

Pierpont Community & Technical College



FACULTY HANDBOOK

2021 - 2022

Effective: July 1, 2021

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INTRODUCTION

A Welcome Message from Dr. Anthony Hancock

When you walk on Pierpont Community & Technical College's campus, one of the first things you notice is the students, faculty, and staff's infectious spirit. A spirit that stimulates a student-centric teaching and learning environment—a transformative learning experience that delivers on the premise that knowledge is a powerful remedy during uncertain times.

Since the establishment of Pierpont as an independently accredited institution in 2008, charged by the West Virginia Council for Community and Technical Education and the Pierpont's Board of Governors to meet the community's growing workforce and educational needs, Pierpont has earned many constituents' trust. Each day, the colleges' incredible faculty and staff work together to reach the important goal of student success. My job as the Interim President is to ensure every student who seeks an education is given ample opportunities to be successful.

In the 21st century, the world is changing more rapidly than ever before. All of us at Pierpont: faculty, staff, and administration, are here to serve you as our desire is to facilitate your human potential. Our focus expands not only to degree-seeking students who intend to transfer to a four-year university but also to students seeking job training, self-enrichment, and professional development. On average, Pierpont serves about 2,000 students each semester, and we are well-positioned to meet industry expectations and demands of a skilled workforce in North Central West Virginia.

With purpose and clarity, a collaborative learning culture, and a focus on results, the faculty, staff, and administration of Pierpont commit to our students' success. Our Mission and Vision demonstrate our commitment, and our Strategic Plan is evident of our commitment.

I welcome you to explore the educational possibilities we offer. Our clear educational pathways empower students to complete certificates and degrees that have a positive generational impact on families, support the region's economic growth, and contribute to our students' economic mobility.

I am honored to serve you, the institution, and the community.

Sincerely,

Anthony Hancock, Ph.D.

Interim President

Foreword

The Pierpont Community and Technical College Faculty Handbook contains information about the College, its organizations, governance, policies, rights, responsibilities, and services which are of specific concern to the faculty and to the campus community in general.

These Institutional policies are subject to ongoing reappraisal and change; therefore, they are subject to revision upon reasonable notification of the parties affected. The Faculty Handbook is edited by the Office of the Provost and Vice President for Academic Affairs upon consultation with Faculty Senate, Human Resources, and other entities.

The Pierpont Community and Technical College Catalog provides academic and general information, and every effort has been made to avoid duplication. The Faculty Handbook, Student Handbook, Employee Handbook, Human Resources Policy Manual, and the [Board of Governors website](#) provide a complete source of current information and institutional policies.

Consult the Employee Handbook and the Human Resources Policy Manual for the following policies:

1. Annual Employee Benefits and Health Fair
2. Emergency Practices
3. Security Issues
4. Pre-Tax Parking Deduction
5. Picture Identification Cards
6. Childcare
7. Cultural and Recreational Activities
8. Gifts to Faculty and Personnel
9. Sponsored Grants and Contracts
10. Travel

About Pierpont

Mission, Vision, and Tagline

Mission

Pierpont Community & Technical College's mission is to provide accessible, responsive, comprehensive education that works.

Vision

Empowering individuals to transform their lives through education.

Tagline

Education that Works!

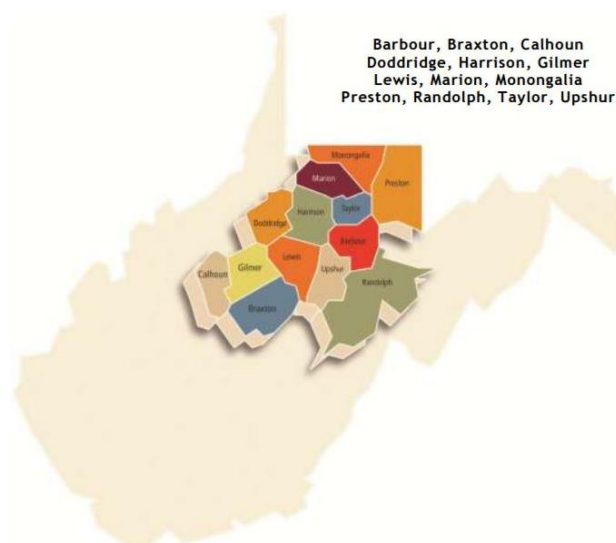
Philosophy

Pierpont Community and Technical College strives to enhance the quality of life for people of North Central West Virginia through accessible, responsive, comprehensive education that works.

The College concentrates its energies and resources on its students, many of whom are the first generation of their families to attend college, adults returning to college or enrolling in higher education for the first time, and transfer students. The College, therefore, offers its diverse student body a wide range of programs, flexible scheduling, and support services, all designed to foster success. The College follows a liberal policy of student admissions and believes that it can help highly motivated students to overcome many deficiencies in their academic preparation. Because academic standards are high, the Pierpont Community and Technical College degree represents a level of achievement respected throughout the nation.

Drawing many students from its immediate vicinity, the College welcomes the enthusiastic support it receives from Fairmont, the college's thirteen-county service region, and the state. In return, Pierpont participates in community projects, shares its programs and facilities with the public, and serves the community as a center of information and culture. Partnerships with business and industry, public schools, government agencies, and other organizations contribute to economic development in the region.

PIERPONT 13-COUNTY SERVICE REGION



Objectives

Pierpont offers programs for career/technical education and may grant skill sets, advanced skill sets, Certificate of Applied Science degrees, and Associate in Arts, Associate in Science, or Associate in Applied Science degrees. Pierpont Community and Technical College considers that its broad objective is to educate its students as intelligent and productive persons, capable of participating in and understanding the world of the twenty-first century. The College faculty serves this objective by guiding students in acquiring knowledge and by maintaining a dialogue with them. The College fully supports the idea of a well-educated society and upholds the academic freedom of its faculty and students, confident that the best interests of the community are served when the search for truth is imaginative and vigorous. Accordingly, the College seeks to provide a suitable environment for free and responsible inquiry into the nature, sources, and implications of human knowledge and culture; and it challenges students to promote their own intellectual, social, and personal development. To strengthen intellectual development, all students pursuing a degree at Pierpont Community and Technical College are engaged in a general education program, a body of coursework designed to expand their knowledge of civilization, society, scientific inquiry, and artistic expression while preparing them to think about interrelationships among disciplines and prepare for a lifetime of learning.

Pierpont provides programs needed by those in its geographic service area to the extent permitted by its financial and human resources and its assigned role in the State's system of public higher education. Pierpont can provide accessible, responsive, comprehensive education that works by meeting the following objectives:

- Providing a variety of career and technical center/occupational programs that can be completed in two years duration or less
- Providing opportunities for occupationally oriented study through expansion of existing industrial technology programs and the development of additional career-related curricula
- Bringing selected college study opportunities into communities in the College's service region using the mass media, regional educational centers, external degree programs, and other forms of nontraditional study
- Encouraging a broad segment of the populace, including various age groups and the economically deprived, to avail themselves of educational opportunities
- Serving the greatest number of students by holding College costs at the lowest possible level and providing financial support to those who need it to gain equal access to higher education
- Relating the breadth of the curriculum to the availability of appropriate employment opportunities and the needs of business, industrial, and public service agencies in the College's service area
- Offering continuing education programs to provide career updating, cultural enrichment, and personal skill development
- Providing advisory, counseling, and placement services to enable students to make satisfactory decisions about academic and personal problems and to make successful career and employment choices
- Offering a variety of cultural, recreational, and social activities to complement academic pursuits

Accreditation

Pierpont Community & Technical College is accredited by The Higher Learning Commission (HLC) of the North Central Association (Standard Pathways–2014), with the next ten-year visit scheduled for 2023.

To view Pierpont's accreditation statement, please [visit HLC's website](#).

Higher Learning Commission
 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
 Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

Equal Opportunity and Non-Discrimination Statement

Pierpont Community and Technical College is an Equal Opportunity and Affirmative Action Institution. In compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act, West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the other applicable laws and regulations, the College provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit, without regard to race, sex, religion, age, national origin, disability, or sexual orientation, as identified and defined by law. All career and technical education courses and programs are offered at Pierpont regardless of race, color, national origin, gender, or disability.

The College neither affiliates knowingly with nor grants recognition to an individual, group or organization having policies that discriminate based on race, color, age, religion, sex, national origin, disability, or sexual orientation as defined by applicable laws and regulations. Further inquiries may be directed to the Director of Human Resources and Organizational Development.

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, the College has a Drug-Free Awareness Program designed to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Further inquiries may be directed to the Director of Human Resources and Organizational Development or the Vice President for Enrollment Management and Student Services.

COLLEGE ORGANIZATION AND GOVERNANCE

Pierpont Community and Technical College, an undergraduate institution operating under the authority of the Pierpont Board of Governors, is governed by its president with the aid and advice of its Board of Governors, administrators, Faculty Senate, Classified Staff Council, and Student Government.

Institutional Board of Governors

The Pierpont Community and Technical College Board of Governors was established to comply with the legislative requirements of Senate Bill 653 enacted March 19, 2000 (W. Va. Code § 18B-6-1, et seq.), which has been superseded by W. Va. Code § 18B-2A-1. Before 2008, the Pierpont Board of Governors was combined with the Fairmont State Board of Governors.

The Board consists of twelve members:

1. A full-time member of the faculty with the rank of instructor or above duly elected by the faculty of the respective institution.
2. A member of the institutional classified staff duly elected by the classified staff of the respective institution.
 - The faculty member and the classified staff member shall serve for a term of two years, beginning on the first day of July. Faculty and classified staff members are eligible to succeed themselves for three additional terms, not to exceed a total of eight consecutive years.
3. A member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body of the respective institution. The student member shall serve for a term of one year, beginning on the first day of July.
4. Nine lay members appointed by the governor by and with the advice and consent of the State. Of the nine members appointed by the governor, no more than five may be of the same political party. At least five of the members shall be residents of the state.
 - The appointed lay citizen members shall serve a term of four years each and are eligible to succeed themselves for no more than one additional term.

The Board meets at least six times in every fiscal year, including an annual meeting each June for the purpose of electing officers. The regularly scheduled meeting day and time of the Board of Governors is the third Tuesday at 2:00 p.m. The meetings are open to the college community and the general public.

Prior to the submission by the President to the institution's governing authority, the Board reviews all proposals of the institution in the areas of mission, academic programs, budget,

capital facilities and such other matters as requested by the President of the institution or as required by law.

Contact for the Pierpont Board of Governors:

Cyndee K. Sensibaugh

Executive Assistant to the President and Board of Governors

304-367-4933

csensibaugh@pierpont.edu

Administrative Officers

The following section contains brief descriptions of the duties and responsibilities of various College officers and administrative structures.

The President is responsible for assuming leadership for the coordination, development, and functioning of the community and technical college. The President is under the direction of the West Virginia Community and Technical College System (WVCTCS) Chancellor and is an employee of the institutional Board of Governors, carrying out the day-to-day responsibilities of the college.

The President's Cabinet includes the President, the Vice President for Academic Affairs (hereafter Provost), the Vice President for Finance and Administration, the Vice President for Enrollment Management and Student Services, the Vice President for Institutional Advancement, the Chief Information Officer, and the Executive Assistant to the President.

The Provost and Vice President for Academic Affairs is the chief academic administrative officer and directly reports to the President. The Provost plans, develops, and coordinates the College's academic policies and programs and provides leadership and vision to enhance teaching and learning.

Vice President of Enrollment Management and Student Services is the liaison between Student Services and academic and student support. This position coordinates student policies and provides leadership and coordination for student services including Admissions and Recruiting, Advising, Financial Aid, Registrar's Office, Housing, and Safety.

Vice President for Finance and Administration is responsible for fiscal, facilities, and business operations, as well as students accounts.

Vice President for Institutional Advancement, CEO of Pierpont Foundation, is responsible for communication, marketing, fundraising, and Foundation activities.

School Deans may be selected internally or externally and serve at the will and pleasure of the President. Deans are charged with implementing academic policies and report directly to the Provost. They have authority to supervise the academic functions of faculty members within their academic units. Deans consult with the President or Provost before decisions are made on major matters. The duties of a School Dean include the following:

1. Reviewing annual faculty evaluations.
2. Establishing and verifying faculty loads and assignments for academic year.
3. Supervising unit budgets and expenditures, and faculty in their area.
4. Representing their unit at functions outside the normal day.
5. Documenting student learning, assessments, and completing reports within their area.
6. Approving faculty appointments and collection of credentials.
7. Completing other tasks as assigned by the President or Provost.

School Assistant Deans are selected internally from faculty and serve at the will and pleasure of, and are responsible to, the Dean and Provost. Duties include the following:

1. Coordinating assessment data evaluation for their program and schools.
2. Collecting and reviewing assessment data and plans for programs in their area.
3. Meeting with Director of Assessment.
4. Filling in for the School Dean when necessary.
5. Completing other tasks as assigned by the Provost or Dean.

Program Coordinators are responsible to School Deans, the Provost, and the President for implementing academic policies. They coordinate associate and certificate degree programs and supervise the academic functions of faculty members within their programs. They have an opportunity to influence academic policy through the Senate and committee structure.

The duties of the coordinators include but are not limited to:

1. Participating in contacting, interviewing, and recommending new personnel for appointment (and collecting credentials).
2. Recommending assigning of faculty to classes, taking into consideration their specialization and abilities, as well as the needs of the College, to arrive at a balanced schedule.
3. Consulting with their program faculty and reporting to the Dean before decisions are made on major matters.
4. Supervising all expenditures of the program budget.

5. Reviewing and providing syllabi and assessment data.
6. Ensuring that substitute teachers are provided for the classes of absent faculty members.
7. Ensuring that all program faculty members (full and part-time) are fulfilling their job duties and attending classes at assigned times.

Program Coordinators may be assigned through appointment or through an external or internal search process.

Other Positions

1. The **Registrar** is responsible for the supervision of student records, the administration of the Registrar's Office, and for implementing all policies related to registration.
2. The **Director of Financial Aid and Scholarships** is responsible for supervising the financial aid operations.
3. The **Director of Human Resource and Organizational Development s** is responsible for all operations of the Human Resources office.
4. The **Director of Workforce, Continuing Education, and Economic Development** provides leadership for workforce programs and customized training initiatives to support business and industry partnerships. The Director also assists with the development of enrollment in both credit and non-credit workforce programs.
5. The **Director of the Academy for Teaching Excellence, Assessment, and Inclusion** coordinates faculty professional development and Pierpont's assessment efforts. The Director is also responsible for proposing initiatives to increase inclusion.
6. The **Coordinator of Counseling Services and Student Disability Issues** is responsible for providing support to and facilitating services for students who need special assistance under the *Americans with Disabilities Act* including psychological testing to determine a student's disability status.
7. The **Coordinator of the Board of Governor's Program (BOG)** reports to the Provost and is responsible for providing enrollment and advising services to prospective and enrolled students seeking the BOG degree and for monitoring their academic progress.
8. **Chief Judicial Officer** is responsible for providing due process for student conduct issues for incidents involving a breach in student code of conduct

Channels of Communication

Individual faculty members are responsible directly to the Program Coordinators and/or School Deans for standards of excellence and performance. Faculty have authority to influence academic policies through the various committees and the Faculty Senate.

Faculty Communication Channels. Faculty should present requests first to the Program Coordinator, then to the School Dean, then to the appropriate administrative officer, and finally, if necessary, to the President.

Faculty Senate Committees. Committees originate and function as described in the Faculty Senate Constitution.

Advisory Council of Faculty Representative. The Faculty elects, in odd numbered years, one of its members to serve a two-year term as a member of the State Advisory Council of Faculty (ACF). This Council provides the Board of Governors with advisory assistance by serving as a liaison to the WV Council for Community and Technical College Education, Chancellor and LOCEA, and represents the respective campus view of the faculties on matters of statewide concern, continuing communication, and coordinating the competencies of the various institutions for the advancement of higher education in West Virginia. The ACF member serves as ex-officio voting member of the Faculty Senate and presents an annual report to the Board of Governors.

FACULTY GOVERNANCE

The Constitution of the Faculty Senate of Pierpont Community & Technical College

PREAMBLE

Acknowledging the principle of faculty self-government and recognizing the responsibility of the faculty for the internal affairs of this institution, we, the faculty of the Community and Technical College, do adopt this Constitution to establish procedures whereby this responsibility can be discharged.

We accept the fact that the Board of Governors is charged with the responsibility of establishing policy with respect to the operation of the institution. Further, we recognize that the Board of Governors has placed upon the President of Pierpont Community and Technical College full authority and responsibility for its operation. It is within these limits that the faculty accepts its role of advisement to the President of the Community and Technical College on matters of institutional policy.¹

ARTICLE I. Name, Purpose, and Jurisdiction

Section 1. The name of this society shall be the Faculty Senate of Pierpont Community and Technical College.

Section 2. The Faculty Senate shall act as the principal agent of the Faculty of Pierpont Community and Technical College in policy determination.

Section 3. The areas in which the Senate shall be concerned are enumerated in Article I, Section 2 of the Constitution of the Faculty Senate of Pierpont Community and Technical College.

Section 4. In the event that any provision of this Constitution shall conflict with the Rules and Regulations of the Pierpont Community and Technical College Board of Governors (BOG), the rules of the Pierpont Community and Technical College BOG shall govern.

ARTICLE II. Membership

Section 1. The President of Pierpont Community and Technical College shall serve as a non-voting ex-officio member of the Faculty Senate.

¹ Approved by full faculty vote May 2007.
Constitutional Amendment approved by Senate January 2011.
Assembly to Senate name update September 2013

Section 2. Each School of the Community and Technical College shall elect Representatives according to the following distribution: two (2) at-large Representatives elected from each School by the entire Faculty of that School and one additional Representative for each five (5) faculty members in that School. Each School shall determine its own policy for selecting those Representatives. The School from which the Senate President resides may elect one additional Representative. The Advisory Council of Faculty (ACF) representative from the Community and Technical College shall serve as a voting ex-officio member of the Senate (W. Va. Code § 18B-6-3), and the Chair of the Admissions and Credits Committee and the Chair of the Curriculum Committee shall serve as non-voting ex-officio members of the Senate.

- a. All Representatives shall serve a term of two years, with each term beginning on the first day of July of each even-numbered year after April 2006. Representatives of the Faculty Senate are eligible to succeed themselves.
- b. In April of every even-numbered year the Executive Committee shall review the number and distribution of Faculty and make recommendations to the Faculty as to any adjustments to the total number of Representatives or the distribution thereof.
- c. If a vacancy in an unexpired term of an elected Representative occurs, it shall be filled by a special election in the appropriate School.
- d. The Senate President shall prepare a slate of candidates for the Community and Technical College ACF Representative and an alternate. The ACF faculty representative from the Community and Technical College shall be elected by the Community College Faculty of the whole in April of every odd numbered year (WV State Code 18B-6-1a). The elected ACF member shall serve as the co-chair for the Legislative Advocacy Committee.

Section 3. Two (2) Pierpont Community and Technical College students may serve as non-voting members-at-large in the Faculty Senate.

- a. One student will be an elected representative from the Non-Traditional Student Association, and one student will be an elected representative from Phi Theta Kappa, the honor society for the Community and Technical College.
- b. Non-Traditional Student Association and Phi Theta Kappa will notify the Senate President of their selections at the beginning of the academic year.
- c. The term of office for student members shall be, though not limited to, one academic year.
- d. One representative must be a full-time student.

- e. No student shall be eligible to become President, Vice President, or Secretary of the Faculty Senate.
- f. A vacancy in an unexpired student term may be filled by appointment of the Non-Traditional Student Association or the honor society's executive committee.

ARTICLE III. Officers

Section 1. The Senate shall annually elect from the body of its members the following officers: Vice President, Secretary, and one Executive Committee Member from each School. Each even numbered year, the Senate shall elect a President from among its members. The Senate President shall serve a term of two years and may serve no more than two consecutive terms as Senate President (W. Va. Code § 18B-6-3).

Section 2. The President of the Senate shall preside at the meetings of the Senate, call and preside at monthly meetings of the Executive Committee of the Senate, and serve as ex-officio member of all Community and Technical College and Joint Faculty committees. The President may select a Parliamentarian from the college faculty to serve with him/her during his/her term of office, but such Parliamentarian shall not vote in the Senate unless he/she is a member.

Section 3. The Vice President of the Senate shall preside in the absence of the Senate President and shall serve as a member of the Executive Committee of the Senate.

Section 4. The Secretary of the Senate shall maintain an up-to-date list of the Senate's membership, distribute the Senate agenda, record the proceedings of each meeting of the Senate, and distribute minutes of each Senate meeting to each member of the Faculty Senate and the Faculty. The Secretary shall also maintain appropriate files for retaining Senate records.

Section 5. The Executive Committee of the Senate shall affix the agenda and designate items of business as major or minor.

Section 6. A Senate officer must have been full-time faculty for at least three years.

Section 7. Senate officers will be elected at the last Senate meeting of the academic year.

ARTICLE IV. Meetings

Section 1. Regular meetings of the Senate shall be held monthly at times to be decided by the Senate.

Section 2. Special meetings may be called by the President of the Community and Technical College, or the President of the Senate, or upon the written petition to the President of the

Senate by any ten (10) members of the Faculty. Written notice of the time, place, and purpose of special Senate meetings shall be given to each faculty member at least forty-eight (48) hours in advance of each meeting.

Section 3. Unless otherwise provided in this Constitution, all proceedings shall be governed by *Robert's Rules of Order*.

ARTICLE V. Amendments

Amendments to this Constitution may be made by a two-thirds (2/3) vote of the Faculty Senate. Proposals for amendments must be circulated in writing to the total membership of the Faculty at least thirty (30) days before the Faculty vote is taken.

Faculty Senate By-Laws

ARTICLE I. Meetings

Section 1. Regular meetings of the Faculty Senate shall be held each month during the academic year on dates to be announced by the Executive Committee. A list of dates for such forthcoming meetings shall be published annually and distributed to each faculty member at least ten (10) days prior to the September meeting.

Section 2. The last regularly scheduled Senate meeting of each academic year, which shall follow the annual Academic School Senate elections, shall be held for the purpose of electing new officers for the next year. The meeting shall be called and chaired by the President of the outgoing Senate.

Section 3. The Representatives present at any meeting may, by a majority vote of those present, change the date for any subsequent meeting or call a special meeting.

Section 4. Members of the Pierpont Community and Technical College community with a direct interest in the business of any Senate meetings shall have the right to attend such meeting. They shall have the right, subject to the approval of the President of the Senate, to plead their case if they feel that their interests have not been properly presented.

Section 5. The physical presence of at least fifty percent (50%) of the members of their representative shall constitute a quorum.

Section 6. A Representative unable to attend a particular meeting may send a substitute from the same academic School who meets the requirements for Faculty Senate membership. The individual designated as the substitute shall assume the seat and vote for the absent member provided that notice of such substitution has been given to the Secretary of the Senate prior to the call to order of the meeting.

Section 7. Meetings of the Senate shall be conducted in accordance with the then current edition of *Robert's Rules of Order*, except as otherwise provided in the By-Laws.

ARTICLE II. Officers

Section 1. The Senate shall, by secret ballot, elect annually or whenever a vacancy exists, a Vice President, a Secretary, and one Executive member from each School. The term of office for the Vice President, Secretary, and Executive Committee members shall be one year except when an election is held to fill a vacancy in which case the period shall be for the unexpired part of the original term of office. These officers shall be eligible for re-election. The Senate President shall serve a term of two years and may serve no more than two consecutive terms as Senate President (W. Va. Code § 18B-6-3).

Section 2. The Executive Committee of the Senate, composed of the President of the Senate, the Vice President of the Senate, the Secretary of the Senate and one member elected by each School shall meet at least one time prior to each Senate meeting to prepare an agenda and to designate items of business as major or minor. The Executive Committee of the Faculty Senate will serve as a committee to coordinate relevant policies and procedures for Pierpont Community and Technical College.

ARTICLE III. Voting Procedure

Section 1. Policy recommendations shall be by majority vote of members present provided a quorum is constituted. Policy recommendations shall be effective after passage by the Senate and approval by appropriate administrative authority.

Section 2. The President of the Community and Technical College may interpose a veto on any Senate action, in which case, the Senate may direct the President of the Senate to invite the President of the Community and Technical College to present the rationale or reasons for the imposed veto. The President of the Senate has the responsibility of reporting the veto action to the Board of Governors at their next meeting.

Section 3. The President of the Senate is the presiding officer and as such shall not vote except in case of a tie vote.

Section 4. A written, secret ballot shall be used in all elections.

Section 5. A written, secret ballot shall be used to decide upon all major items of business unless there be a consensus to forego such procedure for a specific issue.

Section 6. On any matter before the Senate, three-fifths (3/5) of those members present shall be empowered to end debate.

ARTICLE IV. Faculty Committees

Rules of General Application

Section 1. Committees shall be established by the Senate as needed for the proper fulfillment of the functions as delegated to it by the Faculty of Pierpont Community and Technical College.

Section 2. Each committee shall meet at least once a year. The schedule of the assigned meeting times may be found in the Faculty Handbook.

Section 3. Members of standing committees shall be notified of meeting dates electronically by the committee Chair.

Section 4. All committee meetings will be open to all interested persons, unless in the opinion of the committee, a closed meeting is necessary to protect personal rights of privacy.

Section 5. Each committee shall keep adequate records of committee business. Matters of general importance to the Community and Technical College shall be reported promptly to the President of the Senate who will notify the President of the Senate when applicable.

Section 6. At the end of each academic year each committee shall send a written report of its activities in writing to the Executive Committee of the Senate. The Senate may request additional reports at any time.

Section 7. Committees shall be expected to conduct research, deliberate on policies, and make recommendations to the Senate relevant to their charge. All procedural or policy changes recommended by a faculty committee that affect our Community College instructional programs or Community College faculty welfare are subject to approval by the Senate and the Community and Technical College President and others as appropriate. All procedural or policy changes recommended by a faculty committee that affect Pierpont Community and Technical College as a whole are subject to approval by the Senate and the Community and Technical College President.

Section 8. Ex-officio members of standing committees shall not vote on committee matters.

Section 9. Whenever there is a joint meeting of committees of Pierpont Community and Technical College each committee will have equal representation.

Section 10. Should there develop a difference of opinion, principles, or policy in an inter-institutional capacity, an ad hoc mediation committee will be formed in accordance with guidance from the State and accrediting bodies to encourage the prompt and equitable settlements of all controversies or claims between Pierpont Community and Technical College. Any dispute will first be submitted in writing to the committee, who shall promptly

meet and confer in an effort to resolve such dispute through good faith consultations and negotiation.

This group will meet as a whole and select chairs or co-chairs of the group. They will discuss the situation and come up with possible resolutions to the situation. They will then take these resolutions back to each Institution and make recommendations. Faculty Senate will then deal with the options presented and, after discussion, vote concurrence or modify them with approved changes. The approved proposals will then be placed into a special ballot and voted on by full-time faculty. If the vote fails to resolve the issue, the matter will be referred to the Presidents.

ARTICLE V. Faculty Senate Committees

Purpose, Organization, and Function

Section 1. At least thirty (30) days prior to the last regularly scheduled Senate meeting of the academic year, the President of the Senate shall appoint a Nominating Committee consisting of one member from each School to provide a slate of proposed officers.

Section 2. At the regularly scheduled November Senate meeting, the President of the Senate shall appoint a Committee on Committees consisting of one member from each School designating one (1) of the nominees to serve as Chairperson. The Chairperson of the previous year's Committee on Committees shall be an ex-officio member of the Committee on Committees.

Section 3. Faculty members of the standing committees shall be nominated by the Committee on Committees or nominated from the faculty-at-large through elected Representatives with the exception of the following: Curriculum, Admissions and Credits, Faculty Development, and Academic Appeals. The first reading of the proposed committee assignments will be at the last regularly scheduled Senate meeting of the academic year; the second reading, at the first regularly scheduled Senate meeting of the following academic year.

Section 4. Student members who serve on Pierpont faculty standing committees shall have been elected as student representatives at-large from a Pierpont chartered student organization. Final selection will be determined by the Senate Executive Committee. No student representative shall be selected for the following committees: Academic Appeals, Faculty Development, Faculty Harassment Complaint, Faculty Mediation, Faculty Welfare, and Faculty Personnel.

Section 5. The Committee on Committees shall nominate faculty members to faculty committees. When naming ex-officio members where specified, the Committee on

Committees should consult with the designated Administrative Officer to determine whether that officer or a representative of that officer will serve in the ex-officio capacity.

Section 6. The Faculty Standing Committees shall be nominated by the Committee on Committees (itself a standing committee) and approved by the Senate. Other standing committees may be added at the discretion of the Senate.

Section 7. All faculty committees, separate or joint, shall be authorized by and answerable to the Senate as well as to the other bodies by which they are constituted. Faculty members serving on faculty committees shall be considered representatives of the general faculty or their designated constituents.

Section 8. Faculty Standing Committees

A. Academic Appeals Board. The student will follow the Academic Appeals procedure for the School in which they are enrolled. The Academic Appeals Board shall conduct an impartial investigation of any charges by students of prejudicial or capricious evaluation and recommend appropriate action. Grade appeals shall have been presented to the Program Coordinator, School Dean, and Provost prior to the presentation to the Academic Appeals Board and the written decision shall be sent to the Community and Technical College President, Provost, Dean, the instructor and the student involved.

The Academic Appeals Board shall be composed of twelve faculty members chosen by the Provost of the Community and Technical College from a list of eight faculty nominees from the Faculty Senate and eight faculty nominees from Phi Theta Kappa. These nominees are not to include Deans.

This Board shall judge all student grade appeals within the jurisdiction of the calendar year beginning September 1. At the start of each case, both the student and the instructor are entitled to dismiss two Board members from hearing their particular case. Board members may dismiss themselves from hearing a particular case with permission of the Board Chairperson. At least five Board members, after dismissals, must be present for a formal meeting of the Board.

The Academic Appeals Board will choose its Chairperson who shall preside at appeals during the year except where he/she is challenged, is a party to the appeal, or is otherwise unavailable. In such cases the Board shall elect a temporary Chairperson. Consonant with the rules of good order, the Board shall determine its own order of procedure and may call advisors if it desires. These rules shall afford the instructor the opportunity to respond to all charges made against him/her. In an appeal case both student and instructor shall submit a written statement to the Board no later than five class days in advance of the hearing. Each statement shall be made available to the

other party. Each party may have one advisor (faculty or student) from the academic community and may call witnesses to present information directly related to the appeal case.

The Academic Appeals Board shall conduct its hearing and deliberation in private. The Board shall keep an audio tape of information presented by the parties involved. This tape shall then be submitted to the appropriate administrative authority to be stored in a secure place until final resolution. The written decision of the Academic Appeals Board shall be sent to the appropriate administrative office.

Academic Appeals involving inter-institutional issues between Pierpont Community and Technical College will be decided according to procedures determined by the respective Presidents of the Institutions.

B. Admissions and Credits Committee. The Admissions and Credits Committee shall serve as a Faculty Advisory group to the Office of Registrar and the Office of Admissions. In the capacity, the Committee shall review policies and procedures proposed by the Registrar and the Office of Admissions and recommend any appropriate changes. This Committee shall be empowered to act upon individual cases involving admission, readmission, retention, and credits of students and shall also be empowered to render judgement on petitions for grade changes submitted by faculty and administration.

The Admissions and Credits Committee shall consist of three representatives from each Pierpont Community & Technical College School. Representatives will serve alternating two-year terms. During its April meeting in even years, the School of Business, Aviation, and Technology will elect two members to the committee to serve a two-year term beginning the following semester, and during its April meeting in odd years, the School of Business, Aviation, and Technology will elect one member to the committee to serve a two-year term beginning the following semester. During their April meetings in even years, the School of General Education and Professional Studies and the School of Health Sciences will elect one member to the committee to serve a two-year term beginning the following semester, and during their April meetings in odd years, the School of General Education and Professional Studies and the School of Health Sciences will elect two members to the committee to serve a two-year term beginning the following semester.

The Registrar, the Director of Admissions and Recruiting, and the Representative from the President's office shall be ex-officio members of the committee.

C. Curriculum Committee. The Curriculum Committee shall:

1. Review the initial decisions concerning curriculum changes as reported by the Representative from the President's office of the Community and Technical College;
2. Hear any appeals from faculty concerning disposition of curriculum proposals;
3. Undertake research into the successes and failures of the Institutional curriculum; and
4. Develop policy guidelines that will assist the Institution in curriculum development.

All four functions of the committee will result in recommendations reported to the Faculty Senate for Final Action.

The Curriculum Committee shall consist of three representatives from each Pierpont Community and Technical College School. Representatives will serve alternating two-year terms. During its April meeting in even years, the Schools of Business, Aviation, & Technology will elect two members to the committee to serve a two-year term beginning the following semester. During their April meetings in even years, the School of General Education & Professional Studies and the School of Health Sciences will elect one member to the committee to serve a two-year term beginning the following semester, and during their April meetings in odd years, the School of General Education & Professional Studies and the School of Health Sciences will elect two members to the committee to serve a two-year term beginning the following semester.

At the beginning of each academic year the President of the Senate shall convene and preside over the first meeting of this committee, for the purpose of electing a committee chair from the membership to serve a one-year term. The Representative from the President's office of the Community and Technical College and the Registrar shall serve as ex-officio members of the committee.

D. Faculty Development Committee. The Faculty Development Committee shall:

1. Publicize and solicit applications for Faculty Development grants and select the recipients for final approval by the Administration; and
2. Coordinate with the Administration in seeking funds for these and similar activities.

The Faculty Development Committee shall consist of three representatives from each Pierpont Community & Technical College School. Representatives will serve alternating two-year terms. During its April meeting in even years, the School of

Business, Aviation, and Technology will elect two members to the committee to serve a two-year term beginning the following semester, and during its April meeting in odd years, the School of Business, Aviation, and Technology will elect one member to the committee to serve a two-year term beginning the following semester. During their April meetings in even years, the School of General Education and Professional Studies and the School of Health Sciences will elect one member to the committee to serve a two-year term beginning the following semester, and during their April meetings in odd years, the School of General Education and Professional Studies and the School of Health Sciences will elect two members to the committee to serve a two-year term beginning the following semester. Each School at its April meeting of the academic year shall elect its one member to the committee for a two-year term to begin the following semester. In the event a committee member is unable to complete the two-year term, the Faculty Senate Executive Committee will appoint a replacement from a recommendation from the School to fill the unexpired term. At the beginning of each academic year, the Senate President shall convene and preside over the first meeting of this committee for the purpose of electing a chairperson to serve a one-year term of office. In the event a committee member applies for a Faculty Development grant, the Executive Committee shall appoint a substitute from that academic unit during the period of deliberation. An Administrative Representative shall serve as an ex-officio member of the committee.

E. Faculty Harassment Complaint Committee. The Faculty Harassment Complaint Committee, a panel of twelve drawn from the faculty shall conduct a formal hearing and make a recommendation to the Representative from the President's office in accordance with the Institutional Harassment Policy in any case in which a faculty member is the respondent.

The Faculty Harassment Hearing Committee shall consist of five faculty members drawn from a panel of twelve faculty members in accordance with the committee procedures that follow. This committee shall (1) conduct a formal hearing and (2) make recommendations to the Representative from the President's office.

Procedures

1. The Representative from the President's office of the Community and Technical College shall strike three faculty members from the panel of twelve members and then furnish the complainant and the faculty member who is respondent a list of nine faculty members with instructions that each strike two names and return the list to the Representative from the President's office within ten days.
2. If for any reason the faculty member and the complainant fail to strike or strike the same faculty, the Representative from the President's office shall, within five days,

strike a sufficient number to reduce the members to five, who shall constitute the formal hearing committee.

3. The Representative from the President's office shall promptly notify the five members in writing that they have been selected to constitute a formal hearing committee and that they are responsible for selecting one of their membership to be chairperson. The Representative from the President's office shall designate a time and place for their meeting to make such selection and to set a date for the hearing.
4. The chairperson shall give notice by certified mail to the concerned persons of the time and place for the hearing. Notification of the hearing must be received by concerned persons at least ten days prior to the hearing date.
5. The hearing shall be conducted with as little delay as possible.
6. The hearing committee shall hear such proof of facts as may be deemed proper and reasonable. The complainant and the faculty member shall have the opportunity to submit evidence relevant to the complaint.
7. Witnesses shall be examined under oath in the manner and form and in the order designated by the Committee.
8. The complainant and the faculty member shall have the right to have an advisor or legal counsel at their own expense.
9. Formal rules of evidence shall not apply in such hearings.
10. Testimony shall be recorded.
11. As soon as practicable after the hearing, the hearing committee shall deliver to the Representative from the President's office the audio tape of the testimony, the summary of the hearing, and the findings and recommendations of the committee.
12. If the claim of harassment is considered to have been verified, the Representative from the President's office shall recommend an appropriate sanction or sanctions to the President.
13. Faculty grievance procedures set forth in the Faculty Handbook may be used to appeal imposed sanctions.

14. Faculty Harassment Complaints involving inter-institutional issues between Pierpont Community and Technical College will be decided according to procedures determined by the respective Presidents of the Institutions.

F. Faculty Personnel Committee. The Faculty Personnel Committee shall:

1. Make recommendations directly to the President of Pierpont Community and Technical College concerning tenure, promotion in rank, and sabbaticals;
2. Handle the business directed to it by the Faculty Senate Executive Committee.

The Faculty Personnel Committee shall consist of five faculty members, with one representative from each school preferred. Only faculty holding the rank of Professor shall be eligible to serve on the Faculty Personnel Committee. Deans will be eligible only if necessary. The Representative from the President's office shall serve as an ex-officio member of the committee.

G. Faculty Welfare Committee. The Faculty Welfare Committee shall make recommendations for the welfare of the faculty to the Faculty Senate. The Faculty Welfare Committee shall consist of at least one member from each School, not to exceed ten (10) total members. The Representative from the President's office shall serve as an ex-officio member.

H. General Studies Committee. The General Studies Committee will review and recommend the appropriate courses of study to accommodate the requirements of W. Va. Code R. § 135-7-1 et seq. and program needs. This committee will be responsible for generating and updating a profile of a Pierpont graduate. The committee will consist of at least one member from each School.

I. Institutional Review Board. In compliance with all applicable Federal, State, and Institutional guidelines and policies, the Institutional Review Board shall:

1. Examine the effectiveness and progress of testing programs and recommend any needed alternatives
2. Function as the official institutional agency for reviewing and insuring the ethical and legal use of humans and animals in the normal course of conducting institutionally related research.

The Institutional Review Board shall consist of five member who have completed the Responsible Conduct of Research (RCR) training. The Representative from the President's office shall serve as an ex-officio member of the committee.

J. Legislative Advocacy Committee. The Legislative Advocacy Committee shall:

1. Keep faculty informed concerning higher education legislation as it is proposed and as it proceeds through the legislative process.
2. Disseminate membership lists of legislative committees and addresses of pertinent legislators.
3. Work in cooperation with similar committees on the other state college and university campuses.
4. Survey and collate information and opinions of faculty and forward them to the Advisory Council of Faculty for inclusion in proposed legislative packages.
5. Work with ex-officio members to coordinate Pierpont's institutional agenda for the state's Higher Education Day.
6. Designate the Legislative Advocacy Committee Chair as an Alternate ACF Representative.

The Legislative Advocacy Committee shall consist of at least one person from each School and two ex-officio members: the current Advisory Council of Faculty representative and a representative from the President's office. Total membership of the committee is not to exceed ten (10).

K. Library Committee. The Library Committee shall:

1. Study library needs in view of the academic programs.
2. Advise the librarian on matters of general library policy, the development of library resources, allocation of library budget, and upon means which may best integrate the library program with other academic activities of the College.
3. Serve as a liaison group between the faculty and the librarian.

The Library Committee shall consist of one member from each School. The Director of the Library shall serve as an ex-officio member.

L. Student Financial Aid Committee. The Student Financial Aid Committee shall:

1. Hear and review student financial aid appeals.
2. Review and recommend plans of action for any student not meeting financial aid guidelines.

The Student Financial Aid Committee shall consist of interested faculty, not to exceed ten (10) members. The Director of Financial Aid shall serve as an ex-officio member.

M. Student Hearing Board. The Student Hearing Board shall hear student discipline cases, as directed by the Vice President for Student Affairs in accordance with procedures outlined in the Student Handbook. A hearing panel consisting of the chairperson of the Student Hearing Board (who will not vote), three additional faculty and two students will be selected from the Student Hearing Board membership. After hearing all related evidence, the panel shall by secret ballot render a decision and, if guilty, recommend an appropriate penalty to be implemented by the Associate Vice President for Student Services. The student may appeal the decision, following the procedure specified in the Student Handbook.

The Student Hearing Board shall consist of ten (10) faculty members from Pierpont Community and Technical College. The Student Hearing Board, in hearing a case, shall consist of the chairperson of the Student Hearing Board or a substitute, two faculty members from the Student Hearing Board, and two appointed students.

M. Bookstore Advisory Board. The Bookstore Advisory Board shall consist of two students, one from Pierpont and one from FSU, four faculty members, two from Pierpont and two from FSU, two administrators, one from Pierpont and one from FSU, two staff members, one from Pierpont and one from FSU, and a Bookstore employee. The Bookstore manager and FSU Vice President of Administration and Fiscal Affairs serve as ex-officio members.

Faculty serve two-year terms and are appointed in staggered years. Faculty may be reappointed to serve an additional two-year term.

The purpose of the committee is to serve in an advisory capacity and is responsible for the general oversight of the performance of the bookstore and general assessment of the degree to which the bookstore is meeting the needs of the institutions.

ARTICLE VI. Amendment of By-Laws

Amendments of By-Laws of the Faculty Senate shall be made only at a regular meeting thereof, by a two-thirds (2/3) vote of the Faculty Senate. No proposition to amend shall be acted upon unless written notice thereof has been given to the President of the Senate at least thirty (30) days prior to the meeting. A copy of such a proposition shall be embodied in the call for the next regular meeting, and a copy shall be sent to each Senate member at least ten (10) days before the date of the next regular meeting at which time the amendment will be presented for Senate action.

ARTICLE VII. Votes of Confidence or No Confidence

On those rare occasions when the faculty may wish to express a formal opinion regarding their administration, the faculty may call for a vote of confidence or no confidence. Although the vote is not binding and is not a personnel recommendation, a vote of confidence or no confidence is nonetheless an important statement of the sense of the faculty. The results of the vote will be reported to the President, the Provost, or the Board of Governors when the administrator is the President of the College. A vote of confidence or no confidence may be taken with respect to an administrator no more than once every twelve (12) months.

- I. Statement of Support or List of Grievances.
 - A. Request for Vote. Faculty may pursue one of two procedures for calling for votes of confidence or no confidence. The request for a vote may originate in Faculty Senate or by petition of Faculty.
 1. Motion by Senator. At any meeting of the Faculty Senate, a Senator may move the meeting into Executive Session and call for a special meeting of the full-time Faculty for the purpose of holding a vote of confidence/no confidence in a college-wide administrator.
 - a. Executive Session. The Senator presents reasons for support or outlines grievances to the Senate in executive session.
 - b. Secret Ballot. The Senate votes by secret ballot whether to proceed with a formal statement of support or list of grievances.
 - c. Majority Vote. If a Senate majority votes to proceed with a formal statement of support or list of grievances, then the process continues. If a Senate majority votes against proceeding, then the process ends.
 2. Petition by Faculty. Any member of the Faculty, as defined by the College, may call for a vote of confidence/no confidence in a college-wide administrator by presenting a petition by signature to the Faculty Senate President. Only full-time faculty members of the College are eligible to sign a petition.
 - a. Statement of Reasons for Petition. The petition to conduct a vote of confidence/no confidence shall contain a statement of reasons for calling for the vote.
 - b. Signatures. For a vote to occur, the petition presented must be signed by at least the number of Faculty required to call a special meeting of the Faculty Senate, as set forth in the Constitution of the Faculty Senate of Pierpont Community & Technical College.

- c. Separate Copies. Each signatory shall sign a separate copy of the petition so that each person submitting a petition has no knowledge of the others who have signed the petition.
- d. Verification and Certification. The Faculty Senate Secretary will verify the signatures, reporting to the Faculty Senate President, who will certify that proper procedure has been followed and then will immediately destroy all signatures.

II. Formal Statement of Support or Complaint

- A. Special Session of Executive Committee. The Faculty Senate President will call a Special Session of the Executive Committee to
 - 1. Draft a formal
 - a. Statement of support that addresses the administrator's duties and reasons for faculty support, or
 - b. Complaint that addresses the administrator's duties and identifies the faculty's grievances.
 - 2. Draft notice of the vote.
 - 3. Prepare a sample ballot.
 - 4. Identify full-time faculty eligible to vote.
 - 5. Propose a plan and timeline for voting.
- B. Special Executive Session of Faculty Senate. The Faculty Senate President will call a Special Executive Session of the Faculty Senate to present the formal statement of support or complaint of grievances.
 - 1. Secret Ballot. The Senate will vote by secret ballot whether to approve the formal statement of support or complaint of grievances.
 - 2. Majority Vote. If the majority votes to approve the statement of support or the complaint, together with the voting procedure, the process continues. If the majority votes against approving the statement of support or the complaint, the Senate will revise the statement of support or the complaint until a majority does approve. If, after three revisions, the Senate is unable to agree on a statement of support or the complaint, the process ends.

- C. Notification. Once the statement of support or the complaint has been approved, the Executive Committee will then notify Faculty that a vote of confidence/no confidence has been called for and will be scheduled. A copy of the statement of support or the complaint shall be attached to the notification.

III. Voting.

- A. Distributing the Ballot. The Faculty Senate Executive Committee shall distribute a ballot containing the full text of the statement of support or the complaint of grievances to all eligible faculty voters.
- B. Voting Choices. Using the ballot, eligible faculty may vote "confidence" or "no confidence" in the administrator.
- C. Secret Ballot. The vote will occur by secret ballot, following the plan outlined by the Executive Committee and approved by the Faculty Senate.
- D. Voting Period. The voting period will not exceed ten (10) instructional days from the date of distribution of the ballot to eligible faculty.

IV. Reporting the Results.

- A. Reporting Period. Within five (5) business days after the completion of voting, the Faculty Senate Executive Committee will prepare a written report of the results.
- B. Report of the Vote. The Faculty Senate President shall provide a written report to the administrator, the administrator's immediate supervisor, and other interested parties as determined by Faculty Senate. The report of the vote shall include the following:
 - 1. The number of Faculty who were eligible to vote;
 - 2. The number of Faculty who voted;
 - 3. The number of Faculty who voted "confidence" in the administrator; and
 - 4. The number of Faculty who voted "no confidence" in the administrator.
- C. Meeting with Supervisor. Regardless of the outcome of the vote, the administrator's direct supervisor shall be invited to meet in executive session with the Executive Committee of the Faculty Senate, as appropriate, to discuss the reasons for the vote and the results of the vote.

Faculty Senate Rules of Order

- I. The Executive Committee, established within the Senate, shall be composed of the President of the Senate, who shall be its chairperson; the Vice President of the Senate; the Senate Secretary, who shall be its secretary; and one member from each School, elected by the Senate. These members shall be elected for a term of one year, and no elected member may serve more than three (3) consecutive terms. It shall be the duty of the Executive Committee to:
 - A. Arrange the agenda for Senate meetings.
 - B. Serve as a channel through which any member of the Faculty may introduce matters for consideration by the Senate.
 - C. Assist in carrying into effect the rules, regulations, and actions of the Senate.
 - D. Act for the Senate on an emergency basis between meetings of the Senate, such action to be reported for confirmation at the next Senate meeting.
 - E. Recommend to the Senate rules of procedure and interpretation of the Faculty Senate Constitution.
 - F. Prepare and submit reports on the work of the Senate to the President of the Community and Technical College and Faculty.
 - G. Formulate amendments to the By-Laws and Constitution as warranted and present such amendments to the Faculty Senate for ratification.
- II. Any matter introduced in the Senate will be classed as either major or minor legislation. This classification will be made by the Executive Committee for items placed on the agenda and by the chair for items introduced from the floor. However, a classification may be changed by a majority vote of the Senate members present.
 - A. An item classed as minor legislation may be discussed, amended, and disposed of at the meeting in which it is introduced.
 - B. An item classed as major legislation will require two (2) meetings for final disposition. At the first meeting, major legislation may be discussed but not amended.

Discussion shall be terminated by a majority vote to pass the item to a "second reading" at the next meeting. At the next meeting (either regular or special), the item may be discussed, amended, and moved to final disposition.

III. Any duly elected representative of the Senate who is temporarily appointed to an acting administrative position shall not be removed from voting membership in the Faculty Senate unless the acting position of the title is made permanent. If said Senate member is a member of the Senate Executive Committee, he or she shall resign as a member of the Executive Committee.

Faculty Meetings: Days and Times

Faculty meetings are held at least two times during the year, and the Senate or College President may call special meetings at any time. Faculty meetings are announced electronically. The following meeting days and times have been reserved for certain faculty and institutional groups:

Academic Appeals	TBA	TBA
Admissions and Credits	Third Friday	2:00 p.m.
Board of Governors	Third Tuesday	2:00 p.m.
Curriculum	Third Friday	Noon
Faculty Development	Third Thursday	12:30 p.m.
Faculty Harassment Complaint	TBA	TBA
Faculty Senate	Second Friday	1:00 p.m.
Faculty Senate Executive	First Thursday	12:30 p.m.
Faculty Welfare	Fourth Friday	2:00 p.m.
Institutional Review Board	TBA	TBA
Library	TBA	TBA
President's Council	2 nd and 4 th Mondays	10:00 a.m.
School Meetings	First Friday	Varies by school
WVCTC Council	TBA	TBA
Ad Hoc Committees	TBA	TBA

FACULTY EMPLOYMENT PROCEDURES

See *Series 9* (W. Va. Code R. § 133-9-1 et seq.) for the West Virginia Higher Education Policy Commission (WVHEPC) policy on academic freedom, professional responsibility, promotion, and tenure.

Credentials

At the time of employment each faculty member must submit to the Office of Academic Affairs an application, resume and an official transcript(s) of all undergraduate and graduate credits. Additional credits subsequently earned should be verified by official transcript(s) received by the Provost. To be acceptable, all credits and degrees must be earned at institutions accredited by nationally recognized regional or professional agencies. New resumes should be submitted every three years or upon promotion or degree attainment. For full-time part-time faculty hired within Schools or by locations, the Administrative Assistants or Program Managers are responsible for securing the faculty resume, official transcripts and signed contract (part-time faculty only), preparing a folder and delivering the folder to the Office of Academic Affairs, before the start of term. All credentials should be on file and approved by the Program Coordinator, School Dean, and Provost.

Completion of Degrees

General Education Faculty. General Education Faculty should possess credentials equivalent to a master's degree in the field or a master's degree plus 18 graduate credits in the field or discipline of study.

Technical Program Faculty. Technical program faculty should possess a degree one level above the program in which they are teaching or in rare cases a degree at the level they are teaching, with additional approved national recognized certification and demonstration of expertise.

Expectations. Faculty members who have not completed a master's or terminal degree are expected to do so within a reasonable period of time and have a plan in place for completion. Faculty teaching in terminal technical programs with less than a master's degree or a degree one level higher than the program in which they are teaching will hold extensive licensure and certifications appropriate to the position and demonstrate a high level of expertise in the area of study.

Appointments and Contracts

Faculty appointments for each academic year are made by the Higher Education Policy Commission upon recommendation of the President. Every full-time faculty contract shall be in writing for a term of no greater than three fiscal years but, based on rank and Series 9 (W.

Va. Code R. § 133-9-1 et seq.), may be for part of a year in accordance with and in compliance with the annual institutional budget.

Definitions

Academic Track (Promotion)	Promotion track designed for eligible faculty whose background is primarily academic.
Appointment	Length of position time granted to faculty personnel according to job advertisement, classification, position, performance, and Series 9 description. Varies with classification.
Classification	Type of faculty position in job description, may be tenured, tenure-track, clinical track, instructional specialist, term, non-tenure-track (Series 9)
Contract	Written document provided to full-time faculty personnel as required by Series 9 and in compliance with annual institutional budget, for the position description/detail.
Rank	
Tenured/tenure track/term	Includes Professor, Associate Professor, Assistant Professor, or Instructor
Instructional Specialist	Includes Professor, Associate Professor, Assistant Professor, or Instructor/Instructional Specialist
Clinical-Track	Includes Professor, Associate Professor, Assistant Professor, or Instructor/Health Career Designation
Non-tenure Track	Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Assistant
Technical Track (Promotion)	Promotion track designed for eligible faculty whose background is primarily technical

Appointment Lengths

Appointment	Description	Appointment Length*
Tenured	Annual	Continuous
Tenure-track	Annual	Not to exceed 7 years
Term	Renewable annually if in good standing	First Appointment - 1 year Second-Fourth Appointments - 1 year Fifth Appointment - 3 years
Instructional Specialist		See term description
Non-tenure track	Annual	Variable
Grant-funded	Variable	Varies with terms of the grant

*Note: The appointment lengths listed above are the maximum contract term permissible for each appointment type. The length of any appointment is within the sole discretion of the President, and no given number of term appointments shall create the presumption of a right to appointment of tenure-track or tenured faculty or a right to an additional contract.

Full-Time Faculty

Full time faculty (1.00 FTE equivalent) appointments are made by the Pierpont Community and Technical College Board of Governors upon recommendations of the President for each academic year. The academic year begins in August and extends to mid-May. Faculty members leaving at the end of the first semester are paid for four and one-half months.

Notices of employment, which indicate the terms of employment, are issued to each faculty member. A form is attached for the individual's signature if the appointment is accepted. This form must be returned to the Provost within ten days of receipt.

Full-time faculty renewable appointments (other than tenured or tenure-track) are issued based on Series 9 standards. Faculty in good standing may build on appointment time if considered for renewal.

Faculty Employed Beyond Normal Nine-Months

Faculty members employed for more than a nine-month period, but less than twelve months, follow the same schedule as regular faculty members when school is in session. When school is closed or during periods when they are not teaching classes, they follow the same

schedule as that maintained by the administrative offices throughout the period of their official appointment. Faculty members employed for twelve months follow the same work schedule (calendar) as that maintained by the administrative offices and are accountable for adhering to faculty responsibilities and administrative calendars.

However, for some such faculty, the nature of the work requirements precludes the possibility of performing the necessary responsibilities within prescribed clock hours. For such faculty, a description of the deviation should be filed with the School Dean, Provost, or other individual to whom the faculty is directly responsible, and approved by that person and the President of the college.

Contact to Credit Hour Conversion

For practica/clinical and unpaid internship credit, the contact time that equates to one credit hour must meet a minimum of 37.5 hours. The 37.5-hour calculation takes the total contact (clock) hours, divides the total by 37.5, and then rounds down any fraction. The maximum total contact hours will not exceed the range of 45 to 60 hours of work per semester for one credit hour.

Paid internships or apprenticeships are determined between the supervising faculty and industry supervisor at the cooperating site. The credit formula is the same as the practica/clinical and unpaid internships for minimum credit hour (total hours/37.5, then round down). However, maximum contact hours may be exceeded and are based on the industry agreements with the program of study.

Assignment of Additional Academic Duties

Because the performance of duties beyond the regular classroom assignment plays a direct role in the faculty's opportunity for promotion, salary increases, and professional esteem, such assignments should be made fairly and equitably.

To achieve this end, the following standards should be observed:

1. When the need for performance of additional duties arises, the Provost or President will announce the exact nature of the assignment, identify qualifications necessary for its accomplishment, and solicit expressions of interest from the faculty of the appropriate School or Schools.
2. In making selections, the Provost or President may do so based on ability alone. Equal opportunity will be accorded to all faculty, regardless of their race, religion, sex, age, or ethnic origin.

3. In cases when more than one person has the necessary expertise to perform an assignment, the President will attempt to distribute extra duties equitably among members of the faculty.
4. The President is not obligated to make assignments to those faculty who have demonstrated their unwillingness or inability to perform such duties.

Regional Campuses

Regional campus classes should be developed as an integral part of institutional programming following the academic standards set for campus instructions.

Annually Deans and Faculty will determine and agree on a load of work to be performed on each campus. As often as possible, full-time faculty should be assigned to Regional campus classes as part of the regular teaching load.

Academic qualifications of part-time faculty should be commensurate with those of full-time faculty and meet Higher Learning Commission standards.

When staffing from above cannot be provided, a full-time faculty member may be assigned one course on an overload basis excluding independent study projects, each semester.

PROMOTION, TENURE, SABBATICAL LEAVE, AND SEPARATION

Promotion

Criteria and Guidelines for Promotion in Rank

In accordance with WVCTCE Series 9 (W. Va. Code R. § 135-9-7), promotion in rank is granted to faculty by the President of the College. Faculty who are assigned administrative or staff duties and who hold rank may also qualify for promotion. Applications for promotion must be prepared and submitted according to established procedures. All education requirements for promotion must be completed prior to consideration of the application.

The Faculty Personnel Committee evaluates applications and supporting documentation and then submits its recommendations for promotion to the Provost who forwards the recommendations to the President. Evaluation for promotion is based on requisite academic preparation and experience and on appropriate levels of excellence in professional performance and service for each rank

Pierpont does not grant promotion routinely or deny promotion capriciously, but in no case is promotion to a higher rank automatic when a faculty member fulfills the minimum requirements.

Procedure for Applying for Promotion

A faculty member seeking promotion in rank initiates the procedure by submitting the required application and relevant supporting documents including resume to the School Dean on or before November 15. The Dean completes the evaluation form for the applicant and submits it, along with the application and supporting documents to the Office of Academic Affairs by December 1.

Evaluations of the applicant by two peers within the Community College are required; one peer is to be chosen by the applicant and one by the School Dean. Each peer must submit his/her evaluation directly to the Provost by the first working day in December.

The Provost verifies that official transcripts support the applicant's qualifications and forwards the application and supporting documents to the Faculty Personnel Committee for its consideration and recommendation. After deliberation, the Committee sends its report directly to the Provost and the Committee chair notifies the faculty member that the Committee has forwarded the recommendation. The President, in consultation with the Provost, makes the final determination and notifies the applicant.

Supporting Documents

The faculty member applicant must demonstrate evidence of teaching effectiveness, scholarship, and service. The following materials represent what the applicant should, as appropriate, include in a supporting electronic portfolio:

- A. An evaluation of the faculty member's performance by his/her administrative head.
- B. An evaluation of the faculty member's performance by a colleague designated by the administrative head.
- C. An evaluation of the faculty member's performance by a colleague selected by the faculty member.
- D. Evaluations of teaching (based on classroom observation) completed by students, peers, and administrative lead.
- E. A representative sample of course syllabi for courses taught.
- F. Reprints of published articles or copies of conference programs listing papers presented or abstracts of papers presented.
- G. Specialized course materials, particularly those that incorporate instructional technology (computer-based courseware, tutorials, laboratory exercises, etc.).
- H. Evidence of involvement in curriculum development and/or accreditation activities.
- I. Evidence of excellence in clinical, technical, or professional practice.
- J. Evidence of professional recognition (teaching, research, professional service awards).
- K. Record of instructional and research grants awarded.
- L. Any additional material the faculty member may wish to submit.

Professional Performance and Service

An applicant who successfully meets academic preparation and experience requirements will then be evaluated for promotion on the quality of professional performance and service appropriate for each rank.

Primary consideration will be given to that professional performance and service rendered since the attainment of the current rank. The evaluative criteria include:

- A. Excellence in teaching (classroom performance; development or revision of courses or curriculum; development of new or modified forms of instruction appropriate to course content and students).
- B. Accessibility to students, including advising.
- C. Professional and scholarly activity and recognition.
- D. Significant contribution and service to the college.
- E. Significant contribution and service to one's School.
- F. Evidence of continual professional growth.
- G. Publications and research.
- H. Service to the people of the state of West Virginia.

These criteria are qualitative. The committee's expectations of the caliber and extent of professional performance and service will vary depending on the level of the promotion requested: the higher the rank, the more substantive the performance and service.

The Faculty Personnel Committee will evaluate all aspects of the application and use objective and professional judgement to determine the merits of each application.

Standards for Academic Rank and Promotion

Academic Preparation and Experience

General Statement

Promotion in academic rank is granted based on performance, but usually also requires a minimum length of service. It is the responsibility of the applicant to have complete transcripts on file in the President's office prior to applying for promotion. All degrees and credits must be earned at institutions accredited by nationally or internationally recognized regional and professional agencies and must be verified by official transcripts. Deficiencies in academic preparation, professional experience, and/or applications procedures render one ineligible for consideration for promotion.

Faculty applying for promotion may pursue the Academic Track or the Technical Track. The Academic Track is designed for those faculty whose academic credentials and occupational experience reflect expertise in their specific field and who have more academic or teaching experience than occupational experience. The Technical Track is designed for those faculty with professional, business and industry credentials and occupational experience reflecting expertise in their specific field and who have limited academic or teaching experience.

Faculty may move from one track to the next when they seek promotion providing, they meet the minimum criteria for the rank to which they are applying.

Faculty are encouraged to seek advanced degrees. Therefore, for faculty holding an earned doctorate and applying for promotion, a reduction in years of college teaching experience and years of teaching experience in previous rank will be considered for advancement.

The number of applicants who are approved for promotion in any given year will be determined both by the quality of the applications and by budgetary restrictions. Promotions in academic rank are permanent. A 10% salary increase will accompany each promotion in academic rank (W. Va. Code § 18B-8-2d).

A. Senior Level Positions

Senior level position is designed to honor and reward veteran faculty members who have long held the highest rank open to them - Associate or Full Professor - and have continued and enhanced the exceptional teaching, scholarship, and service that they demonstrated in earning their earlier promotions. Since no faculty member can ever be promoted to both Senior Levels, Associate Professors who are or will be eligible for promotion to Professor may NOT apply for the Associate Professor/Senior Level.

To be eligible to apply for promotion to the rank of Professor/Senior Level, a faculty member must meet the following minimum requirements:

- To apply for the Professor/Senior Level, a faculty member must have 18 years of college teaching (or equivalent professional experience) AND have a minimum of 8 years of teaching experience as a Professor in the institution.
- To apply for the Associate Professor/Senior Level, a faculty member on the academic track must have 14 years college teaching (or equivalent professional experience) AND have a minimum of 8 years teaching experience as an Associate Professor at the institution. A faculty member on the Technical track must have 16 years of combined college teaching (or equivalent professional experience) AND have a minimum of 8 years teaching experience as an Associate Professor at the institution.

For the Professor/Senior Level and Associate Professor/Senior Level, the education requirements and the criteria for evaluation are identical to those in the corresponding academic rank.

The procedures to apply for senior level positions are as follows:

1. Eligible applicants must submit a detailed letter citing their achievements since their last promotion to the Office of Academic Affairs. The Office of Academic Affairs will deliver the evidence to the Personnel Committee. Applicants must demonstrate

sustained excellence in teaching, service, and research/creativity. Applicants may submit whatever proof of excellence they wish (results of student evaluations would be the most useful) although the portfolios that applicants must generate for current ranks are not required. Applicants should submit adequate evidence to effectively demonstrate sustained excellence in teaching, service and scholarship since last promotion.

2. The applicant's Dean must also submit a letter supporting the application and attesting to the applicant's eligibility for the Senior Level and his/her achievements. If a Dean applies for a Senior Level position, the letter must come from his/her superior.
3. The Provost will send the applications to the Faculty Personnel Committee, which will in turn send its recommendations to the Provost and President for final approval.

B. Professor

To be eligible to apply for promotion to the rank of professor, a faculty member must meet the following minimum requirements:

1. Professional Preparation—Academic and Technical Tracks:
 - a. Hold a master's degree in the discipline or related field; plus completion of an additional fifteen (15) graduate semester hours OR comparable professional training in the discipline or related field
 - b. Have the appropriate national certification, specialist certification, professional training or equivalent^{*2}
 - c. Have ten (10) years of college teaching experience or the equivalent occupational experience
 - d. Have a minimum of three (3) years teaching experience at the Associate Professor rank acquired at Pierpont Community and Technical College. An application for promotion to Full Professor will rarely be successful until the candidate has completed six years in the rank of Associate Professor.^{**3}

AND

² *The appropriate national certification, specialist certification, professional training, and occupational experience will be identified at the School level and will be subject to approval by the Faculty Senate and Administration for Accreditation purposes.

³ ** Promotion to Professor is granted based on performance, not length of service, but will rarely be granted until the applicant has completed six years in the rank of Associate Professor.

2. Demonstrate scholarly excellence. Scholarship will be broadly defined to include the scholarship of teaching (with recognition for the inclusion of educational technology into instruction), integration, and application; the development of new courses and/or laboratories; creative exhibits, performances, and/or presentations; as well as scholarship of discovery (e.g., publications in nationally or internationally recognized professional journals, professional awards or honors, professional papers delivered at national or international conferences, services as consultant to nationally or internationally recognized groups or agencies), which is not required but significantly contributes to demonstrating professional scholarly excellence.
3. In addition, promotion to Professor is granted based on excellent performance in the areas of teaching, professional activities, and service for two (2) successive years prior to promotion.

C. Associate Professor

To be eligible to apply for the rank of associate professor, a faculty member must meet the following minimum requirements:

1. Professional Preparation

Academic Track

- a. Hold a master's degree in the discipline or related field; plus completion of an additional nine (9) graduate semester hours OR comparable professional training in the discipline or related field
- b. Have the appropriate national certification, specialist certification, professional training or equivalent*⁴
- c. Have six (6) years of college teaching experience or equivalent occupational experience
- d. Have a minimum of three (3) years teaching experience at the Assistant Professor rank acquired at Pierpont Community and Technical College. Normally, an

⁴ *The appropriate national certification, specialist certification, professional training and occupational experience will be identified at the School level and will be subject to approval by the Faculty Senate and Administration for Accreditation purposes.

applicant for promotion to Associate Professor will be successful only after the candidate has completed six years in the rank of Assistant Professor.**⁵

Technical Track

- a. Hold a bachelor's degree in the discipline or related field; plus completion of an additional nine (9) graduate semester hours OR comparable professional training in the discipline or related field
- b. Have the appropriate national certification, specialist certification, professional training or equivalent*
- c. Have eight (8) years of college teaching experience or equivalent occupational experience
- d. Have a minimum of three (3) years teaching experience at the Assistant Professor rank acquired at Pierpont Community and Technical College. Normally, an application for promotion to Associate Professor will be successful only after the candidate has completed six years in the rank of Assistant Professor**

AND

2. Demonstrate scholarly excellence. Scholarship will be broadly defined to include the scholarship of teaching (with recognition for the inclusion of educational technology into instruction), integration, and application; the development of new courses and/or laboratories; creative exhibits, performances, and/or presentations; as well as scholarship of discovery (e.g., publications in nationally or internationally recognized professional journals, professional awards or honors, professional papers delivered at national or international conferences, service as consultant to nationally or internationally recognized groups or agencies), which is not required but significantly contributes to demonstrating professional scholarly excellence.
3. In addition, promotion to Associate Professor is granted on the basis of a good performance in the areas of teaching, professional activities, and service for two (2) successive years prior to promotion.

⁵ **Promotion to Associate Professor is granted based on performance, not length of service, but will rarely be granted until the candidate has completed six year in the rank of Assistant Professor.

D. Assistant Professor

To be eligible to apply for the rank of assistant professor, a faculty member must meet the following minimum requirements for the Academic or Technical Track:

1. Professional Preparation

Academic Track

- a. Hold a master's degree OR
- b. Hold a bachelor's degree plus
 1. an additional nine (9) graduate semester hours OR
 2. comparable professional training in the discipline or related field AND
 3. Have the appropriate national certification, specialist certification, professional training or equivalent*⁶

Technical Track

- a. Hold a bachelor's degree OR hold an associate degree (in non-associate degree or certification programs) in the discipline or related field AND
- b. Have the appropriate national certification, specialist certification, professional training or equivalent*⁷

2. Scholarly Excellence

Scholarship will be broadly defined to include the scholarship of teaching (with recognition for the inclusion of educational technology into instruction), integration, and application; the development of new courses and/or laboratories; creative exhibits, performances, and/or presentations; as well as scholarship of discovery (e.g., publications in nationally or internationally recognized professional journals, professional awards or honors, professional papers delivered at national or

⁶ *The appropriate national certification, specialist certification, professional training and occupational experience will be identified at the School level and will be subject to approval by the Faculty Senate and Administration for Accreditation purposes.

⁷ *The appropriate national certification, specialist certification, professional training and occupational experience will be identified at the School level and will be subject to approval by the Faculty Senate and Administration for Accreditation purposes.

international conferences, service as consultant to nationally or internationally recognized groups or agencies), which is not required but significantly contributes to demonstrating professional scholarly excellence.

3. Promotion from Instructor to Assistant Professor is granted based on satisfactory performance in the areas of teaching, professional activities, and service.

E. Instructor

To be eligible to apply for the rank of Instructor, a faculty member must meet the following minimum requirements:

1. Professional Preparation

Academic and Technical Tracks

- a. Hold a bachelor's degree in the discipline or related field OR hold an associate's degree (in non-associate degree or certificate programs) in the discipline or related field
- b. Have the appropriate national certification, specialist certification, professional training or equivalent*

AND

2. Demonstrate potential in the areas of teaching, professional activities, and service.

Tenure

Guidelines for Tenure

Tenure exists for the experienced faculty member to assure academic freedom, to provide professional stability, and to protect against capricious dismissal. Since tenure is awarded at an academic rank, faculty members, in qualifying for tenure, must demonstrate performance to the same criteria relating to teaching, scholarly activity, possession of terminal degrees, service to the college community, and potential for professional growth as are required for appointment to the appropriate academic rank. Tenure results from action by the President after consultation with the appropriate academic unit.

Currently, a faculty member may be employed in one of four classifications at Pierpont: tenured, tenure-track, term and instructional specialist (previously FEAP). Tenure-track faculty are full-time employees in a position designated by the College as potentially leading to a

tenured appointment; at the end of six years, any non-tenured tenure-track faculty member will be given written notice of tenure or offered a one-year written terminal contract of employment. In rare instances (see criteria below), tenure may be granted to a faculty member before the end of the sixth year. Generally, tenure-track faculty are not granted tenure appointment by the President before fulfilling six years of service at this institution.

Currently there is a 20% cap of faculty that may possess tenure or be tenure tract (Series 9.3) as state mandated. As tenured faculty retire, and tenured positions may become available, term faculty with six or more years of service may apply for a tenured slot that has been vacated. Annually, the President will announce if tenured positions are to be offered. If promotion and tenure recommendations are equivalent, tenure may be awarded to the faculty member with the greatest years of service to the institution. As stated in series, "Ultimate authority regarding the application of guidelines and criteria relating to tenure shall rest with the institution" (Series 9.1).

Early Tenure

In accordance with WVCTS Series 9, the following criteria are used to determine qualifications for tenure prior to the end of the sixth year:

1. Exceptional achievement on a national level
2. Outstanding teaching performance in a field for which there is both national demand and projected long-term demand
3. Service which uniquely enables the College to fulfill its mission

Evaluative Criteria for Tenure

1. Completion of appropriate terminal degree or equivalent
2. Excellence in teaching (classroom performance; development or revision of courses or curriculum; development of new or modified forms of instruction appropriate to course content and students; the inclusion of instructional technology in teaching)
3. Accessibility to students, including advising
4. Professional and scholarly activity and recognition
5. Significant contribution and service to the college
6. Significant contribution and service to one's School
7. Evidence of continual professional growth

8. Publications and research
9. Service to the people of the state of West Virginia

Tenure Application Procedure

The President will announce annually if tenured positions are to be offered. No later than December 1 of the academic year in which a faculty member is to be considered for tenure, an application for tenure is to be submitted to the office of the President. It is the responsibility of the faculty member to demonstrate evidence of teaching effectiveness, scholarship, and community service. The following materials represent what the applicant should, as appropriate, include in a supporting portfolio:

1. Number of years completed at institution (minimum of six).
2. Resume.
3. An evaluation of the faculty member's performance by his/her administrative head.
4. An evaluation of the faculty member's performance by a colleague designated by the administrative head.
5. An evaluation of the faculty member's performance by a colleague designated by the faculty member.
6. Evaluations of teaching (based on classroom observation) completed by students, peers, and administrative head.
7. A representative sample of course syllabi for courses taught.
8. Reprints of published articles or copies of conference programs listing papers presented or abstracts of papers presented.
9. Specialized course materials, particularly those that incorporate instructional technology (computerized courseware, tutorials, laboratory exercises, etc.).
10. Evidence of involvement in curriculum development or accreditation activities.
11. Evidence of excellence in clinical, technical, or professional practice.
12. Evidence of professional recognition (teaching, research, professional service awards).
13. Record of instructional and research grants awarded.
14. Any additional material the faculty member may wish to submit.

This information so gathered will be reviewed by the Faculty Personnel Committee. The committee may also consider the summary of evaluations of the faculty member's performance that have been prepared in prior years. The material before the committee must contain 'demonstrated evidence' that the applicant is qualified for tenure. For additional information, please see WVCTCE Series 9 (W. Va. Code R. § 135-9-9). The committee will submit a summary of the full tenure evaluation to the President for a decision regarding tenure.

Sabbatical Leave

Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing, study, or other activity designed to improve teaching and usefulness to the College. Please see Pierpont Community and Technical College Board of Governors Policy 3.

- 1. Eligibility.** Anyone holding faculty rank is eligible for sabbatical leave after the completion of at least six (6) years of full-time employment at Pierpont Community and Technical College. The award of sabbatical leave is not automatic but depends on the merits of the request and on conditions prevailing at the College at the time. After completing a sabbatical leave, the individual will not again be eligible until the seventh subsequent year.
- 2. Procedures and Criteria.** Applicants for sabbatical leave will initiate the procedure by obtaining an application form. Applications will include (1) personal professional data, (2) a typewritten proposal detailing the activity to be pursued, and (3) relevant supporting documents. Completed, notarized application forms will be submitted to applicants to the School Dean on or before December 1 for a sabbatical leave to begin in the fall or spring semester of the following academic year.
- 3. Recommendation.** The Dean, in recommending the applicant for sabbatical, will verify that:
 - a. The applicant's professional performance merits this award, the benefits to be derived from the sabbatical are of value to the academic program and/or to the community and technical college, and the applicant meets the eligibility requirements.
 - b. The teaching load of the applicant will be provided by the following: appointment of part-time personnel, temporary suspension of one or more classes, and/or coverage by colleagues.
 - c. It is possible to replace the applicant without additional cost to Pierpont Community and Technical College and without modifications of scheduling that would adversely affect students' normal progress toward degrees.

- d. Sabbatical leave applications, recommendations, and supporting documents will be presented by the Dean to the Provost of Pierpont Community and Technical College on or before December 15 for a sabbatical leave to begin the fall or spring semester of the following academic year. The Provost will forward the sabbatical leave file to the Personnel Committee. After thorough review, the committee will make its recommendations to the Provost and President of the Community and Technical for final approval.

4. Duration and Compensation. Sabbatical leaves at Pierpont Community and Technical College may be granted for a period of one semester or two consecutive semesters. A person on sabbatical leave will receive full salary for one semester (4½ months) or half salary for two semesters (9 months).

5. Obligations of Recipient

- a. The recipient of a sabbatical will sign and notarize a statement agreeing to all conditions of the leave, including the repayment provision.
- b. While on sabbatical leave, the recipient will not accept remunerative employment without the written consent of the president of Pierpont Community and Technical College. (Fellowships, assistantships, and similar institutional stipends will not be considered remunerative employment).
- c. After completing a sabbatical leave, the recipient will file with the Provost of the college a written report of activities while on leave and present findings during the next academic year.
- d. The recipient will return to full-time employment at Pierpont Community and Technical College for one year immediately after the sabbatical or repay the compensation received during the leave. If the period of employment after the sabbatical leave is less than one year, repayment will be prorated accordingly.

Emeritus Status for Retired Professionals

This policy concerning Emeritus status has been established in accordance with the Procedural Rule, Title 133, Series 9 of the West Virginia Council for Community and Technical College Education (WVCCTCE), "Academic Freedom, Professional Responsibility, Promotion and Tenure," W. Va. Code R. § 135-9-6, Emeritus Status.

The names of retired professionals who are eligible for membership in the Emeritus Program of Pierpont Community & Technical College shall be forwarded to the Faculty Personnel Committee by the Provost and Vice President for Academic Affairs for review and recommendation to the President of the College. The Faculty Personnel Committee may

recommend Professor Emeritus, Faculty Emeritus, or Emeritus status, as appropriate. Upon receipt of a recommendation from the Faculty Personnel Committee, the President may confer Emeritus status.

Criteria

Eligibility for membership in the Emeritus Program of the College is determined by the following criteria and guidelines:

1. The retired faculty member must have held academic rank at Pierpont Community College for at least five years.
2. The faculty member must have retired from active service according to the provisions of a retirement system approved by the WV CTCE and/or Higher Education Policy Commission.
3. A faculty member holding the academic rank of professor on retirement shall be confirmed as **Professor Emeritus**.
4. A faculty member with at least 10 years of full-time equivalent teaching service at Pierpont Community & Technical College holding the rank of associate professor on retirement shall be confirmed as **Professor Emeritus**.
5. Other faculty members shall receive the designation of **Faculty Emeritus**, providing they have at least five years of full-time equivalent teaching at Pierpont Community & Technical College at the time of retirement.
6. The Faculty Personnel Committee may recommend waiving the criteria relating to academic rank or years of service for any retiring faculty member who, in the Committee's collective judgment warrants special consideration.
7. Members of the professional staff who do not hold academic rank may be designated **Emeritus** if such status is conferred by the President of the College.

Rights and Privileges

A retired faculty member or other professional approved by the President for the title of Professor Emeritus, Faculty Emeritus, or Emeritus is entitled to the rights and privileges of full-time faculty members regarding campus activities. Retired faculty members are reminded to obtain a faculty ID in order to have access to campus activities. A retired faculty member may attend meetings of the faculty and the Faculty Senate as a nonvoting member; be on the College mailing list for usual faculty and alumni bulletins; participate in academic processions; receive a suitable citation; and be listed in College publications as Professor

Emeritus, Faculty Emeritus, or Emeritus. Free parking is no longer available to retired faculty members.

Separation from the Institution

Faculty Retirement or Resignation

Faculty desiring termination of appointment or declining reappointment shall give notice in writing to the Office of Academic Affairs at the earliest opportunity (at least one semester in advance). Professional ethics dictate consideration of institutional need for full complement of faculty.

Dismissal

Faculty may be dismissed due to demonstrated incompetence, dishonesty, academic misconduct, sexual harassment, racial, gender related or other discrimination, insubordination, physical or mental disability with no reasonable accommodation available, neglect of duty, abandonment of employment, reduction or discontinuance of program, or financial exigency.

PART-TIME FACULTY EMPLOYMENT

Terms of Employment

Part-time adjunct faculty are contracted only for the current semester in which they are teaching. Nine (credit) semester hours is the maximum allowable for teaching in the Spring and Fall Semester, and faculty may not schedule work over 29 hours per week (combined time at any state institution). One (1) credit = three (3) hours work per week.

Although an individual may be employed to teach more than one semester, under no circumstances does the community college incur a commitment to rehire part-time faculty after a stipulated contract period is completed. All semester appointments and compensation are contingent upon the availability of funding and class enrollment numbers. The position has no right to an additional contract, tenure or tenure track, or term employment expectations.

We require adjunct employees to limit their employment with any other West Virginia Higher Education Institution to no more than nine (9) credit hours in any given term or semester. Adjuncts found to hold part-time teaching positions with other WV Higher Ed institutions may be terminated from their Pierpont adjunct positions if their total hours exceed the maximum. Additional information is available through Human Resources.

Accepting employment at Pierpont acknowledges adjunct understanding that the appointment is considered "at will," which means that employment may be terminated at any time for any reason or no reason at all by the President.

Expectations

Part-time adjunct faculty are expected to fulfill the following duties:

1. Record class attendance.
2. Meet assigned class(es) as scheduled and follow school policies for absences.
3. Utilize assigned institutional email address and systems.
4. Meet established deadlines for submission of student grades in ROAR.
5. Participate in course evaluation and assessment process.
6. In conjunction with program coordinator:
 - Submit a syllabus to Dean, coordinator, or his/her designee which includes required departmental and institutional components/policies.

- Meet/follow course outcomes, use required course components as determined by the school/program, use appropriate assessments and provide assessment data to program coordinator.
 - Use the learning management system to post the syllabus and grades.
7. Perform other appropriate duties as assigned and as necessary.
 8. Adhere to and comply with all relevant federal, state, and local laws.
 9. If assigned a State purchasing card, abide by all purchasing rules and provisions of the employee's relevant employee handbook.
 10. Adhere to all institutional policies and guidelines, including the provisions of the employee's relevant employee handbook.
 11. Adhere to and comply with relevant provisions of the WV State Ethics Act.
 12. Adhere to all safety rules and provisions.
 13. Report any personal accidents/injuries or accidents/injuries of assigned staff to HR by the end of the work day or the work shift.

Required Documentation for Employment

All the following documentation must be on file with the Office of Academic Affairs prior to employment as a faculty member:

- Application
- Current resume/vita
- Original and official transcript(s) for each institution you attended
- Signed original adjunct/overload appointment

Evaluation

Adjunct faculty are to be evaluated annually. The degree to which the adjunct meets the adjunct expectations is assessed during the evaluation. The evaluator may visit the course while in session and evaluate a lecture period without prior announcement.

TEACHING FACULTY FUNCTIONS AND RESPONSIBILITIES

Quality Instruction

The primary responsibility of a faculty member shall be to provide quality instruction to students. The major emphasis shall be on good teaching in classrooms and laboratories and through individual conferences and related activities. The goal of quality instruction is to help students develop their interests and abilities to fullest capacity to become better persons.

Teaching responsibilities include the following:

1. Meet assigned classes
2. Teach with adopted textbooks and adopted course materials
3. Provide timely and appropriate feedback of student work
4. Use current electronic delivery system according to college requirements
5. Hold required office hours
6. Conduct additional student conferences as necessary
7. Submit required records and reports as scheduled
8. Assess student learning
9. Administer end-of-course evaluations
10. Participate in ongoing assessments
11. Provide academic support
12. Advise students
13. Recruit students
14. Contribute to curricular and program development
15. Serve on program and institution committees

Faculty Advising

General Procedures

1. Students are assigned advisors by the Dean of the School that houses their major.
2. Students are assigned an advisor based on the best information available concerning their academic objectives. Students who are not sure who their advisor is should contact the Associate Vice President for Student Services.

3. Federal regulations recommend that when a student withdraws or graduates, the advisor should retain advising records for seven (7) years after the event and then may choose either to retain the credentials or to shred them.

Definition of Academic Advising

Because all full-time faculty workloads allot 7.5% (or approximately 3.0 hours per 40-hour week) to advising, all full-time faculty fulfill the function of faculty advisor. The National Academic Advising Association, NACADA, defines academic advising as a “series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes.”⁸ It is grounded in the teaching and learning mission of higher education. Academic advising synthesizes and conceptualizes students’ educational experiences within the framework of their aspirations, abilities, and lives to extend learning beyond campus boundaries and frameworks (NACADA Concept of Academic Advising, 2010)⁹.

These definitions of academic advising combine the frameworks and duties shared between faculty and student services advisors at Pierpont Community & Technical College and reflect the importance of joint communication, shared information, and shared resources between these two roles in the institution. Indeed, the connection students make with faculty both in and out of the classroom may influence an institution’s retention, success, and graduation rates.

Whereas, a “developmental advising” model is more consistent with the role of senior and junior advisors as well as counselors throughout the institution, faculty advising encompasses more disparate and individualized instructional practices as surveyed, explored, and defined in this section.

Developmental advising includes a focus on students and their ongoing advising needs over an absolute time, where one advising session builds on the next. Developmental advisors set short-term as well as long-term goals with students, discuss ways to achieve those goals, and help students monitor progress in fulfilling those goals. However, both developmental advisors and faculty advisors challenge students to achieve their learning potential and view students as active partners engaged in intellectual and personal growth. The faculty advisor’s role thus includes, but is not limited to, presenting precise and appropriate information, communicating in practical and resourceful ways with both students and full-time advising staff, and maintaining regular office hours for greater student and advising staff accessibility.

⁸ Academic Advising: A Comprehensive Handbook, second edition, Virginia N. Gordon, Wesley R. Habley, Thomas Grites and Associates, NACADA, Jossey-Bass, 2008, San Francisco, California.

⁹ “Reaffirming the Role of Faculty in Academic Advising,” Gary L. Kramer, NACADA Monograph Series, Number 1, 1995.

Above all, faculty advisors seek to gain students trust by encouraging, respecting, and assisting students in maintaining progress toward their goals and objectives.

Faculty Advising Objectives

1. Educate students in relation to specific educational and institutional materials both in and out of their curriculum of study.
2. Assist in student comprehension of the connection between selected degree tracks and vocational plans.
3. Support full-time advisors in their efforts to help students manage their goals, aspirations, and realistic expectations.

General Advising Duties

Advisors should allot adequate time for individual appointments in order to provide academic counseling for students during each pre-registration period. In addition, advisees should be encouraged to consult with advisors as the need arises, whether during office hours or by special appointment.

To assist individual advisees in their planning of their curriculum of study that will comply with college requirements and at the same time meet the students' needs, faculty advisors should urge students to consider the significance of education and direct students in probing the major aspects of their education to encourage rational decision-making. Effective faculty advise students as is appropriate to their programs and/or degree plans, work to recruit and retain students for their courses and the college, and regularly make themselves available for conference outside the classroom.

Although the functions of the faculty advisor may vary in relation to different students, the general advising duties are as follows:

1. The faculty advisor counsels the student about how the courses in the advisor's specialty correlate to the student's first two years of college, major, and preparation for a lifetime of learning. The faculty advisor directs the student to resources and contacts within the student's course of study as needed.
2. The faculty advisor helps the student review the courses in the faculty's area of specialty and link these to other probable majors. Faculty advisors should be familiar with the graduation requirements for the curriculum leading to a degree in their field.
3. The faculty advisor helps the student review transfer opportunities, potential advanced degrees, and career areas for which his/her major develops appropriate skills, concepts, and habits of mind. The faculty advisor helps students to research higher degree

opportunities as well as vocational opportunities and supports the student in her/his pursuit of higher educational degrees or career pathways.

4. The faculty advisor acts as a link between the student and the administration by referring the student to a trained counselor or advising staff member regarding that student's scholastic dilemmas (course scheduling, course adjustment, academic progress, and correct referrals to other support agencies).
5. The faculty advisor operates as an essential contact person in finding information that can be used to help the student, permitting the student independence to make her or his own decisions after the restrictions, options, and consequences involved are pointed out.

Source: Houston Community College Faculty Handbook

<https://learning.hccs.edu/faculty/stanley.kaminski/faculty-facilities-files/frequently-asked-questions-from-faculty/where-is-the-faculty-handbook/heres-the-faculty-handbook-that-i-downloaded-5-5-19>

Advising Students with Disabilities

Students with a disability should register in the Office of Disability Services. If a student chooses to have information regarding a disability disclosed, the student is responsible each semester for notifying advisors and instructors of any special need in writing from the Office of Disability Services. Advisors should schedule pre-registration advisee meetings with students with disabilities as soon as the tentative class schedule becomes available. Faculty should not accommodate students without the appropriate notification letter from the Office of Disability Services.

Repeating a Course

Pierpont enforces Series 22 of the West Virginia Higher Education Policy Commission as follows:

If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on any course taken no later than the semester or summer term during which the student attempts the sixtieth semester hour, and if that student repeats this course prior to the receipt of a baccalaureate degree, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining his/her grade point average. The original grade shall not be deleted from the student's record. Courses passed with a grade of 'C' or better may not be legally repeated.

Courses completed at Pierpont with a grade of "D" or "F" may be repeated at any West Virginia public institution, provided the course at the other institution is deemed an equivalent course by Pierpont and the above stipulations are met. Regularly enrolled

students who complete work at another accredited institution must secure written permission from the registrar before attempting such course work. The transfer grade policy will apply to these grades.

Courses taken at other West Virginia public institutions of higher education that are legally repeated at Pierpont will be a part of the repeat process, provided the course at the other institution is deemed an equivalent course by Pierpont and the above stipulations are met.

Familiarity with Core Transfer List

Faculty members who are advising are expected to be familiar with the “Core Coursework Transfer Agreement” form and WVCTCS Series 17, “Transferability of Credits and Grades at WV Public Colleges and Universities,” W. Va. Code R. § 135-17-1 et seq. This agreement is updated annually and will be posted on the “Current Students” and “Faculty and Staff/Academic” web pages. The agreement will also be emailed annually to full-time faculty who advise.

Office Hours

Full-time faculty must schedule at least one physical or virtual hour each weekday, or the equivalent, commensurate with their teaching schedule. No standard number exists for the hours that faculty members need to spend on campus, whether in their office or in some other setting; however, faculty should be available on campus for a portion of their advising time.

Adjunct faculty should place hours of availability in their syllabi.

Advising Resources

See Appendix A for advising resources.

Personal and Professional Behavior

Faculty are expected to

1. Adhere to the statement on professional ethics in accordance with college policies.
2. Abide by the Constitution of the State of West Virginia and avoid a conflict of interest between college obligations and non-college activities.
3. Maintain current competence in the discipline or field of specialization.
4. Advise professional student organizations, as necessary and appropriate.

5. Submit annual self-evaluation.
6. Submit a review of Outside Services.

Conflicts of Interest

As public employees, Pierpont faculty must make sure that their actions, whether professional, financial, or political, do not conflict with their official duties. Any faculty involved with contracts, purchases, payments, claims, or other monetary transactions shall not solicit or accept any benefit from a person who does business with the college or is likely to do business with the college in the future. See Board of Governors Policy #7, Ethics.

Outside Activities/Services

Faculty members are expected to render full-time service to the College, as required by Section 4.3.1 of WVCTCS Series 9. This policy also states that "outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of academic duties. The administrators of each institution shall establish a program of periodic review of outside service of appointees to guide faculty members." There shall also be a periodic review of outside services of administrators at this college.

Procedure for Review of Outside Services

Prior to February 1 of each year, the Provost will review the outside services of all faculty and administrators.

The Provost will submit a memorandum to the President indicating those personnel who have and those who do not have outside activities or employment that interfere with the adequate performance of academic duties.

The President or designated representative will then meet with faculty or administrators who, in the opinion of the reviewer, have such activities or employment and provide appropriate guidance.

Regional Community Activities

Pierpont encourages faculty to participate individually and collectively in the activities of the community. Faculty, however, should not undertake community activities to the extent that the activities impair their effectiveness as faculty members, nor should faculty members force themselves to participate in activities in which they have no intrinsic interest. If faculty members find a place in the community where they can make a positive contribution, they may simultaneously be improving college-community relations.

Faculty Absences

If a faculty member is absent from a class, one of the following must be done with the approval of the Coordinator/School Dean:

1. Reschedule the class in advance of the absence
2. Have a colleague teach the class
3. Schedule instructional activities supervised by official college personnel at the time the class is to meet
4. Provide virtual instruction

It is expected that any faculty cancelling a class provides notification to said class of the cancellation and submit the Class Cancellation/Planned Absence Report to his/her Dean at least 24 hours prior to the cancellation date. Should extenuating circumstances prohibit such timely notification, the faculty must report the absence to his/her Dean as soon as possible, who will determine appropriate action.

In the case of a faculty member who is absent from teaching duties for reasons other than illness or other personal or family emergency, salary will not be paid unless classes have been arranged as prescribed above. Refer to the Board of Governor's Policy #38 for absences beyond five days in length.

Policy Regarding Witness and Jury Leave

The witness and jury leave policy for employees in the Community and Technical College System of WV was approved by the Council for Community and Technical College Education, effective December 13, 2005. Refer to WVCTCS Series 38, Section 12, "Witness and Jury Leave."

References: Providing References for Others

Faculty must forward all reference requests from former employees to Human Resources. Human Resources will respond with a neutral response, only confirming that the person did indeed work here from this date to that date and identifying the person's job title. The institution is not legally required to provide any other information.

Faculty Evaluations

Faculty will complete an annual evaluation use the structure and form provided by Pierpont.

Faculty-Authored Course and Instructional Material

Course material created through grants and as part of the faculty workload becomes the property of the institution and may ethically be retained by the institution.

If a faculty member develops instructional materials for the sole use of students enrolled in the faculty member's course, the faculty member shall not realize a profit on the sale of the instructional materials to those students.

Intellectual Property

As Pierpont employees, faculty must comply with the applicable provisions of United States Copyright Law (Title 17, United States Code); the Technology, Education, and Harmonization (TEACH) Act of 2002; and the Digital Millennium Copyright Act of 1998, as well as with Creative Commons licensing requirements.

Required Attendance

Professional Development Weeks

Professional Development Weeks are held the week before classes are scheduled to begin in Fall and Spring. Full-time faculty attendance is required, and adjunct attendance is encouraged.

Continuing professional development is available through the Academy for Teaching Excellence, Assessment, and Inclusion. Most modules are option, but the Academic Affairs will notify faculty of any required activities. All full-time and part-time faculty have access to the Center for Teaching Excellence Community through the Learning Management System. This resource, which is available through the academic year, provides peer-to-peer collaboration of best teaching practices that have proven successful.

Commencement

Commencement is on the last Friday of the spring semester. All full-time faculty and administrators are required to participate in the commencement ceremony or to attend in other capacities as designated by the Commencement Committee, the Deans, or other appropriate officials. Regalia may be rented in the Bookstore. Adjunct faculty are encouraged to participate but are not required to rent regalia.

Instructional Leadership

Assistant deans, who are charged with School and program assessment; program directors/coordinators, who are charged with program administration, review, and accreditation; clinical education coordinators; and course coordinators support the School Deans and the Provost in providing instructional leadership in the following positive and productive ways:

1. Assisting with the college's academic reporting tasks (e.g., Assessment data, Annual Planning Report data, Program Review data, selection of instructional materials, etc.).
2. Promoting faculty adherence to Program Committee procedures, guidelines, and textbook adoptions as required.
3. Implementing the standards, guidelines, and assessment plans of the programs or courses for which they are responsible.
4. Monitoring faculty adherence in assessing the SLOs/PSLOs/General Education objectives and upholding the curriculum of the programs or courses for which they are responsible.
5. Notifying instructors of new course offerings or substantial changes in delivery or methodology.

Teaching Loads of Deans

Deans who are considered full-time faculty split their time between teaching and administration. Their teaching loads are established at a maximum of seven contact hours per semester (or approved equivalent), which may include lecture or lab/practical.

Teaching Loads of Other Instructional Leaders

Assistant deans and coordinators generally receive the following contact/credit hour releases from the teaching/learning support workload category:

Assistant Dean	30 hours of work = 1 credit hour
Program Director/Coordinator	60 hours of work = 2 credit hours
Clinical Education Coordinator	60 hours of work = 2 credit hours
Course Coordinator	30 hours of work = 1 credit hour

Instructional Workload Policy

Effective August 1, 2001

Series 9 of the West Virginia Council for Community and Technical College Education outlines the professional responsibilities for faculty in community colleges. Series 9 implies and includes the primary responsibilities for faculty as teaching (9.2.4), advising and recruiting (9.2.4), professional development (9.2.5), and institutional service (9.2.4).

Series 45 of the West Virginia Council for Community and Technical College Education outlines the instructional load for faculty, stating faculty is employed to perform instructional and other instructional related duties to meet the needs of the institution and the students it serves (45.3.1). The full-time instructional load for community and technical college faculty in West Virginia is 15 credit hours or equivalent per semester (45.3.1).

The Faculty Handbook for Pierpont Community & Technical College identifies the functions and responsibilities of teaching faculty, including quality instruction, teaching and advising, and personal and professional behavior.

This instructional workload policy identifies the professional and instructional responsibilities for instructional faculty. When full-time faculty members, obligated to full-time instructional loads of 15 credits hours per semester, do not accrue the total number of 15 credits, alternative assignments may be made.

In general, for a full-time instructional faculty member, obligated to 15 credit hours per semester, the following categories of professional responsibility apply:

A. Teaching/Learning Support: 75%

In a standard workload, full time instructional faculty must teach 15 CH (credit hours / workload) for a full-time long semester workload. Another 15 hours is accorded for preparation. Those faculty members teaching in excess of 15 credit hours, with approval of academic dean, should be paid for the appropriate overload assignment, using the alternative assignment policy for the institution. Overload is always voluntary, never compulsory.

Teaching/learning support duties, allocating **30 out of a 40-hour work week** may include:

- Contact hours in the classroom with the student, or the equivalent.
- Preparation time (may include reading and research; planning lectures and discussions, lab presentations & demonstrations, media presentations, computer presentations; creation and reassessment of student evaluation instruments; developing new curricula; selecting and evaluating instructional materials, record keeping/including accreditor, Council, and College compliance reports, faculty input into equipment purchases/upkeep/safety, hours spent grading assignments or evaluating student progress, and the required one hour of physical or virtual office hour posted each weekday for students.

B. Advising/Recruiting: 7.5%

The advising portion of a faculty member's workload is fulfilled by these activities, allocated **3 hours out a 40-hour work week** which may include:

- Interaction with students outside of class, during which time those students are given information regarding how to succeed in your class. This may happen during regularly scheduled office hours, impromptu meetings, via telephone, email, or other appropriate methods.
- Interaction with current or potential students, outside of class, during which time those students are given information regarding course choices or career opportunities in your field. Again, this type of interaction may happen during regularly scheduled office hours or events, impromptu meetings, via telephone, or email or other appropriate methods.
- More comprehensive presentations on a particular academic field or program-its subject matter, objectives, opportunities to students for further study (transfer options), opportunities for work (co-ops, part-time, work-study) and careers, special clubs, and activities available, support services, scholarships, etc. Faculty members or teams might offer these presentations to classes, student groups, high schools, community groups, etc.
- Sponsorship of a student club or activity designed to promote Pierpont student academic and social engagement.

Note: This list will no doubt continue to grow, as faculty members devise ever more creative means to engage students with the intent to identify, clarify, and achieve educational goals.

C. Professional Development: 10%

These activities are allocated **4 hours out of a 40-hour work week** on average over a contact period and may include required acquisition of new knowledge to remain current in the field-including reading, research, and attendance at workshops, seminars, conferences, and events that enhance faculty's knowledge of content and/or pedagogical or technological skills. Some faculty's professional development may include taking or retaking exams to keep certifications. This component fulfills WVCTCS Series 9.2.5.

D. Institutional/Community Service: 7.5%

These activities are allocated **3 hours out of a 40-hour work week** on average over a contact period. Institutional service may include active participation in the affairs of the college, including service on department committees, college committees, program committees, etc. Community service is representing the department, college, and/or system

to the community at large, promoting the mission of Pierpont. Community service that qualifies as part of faculty workload must be approved by the Department/Program Coordinator or Dean. This component fulfills WVCTCS Series 9.2.4.

General Instructional Workload Guidelines

Faculty Responsibilities: would be divided as follows within a typical semester when that faculty member has a standard workload:

<i>Activity</i>	<i>Percentage</i>	<i>Equivalent Hours</i>
Teaching/learning support	75.0%	30 hours per week
Advising/recruiting activities	7.5%	3 hours per week
Professional development	10.0%	4 hours per week
Institutional & Community Service	7.5%	3 hours per week

Faculty may negotiate alternative workloads within this framework to accommodate individual goals and institutional priorities. Alternative assignments may include, but are not limited to, the temporary assumption of another faculty's member's duties, instructional or course development, development of new resources, or special training that does not require a leave of absence, or the assumption of additional course paid as adjunct faculty.

Payments for Additional Instruction of a Course

Faculty instructing over the 30-credit hour loads per year (15 per semester) will receive stipends for overload instruction at the institutional part-time faculty (e.g., adjunct) rate.

Alternative Assignments in Place of Instructional Loads

While the core of faculty work is defined by the duties and responsibilities of teaching, faculty members are also involved in tasks that support teaching and learning through instructional leadership. For instance, assistant deans, program directors, or course coordinators engage in administrative oversight or instructional leadership of programs and courses. At Pierpont, instructional leadership is defined as assistant deans, charged with School and program assessment; program directors/coordinators, charged with program administration, review, and accreditation; and course coordinators.

In such cases, faculty members with instructional leadership responsibilities may receive alternative assignments to replace a portion of the Teaching/Learning support activities of the general instructional workload guidelines. The alternative assignment for instructional leadership shall not be used as a substitute for professional development, advising/recruiting, and institutional/community service.

In general, the alternative assignment for instructional leaders per semester (termed coordinator and administrative equivalencies in Series 45) shall be the following contact/credit hour release from the teaching/learning support category:

Assistant Dean	30 hours of work = 1 credit hour
Program director/coordinator	60 hours of work = 2 credit hours
Clinical Education Coordinator	60 hours of work = 2 credit hours
Course Coordinator	30 hours of work = 1 credit hour

Alternative Assignments with Unmet Instructional Loads

On occasion, full-time faculty, who are obligated to instructional loads may not accrue the total number of credits required by their contract. For example, in fall and spring terms, faculty are obligated to 30-credit hour loads (15 per semester). For faculty members with 10-month or 11-month contracts, they are obligated to 6 credit hours of instructional load in the summer term.

When there are class cancellations or gaps in course instructional load for faculty, consideration should be given, using the Alternative Assignment process, but they may not exceed full-time commitment status unless authorized as an exception in this Policy. Faculty members can be reassigned to administrative or support duties in other areas of the institution, following the equivalent structure:

1 CH= 30 hours of work

2 CH=60 hours of work

3 CH=90 hours of work

Assignments or projects designated as alternative assignments must align with the strategic direction of the College.

Alternative Assignments in addition to Already-Met Instructional Loads

Faculty members occasionally assume administrative duties for which additional compensation, usually in the form of a temporary stipend, is appropriate. Where appropriate, the policy on "Alternative Assignments" applies.

Projects that qualify as an alternative assignment are those that align with the strategic direction of the College and Department. In addition, these projects are for work that is beyond the scope of contracted full-time responsibilities as outlined in the full-time teaching contract (Teaching, Advising, Institutional/Community Service, and Professional Development).

For example, stipends may be paid for the following activities:

1. Grant Management/Writing
2. Development or revision of a model online course
3. Development of a new course (not currently offered at Pierpont)
4. Development of a faculty training seminar
5. Participation in Quality Matters review and revision of courses
6. Student organization advisor

Note: This is not an all-encompassing list of potential alternative assignments. The institution may assign any activity with the purview of Administration to support the strategic mission of the college.

Alternative Assignments

Faculty Alternative Assignments and Additional Compensation Policy (Effective 5/24/21)

Policy Statement

Pierpont Community & Technical College provides faculty time to complete certain assigned tasks that cannot reasonably be accomplished as part of the regular assigned responsibilities of full-time faculty or Instructional Leaders.

Faculty who are approved for non-instructional alternative assignments may be compensated one of two ways: stipend or release time. A stipend is monetary compensation, whereas release time is a release from a portion of full-time loads. Alternative instructional assignments must be approved by the appropriate academic dean and documented on the Alternative Instructional Assignment Request Form, on file in the Office of Academic Affairs.

Base salary for purposes of this policy is the salary amount approved on the faculty appointment. No Additional Compensation may be paid to a member of the faculty duties that are generally related to the position to which the individual is appointed.

Alternative Assignments Paid via Stipend

Faculty members and non-classified staff occasionally assume administrative duties for which Additional Compensation, usually in the form of a temporary stipend, is appropriate. Projects that qualify as an alternative assignment are those that align with the strategic direction of the College and Department. In addition, these projects are for work that is beyond the scope of

contracted full-time responsibilities as outlined in the full-time teaching contract (Teaching, Advising, Institutional/Community Service, and Professional Development).

For example, stipends may be paid for the following activities:

1. Grant Management/Writing
2. Development or revision of a model online course
3. Development of a new course (not currently offered at Pierpont)
4. Development of a faculty training seminar
5. Participation in Quality Matters review and revision of courses
6. Student organization advisor*

Note: This is not an all-encompassing list of potential alternative assignments. The institution may assign any activity with the purview of Administration to support the strategic mission of the college.

Faculty who are paid via stipend will receive on lump sum payment at the end of the project or in two installments (i.e., one at midpoint; one at end of project). All the stipend requests will have to be approved by the program coordinator and dean by using the Alternative Assignment Request form.

*Stipends for activities such as a student organization advisor are only paid for the hours of work that exceed the requirements associated with the faculty workload. The hourly rate is calculated by dividing their monthly salary by 162.5.

The amount of the stipend is based upon the current base salary and the contract length of the faculty member as set forth in their appointment document. For each month of the alternative assignment, the faculty member will receive 1/9th of their annual base salary for 9-month contracts; 1/10th of their base for 10-month contracts; and 1/11th for eleven-month contracts. These amounts will be prorated for periods less than one month based upon the number of hours worked. The hourly rate is calculated by dividing their monthly salary by 162.5.

For part-time staff with no established base salary, the hourly rate will be \$20 per hour.

Alternative Assignment Compensated Through Release Time

Although the core of faculty work is defined by the duties and responsibilities of teaching, faculty are also involved in all the tasks that support teaching and learning and in institutional and professional development activities as well. When those other tasks exceed their allotted time, time releases for Alternative Assignments can be used. Such alternative assignments should be deemed important and essential by the School or

institution and may be negotiated between the program or course coordinator, the dean, and faculty members.

For instructional faculty, the release from contact hours is accompanied by a release for the same number of preparation hours. Both are absorbed into the alternative assignment. Other preparation and contact hours remain intact.

Alternative assignments are meant to take place of teaching and learning support activities. They should not be used as a substitute for faculty workload components, including activities such as professional development, advising, and institutional community service.

Examples of "alternative assignments" causing an approval of release time may include, but are not limited to, such tasks as:

- Program Director
- Chair
- Associate Chair
- Clinical Education Coordinator
- Honors College Director
- Assistance in the Evaluation of adjunct faculty
- Program Coordinator
- Tutoring, mentoring, or student support activities
- Additional department academic advising beyond the regular workload commitment.
- Technology and facility development/support
- Course and program development
- Special professional development work
- Special preparation for particular courses or projects
- Grants preparation and/or management
- Program promotion and recruiting

Conditions: In negotiating faculty workloads for release time, it is required that:

- Alternative assignments will be made only for activities that clearly support the strategic direction of the institution and is beyond the scope of the faculty members appointed duties;
- Negotiation and assignment must take place within the framework of institutional policies and procedures and not be in violation of any federal, state, or local law or

regulation;

- Only faculty in good standing will be eligible to receive an alternative assignment; and
- The assignment and conditions of the release time must be approved by the appropriate Provost and President.

On occasion, full-time faculty, who are obligated to instructional loads may not accrue the total number of credits required by their contract. For example, in fall and spring terms, faculty are obligated to 30 credit hour loads (15 per semester). For faculty members with 10-month or 11-month contracts, they are obligated to 6 credit hours of instructional load in the summer term.

When there are class cancellations or gaps in course instructional load for faculty, consideration should be given, using the Alternative Assignment process, but they may not exceed full-time commitment status unless authorized as an exception in this Policy. Faculty members can be reassigned to administrative or support duties in other areas of the institution, following the equivalent structure:

1 CH= 30 hours of work

2 CH=60 hours of work

3 CH=90 hours of work

Assignments or projects designated as alternative assignments must align with the strategic direction of the College.

Payments for Additional Instruction

Faculty instructing over the 30-credit hour loads per year (15 per semester) will receive stipends for overload instruction at the institutional part-time faculty (e.g., adjunct) rate.

The amount of each payment for teaching overload courses is normally equal to the amount that the faculty member would receive in their base rate for teaching an equivalent course in their normal load.

Reporting

Prior to the approval of any alternative assignment arrangement, the faculty member and responsible Dean/Director must present the reasons and objectives for the assignment along with some measurable goals.

At the end of the assignment (or each semester if the assignment crosses semesters), a report is to be submitted outlining the results of the objectives and goals (or progress of

such) during the alternative assignment. A copy of the report must be submitted to the Office of Academic Affairs and Human Resources for documentation of the work accomplished and compensation received.

See Appendix B for sample Alternative Assignment forms.

Scheduling Classes and the Academic Year

The academic year runs from fall through summer. Pierpont refers to Fall and Spring Terms as the Regular Terms. Pierpont offers a winter session which is considered part of the Fall term. The summer sessions conclude the academic year.

Regular Terms

The scheduling of classes each semester is the responsibility of each academic unit and is coordinated by the Registrar and the Provost and Vice President for Academic Affairs. The Provost will make final decisions about the courses to be offered, the number of sections, and the time and place of meeting. No teacher may change the place or time of the class meeting from that on the official schedule unless authorized by the Provost. Any section with less than ten students must be approved by the Provost or President.

Summer Sessions

The Deans are responsible for planning the summer session schedule of courses to meet the interest and needs of students. They assign faculty for summer teaching assignments. Faculty on standard nine-month contracts are assigned summer session teaching duties on separate appointments; these additional appointments are not guaranteed, nor should it be assumed that they will be made automatically to any faculty member. In assigning summer schedules and teaching assignments, primary consideration will be given to the probability of enough student enrollment to justify course offerings. Other factors which may be considered are faculty qualifications, equity among faculty members, and availability of funds.

Summer Class Schedule

The proposed schedule of classes for the Summer Session will be prepared by the Deans and approved by the Provost. It is Pierpont's goal to establish a workable summer schedule that makes more effective use of institutional personnel and physical facilities of the College while at the same time provides students will access to courses needed to continue to make progress toward the realization of their academic goals.

Salary for Non-Contractual Teaching Assignments

Salaries for non-contractual summer teaching assignments will be calculated using a scale like the adjunct faculty scale. The compensation model allows for Faculty salary to be adjusted based on enrollment. Faculty will have the ability to earn additional compensation as their course enrollments grow. Compensation will be reduced for courses with enrollments fewer than 15 students, allowing courses that have been canceled in the past to be offered.

Base pay will be set using course enrollment data on the first day of the class and will not be reduced even if student enrollments decline. The Per Student Bonus amounts for enrollments above 15 students will be set on the last day to withdraw with refund and will be paid in full by the last payroll check for the contract.

Class Cancellation and Reassignment of Faculty

Cancellation of Low Enrolled Classes–Effective May 24, 2021

1. Purpose

To establish a procedure for orderly and transparent decision-making in cancelling classes with insufficient enrollment to maintain the cost-effective operation of the College without jeopardizing the students' opportunity to complete their educational goals.

2. Policy and Definitions

A class will be considered low-enrolled if the fill rate is less than 50% and the number enrolled is less than 10 for a summer term or inter-session and less than 12 for a regular term or part- of term (e.g., 7-week) course.

3. Procedures

- A. At least one week before the first day of class during the fall and spring semesters, the Provost shall begin working in collaboration with the academic deans and program coordinators to identify potential classes to be cancelled due to low enrollment. Within this one-week, course and program coordinators are strongly encouraged to collaborate with Admission and Recruiting to assess volume newly admissions of incoming students before making a final decision. Except in unusual circumstances, classes should not be cancelled unless they were identified as candidates for the cancellation at this time.
- B. Except in unusual circumstances, the only classes that will be considered for cancellation due to the number of enrolled students are those that meet the above definition of a low-enrolled class.

- C. In deciding which low-enrolled classes to cancel, at minimum the following items will be considered:
1. The impact of cancelling the course on the program, especially where the course is a program and/or degree requirement. This impact includes the possible negative consequences of interrupting the typical expected scheduling pattern of a course.
 2. Whether the course is needed for the students currently enrolled to graduate or continue towards their educational goals in a timely fashion.
 3. Whether the course is a new offering.
 4. Whether the course is externally funded.
- D. Whether cancellation would benefit the campus, such as assigning the instructor to other courses or duties.
- E. For classes following schedule, the decision to cancel a class shall be made no later than two business days (48 hours) before the start of a term, except in unusual circumstances, which provides ample time for alternative registrations for students.
- F. All affected students should be accommodated. Course and Program coordinators in collaboration with the academic dean of the school which offers this course will assist students with their schedules impacted by course cancellations. Course and Program coordinators are strongly encouraged to proactively communicate deans and Provost with students through personal call, text message, and email.
- G. The Provost will collaborate with academic deans and affected faculty to assign the faculty to new duties.
- H. Students that are enrolled in courses that have been cancelled by the institution and who must drop and enroll in other courses shall not be charged a late fee.
- I. When unusual circumstances are invoked to justify a cancellation, a written explanation will be given to the Provost explaining the decision.
- J. Consideration of effect on faculty and instructors.
- a. For full-time members, accommodations in cases of cancelled courses may include strategies such as:
 1. Reassignment to a required course that is in high demand.
 2. Opening another section of existing courses

3. Expansion of enrollment in another course that the instructor is teaching.
 4. An uncompensated overload in a subsequent semester
 5. Assignment to administrative research, or other duties that are normally compensated with the course release in the unit.
- b. For adjuncts who are hired on a semester or yearly basis, accommodations in cases of cancelled course may include the same as those for full-time faculty. This will be especially true for those whose performance has been superior. In other cases, when the services of some adjuncts are not needed for any such alternatives, they must be made aware of the enrollment minimum policy and receive reasonable notice if any of their courses are to be canceled. Careful planning of courses is necessary to ensure that such cancellations are kept to a minimum.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, also known as FERPA or the Buckley Amendment, was adopted by Congress to ensure access to and the privacy of educational records. Faculty may not share student information without a signed waiver from the student.

FERPA gives certain rights to the parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called "eligible students." The Act ensures that students must be given the opportunity to inspect and review their own educational records. The institution must provide an opportunity for a hearing if a student wishes to challenge information which is "inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student." With specified exceptions relating to education needs, "personally identifiable" information cannot be released to third parties without the prior written consent of the student or without a judicial order or subpoena. The law allows schools to disclose education records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations doing certain studies for the school;
- Accrediting organizations;

- Individuals who have obtained court orders or subpoena; and
- Persons who need to know in cases of health and safety emergencies.

Schools may also disclose, without prior consent, “directory” type information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell students what information is designated as directory information and provide a reasonable amount of time to allow the eligible student to request the school not disclose that information about them.

Schools must adopt a written policy about complying with FERPA and must give the eligible student a copy of the policy, on request.

INSTRUCTIONAL PROCEDURES

Syllabus Requirements

Board of Governors Policy 18 (Section 3.1.3) mandates that a student be given a written copy of the academic requirements, a syllabus, for the course during the first scheduled class meeting. Pierpont mandates and requires the use of a common syllabus template for all Pierpont academic courses. The syllabus should not be modified. Any changes forthcoming must be submitted to the Program Coordinator and/or Dean for approval. Program Coordinators must receive an electronic copy of the syllabus at the beginning of the semester.

If the syllabus is available only electronically, it must still be discussed with students on the first day of class. The policy statements to be used on all syllabi are included on the link located on the Academic Affairs web page under the title "Syllabus Statements."

The common syllabus template includes the following information:

- Course Meeting Dates, Times and Location
- General Education Outcomes
- Course Credit Hours
- Scheduled Hours per Week
- Pre-requisites
- Co-requisites
- Required Textbook Information
- Other Needed Materials
- Grading Scale
- Methods of Assessment
- Common Assessments
- Special Projects
- Attendance Policy/Requirements
- Classroom Conduct
- Class Participation
- Class Arrival/Departure
- Graded Materials Statement
- Missed Work/Late Work Statement
- Instructor Information

Academic Dishonesty Policy, Notification of Alleged Academic Misconduct (2016)

Academic dishonesty is defined to include, but is not limited to, any of the following:

Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, electronic, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including, but not limited to, another individual's academic composition, compilation, or other product, or commercially prepared paper.

Cheating and dishonest practices in connection with examinations, quizzes, papers, and projects, include, but are not limited to:

1. Obtaining help from another student during any graded assignment (including but not limited to examinations, quizzes, and on-line assignments).
2. Knowingly giving help to another student during any graded assignment (including but not limited to examinations, quizzes, and on-line assignments), taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his or her own.
3. The unauthorized use of notes, books, or other sources of information (including cell phones) during examinations.
4. Obtaining an examination or any part thereof without authorization.

Forgery, misrepresentation, or fraud includes, but is not limited to:

1. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
2. Use of documents or instruments of identification with intent to defraud.
3. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
4. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation.

5. Knowingly furnishing false statements in any academic proceeding

Process to Initiate a Charge of Academic Dishonesty

To initiate and process a charge of academic dishonesty, including plagiarism, cheating, and academic fraud, and/or to begin the process of issuing sanctions/punishment, the instructor must do the following:

1. Notify the student in writing of the charge and the penalty and schedule a conference within five academic days of discovering the infraction.
2. Meet with the student to discuss the issue, to present evidence, to review all relevant materials, to give the student opportunity for rebuttal, and to complete the Notification of Academic Misconduct (NAM) form as soon as possible but no longer than five academic days following the discovery of the violation.
3. Responsibility/Resolution
 - a. If the student accepts responsibility for both the charge and the sanctions, he or she signs the misconduct form and the case is closed. Within five academic days of resolution of the case, faculty should make three copies of the NAM form: one for the student, one for faculty records, and one for the Office of the Provost.
 - b. If the student does not accept responsibility as charged, he or she may appeal to the dean of the program (the paperwork should be forwarded to the Dean by the instructor). If the student and dean reach a resolution, the dean should make three copies of the NAM form: one for the student, one for departmental records, and one for the Office of Provost. These copies should be distributed within five academic days of resolution of the case.
 - c. If the student and the dean do not reach a resolution, the student may appeal to the Academic Appeals Board (the paperwork should be forwarded to the Academic Appeals Board Chair by the Dean). This appeal must be initiated within five academic days of the student's meeting with the dean.
 - d. If the student appeals to the Academic Appeals Board, the assigned panel will examine the case, and a decision will be reached. All case information and case results should be held in strictest confidence.
 - e. If the student disagrees with the decision of the Academic Appeals Board, he or she may appeal to the Provost, whose decision is final, (the Chair of the Academic Appeals Board will forward the paperwork onto the Provost). The appeal must be initiated within five academic days of the student receiving the decision from the Academic Appeals Board Chair.

See Appendix C for the Notification of Academic Misconduct form and instructions.

Curriculum Changes

All curriculum changes must be approved by the Curriculum Committee. Changes in curricula produce reactions that may be far-reaching in their effects. Therefore, all proposed changes should be studied carefully before they are made.

1. An academic unit that wishes to propose a change in its curriculum should begin by communicating the nature of the change to all the faculty of the unit. The opinions of the unit's faculty should be reflected in the report of the proposed change, and proposals for curriculum changes should be forwarded only when they enjoy the support of the faculty of the unit.
2. Proposals for change originating in academic units should next be forwarded to the Provost and Vice President for Academic Affairs, who will be responsible for initial evaluation and recommendation. Proposals neither submitted to nor approved initially by the Provost and VPAA will not advance in the curriculum committee.
3. After evaluating and consulting with the proposal's sponsors and other interested parties, the Provost and Vice President for Academic Affairs will recommend that the proposal be accepted, rejected, or modified; the proposal and recommendation are then submitted to the Curriculum Committee.
4. The Provost and Vice President for Academic Affairs may initiate proposals for curriculum change. The Provost and Vice President's proposals may be of two types: (a) those affecting existing instructional programs and academic units and (b) those bearing on the creation of new programs. Proposals of the first type should be submitted to the affected unit for its approval. Proposals of the second type should be submitted to the President's Council for its approval. New programs must be approved by the Board of Governors, the West Virginia Community and Technical College System (WVCTCS) and the Higher Learning Commission (HLC) before implementation. The position of the body is then included in the report forwarded to the Curriculum Committee.
5. The Curriculum Committee then reviews the decisions of the Provost and Vice President for Academic Affairs, especially those of major importance to the College and those receiving negative recommendations. The Curriculum Committee also must hear appeals from any member of the faculty or any School of the College.
6. Virtual courses and programs should be Quality Matters before implementation. Instructors must be Quality Matters trained.

7. All actions taken by the Curriculum Committee are to be reported at regular intervals to the Faculty Senate, where final decisions concerning all curriculum matters will be made. In the case of rejected proposals, reversals of the Provost and Vice President's recommendations, or decisions that have been appealed, the Curriculum Committee must supply the Senate with detailed information.

See Appendix D for more information about the procedure followed in reviewing curriculum proposals.

Grading Policies

Posting Student Grades

In accordance with current policy pertaining to the privacy of student academic records, faculty members must not display lists of student grades. Grades should be posted only in the instructor's course space in Blackboard.

Grade Reports

Deadlines for turning in final grade reports are announced by the Registrar's Office. All members of the faculty must make the necessary effort to meet the deadlines specified for submitting grade reports. All grades are submitted via ROAR, not Blackboard.

Incomplete Grades

A grade of "Incomplete" should be given only in those circumstances where it can be removed by some process such as taking an examination or submitting overdue papers. A grade of "Incomplete" may be given only if students fail to complete a portion of work due to **circumstances beyond their control** (less than 25% of a course). A grade of "Incomplete" should not be given if students are required to repeat all or a substantial part of a course in order to remove it. The instructor must submit the Incomplete Grade Form and receive the approval and signature of the Dean.

The letter grade of "I" will be omitted from the calculation of the grade point average during the specified time period as described by the instructor on the Incomplete Grade Form. The instructor has the right to determine the appropriate time period needed to complete the work with the maximum being one year.

At the end of the specified make-up period, the instructor must submit a final grade for the student using the *Registrar's Office Grade Modification Form*. *If no grade is received within a year of the Incomplete being entered, the grade will automatically default to an F.*

Students with grades of “I” or “NR” on their transcript are not eligible for graduation, and their financial aid may be negatively affected.

See Appendix E for the Incomplete Grade Form.

Grade Changes

No grade except “I” given by an instructor may be changed following the report of the grade to the Office of the Registrar unless a mistake has been made in computing or recording the grades. In addition, no grades may be changed 60 days after the end of a term. Grade changes submitted 60 days after the end of a term must be accompanied by a written explanation of the reasons for the change.

All grade changes must be submitted to the Office of Academic Affairs on a Grade Modification Form and must be signed by the instructor and the chair of the department. The Provost will review the change and send the form to the Registrar’s Office.

Student Grade Appeals

The responsibility for determining and awarding grades rests primarily with the faculty. Students have the right to appeal final grades only and then only on the grounds that (1) the final grade was calculated incorrectly, (2) that the method of calculating the final grade did not follow the instructor’s syllabus or was in violation of college policy, or (3) that it was awarded in a biased or capricious manner. If a student is dissatisfied with a grade awarded while a course is in progress, the student may discuss the matter with the instructor. At this point, however, the instructor’s decision is final. Students, faculty, and administrators are encouraged to resolve grade disputes informally. A student who remains dissatisfied with the final course grade after speaking with the instructor may file an appeal following the procedure outlined in the academic catalog.

Retaining Student Grade Records

Since students may employ prescribed procedures to appeal a grade after issuance within a stipulated time period, all evaluations, tests, etc., should be retained for record purposes unless returned to the student. Faculty members whose employment at the Pierpont is ended or who will be away from campus for an extended period following any semester or summer term should leave their gradebooks, evaluations, etc., with their Dean.

Final Examinations

The last week of each semester is scheduled in two-hour periods instead of the usual time periods to provide instructors an opportunity to make a final evaluation of their classes. The evaluation may take the form of the traditional final examination or it may take another form

which is more appropriate to the discipline, but whatever the form of the evaluation, teachers and students will meet at the specified times and places for class activities. Any necessary changes in the scheduled periods or activities shall be made only at the discretion of the Dean after consultation with the instructor. They will then notify the Provost and Vice President for Academic Affairs of any such changes before the last week of the semester. Where programmatic requirements permit, faculty should refrain from giving a major examination during the last week of classes, the week preceding final exam week.

Assessment

General Education Outcomes

Pierpont requires assessment of certain general education outcomes of all prospective graduates. These assessments are part of the required coursework in program capstone courses. The General Studies Committee of Faculty Senate reviews the assessment results and makes recommendations. See Appendix G for information about Pierpont's General Education project and rubrics for Written Communication, Oral Communication, Quantitative Literacy, and Digital Literacy.

Course and Program Outcomes

Faculty assess each course they teach to determine how course outcomes were assessed within the identified course. Faculty identify the assessment tool, determine whether students met or did not meet the intended outcome, and identify any plans for improvement of student learning. See Appendix H for a sample assessment form.

CAMPUS RESOURCES AND SUPPORT SERVICES

Bookstore

Faculty are expected to follow all textbook policies and procedures set forth by College, State and Federal regulations. Please see Board of Governors Policy 54.

Identification Cards

Faculty may obtain identification cards at the Advanced Technology Center Main Campus. For further information, faculty should contact Student Services at (304) 367-4907

Information Technology

Information Technology services are available to all college personnel for instructional, research, and administrative use. Instructional computing clusters are located at the Advanced Technology Center Main Campus and the Caperton Center Clarksburg campus. In addition, Information Technology maintains and supports centralized servers, software, networking equipment, video distribution, and phone services. These resources are available to all faculty, staff, and currently enrolled students. Questions may be directed to the Helpdesk at (304) 367-4810.

For Pierpont Email and IT questions, create a ticket by emailing help@pierpont.edu.

Learning Management System (LMS)

Pierpont has adopted Blackboard as our Online Course Management System. The LMS is a courseware with which faculty may develop and deliver classes using Internet technologies. In addition to creating online classes, Blackboard may be used to enhance face-to-face classes. The campus goal is to have all course syllabi and grade books in Blackboard.

The e-Learning Specialist is available for one-on-one consulting and training. For help with Blackboard, email blackboard@pierpont.edu. Blackboard provides text tutorials for instructors at <https://help.blackboard.com/Learn/Instructor/Original> and video tutorials on YouTube's [Blackboard Learn for Instructors](#) channel.

The Libraries

Library services are accessible through the WV Community & Technical College's online library services. Access is available through Pierpont's online learning management system. An additional library is located at the National Aerospace Education Center (NAEC) at Bridgeport.

These libraries function at the heart of the institution's academic programs and support services that enhance the learning experience. The libraries' print and electronic holdings are designed to support the curricular needs of the academic programs and to encourage intellectual and personal growth.

Research materials that are not available in one of the libraries may be requested online through the Library Consortium's Interlibrary Loan.

Emergency/Security Issues

Contact the local 911 operator first in the event of an emergency. Refer to the Employee Handbook for other instructions.

Publicity

All news stories concerning the college and activities of college personnel must be released through the coordination of Marketing & Public Relations in order to avoid the duplication of effort and to preserve smooth working relationships with media outlets. Faculty members are asked to report newsworthy ideas concerning college activities and achievements. Information should be submitted at least two weeks in advance of the desired release. If a photo is needed for the release, the faculty member should provide or request for the photo to be taken or for an existing photo to be copied. See Appendix I for a sample Photo/Video Release Form.

APPENDICES

Appendix A

Advising Resources

Academic Support

Consult the college catalog for current information about academic procedures and support. You will find academic procedures via the Academic Information link on the catalog's landing page. You will find a description of academic support services via the Support Services link on the catalog's landing page.

Early Alert System

Office of Student Success & Completion works with students individually to create a success plan that aids in overcoming any barrier to college success. To ensure that students take full advantage of student services and educational opportunities, the Office has implemented an Early Alert System that allows faculty to be proactive, supportive, and involved in facilitating the academic components of student persistence through early detection and intervention of students who are experiencing academic problems. Poor attendance, tardiness, low grades, incomplete work, Blackboard log-in concerns, change in demeanor, and knowledge of personal barriers are early alert grounds. For more information, contact the Director of Student Success & Completion at (304) 367-4854.

Support Services Resources from the Counseling Center

Support Services has gathered resources for faculty to provide to students who need assistance, academic and otherwise. Visit Support Services' Faculty Staff Connection pages (<https://sites.google.com/view/pierpont-faculty-staff-connect/home>) to access these resources.

Red Folder Project

The Red Folder Project is part of a campus-wide mental health initiative. The folder, which is red, contains Pierpont and community resources, as well as information on anxiety, depression, domestic violence, substance abuse, suicide prevention, and stress survival tips. These resources are also available to print or download from the Red Folder Project at the Support Services' Faculty Staff Connection: <https://sites.google.com/view/pierpont-faculty-staff-connect/campus-wide-mental-health-initiative/red-folder-project>.

Kognito Simulations–Professional Development

Pierpont received a grant from the WV Higher Education Policy Commission to purchase Kognito training modules for faculty and staff. The Kognito role-play simulations are

designed to help faculty improve their ability to address student mental health, retention, and academic performance issues. You may access the simulations at <https://sites.google.com/view/pierpont-faculty-staff-connect/professional-development>.

The Care Team

The mission of the CARE team is to improve individual and community safety through a proactive, collaborative, coordinated, and objective approach to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to self and others, and this includes the safety and well-being of the entire campus community. Go to the CARE Team's page to Report a Concern: <https://www.pierpont.edu/current-students/student-services/counseling-center/CARE/report>

Appendix B

Provost's and Institutional Review of Curriculum Proposals

For Courses and Established Programs

Steps 4-10 may occur concurrently. The Registrar will not finalize the proposal for implementation until all steps have been approved. The approval process will take a minimum of six-months. Some proposals may take longer. Items with an asterisk * may not need to be addressed for courses and established programs of study.

1. Discuss proposal with the Dean and program faculty
2. Discuss proposal with the Provost
3. Address Series 11 requirements and demonstrate a plan for sustainability and need*
4. Obtain Chancellor's approval*
5. Obtain HLC's approval*
6. Obtain U.S. DOE's approval*
7. Obtain Budget Committee's approval*
8. Obtain institutional BOG's approval*
9. Consult Distance Learning (DL) Committee if the course is DL (>75% of the course is online)* or hybrid
10. Prepare a curriculum proposal
11. Obtain all required signatures from the School Deans and submit to the Provost first.
12. If approved by the Provost, the proposal will be forwarded to the Curriculum Committee
13. Curriculum Committee will present the proposal to Faculty Senate for approval.
14. Faculty Senate will forward the proposal to the Provost for final approval.
15. The Provost will forward the proposal to the Registrar for inclusion in the academic catalog.

The formatting, accuracy, and clarity of the curriculum proposal itself are reviewed as well as the following:

- I. Proposal Abstract. The proposal abstract functions like an executive summary. It must be brief and clear so that changes can be made easily in the Catalog and other places. Include how the change meets the mission of the college.

II. Proposal Description

- A. List course prefix, number, title and credit hours
- B. List course prefix, number, title and credit hours
- C. List course prefix, number, title, credit hours and interchangeable program
- D. New courses (1-4)
 - Check should have been done with Registrar for course prefix, number, title
 - Ownership
 - Elective or required course
 - Appendix - Course description in catalog form, with PR/CR, major restrictions
 - Appendix - Detailed course outline with 2 levels
 - Appendix - Incoming course expectations, Course outcomes, and methods of assessment, be specific in assessment, include rubrics and measure
 - State whether the course will be a general education assessment point and what Gen. Ed. outcome it meets
- E. Include prefix, number, title and credit or other change. List current and desired change.
- F. Appendix - Summary of proposed changes with gain or loss of hours
 - Appendix - Model schedule for the catalog (check Gen. Ed. credit hours),
 - Check gainful employment contact hours for CAS,
 - Any changes in program description that is suitable for cut and paste into catalog
 - State Dev. Ed. required for program and whether it is required before entry in the program of study

III. Rationale

- A. Justification of proposal
- B. Anticipated results of curricular change
- C. Costs associated with change. Be as specific as possible. For new programs, note that an additional cost will be incurred in general education benchmark courses, and the Dean in charge of general education should be notified. For new programs, address the model for sustainability. Remember currently tuition is capped at 12 credit hours when you address this section.

IV. School Notification

V. Additional Comments - for clarity or extra space for new programs to include Series 11 information

For New Programs of Study

The West Virginia Community and Technical College System (WVCTCS) requires notification as soon as the institution begins to plan for the addition or deletion of an academic degree program. Starting new program of study requires additional approvals from the Higher Learning Commission, the U.S. Department of Education, the Pierpont Budget Committee, and Pierpont Board of Governors before the program can be offered. All new programs of study require documentation supporting the program's need and justification, as described in WVCTCE Title 135 Series 11 (W. Va. Code R. 135-11-1 et seq.).

Steps 4-10 may occur concurrently. The Registrar will not finalize the proposal for inclusion in the course catalog until all steps have been approved. The approval process will take a minimum of six-months and will likely take a year or more for new programs.

1. Discuss proposal with the Dean and program faculty
2. Discuss proposal with the Provost
3. Address Series 11 requirements and demonstrate a plan for sustainability and need*
4. Obtain Chancellor's approval
5. Obtain HLC's approval
6. Obtain U.S. DOE's approval
7. Obtain Budget Committee's approval
8. Obtain institutional BOG's approval
9. Consult Distance Learning (DL) Committee if the course is DL (>75% of the course is online)* or hybrid
10. Prepare a curriculum proposal
11. Obtain all required signatures from the School Deans and present to the Provost.
12. If approved by the Provost, the proposal will be forwarded to the Curriculum Committee
13. Curriculum Committee will present the proposal to Faculty Senate for approval.
14. Faculty Senate will forward the proposal to the Provost for final approval.
15. The Provost will forward the proposal to the Registrar for inclusion in the academic catalog.

Series 11 Items to Address

1. Determine General Education course hours. Clearly identify benchmark courses and consult the core transfer list. The proposed program curriculum must contain the required general education hours:
 - AAS - 60 hr. with minimum of 15 Gen. Ed. Benchmark credits
 - AA, AS, AFA - 60 hr. with minimum of 24 Gen. Ed. benchmark credits
 - CAS - 30 hr. with 6 Gen. Ed. credits in Quantitative and Communication
 - Advanced Skill Set - 12-29 hr.
 - Skill Set - 1-11 hr.
2. Determine delivery location. If delivery of courses is outside the service area, the Chancellor and HLC must approval.
3. Provide delivery format (Face to face, hybrid, DL, practica/internship). If 50% or more of the course credit hours meet the distance learning definition (>75% of the course is online), the format must be approved by HLC using its own form.
4. Submit General Education benchmark courses and assessment points.
5. Provide statement about how the program ties in with the institutional mission.
6. List similar programs in WV and explain why an additional program is desirable.
7. Confirm resources—personnel, financial, and equipment—are adequate.
8. Describe the clientele to be served (demographics, institutions, industry).
9. Identify employment opportunities with references and documents.
10. Describe the program’s anticipated impact.
11. Identify any cooperative agreements.
12. Identify the program administration.
13. Project 5-year growth and development (Form 1 and 2 Series 11), including the budget for facilities, faculty, support services, and operating resources, as well as the source of operating resources
14. Provide program evaluation—viability, adequacy, and necessity as planned (both qualitative and quantitative)
15. Identify accreditation status

The formatting, accuracy, and clarity of the curriculum proposal itself are reviewed as well as the following:

- I. Proposal Abstract. The proposal abstract functions like an executive summary. It must be brief and clear so that changes can be made easily in the Catalog and other places. Include how the change meets the mission of the college.

 - II. Proposal Description
 - A. List course prefix, number, title and credit hours
 - B. List course prefix, number, title and credit hours
 - C. List course prefix, number, title, credit hours and interchangeable program
 - D. New courses (1-4)
 - Check should have been done with Registrar for course prefix, number, title
 - Ownership
 - Elective or required course
 - Appendix - Course description in catalog form, with PR/CR, major restrictions
 - Appendix - Detailed course outline with 2 levels
 - Appendix - Incoming course expectations, Course outcomes, and methods of assessment, be specific in assessment, include rubrics and measure
 - State whether the course will be a general education assessment point and what Gen. Ed. outcome it meets
 - E. Include prefix, number, title and credit or other change. List current and desired change.
 - F. Appendix - Summary of proposed changes with gain or loss of hours
 - Appendix - Model schedule for the catalog (check Gen. Ed. credit hours),
 - Check gainful employment contact hours for CAS,
 - Any change in program description that is suitable for cut and paste into catalog
 - State Dev. Ed. required for program and whether it is required before entry in the program of study
- For new programs of study, also include:**
- CIP code (provided by Provost)
 - Concrete General Education assessment points on model schedule
 - If course meets Gen. Ed. outcome state which outcome and provide assessment

III. Rationale

- A. Justification of proposal
- B. Anticipated results of curricular change
- C. Costs associated with change. Be as specific as possible. For new programs, note that an additional cost will be incurred in general education benchmark courses, and the Dean in charge of general education should be notified. For new programs, address the model for sustainability. Remember currently tuition is capped at 12 credit hours when you address this section.

IV. School Notification

- V. Additional Comments - for clarity or extra space for new programs to include Series 11 information

Appendix C

General Education Project

PIERPONT QUALITY IMPROVEMENT PROJECT

Pierpont is a member of the Higher Learning Commission's Pathway Project. As a member of cohort two, the institution is working on an Academy Quality Initiative Project to update and refine the vision for students at Pierpont and the General Education expectations and philosophy as related to student learning and the mission of the institution.

PIERPONT GENERAL EDUCATION STATEMENT

General education outcomes lay a core foundation of learning and academic background for all Pierpont students and support specific degree programs by demonstrating a continual growth in student learning and knowledge. Requirements may include specific general education courses, embedded course outcomes, or extracurricular experiences that are global or specified for each program of study. In addition, the outcomes reflect current national accreditation and WVCTCS recommendations.

Pierpont faculty are dedicated to supporting the mission of the College and promoting the skills and attitudes that every graduate should possess, thereby enriching the quality of life of our students, and promoting the economic growth of our service region and state.

Each program of study is responsible for determining the appropriate platform for delivery of general education outcomes (specific courses broad in nature, embedded outcomes, and extracurricular experiences) and establishing assessment measures and improvement plans to benefit student learning in their discipline. The General Education Committee will be charged with evaluation of the quality and validity of the programmatic plans as related to student learning.

GRADUATE OUTCOMES AND GENERAL EDUCATION ESSENTIALS

Pierpont faculty, administration, the business community, and our graduates have worked together to identify the following qualities and outcomes that are essential for each Pierpont graduate to possess.

COMMUNICATION

Write effectively at college level expectations

Speak effectively at college level expectations

PROFESSIONALISM

Practice ethical behavior, including professional standards of behavior and time management

CRITICAL THINKING

Analyze information from various sources in order to propose and justify solutions to problems

DIGITAL LITERACY

Demonstrate the ability to use and adapt to current and new technologies in the context of academic and workplace application.

QUANTITATIVE LITERACY

Demonstrate proficiency in using and applying mathematical concepts and skills in personal and workplace situations

GLOBAL AWARENESS/DIVERSITY

Demonstrate how issues of diversity both in our state and around the world affect us and our professional/service; Benchmark program and capstone course assessments will be used to monitor progress for each outcome and are available with your program of study

WVCTCS TITLE 135 PROCEDURAL RULE SERIES 11 CURRENT GENERAL EDUCATION COURSE REQUIREMENTS

In addition to tracking graduate outcome progress across the curriculum, General Education course completion or the equivalent is expected for all degree and certificate programs.

STATEWIDE MINIMUM REQUIREMENTS FOR CREDIT HOURS OF GENERAL EDUCATION

Associate of Arts	24 hours
Associate of Science	24 hours
Associate of Applied Science	15 hours
Certificate of Applied Science	6 hours (quantitative and communication course)

Check Core Transfer List for State General Education

www.wvctcs.org/images/stories/13-14_core_coursework-Transfer_Agreement.pdf

COURSES IDENTIFIED TO MEET GENERAL EDUCATION OUTCOMES AT BENCHMARK LEVEL

COMMUNICATION

ENGL	1104*	Written English I (PR: ACT 18 OR ENGL 0097)	3 hours (written)
ENGL	1108	Written English II	3 hours (written)
ENGL	1109	Technical Report Writing (PR: "C" OR HIGHER IN ENGL 1104) ("C" REQUIRED IN ENGL 1108 OR ENGL 1109)	3 hours (written, oral)
COMM	2200	Intro to Human Communications	3 hours (oral)

* Prerequisite(s): Students who meet or exceed WVHEPC Series 21 minimum test scores are eligible for admission into the traditional 3-credit/3-contact hour ENGL 1104. Students who do not meet the minimum English test score will be required to enroll in a 4-credit/4-contact hour section of ENGL 1104.

English 1104 is a prerequisite for enrollment in all other English courses, and successful completion of English 1104 with a grade of "C" or better is a graduation requirement for all degrees.

DIGITAL LITERACY

OFAD	1150	Computer Concepts (or other approved course or demonstrated competency, i.e. CLEP Testing)	3 hours
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GLOBAL

INTR	2200	Race, Class and Gender	3 hours
HUMN	2200	Bridging Cultures, A Global Workforce Perspective	3 hours

QUANTITATIVE

MTH	1200	Intermediate Algebra	3 hours
MTH	1207**	Fund. Concepts of Mathematics	3 hours
MTH	1208	Technical Mathematics I	3 hours
MTH	1209	Technical Mathematics II	3 hours

* Prerequisite(s): Students who meet or exceed WVHEPC Series 21 minimum test scores are eligible for admission into the traditional 3-credit/3-contact hour mathematics courses. Students who do not meet the minimum math test score will be required to enroll in a 4-credit/4-contact hour section.

The current WVHEPC Series 21 minimum test scores for math are the following: ACT score of 19, MATH SAT score of 510, Accuplacer QAS 250, or Accuplacer arithmetic test 85. However, Pierpont's minimum test scores change based on WVHEPC Series 21 minimum test score standards.

** MTH 1207 does not serve as a prerequisite for any higher level mathematics course.

Written Communication Rubric

	Service Course	Program Course(s)	Capstone
Context and Purpose for Writing	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions)	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work
Content Development	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate, relevant and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work
Genre and Disciplinary Conventions	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting and stylistic choices
Sources and Evidence	Demonstrates an attempt to use sources to support ideas in the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
Control of Syntax and Mechanics	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors	Uses straightforward language that generally conveys meaning to readers	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free

Oral Communication Rubric

	Service Course	Program Course(s)	Capstone
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive
Language	Language choices are mundane and commonplace and partially support the effectiveness of the presentation; Language in presentation is appropriate to audience	Language choices are thoughtful and generally support the effectiveness of the presentation; Language in presentation is appropriate to audience	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation; Language in presentation is appropriate to audience
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic

Quantitative Literacy Rubric

	Service Course	Program Course(s)	Capstone
Interpretation	Provides accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>
Representation	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate	Completely converts relevant information into an appropriate and desired mathematical portrayal	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding
Calculation	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem; Calculations are also presented elegantly (clearly, concisely, etc.)
Application/Analysis	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgements, drawing plausible conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgements, drawing reasonable and appropriately qualified conclusions from this work	Uses the quantitative analysis of data as the basis for deep and thoughtful judgements, drawing insightful, carefully qualified conclusions from this work
Assumptions	Attempts to describe assumptions	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate; Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions
Communication	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support (may use quasi-quantitative works such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities)	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality

Digital Literacy

	Service Course	Program Course(s)	Capstone
Knowledge Attainment	Demonstrates comprehension and use of foundational technical vocabulary and content	Consistently demonstrates comprehension and use of technical vocabulary and content; Applies knowledge to new situations and to complete a relevant project	Applies technical vocabulary and past knowledge to design solutions to complex problems; Identifies and analyses a problem, completes a project or research, and reports results/solutions
Technical Skills	Applies limited technical skills and demonstrates limited knowledge or emerging technology	Consistently applies technical skills and adapts to emerging technology	Consistently applies and synthesizes technical skills in authentic situations and extends skills to emerging technologies and problems
Problem Solving	Conducts observations, identifies patterns of events or behaviors, formulates simple inferences, and incorporates technology with assistance. Identifies and analyzes a routine problem and implements a solution with occasional assistance	Works independently and collaboratively in solving authentic problems and incorporates technology as appropriate; Identifies and analyzes a routine problem, recommends and implements a solution, and evaluates the solution's effectiveness	Works independently and collaboratively to investigate a complex authentic problem using multiple resources; generates solutions to the problem using appropriate technology and data to provide evidence of reasoning; Identifies and analyzes complex or routine problems, prioritizes and implements multiple solutions, and evaluates the solutions' effectiveness

Appendix D

Sample Course/Program Assessment Form

Assessment of Course/Program Outcomes for Student Learning



Term _____ CRN _____ Instructor _____

Course Number _____ School _____

Course Title _____ No. Enrolled (n=) _____

No. Retained (n=) _____

Grade Distribution _____

Directions: In the following table, please indicate how the selected outcomes were assessed within the identified course. Indicate the method of measurement and provide an assessment of data. Evaluate the outcome as to whether students met or did not meet the intended outcome. Below the table, identify (any) plans for improvement of student learning.

STUDENT LEARNING OUTCOME	ASSESSMENT MEASURE	RESULTS	EVALUATION

Plan(s) for Improvement of Student Learning (based on evaluation of assessment of outcomes):