PIERPONT COMMUNITY & TECHNICAL COLLEGE

Faculty Handbook

Academic Year 2026–2027

MISSION: "To provide accessible, responsive, comprehensive education that works."

VISION: "To empower individuals and strengthen communities through exceptional training and educational pathways."

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INTRODUCTION

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

Mission, Vision, and Tagline

Mission

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

Vision

To empower individuals and strengthen communities through exceptional training and educational pathways.

Tagline

Education that Works

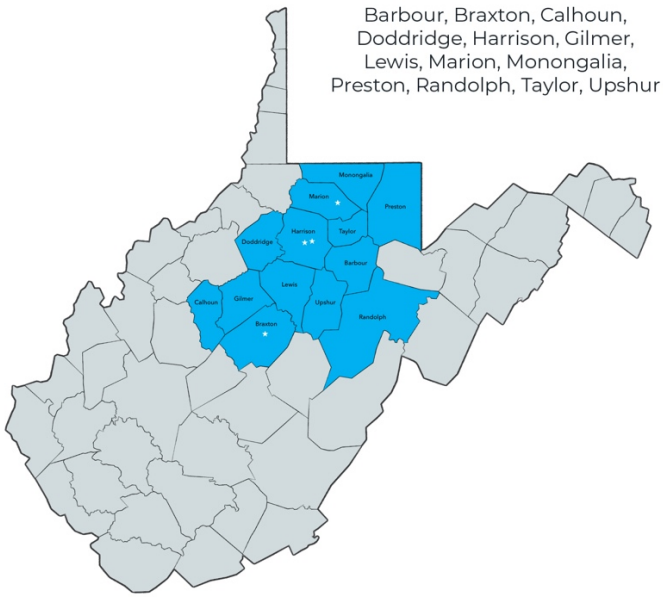
Philosophy

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.

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/Affirmative Action Institution and does not discriminate based on race, sex, gender identity, pregnancy, sexual orientation, age, disability, veteran status, religion, color, or age in admission, employment, or educational programs and activities; nor does it discriminate based on genetic information in employment or employee health benefits. Faculty, staff, students, and applicants are protected from retaliation for making complaints or assisting in investigations of discrimination. Inquiries regarding nondiscrimination policies may be directed to any of the following:

Title VI Coordinator
George H. Perich
Vice President, Human Resources & Organizational Development 500
Galiher Drive, Fairmont, WV 26554
681-753-5712
gperich@pierpont.edu

Title IX Coordinator
George H. Perich
Vice President, Human Resources & Organizational Development 500
Galiher Drive, Fairmont, WV 26554
681-753-5712
gperich@pierpont.edu

Section 504 Coordinator Suzan
Walsh Clemens, Ph.D. Director,
Support Services
500 Galiher Drive, Fairmont, WV 26554
304-367-4073
sclemens2@pierpont.edu

TTY: 304-367-4906
WV Grievance Procedure Student Complaint
Title IX

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:

Amanda Hawkinberry

Executive Assistant to the President and Board of Governors 304-367-4933

acollins11@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 Associate Vice President for Student Services, the Vice President of Human Resource and Organizational Development, 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.

Associate Vice President of Student Service directly reports to the President.
As the AVP for Student Services, the position coordinates student policies and provides leadership and coordination for student services including Admissions and Recruiting, Advising, Financial Aid, Registrar's Office, Student Success, and Support Services.

The Vice President for Finance and Administration is responsible for fiscal, facilities, safety, security, information technology, and business operations, as well as students accounts.

The Vice President for Human Resources and Organizational Development is responsible for all operations of the Human Resources office.

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 with the classification of "Faculty-Administrator." 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. Filling in for the School Dean when necessary.
4. 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 and may be referred to as "program directors," based on the specialized accreditor of the program

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 Institutional Effectiveness** is responsible for overseeing data management and institutional effectiveness.
3. The **Director of Financial Aid** is responsible for supervising the financial aid operations.
4. The **Director of Career and Corporate Training** 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 Counseling and Disability Services** 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.
6. The **Executive Director of eLearning** administers the learning management system (e.g., Blackboard) and guides the instructional faculty in best practices for engaging and promoting student learning within the LMS.
7. The **Executive Director of Admissions and Recruiting** directs the admissions and recruiting activities of Pierpont, including the development and leadership of the Strategic Enrollment Plan.
8. The **Director of Student Success** leads Pierpont's initiatives on student persistence and works with at-risk adult learner.
9. The **Coordinator of the Dual Enrollment and Transitional Education** coordinates Pierpont's dual enrollment,

CTE, and transitional education initiatives.

10. The **Director of Information Technology** serves as the CIO and is responsible for the informational infrastructure of the college.
11. The **Manager of Safety, Security**, **and Facilities** provides oversight for the safety operation and compliance, the facilities management operations and the College's security department.
12. The **Director of Procurement** oversees the purchase and acquisition of all materials, supplies, equipment and services (including the construction contracting process) as may be required for Pierpont. Responsible for the day-to-day management of the travel, accounts payable, and the purchase card program.
13. The **Controller** is responsible for the management and oversight of business operations, budget development, financial reporting, student accounts, annual financial statements and the annual financial audit.
14. The **Payroll Manager** Provides complex independent administrative and mission critical duties ensuring the timely and accurate pay to all Faculty, Adjuncts Full and Part-time Staff.
15. The **Manager of Recruitment and Employee Relations** is responsible for the recruitment of new employees, onboarding and benefit management.
16. The **Student Conduct 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 and Bylaws. Faculty Senate's constitution and bylaws are located on its webpage.

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 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 and 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*[1]
   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.**[2]

   AND

[1] *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.

[2] ** Though promotion to Professor is granted based on performance, not just length of service, the promotion 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*[3]
   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 applicant for promotion to Associate Professor will be successful only after the candidate has completed six years in the rank of Assistant Professor.**[4]

   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*

[3] *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.

[4] ** Though promotion to Associate Professor is granted based on performance, not just length of service, the promotion will rarely be granted until the candidate has completed six year in the rank of Assistant Professor.

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.

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*[5]

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

[5] *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.

b. Have the appropriate national certification, specialist certification, professional training or equivalent*[6]

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 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

[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.

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.

5. **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).

4. **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 an advisor on our Student Services team.
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

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." outcomes."[7] 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

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

learning beyond campus boundaries and frameworks (NACADA Concept of Academic Advising, 2010)[8].

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. 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.

[8] "Reaffirming the Role of Faculty in Academic Advising," Gary L. Kramer, NACADA Monograph Series, Number 1, 1995.

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.

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, with one office hour allotted for every three credit hours of instructional workload. While no standard exists for the total hours faculty need to spend on campus, they should be available on campus for part of their advising time. Adjunct faculty should include their hours of availability in their syllabi. Each instructor must publish, post, and maintain one office hour or student availability hour per week for every three credits taught, up to a maximum of fifteen credits. Additional hours can be scheduled at the instructor's discretion. If a faculty member's assignment is entirely online, office hours can be held online. If the assignment is entirely onsite, office hours are held onsite. For mixed assignments, office hour locations should be proportionally divided to ensure faculty availability to students.

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

Faculty must complete a "Class Absence" form provided by and submitted to the School Dean.
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 using the structure and form provided by Pierpont's Human Resources.

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, under the institution's policy on intellectually property. 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. 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, Program Review data, selection of instructional materials).
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	1 credit hour
Program director/coordinator	3 credit hours
Clinical Education Coordinator	3 credit hours

Instructional Workload Policy

It is recognized that full-time faculty members typically average forty (40) or more hours per week in carrying out their professional responsibilities. The reference to forty (40) hours is a generalization intended to recognize faculty members' many non-assignable duties. It does not establish a threshold of maximum assignable hours.

It is further recognized that a college faculty member's work assignment includes many diverse, non-instructional responsibilities (i.e., advising, recruiting, professional development, student engagement, and institutional service) (§135CSR9). Classroom teaching and other contacts with students form the core of the faculty work assignment (§135CSR9). Additionally, professional development and service to the college are the other core components of a faculty member's work assignment. A faculty member will plan to engage in such activities as student advising, course evaluation, classroom preparation, the evaluation of student performance, committee assignments, classroom research, and community service as part of the overall work assignment. Some of these activities may be completed off campus. Regardless of online or onsite assignment(s), faculty members must meet the professional obligations outlined in the Faculty Handbook.

Instructional Faculty Workload Provision

When making faculty member assignments, the administration shall also observe and adhere to the following general workload provisions for all instructors:

Full-time Instructional Load

The full-time instructional load for community and technical college faculty in West Virginia is fifteen (15) credit hours or the equivalent per semester (§135CSR45.3). Faculty members with 10- month or 11-month contracts are obligated to 6 credit hours of workload or equivalent in each part of the summer term.

Credits-to-Contact Hour Workload

Lecture courses shall be credited based on one (1) credit for each one (1) lecture hour [1:1]. Unless specified otherwise, laboratory courses and science labs shall be credited based on one (1) credit for each two (2) laboratory hours [1:2].

Maximum Credits

An individual instructor may instruct no more than eighteen (18) to twenty-one (21) credits in a given term if this assignment is necessary to provide the course offerings within a specific program or department. The dean may assign or approve up to 18 credit hours, upon the with the consent of the instructor. Instructional workload assignments greater than 18 credits, not to exceed 21 credits per term, must be approved by the provost.

Since the full-time instructional load for community and technical college faculty in West Virginia is fifteen (15) credit hours or the equivalent per semester (§135CSR45.3) or 30 credits for the fall and spring terms, any additional assignments beyond thirty (30) shall be considered an instructional overload for the faculty member. Overload assignments are always voluntary and never compulsory.

Overload Contracts

Overload contracts for instructional faculty, who have exceeded fifteen (15) credits for the term or thirty (30) credits in an academic year, will be issued in the respective term at a time following the College's *Class Cancellation* process and using the instructional faculty member's finalized workload. Faculty instructing over the 30-credit hour loads per year will receive overload contracts at the current adjunct rate.

Program coordination

The role of program coordinators/directors is outlined within the Faculty Handbook.
Whether coordinators of accredited or non-accredited programs, program coordinators coordinate associate and certificate degree programs, cooperate with academic deans on academic functions, such as suggested instructional delivery modes for courses within the academic programs, monitor the expenditures of program budgets, and collaborate with the academic dean on instructional needs within the program. The Faculty Handbook details the duties of coordinators. Additionally, program coordinators provide accreditation reports to specialized accreditors and review program assessment data.

- *The credit value of program coordination be three (3) credit hours of release time per term.*

Clinical coordination/preceptorship/internships

Coordination of clinical experiences, preceptorships, or internships is defined as time spent developing and facilitating clinical site placement for precepted clinical experiences. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths and give employers the opportunity to guide and evaluate talent.
Students are externally supervised by a clinical supervisor or preceptor. Minimal to no additional outside assignments need grading. When instructors are assigned to administratively coordinate students who are working as interns or students engaged in clinical education off-site, the workload shall be assigned on a term-to-trm basis.

In general, instructional workload hours for faculty members who coordinate clinicals, preceptorships, and internships are used for developing and facilitating clinical sites, monitoring existing site agreements, in addition to scheduling students in multiple clinical sites to meet accrediting body requirements.

- *The credit value of clinical coordination, preceptorship, or internship-supervision assignment shall be three (3) credit hours of release time for the term. Faculty who coordinates (i.e., clinical education, preceptorships, or internships), serving as the instructor of record on those courses, shall only receive the three (3) credit hours of release time for the term and not the total student credits for each of the courses.*

Clinical supervision beyond coordination

Some programs with specialized accreditation obligate programs to clinical supervision beyond coordination duties. Clinical supervision is maintaining regular contact with students performing a clinical rotation at various sites. Regular contact may be accomplished via weekly visits or telephone calls. Students must be observed and evaluated during the on-site visits; an effort must be made to

confer with the clinical site supervisor. Faculty will also be responsible for grading assignments/journals/portfolios if assigned. Includes: Emergency Medical Services – Paramedic, Medical Laboratory Technology, Physical Therapist Assistant, Respiratory Care, Medical Laboratory Assistant, and Phlebotomy.

When clinical coordinators engage in clinical supervision beyond coordination, the instructional workload for the coordinator will be supplemented with additional credit based on clinical visit activity and clinical visit length. Coordinators engaged in clinical supervision beyond coordination will be given workload credit in the following manner:

- One clock hour will constitute a student visit. Time allocated may be redistributed to respond to student performance issues if necessary. This time should be spent observing, assessing, and reviewing student performance with the student and the clinical affiliate.
- Each student scheduled for a clinical practicum will be visited in person or by phone two (2) times during the clinical experience.
- The calculation of additional workload added to the base of three (3) credits for clinical coordination will be calculated as follows:
    - *The total number of clock hours for all students in a clinical practicum course will be divided by 15 to calculate weekly contact hours;*
    - *The weekly contact hours will be multiplied by 0.5 to determine the workload.*

Example: In a clinical practicum course, there are 10 students. The clinical coordinator visits the 10 students and visits each student twice, spending one hour on each visit. The total number of clock hours for all students would be 10 students times two hours each for a total of 20 contact hours. 20 hours divided by 15 equals 1.33. When multiplied by 0.5, the clinical coordinator engaged in supervision will receive an additional 0.67 workload credits to the base of three (3) workload credits all coordinators receive.

Assistant Deans

Assistant deans, who are selected from the faculty and serve at the will and pleasure of the Dean and Provost, support the coordinated assessment activities across the academic programs within the academic schools. The assistant dean works with the Director of Assessment and the academic dean to establish strategies for improving student learning within academic schools.

- The credit value for an assistant dean shall be one (1) credit hour of release time per term.

Team Teaching

Team teaching assignments may be made by mutual agreement between the faculty members and academic administrators. The division of the total value of the assignment between the faculty sharing the assignment shall be determined before the start of the assigned course/section and must be agreed to by the faculty members team teaching the assignment and the administration. In no case may the total faculty credits be fewer than nor more than the credits for the course.

- The total value of the assignment in credits shall be shared among the instructors and not exceed the total number of credits for the course.

On necessary occasions, academic administrators may assign teachers of record (TOR) to courses that are facilitated by instructors, preceptors, or facilitators. For example, in sections of courses designated for dual enrollment high school students, the academic administrator may assign a TOR from among the ranks of faculty, assigning two-third of the course credits to the TOR.

The Office of the Provost defines a teacher of record as someone who has the overall responsibility for the development and delivery of the courses (i.e., course syllabi), ensures that course learning outcomes are covered and assessed, addresses students' academic concerns, and issues final grades in the course.

The Office of the Provost expects instructors, preceptors, and facilitators to engage students in ways that foster and support student learning within the course, including engaging students in discussions, grading assignments, responding to course messages, tutoring and referring students for support and monitoring students' progress in courses. In a course with a TOR AND an assigned instructor, preceptor, or facilitator, the non-TOR shall receive one-third of the course credits.

The division of credit hours aligns with the team-teaching category of the instructional workload policy.

Science Laboratory Courses

General science laboratory courses (i.e., chemistry, biology, physics, natural science) and laboratory courses within academic programs shall be credited based on one (1) credit for each two (2) laboratory hours. Credits for science laboratories shall be averaged over the academic year; totals in odd numbers rounded to the nearest whole number. For rounding purposes, 0.5 shall be rounded up to one (1).

Independent Studies/Guided Experiences

Independent study assignments shall be defined as independent learning opportunities for students, arranged with a faculty member who meets the subject-matter credential for the course. The faculty member's supervision and teaching of a student in an independent study course must be approved by the college's regular course approval procedures, titled *Guided Experiences,* and designated by prefix and number (i.e., 1189, 2289). Independent studies do not measure attendance by seat time or the number of instructional minutes. Such arranged supervision and teaching have no scheduled formal lectures or labs and are available by arrangement with an instructor. Independent studies, such as Guided Experiences, may not be used to substitute for course offerings unless agreed to in writing by the faculty member and the academic administrator.

Independent study assignments may be done as a part of the faculty member's semester load or as an overload. The credit value of an assignment to supervise/teach an independent study course shall be calculated according to the following formula:

- *The faculty member shall receive one-twelfth (1/12) of one credit for each student credit. A student credit shall be defined as one student enrolled for one credit.*

Non-credit | Career & Corporate Training (CCT) Instruction

When non-credit instruction is assigned as part of an instructor's load up to a full-time load, one (1) Continuing Education Unit (CEU) shall count as two-thirds (2/3) credit for the purpose of workload computation.

- *Across many WV licensure and regulatory agencies, one CEU equates to 10 contact hours.*

Distance Learning (Online)

The intent of distance learning is to provide students access to instruction and services through online delivery.

- *Lecture courses delivered online shall be credited based on one (1) credit for each one (1) lecture hour [1:1].*
- *Laboratory courses shall be credited based on one (1) credit for each two (2) laboratory hours [1:2].*

Class Schedules

It is understood that faculty members, the program coordinators, and the college administration (e.g., the academic dean) shall work collaboratively in discussing the development of class schedules with the decisions for scheduling residing with the academic dean and Provost. The academic dean assigns and establishes the instructional workload for faculty members, based on the class schedule.

Class Cancellation

To establish a procedure for orderly and transparent decision-making in canceling classes with insufficient enrollment to maintain the cost-effective operation of the College without jeopardizing the students' opportunity to complete their educational goals (e.g., on-time graduation), the following procedure will guide the cancellation of classes.

Classes (i.e., online, in-person) will be considered low-enrolled if the fill rate is less than ten (10) students for all regular, part-of-term, summer, and winter session courses. The procedure for canceling classes, based on enrollment, includes:

- The academic dean will identify and report classes at risk for cancellation to the Provost, Associate Provost for Academics, Associate Provost for Student Services, and the Registrar **14 days** before the start of the term. Except in unusual circumstances, classes should not be canceled unless they were identified as candidates for the cancellation at this time.
- The academic deans will cancel classes with less than ten (10) students **7 days** before the start of the term.
- Impacted students should be accommodated. In collaboration with the school's academic dean, program coordinators, and advisors will proactively assist students with their schedules.
- For full-time faculty members, whose instructional workloads may be impacted by class cancellations resulting in less than a full instructional load, the academic dean may assign the faculty member to another course or a reasonable credit equivalence (e.g., Alternative Assignment).

Class Size

The academic administration of the college shall establish a regulation that sets a reasonable maximum class size for all instruction at the college. In general, the capacity of in-person courses shall be limited by the physical space capacity of the designated room. The capacity of online or virtual sections of courses shall have no less than 20 students and no more than 25 students enrolled per section. Without the academic dean's permission, instructional faculty members may increase the capacity of their assigned sections by two (2) students.

Professional Accreditation Assignments

For programs with specialized accreditations in preparations for an accreditation or re- accreditation comprehensive self-study or site visit or for instructional faculty directly engaged in the College's accreditation processes (i.e., assurance criteria lead), a one (1) credit hour release per term in the year preceding the site visit, shall be added to the program coordinator or the faculty member, as agreed upon by the faculty member and the academic administrator.

Office Hours

Full-time faculty must schedule at least one physical or virtual hour each weekday, with one office hour allotted for every three credit hours of instructional workload. While no standard exists for the total hours faculty need to spend on campus, they should be available on campus for part of their advising time. Adjunct faculty should include their hours of availability in their syllabi. Each instructor must publish, post, and maintain one office hour or student availability hour per week for every three credits taught, up to a maximum of fifteen credits. Additional hours can be scheduled at the instructor's discretion. If a faculty member's assignment is entirely online, office hours can be held online. If the assignment is entirely onsite, office hours are held onsite. For mixed assignments, office hour locations should be proportionally divided to ensure faculty availability to students.

Reasonable Credit Equivalence (Alternative Assignments with Unmet Instructional Loads) 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: one-credit hour equivalent is 30 contact hours for the term. Assignments or projects designated as alternative assignments shall align with the strategic direction of the College

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	1 credit hour
Program director/coordinator	3 credit hours
Clinical Education Coordinator	3 credit hours

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.

Payments for Additional Instruction

Faculty instructing over the 30-credit hour loads per year will receive stipends for overload instruction at the current 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.

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.

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.

Faculty are expected to complete annual training on FERPA.

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 template 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. Syllabi are due to the Office of Academic Affairs before the end of the first week of each term.

If the syllabus is available only electronically, it must still be discussed with students on the first day of class. The policy statements are 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
- Essential Functions
- 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.

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 B 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.

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.

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 C 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 D for a sample assessment form.

CAMPUS RESOURCES & 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. Pierpont's official online bookstore is Follett.

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/Ultra 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. Reference librarian support is available through partnerships with the Marion County Public Library System and the Clarksburg-Harrison County Public Library System. An additional library is located at the National Aerospace Education Center (NAEC) at Bridgeport.

Emergency/Security Issues

Contact the local 911 operator first in the event of an emergency. Refer to the Employee Handbook for other instructions. Pierpont employs full-time security guards, housed at the main and Caperton campuses

Publicity

All news stories concerning the college and activities of college personnel must be released through the coordination of Marketing & Communications 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.

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.

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, as prescribed in Series 11:

AAS:	60 credit hr. with minimum of 15 Gen. Ed. Benchmark credits AA, AS,
AFA:	60 credit hr. with minimum of 24 Gen. Ed. benchmark credits CAS: 30 credit hr. with 6 Gen. Ed. credits in Quantitative and Communication
Advanced Skill Set:	12-29 credit hr.
Skill Set:	1-11 credit 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

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WVCTCS TITLE 135 PROCEDUAL 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 (https://www.wvhepc.edu/wp-content/uploads/2023/02/TransferAgreement2022-2023.pdf) **COURSES**

IDENTIFIED TO MEET GENERAL EDUCATION OUTCOMES AT BENCHMARK LEVEL COMMUNICATION

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

(or other approved course or demonstrated competency, i.e. CLEP Testing)

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	Organizational pattern (specific introduction and conclusion, sequenced material	Organizational pattern (specific introduction and conclusion, sequenced material

	within the body, and transitions) is observable within the presentation	within the body, and transitions) is clearly and consistently observable within the presentation	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. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*
Representation	Completes conversion of information but resulting	Completely converts relevant information into an	Skillfully converts relevant information into an insightful

	mathematical portrayal is only partially appropriate or accurate	appropriate and desired mathematical portrayal	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 us 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 interferences, 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)*:

Appendix E
Instructional Workload Form

Instructional Workload			
Name		Program	
Academic Rank		Academic Year	
Tenure Status		Contract Length	

Subject	Number	CRN	Title	% of Instruction	Credit Hours or Contact Equiv.	Class Enrollment
Fall/Winter						
				Total		
Spring						
				Total		
Summer						
				Total		
Course Release PC=program coordinator; CIP=clinical coordinator/internship/preceptorship; AD=assistant dean)						
Fall						
Spring						