



# Faculty Handbook

Full-Time, Adjunct, and Concurrent

Eastern Wyoming College

2021-2022

---

## Table of Contents

### Terms of Employment

Job Description .....	4
Contract.....	4
Official College Transcripts and Resume .....	4
Workload.....	5
Nursing Faculty Workload .....	6
Independent Study Classes .....	7
Academic Advising.....	7
Office Hours .....	8
Curriculum Development .....	8
Committee Work .....	9
Strategic Planning.....	9
Outcomes Assessment .....	9
Commencement .....	9

### Faculty Evaluation

Tenured Full-time Faculty .....	10
Non-tenured Faculty .....	10
Adjunct Faculty and Concurrent Instructors .....	10
Classroom Observation .....	10
Student Evaluation of Instruction .....	10
Annual Evaluation.....	11
Continuing Contract/Tenure .....	11

### Instructional Expectations

EWC Code of Conduct .....	11
Student Grievance and Student Complaint Policy & Student Grade Appeal Process .....	12
Syllabi .....	12
Minimum Canvas Requirements.....	12
Class Meetings .....	13
Class Cancellation .....	15
Class Cancellation Due to Weather, Disaster, or Emergency.....	15
Communication with Students .....	16
Final Exams.....	16
Midterm Grades .....	16
Final Grades .....	17
Special Grades.....	17

**Programs & Curriculum**

Curriculum Changes .....17  
Program Reviews .....18  
Credit Hour Definition .....18  
Course Scheduling Guidelines.....19

**Institutional Policies**

Student Confidentiality/FERPA .....19  
Student Authorization to Release Information .....21  
Student Background Checks .....22  
Subject Animals for Veterinary Technology Labs.....22  
Reporting Concerns Regarding Animal Treatment .....22

**Appendices**

Appendix A: Sample Workload Calculation .....24  
Appendix B: Classroom Observation Form.....25  
Appendix C: Student Evaluation of Instruction .....27  
Appendix D: Annual Evaluation Form .....29  
Appendix E: Tenure Process.....31

## Terms of Employment

### Job Description

As a faculty member at Eastern Wyoming College (EWC), you will be using your subject area expertise to teach our students, advise students, recruit and retain students, participate on committees, and support the mission, vision, and strategic directions of the college. Please see the official job description for full details.

### Contract

Full-time faculty will be hired for a term that will not exceed one year. Each spring, an additional annual instructional contract may be offered to the instructor at the discretion of the College President. All non-tenured faculty member will be evaluated each semester of the academic year. The College President shall consider tenure for instructional employees after three consecutive years of full-time classroom experience at EWC. If tenure is not achieved at the end of three years classroom experience, then the instructor will be dismissed.

However, due to special or extenuating circumstances, the College President may grant one additional year probationary status. After tenure is received, a faculty member has the right to hold the position during efficient and competent service and the right not to be removed therefrom except for such causes as incompetency, neglect of duty, physical or mental causes, incapacity, dishonesty, insubordination, immorality, conviction of a felony, or for demonstrably bona-fide financial exigencies on the part of the institution. ([Board Policy 3.3](#))

Adjunct faculty will receive a part-time instructional authorization form for courses they are teaching. Adjunct faculty are considered to be temporary part-time employees.

New instructional faculty will participate in a new faculty orientation with the Vice President for Academic Services (VPAS) and Program Directors/Department Heads. All new employees will participate in an orientation session with the Director of Human Resources where all EWC Personnel Policies will be reviewed.

Faculty under a 9-month contract may be contracted separately to teach during the summer term at the adjunct pay rate of \$640 per credit hour.

### Official Faculty Transcripts and Resume

EWC requires all employees, including adjunct and concurrent instructors, to have current official college transcripts and a current resume (within five years) on file in the Human Resources Office. An official transcript includes the registrar's signature, graduation date, the college or university seal, and issue date. The issuing institution delivers an official transcript in a sealed envelope or via email directly to EWC.

## Workload

Full-time faculty members are contracted to teach the equivalent of 30 credit hours per academic year (fall and spring terms) as determined by the class enrollment averages of Day One and Day Ten Class enrollment count for Regular Semester Courses and the class enrollment averages of Day One and Day Four enrollment count for Block A and B Courses. Overload pay for full-time faculty is allowed if the workload exceeds 30 hours. Pay for overload is paid at the same rate as that of an adjunct instructor. Including overload credits, a maximum teaching load for EWC faculty is 21 credit hours per semester ([Board Policy 3.9](#)).

Adjunct faculty agree to the workload of their contracts, which will not exceed 8.75 credit hours per semester unless approved by the VPAS and Human Resources Director.

Workload credit for most classes is equal to the credit-hour value for the class, with exceptions for labs, internships, etc. Classes are subject to cancellation at the discretion of the Program Director, Department Head, Outreach Coordinator, or VPAS. Classes cannot run and are not guaranteed unless the class has a minimum number of six (6) students. Classes with less than six (6) students will be pro-rated at .5 workload for each credit hour. Classes with one (1) or two (2) student will be considered for independent study will be pro-rated at one (1) credit per three (3) credit course, and must be pre-approved. Other instructional activity items provide workload credit according to the following table. See [Appendix A](#) for an example of workload calculation.

Item	Credit Points	Semesters
Program Director/Department Chair	4 credits	FA & SP
Livestock Judging & Show Team Coach	6 credits	FA & SP
Outcomes Assessment Coordinator	3 credits	FA & SP
HLC Initiative Coordinator	3 credits	FA & SP
Math Placement Coordinator	1.5 credits	FA & SP
Laboratories—for each two contact hours	1 credit	Any
Internship Experiences for most classes Exception—Vet Tech Clinical 1 & 2 (worth of class if 5 or more students)	1 credit per five students	Any

Independent Studies (permitted only by pre-approval by Program Director/Department Head & VPAS)	1 credit for 3 credit course (prorated)	Any
Number of Advisees (normal of 15 active students enrolled for six credits or more—count date October 15 of each year)	Pro-rated credit for each advisee totaling more than 15 (1/15 of a credit or .07 for each additional advisee over 15)	Year
Stacked or Combined Classes a) with a combined total enrollment of 10 or more	Worth of largest enrolled class a) plus 1 credit	Any
Team-taught classes	Share the credit as appropriate	Any
Controlled Substance Overseer (if not part of Vet Tech Program Director—must be a Veterinarian)	2 credits	FA & SP
Large Animal Supervision—oversee purchase of supplies, feed, cattle, other care issues (1 person)	1 credit	FA & SP
Mobile Welding Lab Supervisor	1 credit	FA & SP
American Welding Society Testing Facilitator	1 credit	FA & SP
Attending Veterinarian – College President appointed	3 credits	FA & SP
Other? Special circumstance with pre-approval from Program Director/Department Head and VPAS		

### Nursing Faculty Workload

Full-time nursing faculty report directly to the Nursing Director. Part-time/adjunct nursing faculty report directly to their full-time instructor.

Full-time nursing faculty will facilitate the Student Nurses Association (SNA) group as part of the committee requirements. Full-time nursing faculty may participate in other college committees as time permits. There is no committee participation requirement for part-time/adjunct nursing faculty.

Workload is calculated for full-time nursing faculty as follows:

- Lecture - 1:1 clock hours
- Clinical - 1:1 student for first year classes (NURS 1100, NURS 1200)
- Clinical - 1.25:1 student for second year classes (NURS 2300, NURS 2400)
- Lab - 1:4

Workload hours for full-time faculty:

	Health Promo	Chronic	Acute	Complex
Lecture	6	6	5	4
Clinical	8	8	10	10
Lab	1	1	1	1
<b>Total</b>	15	15	16	15

Workload hours for part-time/adjunct faculty per week:

	Health Promo	Chronic	Acute	Complex
Lecture	0	0	0	0
Clinical	8	8	10	0
Lab	1	1	1	0
<b>Total</b>	9	9	11	0

### Independent Study Classes

When there are not enough students enrolled in a course for it to run on its own, consideration may be given to allow the course to proceed as independent study. Factors that are weighed for continued course offering include program requirements, possible course substitutions, future opportunity for student enrollment, timing of next offering, availability of distance course offerings throughout the state, and the student's intent to graduate. Pay or workload credit will be determined by the VPAS. The VPAS must approve the course for independent study.

In terms of personal scheduling, an instructor should spend no more than one-third of the time helping students as they would spend in the classroom. For example, a three-credit hour course taught as an independent study should have just a one-hour meeting scheduled with the student each week.

### Academic Advising

Academic advisors are drawn from full-time faculty members, professional staff with assigned faculty duties, and other professional staff or administration and are assigned student advisees

by the Office for Academic Services. Academic advisors have the responsibility of helping students to identify career goals and to plan a program of study that will serve to accomplish these goals. They further handle student registration, student performance issues, and serve as the primary contact for students with regard to their academic program. Whenever possible, advisees will be assigned according to the student's degree or certificate program, corresponding to faculty department membership.

Full-time faculty members and professional staff with assigned faculty duties may be assigned up to 15 active advisees enrolled in six or more credit hours within the terms of their contract. Potential advisee overloads will be taken under consideration by the relevant Program Directors, Department Heads, and the VPAS. Overloaded faculty members will be awarded workload credit of one credit-hour for up to 15 more advisees, as determined on October 15 of each year. Only in special situations will a single member of this group be assigned more than 30 advisees at the discretion of the VPAS. In the case of students having co-advisors, the primary advisor will be considered for workload calculation as above.

Academic advisors will review their advisee assignments at the beginning of the semester inform the Academic Services Coordinator of any changes prior to October 15 of those advisees who should be removed from that assignment. Particular attention should be paid to:

- Recent graduates
- Pre-registered students who do not show up for classes in the fall

Adjunct faculty are exempt from academic advising.

### **Office Hours/ On Campus**

Faculty are expected to schedule and inform students of a minimum of five (5) office hours held throughout the week. A schedule indicating the instructor's class and office hours schedule with relevant contact information should be posted at the instructor's office. A combination of regular, virtual, and non-traditional office hours, including times by appointment, are acceptable. Office hours should be included in class syllabi. Full-time faculty are expected to be on campus a minimum of thirty (30) hours per week including the five (5) posted office hours per week.

### **Curriculum Development**

Faculty will be involved in curricular development and assessment. Benefitted faculty members are responsible for contributing to the quality of on-campus, distance, and off-campus offerings, and will work with adjunct faculty to enhance educational effectiveness. Faculty members, Program Directors, and Department Heads will also work with adjunct faculty who deliver concurrent enrollment classes in order to determine that quality of instruction is maintained.



### **Committee Work**

Full-time faculty members may join various standing and ad-hoc committees as related to their interest and experience. Some committee membership is by appointment, invitation, or election. It is strongly encouraged that all full-time faculty members, especially new faculty, be involved in at least one committee.

Adjunct faculty may be asked to join a committee as the need arises.

### **Strategic Planning**

All full-time EWC employees participate in the annual strategic planning process. Faculty members will typically be part of an academic area grouping for the purpose of strategic planning.

### **Outcomes Assessment**

The annual outcomes assessment report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment at EWC is tied to the institution's mission, vision, and goals. Our Assessment consists of multiple measures including both direct and indirect activities. The assessment plan is updated annually by the Outcomes Assessment Committee and can be found online at <https://ewc.wy.edu/outcomes-assessment> .

All faculty members are expected to actively engage in ongoing assessment practices as defined by the institution's Assessment Plan including **Classroom Assessment Techniques (CATs)**, **Course Assessments**, and **Program Assessments**. All courses and programs should have clearly defined learning outcomes. Each program will complete and regularly monitor an updated Curriculum Map aligning program learning outcomes and institutional learning outcomes with program courses.

As such, assessment activities are conducted, results are reviewed and disseminated, and changes made in the classrooms, programs, the strategic planning and budgeting process, and in the overall college based on these assessment results.

The Assessment Cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, assessing, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

### **Commencement**

All full-time faculty are expected to participate in the EWC Commencement Ceremony held in May. Permission to be excused from this activity must be obtained from the VPAS prior to the ordering of faculty regalia.

## Faculty Evaluation

The responsibility for the evaluation of instructional activities has been assigned to the Office for Academic Services. Your evaluation will consist of:

- one or more classroom observations
- student evaluations of instruction
- an evaluation of overall job performance and goal attainment

### Tenured Full-time Faculty

The VPAS will manage continued evaluation of tenured faculty. A minimum of one classroom observation will occur once per year. The VPAS will also schedule a conference with each faculty member to develop and review professional growth goals and performance evaluation once a year.

### Non-tenured Faculty

The VPAS and appropriate Program Directors will manage continued evaluation of non-tenured and adjunct faculty.

### Adjunct Faculty and Concurrent Instructors

The school district that employs concurrent enrollment faculty will manage evaluation of those instructors. The Office for Academic Services may request a conference with appropriate school district personnel to discuss any concerns about a concurrent college class or instructor. In addition, EWC will conduct student evaluation of faculty for all sections of all college classes taught by each instructor each semester.

### Classroom Observation

Upon completion of a classroom observation, the VPAS or Program Director will provide a written summary of the observation. A conference will be held to discuss the observation, and both parties will sign the evaluation form. The completed and signed form will be sent to the Office for Academic Services and also placed in the employee's personnel file. See [Appendix B](#) for the Classroom Observation form.

### Student Evaluation of Instruction

Course evaluation by students is part of an evaluation of instructional activities required by [Board Policy 4.0](#). All sections of all classes with four or more students will be evaluated by students each semester. Student evaluation are administered on Canvas using EvaluationKIT. Results from these evaluations will be available electronically one week following the conclusion of the semester, except HLTK classes which become available 14 days after the class ends.

Evaluations generally follow this schedule:

- Concurrent (as of 2/27/19)

- Fall: Open Nov 15 6am, close Dec 15 6pm, open reports Feb 1
- Spring/Year: Open Apr 15 6am, close May 15 6pm, open reports Jun 1
- College Courses
  - Start
    - Full term: Monday, two weeks before the last day of classes, 12:00 am
    - Block terms: Monday, the full week before semester midterm or finals, 12:00 am
    - Summer term: Monday, two weeks before the last day of classes, 12:00 am
  - End
    - Full term: Friday before the last day of classes, 11:55 pm
    - Block terms: Sunday, before the last day of classes, 11:55 pm
    - Summer term: Wednesday, before the last day of classes, 11:55 pm

See [Appendix C](#) for the Student Evaluation of Instruction questions.

### Annual Evaluation

The VPAS and/or Program Directors will meet once a year with full-time faculty to discuss activities related to professional growth goals and to set new goals. This review will allow for rebuttal and both parties will sign the evaluation form. The completed and signed form will be sent to the VPAS and also placed in the employee's personnel file. See [Appendix D](#) for the Annual Evaluation form.

### Continuing Contract/Tenure

Continuing contract/tenure is guided by [Administrative Rule 3.3.1](#). Faculty with dates-of-hire prior to 2019 will adhere to the five-year tenure process previously in place. New faculty hired beginning fall 2019 semester or thereafter will adhere to the three-year tenure process. See [Appendix E](#) for the Tenure Process, timeline, and tenure mentor duties.

## Instructional Expectations

### EWC Code of Conduct

**Faculty:** Faculty are expected to adhere to the EWC Employee Code of Ethics ([Board Policy 3.10](#)), paying specific attention to Administrative Rule 3.10.1 Item #9.

With regard to copyright law, faculty are expected to follow the same guidelines outlined in the College Catalog.

**Students:** Students are expected to be well-motivated and constructive in their pursuit of learning in the instructional situation. Expected student conduct is outlined in [Board Policy 5.13 Student Code of Conduct](#).

With regard to copyright law, students are expected to follow the same guidelines outlined in the College Catalog. A reminder of this policy is sent to each student every semester.

### **Student Grievance and Student Complaint Policy & Student Grade Appeal Process**

[Board Policy 5.14](#) defines the Student Grievance and Complaint Policy. Administrative Rule 5.13.3 addresses the Student Grade Appeal Process.

Students have the opportunity to appeal a final grade. Grade appeals must:

- Be initiated by the student no later than 30 calendar days after grades are posted in the student information system.
- Conclude within one semester (excluding Summer) following the assignment of the final grade.
- Follow the prescribed final grade appeal process, including use of the Final Grade Appeal Form (available from the Academic Services office).

Students may appeal a final grade following the prescribed process (described fully in Administrative Rule 5.13.3). Only the final grade for a course maybe appealed (individual assignment or examination grades may not be appealed). An appeal may be initiated if the student is able to demonstrate that an inappropriate final grade was assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error or assignment of a final grade inconsistent with those assigned to other students.

### **Syllabi**

For each class being taught, each instructor is required to have a comprehensive course syllabus available for students the first week of class. These syllabi should be published on Canvas, and one electronic copy must be submitted to the appropriate Program Director, Department Head, or Outreach Coordinator by 5:00 pm on the second day of faculty in-service for the upcoming semester. The Program Director, Department Head, or Outreach Coordinator is responsible for reviewing and submitting those copies to the Academic Services Office.

The course syllabus is a brief statement of the main features of a course. The syllabus should provide a comprehensive description of the breadth and depth of the course. Since it serves the informational needs of students, instructors, administrators, registrars, and others, the syllabus should be complete, accurate, and clear. A sample syllabus and syllabus template containing the following required elements is available at M: >Instruction>Public>Syllabus Format Documents.

- Course Information
  - o Course number, title, and section
  - o Number of credit hours and contact hours authorized for the course
  - o Semester and year identification
- Instructor Information

- Name
- Contact information
- Scheduled office hours
- Course Content Information
  - Catalog description for the course
  - General Education requirement category (if applicable)
  - Course rationale
  - Course objectives
  - Resources (including ISBN)
    - Turnitin® information
    - Course material bundling statement (if applicable)
  - Course schedule/outline including Final Exam date and time
- Course Expectations
  - Evaluation criteria
  - Classroom expectations
  - Safety rules as appropriate
- ADA Accommodation Statement
- Disclaimer Statement
- Optional Information
  - Student Grievance Policy
  - Grade Appeal Policy
  - For 2020-21: Recommended syllabus language re: facial coverings

Each academic area develops course syllabi and instructional material for that area. Adjunct faculty are expected to follow the sample course syllabus, the course syllabus format and template, and use the assigned textbook. One may, of course, supplement the instructional material. However, any significant deviation regarding sequence or material should be discussed with the Program Director, Department Head, or appropriate administrator. Even though courses taught by faculty members must be based upon the departmentally developed common course outlines, individual faculty must still develop the specific syllabus/outline for each semester's contracted offerings.

### **Minimum Canvas Requirements**

Each academic class at EWC has an unpublished Canvas course associated with it. It is expected that faculty publish each course with the following minimum elements available to students:

- Syllabus
- Schedule
- Gradebook
- Inbox

Faculty may optionally utilize other features at their discretion. Please contact Instructional Technology and they will assistance with Canvas including combining sections, transferring content, textbook, publisher, and test bank integration.

### **Class Meetings**

Be considerate of students; bear in mind that they are contractually entitled to a certain share of instructor's time. Many of them drive long distances, arrange childcare, etc., to attend classes. They have the right to expect that class will begin promptly in the assigned location and will continue as scheduled, including reasonable breaks.

**First Class Meeting:** Distribute and review the course syllabus with students during the first meeting. You should also explain to the students any expenses, supplies, special requirements, field trips, etc. Students should be encouraged to begin readings and other course work for your class. Course material may be presented during the first class meeting.

**Class Meeting Location:** Faculty are to use only assigned classrooms in order that students may be able to find classes. Changes are to be made only with the prior approval of the Program Director, Department Head, or Outreach Coordinator. They will coordinate with the Academic Services office for confirmation of room availability. Notification should be left within the classroom and/or on the door of the assigned room indicating the new location of the class.

**Class Meeting Times:** Faculty are generally expected to begin all classes on time and not to dismiss students before the end of the class period. Students will have proper regard for the course if its importance is demonstrated by using every minute available.

**Class Breaks:** College policy is to allow approximately five minutes of break for each hour of class if scheduled to meet for more than one hour. For example, a three-hour class should include about 15 minutes of break. Some faculty like to schedule two shorter breaks in the class; others prefer to meet continuously and then let everyone out 15 minutes early.

**Class Rescheduling:** If a class meeting time is to be permanently rescheduled, every effort should be made to allow for full student participation. Contacting students is the responsibility of the faculty. Once the new meeting time has been organized, the Program Director, Department Head, or Outreach Coordinator should be notified at least one week prior to the desired date in order to arrange for building or classroom openings as necessary.

**Field Trips:** Field trips related to course learning outcomes are encouraged and require approval by Program Director or Department Head. Faculty are responsible for arranging all aspects of the trip, including transportation and supervision of students. Academic area budgets will be charged for use of campus vehicles. The *Field Trip Report Form* (available at M:\Instruction\Public\Faculty Forms) should be completed before the trip. Both sponsors and students are allowed to drive EWC vehicles. Students should sign and return travel waivers before leaving on the trip. Please see the complete Vehicle Use Policy ([Board Policy 6.7](#)).

- Car, Van (up to 12 people, including college-approved driver) or Shuttle (up to 14 people, including college-approved driver): contact Information Center at least 14 days in advance, if possible.
- Bus & driver: Contact the Athletic Director at least 30 days in advance.

**Guest Lecturers and Honoraria:** Faculty members wishing to invite guest lecturers to their classes may do so without any other administrative consent. Approval by a Program Director, Department Head, or the VPAS is required prior to utilization of paid consultants or guest lecturers. No full-time employees of the college may be paid by the college for consulting services or as a guest lecturer.

**Intern/Externships:** Some programs provide students with opportunities to work within their field of study in an internship or externship experience. Faculty should work with training work sites so that an understanding of student behaviors and outcomes and employee expectations can be established. Further, faculty must complete an Externship Agreement between the work site, the college, and the student for each student enrolled in such an experience.

### **Class Cancellation**

If an instructor is unable to hold class at the scheduled time, the appropriate Program Director, Department Head, or Outreach Coordinator should be notified. Faculty should also make every attempt to notify students through email, Canvas, or other means of communication. If signage needs to be posted on classrooms, please email [Academic.Services@ewc.wy.edu](mailto:Academic.Services@ewc.wy.edu) or the Outreach Coordinator.

If possible, consider arranging for a guest speaker, giving a proctored test or class activity, arranging for another faculty member to deliver your course content, uploading coursework on Canvas, or rescheduling the class meeting as alternatives to canceling class.

### **Class Cancellation Due to Weather, Disaster, or Emergency**

You can contact the Information Center at 307-532-8200 regarding school closures. In the event of school closures or class cancellations due to inclement weather or some other disaster or emergency, please see the alert plans for your area below:

- **Torrington Campus** – a notice will be posted on the EWC Website and on MyEWC Services. Code Red (emergency notification) will be used to broadcast college closure to students and faculty. An announcement will be made on radio station KGOS/KERM (1490 AM / 98.6 FM) and other local stations.
- **Douglas Campus** – a notice will be posted on the EWC Website and on MyEWC Services. Code Red (telephone notification) will be used to broadcast college closure to students and faculty. An announcement will be made on radio station KKTY (1470 AM / 100.1 FM) and KKTS (99.3 FM).

- **Outreach Sites** – the Outreach Coordinator will contact the Torrington Campus so that notice can be posted on the EWC Website and MyEWC Services. The Coordinator will also post notice within their community areas on MyEWC Services as well as attempt to contact all affected faculty and students.

### **Communication with Students**

Faculty should communicate with students on a one-to-one basis regarding academic performance or other class-related concerns. When faculty cannot meet with students, contact by phone, e-mail, or Canvas Inbox is encouraged.

Official student phone numbers and email addresses can be found in student records through MyEWC Services.

It is recommended that faculty maintain a log of phone calls to students. It is recommended that all e-mail correspondence with students make use of their MyEWC Services mailing address (of the form username@ewcmil.wy.edu). A copy of all mail sent and received should be kept. Communication related to a specific class may be directed through the Inbox on Canvas.

### **Final Exams**

Final Examination times are scheduled for all classes. Although the instructor is required to meet with students during the scheduled Final Examination time, the instructor has the right to determine the appropriate final examination activity within the framework of meeting the educational expectations of the discipline, department, and college. The VPAS has the right to excuse a student from a final exam or to re-schedule a final exam. A student who has three or more final examinations scheduled for the same day may make arrangements with the VPAS to reschedule the exams so that the student has no more than two in a single day.

### **Midterm Grades**

While faculty are directed to provide ongoing and updated grades to students via Canvas, they should formally assign a current grade to each student in their class using MyEWC Services midway through each regular semester.

All faculty should submit midterm grades through MyEWC Services. Faculty may choose to submit a midterm grade (A, B, C, D, F, S, or U) or a midterm deficiency notice (DF).



## Final Grades

Faculty will assign a final grade to all students enrolled in their classes. These grades will follow the grading scheme for the course as outlined in your syllabus; i.e. a letter grade of A, B, C, D, or F, Satisfactory/ Unsatisfactory (S/U), or W.

A grade of "F," "Unsatisfactory," or "W" must be accompanied by an accurate last date of attendance. Grades must be entered through MyEWC Services by noon on the Tuesday following the conclusion of each regular semester. Once the semester is over, an instructor may initiate a grade change if necessary, using the Grade Change form available from the Student Services office.

## Special Grades

- **AU – Audit**
  - Assign this grade to students who are listed as taking your class for zero (0.00) credits. If you mistakenly enter a different grade for an auditing student, their grade will automatically revert to AU.

If a student is unable to complete coursework for any reason, one of the following special "grades" may apply:

- **W – Withdrawal**
  - Assign this grade if you are withdrawing the student rather than assigning a grade for work completed. This grade entry must be accompanied by a last date of attendance, also recorded in MyEWC Services.
- **X – Incomplete**
  - Assign this grade if you are willing to make a contract with the student for course completion within the next academic semester. A Incomplete Contract Course form is available from Academic or Student Services. Faculty must submit a Grade Change form for each student with an actual final grade to Student Services immediately after the work is complete.

Students view their final grades through MyEWC Services. The current credit total, cumulative grade point average, semester grade point average, and a list of all courses completed is displayed on the grade report. Student financial aid is affected by final grades; grades of U, F, X, W, and IP do not count toward successful completion of classes.

## Programs & Curriculum

### Curriculum Changes

Processes for curriculum changes will fulfill the expectations of state and federal coordinating agencies. All changes must be submitted to the VPAS, who will review the proposed changes with the Curriculum and Learning Council (CLC). CLC forms are available at M:\Instruction>Public>Forms-curriculum and contracts.

Factors such as educational merit, availability of faculty, cost, scheduling, and use of resources will be considered. Forms for adding courses, deleting courses, changing courses, adding programs, and deleting programs will be available from the VPAS. The Board of Trustees will make the final decision on all requests for new programs or for program deletions. Additionally, new program requests must be submitted and approved by the Wyoming Community College Commission.

### **Program Reviews**

Regular program reviews for each program will be conducted by the college at least every three years. The analysis will involve faculty, Program Directors, Department Heads, advisory committees, and the VPAS in assessing the program's effectiveness and efficiency. The Board of Trustees will review all program reviews prior to submission to any state or federal agency. Forms specifying the statistical data needed, and the accompanying narrative analysis, will be available from the Institutional Research Office. The Program Review template is available at M:Instruction>Public>Program Reviews.

### **Credit Hour Definition**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, externships, practical, studio work, and other academic work leading toward the award of credit hours.

### Course Scheduling Guidelines

Classes at EWC are generally scheduled using 55-minute or 85-minute class meetings, providing for a 5-minute break between classes, according to the following timetable:

2-credit Courses		3-credit Courses	
MW	TTh	MWF	TTh
8:00 - 8:55 am	8:00 - 8:55 am	8:00 - 8:55 am	
9:00 - 9:55 am	9:00 - 9:55 am	9:00 - 9:55 am	9:00 - 10:25 am
10:00 - 10:55 am	10:30 - 11:25 am	10:00 - 10:55 am	10:30 - 11:55 am
11:00 - 11:55 am	11:00 - 11:55 am	11:00 - 11:55 am	
12:00 - 12:55 pm	12:00 - 12:55 pm	12:00 - 12:55 pm	
1:00 - 1:55 pm	1:00 - 1:55 pm	1:00 - 1:55 pm	1:00 - 2:25 pm
2:00 - 2:55 pm	2:30 - 3:25 pm	2:00 - 2:55 pm	2:30 - 3:55 pm
3:00 - 3:55 pm	3:30 - 4:25 pm	3:00 - 4:25 pm (MW only)	4:00 - 5:25 pm

### Other Considerations

1. Courses meeting on multiple days should meet at the same time each day to avoid additional course conflicts in other time blocks.
2. Courses (such as special interest or vocational courses) in which no student would have a conflict with other scheduled courses could, upon approval by the appropriate Program Director or Department Head, be offered at a time other than those specified above. Generally, though, all classes should be scheduled in these time slots, so that we do not have one time slot conflicting with two others.
3. Each full-time faculty member will be expected to teach at least two courses outside of the "prime time" block between 9:00 a.m. and 1:00 p.m. This also applies to evening courses. It is also desirable to spread out general education courses and multiple sections of the same course, so that those offerings don't cluster in that "prime time" block.
4. Scheduling time slots for evening classes are open; however, a class must meet the 800 or 1600 (labs) minutes/per credit hour excluding breaks. Day classes cannot include final week to meet this criteria but night classes can count their last meeting date. The class must meet the last day even if the instructor does not have a final exam.
5. Creative scheduling options outside of the "prime time" block are encouraged, as long as the options are compatible with student schedules and facility resources.

### Institutional Policies

#### Student Confidentiality/FERPA

The substance of the Family Educational Rights and Privacy Act (FERPA, also known as the "Buckley Amendment") is of critical importance to the college and staff. This act states that any student age 18 or over or attending a post-secondary institution *must give permission before a representative of an educational institution may share confidential information about that student*

*with anyone outside the educational institution.* Record keeping personnel, members of the faculty, and staff with administrative assignments may have access to records and files for internal educational purposes, as well as for routinely necessary clerical, administrative, and statistical purposes as required by the duties of their jobs.

Faculty should not post student grades in any public manner.

Read and understand the EWC Family Educational Rights and Privacy Act of 1974 (see the EWC Catalog), the student handout entitled “Notification of Rights of Parents and Students Under ‘Family Educational Rights & Privacy Act (FERPA).’”

**What does one say to concerned parents?** No information may be shared from grade books regarding grades or attendance records without a signed release from the student. An instructor may only tell parents what anyone is able to *observe* (e.g. “looks tired,” “haven’t seen him/her for a couple of weeks,” etc.)

Student confidentiality is important! It is the law! Questions about the Family Educational Rights and Privacy Act can be answered by the VPAS, Department Heads, Program Directors, Outreach Coordinators, and the Vice President for Student Services (VPSS).

Examples of scenarios regarding FERPA that are most likely to affect faculty and staff are as follows:

***A student asks a staff member about reviewing her individual permanent records.***

Every student has this right and the EWC Student Services Office is prepared to honor any requests. The student simply makes a written request for it at the Student Services Office and makes an appointment with the VPSS to review the records. The administrator’s presence is required to explain the information contained in the file.

***A student’s parents—usually concerned, interested, and conscientious parents—call an instructor to talk about their child’s performance in class.***

Under FERPA, we are forbidden to talk with parents, without the student’s written permission, regarding any information from the grade book (grades or attendance), or from the student’s permanent records (Colleague computer system or Student Services Office file folder). The Student Services Office has a release of information form that may be completed by the student to release information to parents or other third parties. An effective strategy for dealing with this situation includes explaining our obligation under the law and suggesting a joint conference with the student and the parents. Student Services professional staff members will be happy to help with this type of situation. Also, see the response to question 4 below.

*An instructor calls a student to discuss an assignment, grade, etc. The student is not there and the parent asks to take a message.*

The instructor may not share with the parents the reason for the call, since this would be breaching the student's confidentiality, but may leave a message asking the student to return the call. Also, see the response to the question below.

*An employer calls or writes for a reference.*

The only information that may be released to any third party in person, by telephone, or in writing without the express written consent of the student is "Directory Information" which is outlined in the EWC Catalog and is as follows:

- Name
- Affirmation of whether currently enrolled
- Major field of study
- Dates of enrollment/class
- Full- or part-time status
- Degrees received
- Honors received
- Local address and phone number
- Home address and phone number (permanent)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Date and place of birth
- Previous institutions attended
- Photographs

Unless the student has officially filed a written request with the VPSS, that disclosure may not be made without his/her written permission, the above items are considered public/directory information.

*Police officers ask for information about a student in connection with the law.*

The officer should be referred to the VPSS. EWC cannot release information except in the case of a proper subpoena or judicial order, and then only after attempting to notify the student about the request for information.

*A student asks to be informed of a grade by telephone.*

Since the identity of the caller cannot be definitely determined, this information should not be given by phone.

The best general advice about student confidentiality is not to share information about a specific student with an individual outside the institution. Even within EWC, do not share information regarding a student unless the other individual has a legitimate educational need to know the information.

### **Student Authorization to Release Information**

Students grant permission to the College to release certain types of information to specific individuals or institutions by signing an authorization form. This form is kept with the student's

file and consulted upon inquiry. This authorization remains in effect until the student revokes that release of information. One double-sided form covers both authorization and revocation and can be obtained from the Office of Student Services.

### **Student Background Checks**

Courses where students will be interacting with others outside of the control of a classroom or lab, such as pre-school or K-12 classroom observations and practicum, healthcare observation and clinicals, or animal handling, require that the student undergo a criminal background check. Students will register for a class (EDUC 2005 or HLTK 2005 or VTTK 2005) specifically for the purpose of tracking background checks and then order their background check online through CastleBranch. The College will bill Certified Nursing Assistant and Education students for this service; Vet Tech students pay at the time they enter their background information. Results of the check can be viewed by the student and pre-approved staff in the Student Services and Academic Services offices, and include a criminal history check in all counties of student residence for the past 7 years along with a nationwide database including sex offender registries. Background check results are good for one (1) calendar year and are placed in the student's academic file. The process can take from 3-10 days to complete.

Some programs require background checks prior to acceptance (Nursing ADN and Gunsmithing). Please see the EWC Catalog for additional guidance.

### **Subject Animals for Veterinary Technology Labs**

Veterinary Technology facilities, equipment, and supplies are to be used only for the direct educational benefit of EWC students participating in the program. Reimbursement for the cost of procedures performed on privately owned animals will be made to EWC by the animal's owner.

The priority of animals to be utilized in the vet tech program shall be in the following order:

1. Animals owned by EWC;
2. Animals owned by veterinary technology students;
3. Animals acquired from local humane shelters (non-profit);
4. Animals owned by veterinary technology faculty and staff;
5. Animals owned by EWC faculty and staff;
6. Animals owned by the general public.

### **Reporting Concerns Regarding Animal Treatment**

**“Whistleblower Statement:”** All animals used at EWC (EWC) must be handled, housed, treated, cared for, and transported in a humane and ethical manner in accordance with federal law and college rules. Any person having reason to question the treatment of animals at EWC is encouraged to report incidents involving perceived non-compliance without fear of retaliation.

- Any person having reason to question the humane or ethical treatment of animals at the college should contact the Institutional Animal Care and Use Committee at the anonymous number 855-392-2273 (855-EWC CARE.) No threat or retaliation will be made against anyone reporting perceived mistreatment or non-compliance. In addition, reports can be made to any standing member of EWC's Institutional Animal Care and Use Committee.
- Students may also choose to make an anonymous complaint by filling out the online form at [www.ewc.wy.edu/whistleblower](http://www.ewc.wy.edu/whistleblower)
- All complaints and documentation will be brought to the attention of the Institutional Animal Care and Use Committee (IACUC).
- Anonymous concerns are acceptable, and all reports will be investigated. Federal laws and college rules prohibit discrimination or reprisal for reporting violations of standards and regulations promulgated under the Animal Welfare Act. All concerns will be discussed by the IACUC and, if warranted, appropriate measures will be taken.
- All complaints, violations, and recommendations for subsequent action will be forwarded to the Institutional Official.

\*The Institutional Animal Care and Use Committee (IACUC) is a self-regulating entity that, according to U.S. federal law, must be established by institutions that use laboratory animals for research or instructional purposes to oversee and evaluate all aspects of the institution's animal care and use program. <http://www.iacuc.org/>

Appendix A

**FACULTY WORKLOAD CALCULATION WORKSHEET**

Date \_\_\_\_\_

Faculty Member \_\_\_\_\_ Division Chair/Dept. Head \_\_\_\_\_

Semester \_\_\_\_\_

Class & Type (ie Lec/Lab)	CREDITS	Workload Credit Worth	Number of Students
Other Credit Points (explain)			
Advisees			
Total for Semester			

Semester \_\_\_\_\_

Class & Type (ie Lec/Lab)	CREDITS	Workload Credit Worth	Number of Students
Other Credit Points (explain)			
Total for Semester			

TOTAL workload for year		
Overload (if any) paid at adjunct rate		Total
Faculty Member Signature	Approved by VP for Academic Services Signature	
Approved by Division Chair/Dept. Head Signature		



## ***Classroom Observation Form for Teaching Faculty***

Faculty:

Semester:

Date:

Evaluator:

Course/Section Observed:

Required Classroom Behaviors	Absent	Basic	Good	Exceptional
1. <b>Objectives:</b> The instructor made a clear statement of the objectives of the session at the beginning of class or at another appropriate time.				
2. <b>Preparation:</b> The instructor was well-prepared for the class with necessary materials.				
3. <b>Organization:</b> The instructor presented the material in an organized manner.				
4. <b>Clarity:</b> The instructor presented instruction material clearly.				
5. <b>Expertise:</b> The instructor displayed expertise in the subject.				
6. <b>Andragogy:</b> The instructor presented material at a level appropriate to the course and adult learners.				
7. <b>Learning Styles:</b> When appropriate, the instructor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.				
8. <b>Respect:</b> The instructor treated all students respectfully.				
9. <b>Comprehension:</b> The instructor periodically checked student understanding and modified teaching strategies as necessary.				
10. <b>Responsiveness:</b> The instructor was attentive to student questions and comments and provided clear explanations and examples.				
11. <b>Classroom Management:</b> The instructor demonstrated effective classroom management skills.				

**Absent** – No examples or demonstration of this behavior was present during the observed class. It was not necessary in this instructional setting **or** it was and improvement is required.

**Basic** – Minimal and/or ineffective demonstration of this behavior was present and did not increase student learning processes during the observed class. Improvement is recommended.

**Good** – Demonstration of behavior was effective and enhanced student learning processes of the observed class. Objective met. Improvement is possible but not required.

**Exceptional** – Demonstration of behavior was effective and intensified student learning processes of the observed class. Improvement not necessary.

Faculty Name:

Evaluator Summary Statement

\_\_\_\_\_  
Department Head/Program Director Signature

\_\_\_\_\_  
Date

Faculty Response

I have reviewed this Classroom Observation Report and add the following response/comments:

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

**Eastern Wyoming College**  
**2 Student Evaluation of Instruction**

**Question 1**

Please indicate how much you agree or disagree with the following statements. If an item does not apply to your class, please mark N/A.

	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree	(0) N/A
The instructor followed the course syllabus and schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor, when needed, informed students of any changes, additions, or adjustments to the syllabus or schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor adequately responded to my questions during and/or outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was effective in presenting the material in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor moved through the class content at the right speed (not too quickly or too slowly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor created a welcoming and inclusive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided helpful feedback on assignments, assessments, presentations, and/or projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor made effective use of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged critical, original, or creative thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor managed student behaviors effectively and addressed disciplinary issues as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information I learned in this class is useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Eastern Wyoming College**  
**2 Student Evaluation of Instruction**

---

I know how to find out my current grade in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to recommend this course to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am likely to recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Reversed Options

**Question 2**

Please write any comments you have about this course and/or your instructor.

*Type your response here*

**EASTERN WYOMING COLLEGE  
COMPREHENSIVE PERFORMANCE EVALUATION OF FACULTY**

In the space below write your objective evaluation of the above named employee's performance. The narrative should include goals, accomplishments, student comments, commendations, and concerns.

**Instructor:**

**Date:**

**Instructor Self-Evaluation**

**Accomplishments**

**Future Goals**

## Overall Evaluation

Does employee desire to file a “rebuttal” to this appraisal? \_\_\_\_\_ Yes \_\_\_\_\_ No

(Rebuttals must be filed with Supervisor and Dean/President within two weeks of appraisal date.) If necessary, please use a separate sheet.

Employee's Response:

Evaluator's Signature:

Date signed:

Instructor's Signature:

Date signed:

Employee's signature verifies that this appraisal has been discussed with employee. Same signature does not indicate agreement/disagreement with contents.

Signed appraisals should be distributed as follows:

**ORIGINAL** to Dean of Instruction, will forward to Personnel

*Adopted 5/10/05*

*Revised 11/8/05*

### **1. Tenure process**

- a. The tenure process at EWC commences at the candidate's date of hire. Faculty with dates of hire prior to 2019 will adhere to the five-year tenure process previously in place. New faculty hired beginning fall 2019 semester or thereafter will adhere to the three-year tenure process.
- b. Employment during summer terms and/or in part-time positions shall not be credited towards tenure.
- c. When a non-tenured faculty member is serving in a department or academic unit and is subsequently transferred to another department or unit, time spent in the first appointment shall count toward establishing tenure.

### **2. Tenure Mentors**

A mentor will be assigned to all newly appointed full-time faculty. Mentors will be tenured full-time faculty who serve as a resource to the faculty member during their tenure process. Mentor responsibilities include, but are not limited to the following:

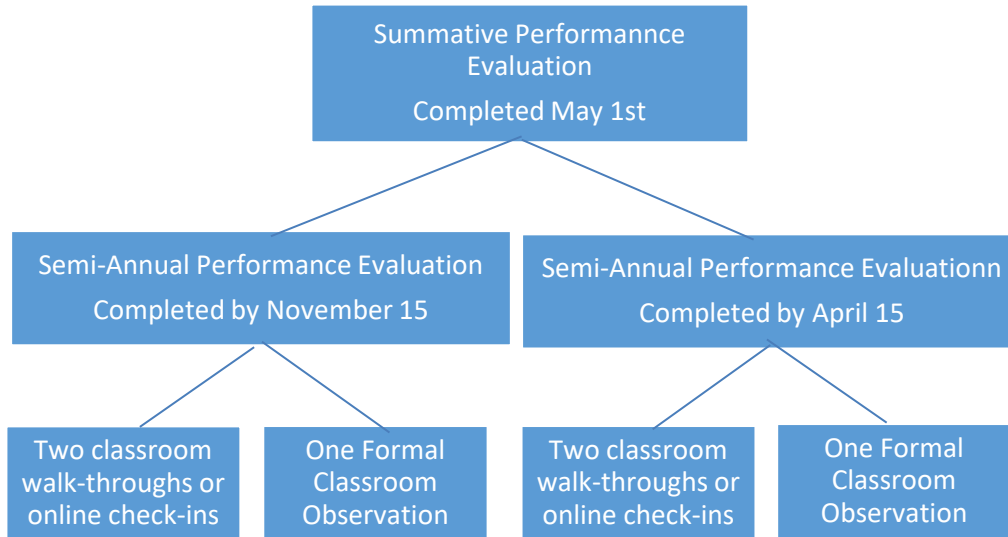
- a. Act as a resource for questions, policies, procedures, perspectives, advice, and support
- b. Check proactively with the new hire to see how they are doing (weekly as schedules permit)
- c. Be a resource for classroom/instruction ideas, problems, and issues
- d. Help with student advising
- e. Be available to review syllabi
- f. Provide community resources, information, and guidance
- g. Help develop collegial relationships with others
- h. Advise tenure candidates on appropriate service activities
- i. Assist candidates with the tenure process, including completing the annual On-Track Checklist
- j. Review and sign the tenure portfolio checklist prior to February 1 of the third year of the tenure process

### **3. Review Process**

Upon appointment, Academic Services will provide all faculty a calendar/schedule of the review process to ensure understanding of expectations. Observations and/or evaluations scheduled to be completed after February 1 of the third year of the tenure process will not be included.

- a. Review Process will include:
  - i. Annual On-Track Checklist
    1. Completed prior to March 31 (during the first two years of the tenure process)
  - ii. All Student evaluations of instruction each semester
  - iii. Classroom observations by supervisor each semester
    1. Two (2) unscheduled classroom walk-throughs or online check-ins per semester for a total of 60 minutes
    2. One (1) formal observations per semester

- iv. Semi-annual performance evaluations by supervisor (including self-assessments)
  - 1. Completed prior to November 15 and April 15
- v. Summative evaluation by supervisor
  - 1. Completed prior to May 1



#### 4. Tenure Committee

Appointments are made by the Vice President of Academics at the start of the candidate's third year of the tenure process and will include:

- a. Faculty mentor
- b. Two tenured faculty members; one from the academic unit and one from outside the academic unit
- c. Department Head or Program Director
- d. A Department Head or Program Director from outside the academic unit
  - i. A former Department Head/Program Director of the candidate's may be substituted if the current Department Head/Program Director has had only one year of experience with the candidate.

#### 5. Tenure Committee Appointments

- a. Recommendations for or against tenure shall be determined by a majority vote by the tenure committee and be reviewed by the Vice President for Academic Services.
  - i. The votes and recommendation will be reported on the *Tenure Committee Recommendation* form.
- b. The Vice President for Academic Services shall submit tenure recommendations to the President by March 1. Tenure is a policy of the College Board rather than a legal contract. The Board extends to the College President the authority to grant tenure for faculty employees pursuant to Board Policy 3.3 Continuing Contract/Tenure.



## **6. Minimum Eligibility Requirements**

- a. Completion of three continuous years of service as a full-time faculty member
- b. Submission of a complete tenure portfolio containing the required and optional elements indicated below and representative of the criteria for tenure prior to February 1 of the third year of the tenure process
- c. Submission of a tenure portfolio checklist completed by the candidate and signed/approved by the candidate's mentor prior to February 1 of the third year of the tenure process

## **7. Criteria for Tenure Recommendation**

Criteria for tenure relate to the college's three traditional and often inter-related missions: teaching, service, and, optionally, scholarship/creative activities/research

- a. Teaching – Effective teaching is an essential qualification for tenure, and tenure should be granted only with clear and documented evidence of teaching ability and potential for continued development.
  - i. Evidence of effective teaching – the ability to organize, present, motivate, and stimulate student learning. This should be included in the tenure portfolio which must be complete with the following required materials and other optional materials.
    1. Required: Statement of teaching philosophy
    2. Required: Classroom observations for every review period
      - a. Three classroom walk-throughs/online check-ins and two formal observations per semester (excluding the final semester of the tenure process)
    3. Required: Supervisor performance evaluations for every review period
      - a. Five total, prior to November 15 and April 15 (excluding the final semester of the tenure process)
    4. Required: Supervisor summative evaluations for the first two review periods
      - a. Two total, prior to May 1 (excluding the final year of the tenure process)
    5. Required: Student evaluations of all classes taught during the tenure period
    6. Required: Course materials (syllabi, lesson plans, lecture notes, laboratory assignments, etc.)
      - a. A minimum of one per semester (6 total) and should include a variety of classes
    7. Required: CATs
      - a. A minimum of one per year (3 total)
    8. Course Assessment Results /Program Assessment Results (beginning in Fall 2022)
    9. Optional: Open-ended or other student input

10. Optional: Teaching recognition or awards received during the tenure period
  11. Optional: Other evidence of excellence in teaching or mentoring
- b. Service – encompasses a faculty member’s activities in college service, community service, and professional service. Faculty members must demonstrate a willingness and ability to work effectively with colleagues and in a professional manner to support the mission of EWC as evidenced through semi-annual and summative supervisor evaluations.
- i. *College service* refers to activities other than teaching and scholarship performed at the department or college level. This may include but is not limited to service on at least one committee or one sponsorship during the three-year tenure process.
    1. Service on committees
      - a. Required: All committee membership and length of terms
    2. Club sponsorship
      - a. Required: All sponsorships and duration
    3. Participation in college activities
      - a. Optional: Evidence of participation in other college activities
  - ii. *Community service* is the candidate’s public service beyond EWC. At least one community service activity should be performed during the three-year tenure process.
    1. Required: Evidence of participation in community service activities
  - iii. *Professional service* refers to the work done for organizations related to the faculty member’s discipline or to the teaching profession generally. At least one professional activity should be performed during the three-year tenure process. This may include but is not limited to:
    1. Service on statewide committees or licensing boards
    2. Guest lecturing on other campuses
    3. Instructing professional development or educational activities
    4. Other appropriate activities. The candidate should discuss appropriate activities for evidence with the candidate’s mentor.
      - a. Required: Evidence of participation in professional service activities
- c. Scholarship/Creative Activities/Research – optional activities that faculty may engage in relevant to their professional or academic roles and are outside of teaching or service. Examples may include but are not limited to:
- i. Journal editorship
  - ii. Article and grant proposal review

- iii. Performances or exhibitions
- iv. Advanced certifications
- v. Completing books, journal articles, or publications
- vi. Other appropriate activities. The candidate should discuss appropriate activities for evidence with the candidate's mentor.
  - 1. Optional: Documented evidence of included scholarship/creative activities/research

## **8. Stopping the Tenure Clock**

- a. A faculty member may request to stop the tenure clock during the three-year tenure process when circumstances exist that interrupt the faculty member's normal progress toward qualifying for tenure.
- b. A request can only be made once for a one-year period, may be granted if the faculty member can demonstrate circumstances that reasonably warrant the request, and must be approved by the President of the College based upon recommendation by the Vice President for Academic Services.
- c. Reasons will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally addressed to faculty duties.
  - i. Examples may include childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances.

## **9. Transfer of Tenure**

- a. When a tenured faculty member is transferred from one academic program unit to another academic program unit, tenure status will be retained.
- b. When a faculty member with tenure is appointed to an administrative or non-faculty position, faculty will retain tenure in the former faculty position only.