, he/she must contact the CAO, the President, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the CAO evaluation. Upon completion of the review, the FEC will determine its evaluation results. Both the CAO’s and the FEC’s evaluations will be submitted to the President for final decision regarding the rebuttal.

4) Instructional Specialists

In the case that an instructional specialist disagrees with any part of his/her supervisor’s evaluation, the option to rebut is available. Instructional specialists have two weeks from the time they are able to read their supervisor’s evaluations to rebut. If an instructional specialist chooses to rebut, he/she must contact his/her direct supervisor, the CAO, and the FEC chair. The FEC will review both the faculty member’s evaluation submission and the supervisor’s valuation. Upon completion of the review, FEC will determine its evaluation results. Both the direct supervisor’s and the FEC’s evaluations will be submitted to the CAO for final decision regarding the rebuttal.

Appeal. A faculty member desiring to appeal a decision on promotion or other personnel decisions not included above may appeal by using W.Va. Code §29-6A, as described in WV Council for Community and Technical College Education Series 9. The appeal should reach the office of the President within ten (10) working days after receipt of the final written decision.
PART II

GUIDELINES AND CALENDAR

For Evaluation Year 2014

To be Completed January-March 2015

GUIDELINES

All College faculty members and administrators are to be familiar with relevant material regarding promotion and annual evaluation as outlined in this handbook.

Annual Evaluation. All full-time College faculty members will be reviewed annually for performance. This annual evaluation will be based on the previous calendar year activities. The Comprehensive Vitae (CV) will be located in the Annual Faculty Evaluation (AFE) file located in the Office of Human Resources. Continuing faculty will submit all required documents as noted in this document by 11:59 p.m. the first Tuesday after Martin Luther King Day in January. Failure to submit an annual updated CV in the AFE file will result in the rating of “unsatisfactory” in all categories.

Promotion. For promotion purposes, a review of activity since initial employment and/or the last promotion will take place—the Comprehensive Vitae (CV) and supporting documentation must contain information from the entire time period. Supporting documentation for the years prior to the year for promotion evaluation may be evidenced by the evaluations and documentation from the previous years as well as copies of the summative letters and/or rankings from the Faculty Evaluation Committee (FEC) and college administrators who provided evaluation results.

For the 2014 evaluation year only, as the college transitioned to a consolidated institution with varied evaluation practices and changes in organizational structure and supervisors, promotion applications may be submitted by individuals who have completed four cycles of annual evaluation in the current rank with a preponderance (80 percent or more) of “good” and/or “excellent” ratings prior to applying for promotion to the next level in rank; no application will be accepted for consideration if the applicant has a rating of “unsatisfactory” on any criteria in the last two evaluation cycles before application for promotion. However, an individual may apply for promotion in less than five years after initial appointment, having completed two cycles of annual evaluation with 100 percent of “good” and/or “excellent” ratings prior to applying for the first promotion to the next level in rank; no application for early consideration will be accepted if the applicant has a rating of “unsatisfactory” or “satisfactory” on any criteria during the initial two evaluation cycles.

Beginning with the 2015 evaluation year, promotions between ranks will not be considered unless an individual has completed five cycles of annual evaluation in the current rank, having as evidence five years of completed evaluations with a preponderance (80 percent or more) of...
“good” and/or “excellent” ratings prior to applying for promotion to the next level. No application will be accepted for consideration if the applicant has a rating of “unsatisfactory” on any criteria in the last two evaluation cycles before application for promotion. However, an individual may apply for promotion in less than five years after initial appointment, following a minimum of three completed cycles of annual evaluation in the initial rank, having as evidence three years of evaluations with a preponderance (80 percent or more) of “good” and/or “excellent” ratings prior to applying for the first promotion; no application for early consideration will be accepted if the applicant has a rating of “unsatisfactory” on any criteria in the last two cycles of evaluation before application for promotion.

Please note the following:

- No one individual shall have input more than once in evaluating a faculty member. Chairs are excluded from serving on the FEC.
- Individuals serving on FEC must exclude themselves in reviews for his/her annual performance rating and promotion discussions and recommendations.
- Faculty with less than one year of service and temporary faculty members are not eligible for service on the FEC.
- Immediate Supervisor references in this document refer to Department Chairs in typical academic divisions; some instructional specialists report to individuals other than Department Chairs who will perform evaluations.
- Administrators with faculty rank who have more than 50 percent release time will be evaluated by their Immediate Supervisor according to the above timeframes. Promotion recommendations will be made based on attainment of administrator goals in addition to excellence in teaching, professional development, and service.

**CALENDAR**

Listed below are deadlines for the 2014 Faculty Evaluation Period to be completed during Spring 2015 semester. All deadlines marked with an asterisk (*) are due by 11:59 p.m. on the date listed.

**First Friday in December***
Deadline for faculty members to submit a letter of intent (email) to apply for promotion and/or tenure to the following: FEC Chair, Immediate Supervisor, Dean (if applicable), CAO, and President.

**Second Friday in December***
Deadline for the individuals (listed above) to acknowledge receipt of the letters of intent to apply for promotion (email reply to each faculty member submitting a letter of intent to apply for promotion).

**First Tuesday after MLK***
Deadline to submit Annual Faculty Evaluation (AFE) electronically.

**Fourth Monday in January**
Immediate supervisors and FEC have access to review/evaluate faculty AFE’s.
**Third Friday in February***

Deadline for Immediate Supervisors to meet with their respective faculty members regarding evaluations, sign the evaluations, and electronically submit them to the EFA drive (as stated in the faculty evaluation procedure). Deadline for FEC to electronically submit promotion and requested evaluations to the AFE drive.

Faculty have access to view their respective evaluations.

**First Friday in March***

Deadline for faculty members to submit letters of intent to rebut their evaluations (email) to the following: FEC Chair, Immediate Supervisor, Dean (if applicable), CAO, and President.

**Second Friday in March***

Deadline for the individuals (listed above) to acknowledge receipt of the letters of intent to rebut (email reply to each faculty member submitting a letter of intent to rebut).

**Third Monday in March**

FEC has access to review the AFE and Immediate Supervisor’s evaluation for those faculty requesting to rebut.

**First Friday in April***

Deadline for FEC to submit their rebuttal evaluations electronically to the AFE drive.

**Second Monday in April**

The Deans and the CAO have access to view all evaluations regarding their respective faculty who rebut.

**Last Friday in April***

Deadline for final decisions regarding rebuttal and promotion to be submitted to the CAO (as stated in the faculty evaluation procedure). The CAO has access to view all faculty evaluations.

**May 15**

Deadline for CAO written notice to faculty members whose contracts will not be reappointed for the next academic year.

**May 30***

Deadline for CAO to submit compiled evaluations electronically to the AFE drive.

Deadline for CAO to mail written notice of promotion and tenure.

**June 30**

Deadline for the President to mail notices of reappointments to faculty.
As a baseline document for BridgeValley Community and Technical College, founded in 2014, all full-time faculty will prepare for the 2014 evaluation process a Comprehensive Vitae (CV) for submission to the Office of Human Resources (See SharePoint for fillable form). The CV and any related evidence to be considered if a faculty member is applying for promotion must be submitted electronically to an established EFA drive by 11:59 p.m. the first Tuesday after Martin Luther King Day.

In subsequent evaluation years, a complete CV will be required only during the initial year of the faculty member's participation in the Faculty Evaluation process and when applying for promotion. If applying for promotion, the faculty member must include information from initial employment (for first promotion) and/or information since the last promotion.

For annual evaluations only, in subsequent years, faculty members must follow the same format as the CV and should include only the activities for the current year of evaluation with the title “Current Year Update of Comprehensive Vitae.” The faculty member need only respond to those categories in the CV that are deemed applicable.

REQUIRED BASELINE DOCUMENTATION

COMPREHENSIVE VITAE

To be completed by all faculty members for the 2014 evaluation cycle. Please see the next six pages.
Comprehensive Vitae Outline—2014

I. General

a. Name: _____________________________________________

b. Present Rank: _______________________________________
   Department: _________________________________________

c. Date First Employed at the College: ___________________

d. Dates of Promotion and Rank: _________________________


e. Date of Tenure, if Applicable: _________________________

f. Total Years of College Teaching and Professional Experience: _____________

g. Higher Education Teaching Experience Record (list school, location, dates)

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Dates</th>
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<tbody>
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h. Non-teaching Work Experience (list workplace, location, dates; include relevant business/industry government, healthcare and/or elementary or secondary education teaching experience)

<table>
<thead>
<tr>
<th>Workplace</th>
<th>Location</th>
<th>Dates</th>
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</table>
## II. Academic Credentials

### a. Degrees Held *(list degree, institution, dates)*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Dates</th>
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<tbody>
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</table>

### b. Professional Development/Extension of Training *(include professional certifications, professional development courses, seminars, or institutes related to discipline)*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Dates</th>
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</thead>
<tbody>
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</tbody>
</table>
### III. Professional Activity

**a. Professional Society Memberships** *(list names of groups separately; include offices held and/or major projects conducted)*

<table>
<thead>
<tr>
<th>Professional Society</th>
<th>Offices Held</th>
<th>Major Projects Conducted</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**b. Consulting Work** *(if applicable)*

**c. Publications, Research or Licensing** *(if applicable)*

**d. Short Courses and Seminars Conducted** *(if applicable)*

**e. Inventions, Copyrights, Etc.** *(if applicable)*
Comprehensive Vitae Outline—2014

IV. Teaching

a. List of Courses Taught During Past Year

b. Participation in Academic Advising (Session Name/Number of Attendees)

c. List of New Course Development Work, Including Web Course Development (if applicable)
Comprehensive Vitae Outline—2014

V. Institutional Service

a. Committee Assignments *(if applicable)*

b. Student Activities Directed and/or Sponsorship of Student Organizations *(if applicable)*

c. Assessment Activities *(if applicable)*

d. Special Assignments *(if applicable)*

e. Administrative Duties *(if applicable)*

f. Workforce Activities *(if applicable)*
Comprehensive Vitae Outline—2014

VI. Community Service
PART IV
REQUIRED DOCUMENTATION FOR ANNUAL FACULTY EVALUATION

PART I: PREVIOUS YEAR’S PLAN OF ACTION (to be completed in consultation with faculty and immediate supervisor)

PLAN OF ACTION

Name: ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Performance*</td>
<td></td>
</tr>
<tr>
<td>Administrative Non-Instructional*</td>
<td></td>
</tr>
<tr>
<td>Institutional and Community Service*</td>
<td></td>
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<tr>
<td>Professional Development*</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

Goals for the current academic year: (in consultation with your evaluator, list goals, personal and professional, that you have mutually agreed upon for the next evaluation period.

Goal One:

Goal Two

Goal Three:

*Negotiated Weight (minimums):

<table>
<thead>
<tr>
<th></th>
<th>F/T, PCs</th>
<th>Chair</th>
<th>IS</th>
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</thead>
<tbody>
<tr>
<td>Instructional:</td>
<td>50%</td>
<td>30%</td>
<td>10%</td>
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<tr>
<td>Administration:</td>
<td>0%</td>
<td>20%</td>
<td>10%</td>
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<tr>
<td>Service:</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>PD:</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
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</tbody>
</table>

Faculty Member's Signature ____________________________ Date ________

Evaluator’s Signature ____________________________ Date ________
PART II: STUDENT/CUSTOMER EVALUATIONS (Faculty member submits for both semesters/entire year)

PART III: CLASSROOM VISITATION APPRAISAL (Faculty member submits evaluations prepared by supervisor and/or designee)

PART IV: SELF-EVALUATION (Faculty member submits form below. The narrative following the form provides examples for assistance in determining self-evaluation ratings.)

SELF EVALUATION

Name: _____________________________________________________________

<table>
<thead>
<tr>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Unsatisfactory (0)</th>
<th>N/A</th>
</tr>
</thead>
</table>

Place self-rating in each box, and then provide a description of your performance in the space provided.

Instructional Performance Rating: _________________________________

Administrative, Non-Instructional Rating: ___________________________

Institutional Service and Community Service Rating: __________________

Professional Development Rating: _________________________________

Please provide a brief description of your perceived strengths and challenges.

Strengths

Challenges
Examples to consider when completing the self-evaluation may include, but are not limited to, the following:

**Instructional Performance**
- Subject mastery
- Instructional delivery
- Incorporation of a variety of learning styles such as:
  - Hands-on learning
  - Individualized instruction
  - Collaborative learning
  - Use of appropriate technology
  - Use of additional resources
- Student work graded and returned promptly
- Professionalism demonstrated
- Class time punctuality
- Encouragement of student participation
- Focus on student learning
- Positive attitude toward students
- Office hours posted and maintained
- Professional relationship with students
- Syllabus/course objectives
- Course outlines
- Course design
- Curriculum development/assessment/revision(new courses or technologies)
- Textbook selection
- Computer assisted instruction
- Instructional materials
- Course articulation work
- Teaching Load (O/L)

**Administrative, Non-Instructional**
- Reports (mid-term progress, final grades, proof of attendance, etc.)
- Division work
- Scheduling courses
- Textbook orders
- Laboratory maintenance
- Accreditation or self-study
- Program review
- Grant development, implementation, and reporting
- Instructional development (*new courses or technologies*)
- Articulation agreements
- Activities relating to advisory committees
- Professional and student organizations
- Maintaining Customer, High School, Business, and/or Industry Relations
**Professional Development**
- Degrees/courses (furthering personal education)
- Work experience (retraining)
- Conferences/seminars/webinars
- Workshops/training
- Sharing ideas/innovations with colleagues
- Presentations
- Publications

**Institutional and Community Service**
- Division meetings
- Committee service
- College events
- Advisory boards
- Search committees
- Mentoring
- Tutoring
- Adjunct faculty training
- Advising
- Testing/Proctoring
- Collegiality
- Collaboration with schools
- Recruitment
- Outreach

**PART V: IMMEDIATE SUPERVISOR EVALUATION** *(Supervisor submits form below)*

Note: This section is to include (1) the rating of Excellent, Good, Satisfactory (Needs Improvement), or Unsatisfactory for the three areas of teaching, professional development, and service for annual review (and administrative non-instructional work, if applicable); (2) the recommendation of the immediate supervisor for or against promotion (if applicable); and (3) the recommendation for or against continuation of employment.
IMMEDIATE SUPERVISOR'S EVALUATION

Employee

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight (%)</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Unsatisfactory (0)</th>
<th>N/A</th>
<th>Points x Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Performance</td>
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<tr>
<td>Administrative Non-instructional</td>
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<tr>
<td>Institutional and Community Service</td>
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<td>Professional Development</td>
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</tbody>
</table>

Total Score: __________

Strengths: 

Challenges: 

Summary: Recommendation for or against retention for next academic year and for or against promotion (if applicable)

PART VI: NEW PLAN OF ACTION *(Faculty and Immediate Supervisor complete in consultation with each other)*
PLAN OF ACTION

EVALUATION YEAR

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Performance</td>
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<tr>
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<tr>
<td>Institutional and Community Service</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (MUST equal 100%)</td>
<td></td>
</tr>
</tbody>
</table>

Goals for the next academic year: (in consultation with your evaluator, list goals, personal and professional, that you have mutually agreed upon for the next evaluation period.

**Goal One:** [ ]

**Goal Two:** [ ]

**Goal Three:** [ ]

*Negotiated Weight (minimums):*

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<thead>
<tr>
<th>Category</th>
<th>F/T, PCs</th>
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<td>PD:</td>
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Faculty Member's Signature ___________________________ Date __________

Evaluator's Signature: ___________________________ Date __________

**REBUTTALS:** Faculty members have the right to submit a letter of rebuttal to the recommendations at any level. The rebuttal letter must be submitted by the first Friday in March.
Responsibilities of All Full-time Faculty Members

1. Submit the Comprehensive Vitae (CV) and all supporting documentation by 11:59 p.m. on the first Tuesday after Martin Luther King Day in January for inclusion into the Annual Faculty Evaluation (AFE) file.

2. It is the responsibility of the faculty member to ensure that all documentation that is critical be provided in the AFE file. If applying for promotion, materials regarding certifications that indicate eligibility for promotion and AFE file contents from previous years must be included.
   a. If applying for promotion, by the first Friday in December, submit a letter of application for promotion to the chair of the FEC, the Immediate Supervisor, Chair, Division Dean (if applicable), Chief Academic Officer (CAO), and the President. No letter of intent is required for annual performance pay eligibility. The AFE file serves as the official record for all reviews. The AFE files will become available to the immediate supervisor the fourth Monday in January.
   b. By the third Friday in February, the faculty member shall have met with the immediate supervisor. Evaluations must be signed and electronically submitted to the EFA drive by this date. FEC recommendations, if applicable, will be available on the EFA drive by this date.
   c. Faculty members have the right to submit a letter of rebuttal to the recommendations of the Immediate Supervisor or FEC. The rebuttal must be submitted by the first Friday in March.
   d. Any applicant may withdraw application for promotion at any time during the review process. A letter requesting withdrawal must be e-mailed to the chair of the FEC, the Immediate Supervisor, the Dean, the CAO, and the President.

Responsibilities of the Immediate Supervisor (Department Chair in typical academic programs; Immediate Supervisor for instructional specialists who do not report to Department Chairs)

The Immediate Supervisor is responsible for ensuring that evaluation processes are carried out according to policy; the faculty members submit documentation for the AFE file; and student evaluations, and classroom observations that are conducted.

1. By the first Friday after Martin Luther King Day in January, the Immediate Supervisor will acknowledge receipt of applications for promotion, replying by e-mail to the applicant, the Dean (if applicable), the CAO and the President.
2. On the fourth Monday in January, the Immediate Supervisor will have access to the AFE files.
3. The Immediate Supervisor will complete the Plan of Action and Evaluative Summary and meet with the faculty member to present and discuss his/her recommendations and negotiate the Next Year’s Work Plan by the third Friday in February. Comments from
the Immediate Supervisor should be formative in nature, providing feedback on what is being done well and suggestions for areas of improvement. Ratings of “excellent,” “good,” “satisfactory,” or “unsatisfactory” shall be determined for areas of teaching, non-teaching administrative duties, professional development, and service. Additionally, the Immediate Supervisor shall provide a recommendation for retention or non-retention for the next academic year and a recommendation for or against promotion to the next level in rank (if applicable). Copies are provided to the faculty member, Division Dean, and to CAO.

4. If notified by the applicant of an intent to rebut, the Immediate Supervisor shall acknowledge receipt of the intent by the second Friday in March

Responsibilities of the Faculty Evaluation Committee (FEC)

1. The FEC members are required to have a working knowledge of all procedures involving faculty evaluation.
2. Chairs and Deans are excluded from service on the FEC.
3. No member of the FEC can vote on his/her own performance pay, promotion, or tenure application. No alternates are permitted on the FEC.
4. Confidentiality of committee meetings must be maintained. No discussion of the details of any application materials or discussion of the applicant is to occur beyond the immediate members of the committee.
5. By the first Friday after Martin Luther King Day, the chair of the FEC will acknowledge receipt of applications for promotion, replying by e-mail to the applicant, the Immediate Supervisor, the Dean (if applicable), the CAO and the President.
6. On the fourth Monday in January, the members of the FEC will have access to the AFE files; members will evaluate files individually and the FEC chair will summarize findings.
7. By the third Friday in February, the FEC will submit recommendations to the AFE drive.
8. If applicant submits a letter of rebuttal by the deadline, the FEC Chair shall acknowledge receipt by the second Friday in March. On the third Monday in March, the FEC will have access to the AFE and Immediate Supervisor’s evaluation of those intending to rebut.
9. By the first Friday in April, the FEC shall submit their rebuttal recommendations to the AFE drive.

Final Steps in the Process

1. By the second Monday in April, the Deans and CAO have access to view all evaluations of respective faculty who rebut.
2. By the last Friday in April, Deans must submit final decisions regarding rebuttal to the AFE drive; the CAO has access to view all evaluations.
3. By May 15, the CAO will notify faculty of non-retention decisions.
4. By May 30, the CAO will submit compiled evaluations to the AFE and provide written notice of promotion decisions.
5. By June 30, the President will mail notices of reappointment to all returning faculty.
PART VI

CURRENT YEAR COMMITTEE MEMBERSHIP LIST

Faculty Evaluation Committee

Health Division
Melissa France
Kimberly Huffman

Technology Division
Tom Isaacs
Brandon Walker

General and Transfer Division
Heather Riser
Tom Hilgartner

Business and Legal Division
Tammy Dearing
Austin O’Connor

At-Large Membership
Kathleen Phillips
Jodi Giancola
Jack Skeens
ITEM: Program Inventory Update

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

The following programs were added to BridgeValley’s degree inventory:

Division of Health
Diagnostic Medical Sonography, A.A.S.

Division of Business and Legal Studies
Health Care Management, A.A.S.

Division of Technology
Industrial Piping and Design Technology, A.A.S.
Machine Tool Technology, A.A.S. and C.A.S.

All programs were added in response to requests from business partners and industry and will undergo a Post Audit review in three years. In addition, all programs, with the exception of the Industrial Piping and Design Technology, were awarded grants to assist in curricular development and purchase of relevant equipment.
ITEM: Textbook Affordability Report

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

BOG Policy C-6 and WVCCTCE Series 51, Bookstores and Textbooks, requires annual reporting of deadlines established for faculty to be assigned to courses; the deadline for textbooks and course materials to be selected; the percentages of those deadlines met and the dates of the listing of assigned textbooks and course materials posted.

The attached report reflects the data from the electronic bookstore and was submitted to the central office by the November 1 deadline.

A Textbook Affordability Committee is also being reconstituted to continue to meet the requirements of the BOG rule and Series 51.
Textbook Affordability Report
Bridge Valley Community and Technical College
October 27, 2014
FY 2013-2014

<table>
<thead>
<tr>
<th>Task</th>
<th>Summer 2013</th>
<th>%Deadline met</th>
<th>Fall 2013</th>
<th>%Deadline met</th>
<th>Spring 2014</th>
<th>%Deadline met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty assigned to course</td>
<td>4/7/2013</td>
<td>71/71 sections with faculty assigned = 100%</td>
<td>4/7/2013</td>
<td>432/468 sections with faculty assigned = 92%</td>
<td>10/25/2013</td>
<td>424/466 sections with faculty assigned = 91%</td>
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<tr>
<td>Textbooks and course materials</td>
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<td>04/01/2013</td>
<td>100%</td>
<td>10/17/2013</td>
<td>100%</td>
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<tr>
<td>Dates of posting for assigned</td>
<td>04/08/2013</td>
<td>Web-site is updated within 24 hours of receiving text list</td>
<td>04/08/2013</td>
<td>Web-site is updated within 24 hours of receiving text list</td>
<td>10/28/2013</td>
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</tbody>
</table>

Dates established for 2014/2015

The timelines listed below are in place for 2014/2015 academic year:

1. Faculty assigned to course—October 31 and March 31
2. Textbook selection deadline—October 15 and March 15
3. Date of posted textbook assignments—November 1 and March 31