



Promotion in Rank for Full-Time Faculty (NC 2015) Administrative Procedure

Approved 5/27/26 by Dr. Daniel P. Mosser, President.

1. Purpose

To outline the administrative procedure for full-time faculty to advance in rank in accordance with WV State Code 18B1-6, 18B-1B-B64, and 18B7-4, WVCTCS Title §135-9, and HLC Assumed Practices A-3, A-12, and B-2.

Promotion of faculty employed by West Virginia Northern Community College (Northern) is based on a wide range of criteria including excellence in teaching, significant contribution and service to the college community, quality experience, academic achievement, professional and scholarly activities and recognition, adherence to professional standards of conduct, potential for continued growth and service to the people of the State of West Virginia. At WVNCC, it may also include accessibility to students; teaching experience in higher education; and professional development appropriate to the rank sought.

2. Definitions

Parallel Programs: College parallel programs are transfer-oriented academic programs typically aligned with lower-division coursework that applies toward a bachelor's degree. Faculty teaching in college parallel programs are expected to meet credentialing standards consistent with Higher Learning Commission (HLC) requirements referenced in this procedure.

Professional Development: Sustained activities undertaken to maintain, enhance, or expand professional competence related to one's academic discipline and/or teaching and student learning. Examples may include conferences, trainings, certifications, licensure renewal/CEUs, online or in-person courses, scholarly or creative activity, industry engagement, and completion of academic credentials relevant to assigned responsibilities.

Service to Students: Activities in addition to course instruction that directly support student success, engagement, retention, belonging, transfer, or career readiness. Examples include mentoring, advising, student organization support, co-curricular learning experiences, and creating or expanding student opportunities.

Service to the College and the Community: Contributions that strengthen the College as an institution and/or advance its mission in the community. This includes, for example, committee work, accreditation support, shared governance, program leadership, recruitment/hiring participation, grants and initiatives, partnerships with employers/community organizations, workforce/economic development, and volunteer service that benefits both the College and the community.

Teaching: Academic or professional instructional that advances student learning and success and supports course and program outcomes. Teaching includes course preparation and delivery; evaluation of student learning; academic rigor and responsiveness; curriculum alignment; use of evidence-based or effective instructional practices; and contributions to assessment and continuous improvement.

Years in Rank: The total number of calendar years during which the faculty member served in their current academic rank at Northern, measured from the effective date of appointment to that rank to the applicable date in the current promotion cycle.

Years of Service: The total number of calendar years during which the faculty member was employed on a full-time basis (at least 30 credit hours annually) in qualifying instructional service at Northern, as verified through institutional records, inclusive of any approved release time or leave of absence, beginning on the faculty member's date of hire.

3. Responsibilities

Faculty: Adhere to deadlines, adhere to criteria appropriate to rank sought.

Peer Mentor: Meet with mentee, be available for questions.

Program Director: Provide candidate(s) with evaluation of program contributions.

Division Chair: Meet with applicant, review eligibility, sign at appropriate step.

Promotion Committee: Review portfolios, make recommendations for promotion.

Human Resources Office: Assist with verification of years of service.

Academic Affairs Office: Coordinate the promotion process and maintain records

related to promotion.

Vice President for Learning/Chief Academic Officer: Review portfolios, evaluate committee recommendations, ensure process upholds Board of Governors Rules, WVCTCS statutes, and HLC guidelines, make final recommendations for promotion to the President.

President: Make final decision for promotion consistent with this procedure and in consideration of the fiscal impact of each promotion recommended.

4. Procedural Steps

4.1 Conditions of Appointment for Faculty

- a. Full-time faculty appointment to rank will be in accordance with ranks defined in the WVCTCS procedural rule 135 C.S.R. 9.

According to Higher Learning Commission (HLC) guidelines, College parallel programs generally require a minimum of a master's degree. However, experience, training, and/or professional certification of the individual may be approved as acceptable substitutions (HLC Assumed Practice B.2.a). Faculty members must provide official documentation of required qualifications to teach at the time of hire, including transcripts and any program-specific certifications or licensure. The Division Chair and the VPL/CAO will recommend qualifications and acceptable substitutions for faculty members to the President, whose decision is final.

- b. If a decision is made to hire a faculty member who does not meet minimum requirements of the position, the initial appointment letter shall include additional education, certification, or training requirements that must be completed by the faculty member, within a specified time frame, to continue their employment. If the individual did not meet the minimum requirements of the position at the time of the initial hire, educational or training requirements for continued employment may not be used for promotion. This should be clearly explained and specified in the initial appointment offer that is made to the faculty member.

4.2 Advancement in Rank

- a. Advancement in rank is not an automatic procedure (WVCTCS135.9-7.2). The faculty promotion process for a higher rank provides an opportunity to assess and recognize dedication, growth, performance, and commitment to Northern in the three following areas:

- 1) Teaching,

- 2) Service to Students, and
- 3) Service to the College and the Community.

Excellence in these areas is demonstrated through documentation of meritorious performance; supervisory evaluations; continued additional certification, licensure, and/or educational attainment; service to the institution and the community; required years of relevant work experience; and a self-reflection. Applicants must meet all criteria for advancement in rank and submit all required documentation by the deadlines specified in this document (see p.10).

- b. The minimum rank qualification must be met in every recommendation regarding appointment to academic rank and for promotion in academic rank. However, exceptions may be requested as outlined in Section 4.3.e of this document.
- c. Northern will make all judgments regarding the appropriateness of the degree and equivalent work experience credit and will make its own determination on whether the teaching or service experience from another institution will be accepted.

4.3 Criteria for Placement and Promotion in Rank

a. Instructor

1. Potential ability in teaching and service/outreach. Potential ability may also be indicated by success in areas of formal study and work experience.
2. Expressed interest in attendance at and/or membership in professional and/or scholarly meetings and organizations.
3. Expressed understanding and acceptance of the responsibility of developing the instructional program, such as developing curriculum, recommending library, laboratory, and instructional equipment; initiating and implementing effective teaching methods; assessing program learning outcomes; and supporting student success and retention initiatives.
4. Expressed understanding and acceptance of WVNCC's mission.
5. As determined to be appropriate for the instructional discipline, an associate, baccalaureate, master's degree or higher from an accredited institution in the discipline or related area, or equivalent experience.
6. Any agreement to obtain and furnish proof of a degree or other qualification as a condition of initial employment has been fulfilled.

b. Assistant Professor

1. At least three (3) years of service as an Instructor. Faculty may apply for promotion in their third year of service as an Instructor.

2. Demonstrated and potential ability in teaching, service to students, and service to college/community as measured by a minimum merit score of 12 for at least three years since initial hire.
3. Attendance at and/or membership in professional and/or scholarly meetings and organizations.
4. Assistance in keeping the instructional program and resources at a high level of efficiency, such as developing curriculum, recommending additional library, laboratory, and instructional equipment; initiating and implementing effective teaching methods; assessing program learning outcomes; and supporting student success and retention initiatives.
5. Evidence of a positive and cooperative attitude and support for the mission, strategic goals, and values of the total college program.
6. As appropriate to the instructional discipline, evidence of maintaining professional status in the field (e.g., up-to-date licensure, required Continuing Education Units).

c. Associate Professor

1. At least three (3) years of service as an Assistant Professor. Faculty may apply for promotion in the third year of service as an Assistant Professor.
2. Demonstrated ability in teaching, service outreach, and professional development, as measured by a minimum merit score of 24 for at least three years since last promotion.
3. Membership in professional and scholarly organizations and participation in in-person or virtual meetings of these organizations.
4. Evidence of progressive attainment of professional goals, as outlined in annual evaluations and summarized in self-reflection.
5. Take leadership role in keeping the instructional program and resources at a high level of efficiency, such as developing curriculum, recommending additional library, laboratory, and instructional equipment and initiating and implementing effective teaching methods; assessing program learning outcomes; and supporting student success and retention initiatives.
6. Evidence of positive and cooperative attitude toward the mission, strategic goals, and values of the total college program.
7. As appropriate to the instructional discipline, evidence of maintaining professional status in the field (e.g. up-to-date licensure, required Continuing Education Units).

d. Professor

1. At least three (3) years as an Associate Professor. Faculty may apply for promotion in the third year of service as an Associate Professor.
2. At least nine (9) years of instruction at WVNCC.
3. Demonstrated ability in teaching, service/outreach, and professional development as measured by a minimum merit score of 36 for at least three years since last promotion.
4. Membership in a professional and scholarly organizations, participation in meetings of these organizations, and evidence of using knowledge gained from participation to benefit the program and/or College.
5. Evidence of assuming a leadership role in the College, such as by leading a strategically aligned project, assuming an administrative role, or chairing a major committee.
6. Demonstrated impact in keeping the instructional program and resources at a high level of efficiency, such as developing curriculum, recommending library, laboratory, and instructional equipment; initiating and implementing effective teaching methods; assessing program learning outcomes; and supporting student success and retention initiatives.
7. Evidence of positive and cooperative attitude toward the mission, strategic goals, and values of the total college program.
8. Possess an advanced degree (Master's or Doctorate) from an accredited institution -OR- show evidence of additional licensure/certification demonstrating professional growth in subject matter expertise.

e. Exceptions

Exceptions to these minimum rank qualifications may be considered by the VPL/CAO only in instances when unanticipated inconsistencies in the procedure or process would otherwise prohibit a faculty member from a normal progression in rank. The VPL/CAO will make a recommendation to the President, whose decision is final.

4.4 Promotion Portfolio Format and Documentation

Unless a faculty member is placed in a rank higher than Instructor upon initial hire, promotion portfolios are required to be considered for promotion in rank to Assistant Professor, Associate Professor, and Professor. Portfolios contain three required sections:

Section 1: Service Verification

Section 2: Narrative

Section 3: Supporting Documentation

The requirements for each section are outlined below:

Section 1: Service Verification

Verification of a) years of service and b) years in rank are provided by the Human Resources Office.

Section 2: Narrative

1. Write a brief narrative summarizing achievement of criteria in fulfillment of rank for which the candidate is applying.
2. The narrative should be submitted as a written statement of approximately 1,000 to 1,500 words.
 - a. May be submitted in essay or short answer format for Assistant or Associate rank. Candidates applying for Professor rank must write in essay format.
 - b. See Appendix A for a list of prompt questions
3. The narrative should provide reflection on and examples of fulfillment of rank criteria in three specific categories:
 - a. Teaching
 - b. Service to Students
 - c. Service to the College and the Community
4. Examples provided in the narrative should correspond to documentation provided in Section 3.

Section 3: Supporting Documentation

1. Documentation must be provided for achievement of criteria appropriate to rank sought.
2. Documentation should align to examples provided in narrative and demonstrate achievement of criteria appropriate to rank sought in three specific categories:
 - a. Teaching
 - b. Service to Students
 - c. Service to the College and the Community
3. The following documentation is required for all portfolios, regardless of rank sought:
 - a. Annual evaluation(s) for years in rank demonstrating fulfillment of routine job responsibilities and minimum merit score.
 - b. Proof of current membership in a professional or scholarly organization.
 - c. Program Director/Coordinator evaluation of program contributions.
 - d. Licensure/certifications/credentials/degrees/CEUs earned during years in rank
4. Candidates should include additional documentation to demonstrate achievement of criteria specific to rank sought. The type and combination of documentation is at the discretion of the candidate and should clearly address

professional growth in each category while in present rank. Wherever possible, documentation should illustrate not only the activity itself, but also its impact on students, fellow employees, the College as an institution, and/or the community.

5. Examples of documentation for each category may include:
 - a. Teaching
 1. Personal Teaching Philosophy
 2. Evidence of teaching effectiveness not already included in annual evaluations such as teaching awards; course retention and success data; course assessment reports; evidence of student intellectual growth and satisfaction; facilitation of high-impact practices such as service learning; and directing/supervising student research projects.
 3. Course or curriculum development, revision or review
 4. Course materials/special projects development, such as obtaining grant funds for a college project, participating in a special initiative related to teaching (e.g. OER); or development of a master course.
 5. Professional development in teaching and student learning, such as participating in college-sponsored professional seminars; attaining degree or credential from an accredited institution related to your teaching or the support of student learning; attending conferences, virtual presentations, or trainings related to one's academic and/or teaching career.
 6. Leadership in teaching and learning such as leading department, division, or College committees, groups, or activities related to teaching or the support of student learning; presenting a seminar on teaching/student learning to Northern employees; presenting on teaching/student learning to an external audience; and invitations to sit on external boards/committees related to teaching/student learning.
 - b. Service to Students
 1. Creating opportunities for students to participate in community service.
 2. Serving as a mentor to students.
 3. Involving students in club/cultural activities that contribute to the College's mission.
 4. Offering learning activities outside of class (e.g. study groups, field trips, service learning).
 5. Participating in Student Activities-sponsored events (e.g. SGA-organized events, Leadership Institute, etc.).
 6. Serving as an advisor to an active student club or organization.

7. Participating in activities to enhance students' professional development and capitalize on transfer and/or employment opportunities.
- c. Service to the College and the Community
 1. Service as a leader (e.g. Course Lead, Program Director, Pathway Coordinator, Division Chair, Faculty Assessment Coordinator, Faculty Assembly President).
 2. Service on HLC accreditation committee.
 3. Active service on a Collegewide committee(s).
 4. Obtaining grant funds to help support College objectives.
 5. Initiation of innovative projects and/or leadership of major projects.
 6. Service as mentor for new faculty.
 7. Participation in activities to recruit and hire College employees.
 8. Work that emphasizes workforce development, economic development, and forging partnerships between the college and civic organizations, regional businesses, and local government.
 9. Active volunteer service to civic organization or community group that is of value to both the organization and the College.
 - d. Additional documentation types not listed above may also be included in the candidate's portfolio if they align with the three categories above.

4.5 Portfolio Submission and Timeline

- a. Promotion portfolios must be submitted electronically following the process and using software as directed by the Academic Affairs Office.
- b. The table below provides the timeline for the annual promotion cycle. The Academic Affairs Office will issue a table with deadline dates specific to the promotion year during the week of faculty return.

Step	Deadline
Faculty Assembly nominates promotion committee membership	First Faculty Assembly meeting of the academic year
Division Chair (DC) meets individually with candidates to review criteria, determine eligibility, and select a peer mentor	Last week in September
Candidates notify VPL and DC of intention to promote via e-mail	Last week in October
VPL meets with Promotion Committee to review process and select chair	First week in December
Candidate submits verification documentation to HR office and Academic Affairs, if applicable	Last week in January
HR office and Academic Affairs verify service documentation	Second week in February
DC meets with candidate(s) to review annual evaluations.	Last week in February
Candidate submits complete promotion portfolio to Academic Affairs	Last week in February
Division Chair reviews Promotion Portfolio, determines recommendation, and notifies applicant	Third week in March
Division Chair provides VPL with a list of eligible candidates via e-mail	Last week in March
VPL compiles list of all eligible candidates and provides to HR, Promotion Committee Chair, and all committee members	First week in April
Promotion Committee members review portfolios and complete review documentation	Third week in April
Chair of Promotion Committee convenes meeting to discuss and make recommendation for or against each candidate	Third week in April
Chair of Promotion Committee summarizes recommendations and submits to VPL	Last week in April
VPL meets with the Promotion committee and/or Chair, if necessary	First week in May
VPL makes final promotion recommendations to President	Third week in May
President makes final determination of promotions and informs VPL	Last week in May
VPL notifies each candidate of the College's decision via letter submitted by e-mail.	First week in June

4.6 Compensation

Faculty awarded promotion will be compensated as specified in WV Code §18B-8-3 and WVNCC Rule NC-2018. Faculty may receive compensation for promotion and merit pay increments in the same year but will not be eligible for the annual wage increase when available in that same year.

Appendix A

Narrative Prompts

Teaching

1. How has your teaching philosophy evolved during your current rank? Describe key approaches, strategies, or values that guide your teaching and support student learning.
2. Provide examples that demonstrate your effectiveness as an instructor. How do you know your teaching is successful? Reference student outcomes, feedback, course data, or other indicators of learning.
3. Describe any courses, curricula, or instructional materials you have developed, revised, or improved. What need did this work address, and how did it benefit students or programs?
4. Discuss any innovative practices or high-impact experiences you have implemented (e.g., service learning, OER, new instructional technologies, research supervision, experiential learning). What impact did these efforts have?
5. How have you strengthened your teaching through professional development, credentials, or scholarly engagement? Explain how these activities influenced your classroom practice.
6. Describe ways you have contributed to teaching and learning beyond your own classroom (e.g., mentoring colleagues, leading initiatives, presenting on pedagogy, committee work focused on instruction).

Service to Students

1. Describe activities through which you supported students outside traditional instruction (e.g., mentoring, advising, study sessions, events, experiential opportunities).
2. How have you helped students prepare for transfer, employment, or continued academic growth? Provide examples of guidance, partnerships, or initiatives.
3. Discuss your involvement in student organizations, clubs, leadership programs, or cultural activities. What role did you play, and what impact did this involvement have on students?
4. Provide examples of how you created or expanded opportunities for students (community engagement, service learning, internships, collaborative projects, etc.).
5. Reflect on how your service to students supports WVNCC's mission and contributes to student success or sense of belonging.

Service to the College and the Community

1. Describe leadership roles or significant contributions you have made to your program, division, or the College. How did your work support institutional priorities?
2. Discuss your involvement in committees, accreditation activities, hiring, assessment,

or shared governance. What outcomes or improvements resulted from your participation?

3. Provide examples of innovative projects, grant work, or initiatives you helped develop or lead. What challenges were addressed, and what impact resulted?
4. Describe partnerships or service that strengthened connections between the College and community organizations, employers, or civic groups.
5. Explain ways you have supported colleagues through mentorship, collaboration, or professional leadership.
6. How has your service evolved during your current rank? What impact has your work had on students, colleagues, the College, or the broader community?

Appendix B

Forms

**WVNCC Promotion in Rank
Human Resources Service Verification Form**

Candidate Information

Candidate Name: _____

Employee ID: _____

Division _____

Current Rank: _____

Rank Sought: _____

Promotion Cycle Year: _____

Employment History Summary

Initial Hire Date (Full-Time Faculty): _____

Effective Date of Current Rank: _____

Years in Rank (HR Calculation)

Calculation Period (From - To): _____

Total Verified Years in Rank: _____

Years of Service (HR Calculation)

Total Verified WVNCC Service: _____

HR Verification

HR Representative Name/Title: _____

Signature & Date: _____

**WVNCC Promotion in Rank
Program Director/Coordinator Evaluation**

Candidate Information

Candidate Name: _____

Program: _____

Evaluator Name/Title: _____

Rank Sought: _____

Promotion Cycle Year: _____

Rating Scale

1 = Does Not Meet | 2 = Developing | 3 = Meets Expectations | 4 = Exceeds | 5 = Exemplary

Category	Rating (1-5)	Comments
Teaching (Program-Level)		
Service to Students		
Service to College/Community		

Overall Summary

Overall Rating: _____

Recommendation: Recommend Recommend with Reservations Do Not Recommend

Evaluator Signature & Date: _____