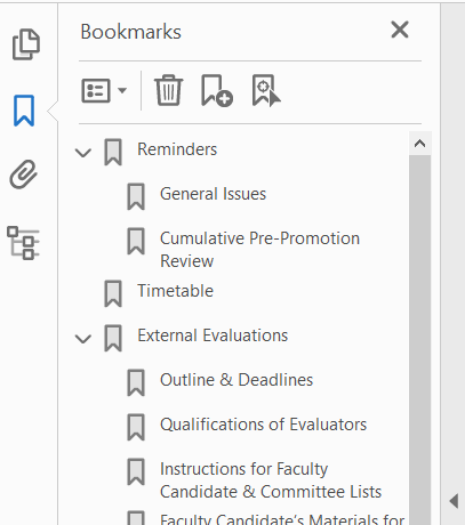
West Virginia University
EBERLY COLLEGE OF ARTS AND SCIENCES

One-Stop Shop for Annual Evaluation, Promotion, Tenure, Salary Enhancement & Sabbaticals

In this single file, you will find key documents that guide our processes for faculty evaluation, promotion and/or tenure. The file includes the materials listed below, and it has been bookmarked so that you can readily access the specific material that interests you.



A summary table of contents is below. Because of its importance, every faculty member should be generally familiar with this material.

Faculty Evaluation Committee (FEC) members, unit leads, and promotion and/or tenure candidates should pay close attention to the timelines and requirements in the items below.

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Reminders for Faculty Evaluation at the Unit Level in 2024-25

1. Annual evaluations are required for all full-time and continuing part-time faculty members. This normally includes tenure-track, tenured, teaching, service, and research faculty members, and senior lecturers. Occasional part time-faculty, such as lecturers hired on a per-course basis, should receive periodic reviews appropriate to their assignment.

2. The evaluation process requires the collegial exercise of professional judgment by the unit lead and the members of the Faculty Evaluation Committee (FEC). They must judge contributions in teaching, research, and service in consideration of the faculty member's assignment and available resources.

3. Although the unit lead conducts their own, independent evaluation, they must have the opportunity to review any FEC documentation before the completed unit level reviews are submitted to the College. Internal deadlines at the unit level must be set and adhered to in order to ensure both the FEC and chair or program director have sufficient time to complete their reviews.

4. Evaluations must contain developmental, goal-oriented guidance. An annual review is not limited to events of the immediately previous one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment should guide the faculty member in areas in which improvement may be needed, paying particular attention to cumulative progress toward, and expectations for, tenure and/or the next promotion. The assessment also provides a basis for performance-based salary adjustments and Salary Enhancements for Continued Academic Achievement, if applicable. Note: A faculty member could have a productive year but the total progress toward tenure could still be below expectations.

5. Minority statements to an FEC review, if any, should be included in the review document and made available for committee review prior to submission.

6. Any faculty member who is fully promoted (in any track) must request a departmental FEC review if one is desired. Otherwise, only a unit lead level review will occur.

7. If the unit lead is fully promoted, the department FEC must perform a review of the unit lead's teaching, research and service. The Dean's Office will only evaluate their administrative role.

8. When ready for submission to our office, each annual evaluation must be submitted electronically. The file should be saved individually, in this name format, "Lastname, F Department Chair (or Committee) Annual Evaluation 2024-25." Keep the word "Department" in the file name and do not add your specific department's name.

9. Emeritus appointments are normally considered for retiring or retired faculty members who have served the University for at least 10 years. The Department Chair's and FEC's recommendations should briefly describe why the faculty member's contributions are judged as meritorious. Submit the two recommendations and faculty member's vita. Emeritus recommendations can be submitted at any time throughout the year. It is preferential to submit these requests in Spring, along with the annual evaluations. However, if a request is submitted at any other time, at least a one-month lead is requested to give time for the College and Dean reviews before the retiring faculty member departs.

Required Content in Evaluation Letters - Annual and Promotion/Tenure Checklists

All departments and programs should use the following checklists to ensure that all required administrative and procedural elements are present in both annual evaluations as well as promotion and/or tenure evaluations, in addition to the substantive analysis that comprises the bulk of all evaluation letters.

FEC Letters – Annual Evaluation Checklist

- You must provide descriptors (Excellent, Good, Satisfactory and Unsatisfactory) on each area of teaching, research, and service as applicable. The appointment document and workload document must be consulted to determine the applicable areas of assignment. If there is no assignment in a given area, you are not required to provide a descriptor for that area.

- Each letter must make a clear and concise recommendation for continuation or termination. For example, "We recommend Dr. X for continuation at the rank of Y."

- Each letter must have the vote from the committee regarding continuation or termination.

- Each committee member must sign or apply their electronic signature to the letter.

- Each letter must contain language regarding responses. All annual evaluations are subject to a response, **not** a rebuttal. Rebuttals only pertain to letters recommending promotion, tenure or termination. You may copy and paste this language to add to your letters:

  You may, at any time, submit a response to this evaluation to the Dean of the Eberly College of Arts & Sciences in accordance with Section XIII.A.6 of the WVU Procedures for Faculty Appointment, Annual Faculty Evaluation, Promotion and Tenure.

FEC Letters – Promotion and/or Tenure Evaluation Checklist

- If the FEC finds that a candidate has made "significant contributions" in their assigned area(s) of significant contribution(s), the letter must demonstrate and specifically state that finding. For any areas where a significant contribution is not required, normally an area with an assignment of 20% or less, if you find that a candidate has made "reasonable contributions" in these areas, your letter must demonstrate and specifically state that

finding.

- Each letter must have the vote from the committee. If tenure is sought, promotion and tenure are two separate votes.

- Each letter must make a clear and concise recommendation for promotion, tenure or termination. For example, "We recommend Dr. X be promoted to the rank of Y with a grant of tenure."

- Each committee member must sign or apply their electronic signature to the letter.

- Each letter must contain language regarding rebuttals. All promotion, tenure and termination letters are subject to a rebuttal, **not** a response. Responses only pertain to letters of annual evaluation. You may copy and paste this language to add to your letters:

  You are advised that you may submit a rebuttal to the department-level recommendations for review at the next level. The rebuttal must be forwarded to the Dean of the Eberly College of Arts & Sciences within five (5) working days of receipt of the recommendations. See section XIII. B.5 of the West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure.

Unit Lead Letters – Annual Evaluation Checklist

- You must provide descriptors (Excellent, Good, Satisfactory and Unsatisfactory) on each area of teaching, research, and service as applicable. The appointment document and workload document must be consulted to determine the applicable areas of assignment. If there is no assignment in a given area, you are not required to provide a descriptor for that area.

- Each letter must make a clear and concise recommendation for continuation or termination. For example, "I recommend Dr. X for continuation at the rank of Y."

- Each letter must contain language regarding responses. All annual evaluations are subject to a response, **not** a rebuttal. Rebuttals only pertain to letters recommending promotion, tenure or termination. You may copy and paste this language to add to your letters:

  You may, at any time, submit a response to this evaluation to the Dean of the Eberly College of Arts & Sciences in accordance with Section XIII.A.6 of the WVU Procedures for Faculty Appointment, Annual Faculty Evaluation, Promotion and Tenure.

Unit Lead Letters – Promotion and/or Tenure Evaluation Checklist

- If you find that a candidate has made "significant contributions" in their assigned area(s) of significant contribution(s), your letter must demonstrate and specifically state that finding. For any areas where a significant contribution is not required, normally an area with an assignment of 20% or less, if you find that a candidate has made "reasonable contributions" in these areas, your letter must demonstrate and specifically state that finding.

- Each letter must make a clear and concise recommendation for promotion, tenure or termination. For example, "I recommend Dr. X be promoted to the rank of Y with a grant of tenure."

- Each letter must contain language regarding rebuttals. All promotion, tenure and termination letters are subject to a rebuttal, **not** a response. Responses only pertain to letters of annual evaluation. You may copy and paste this language to add to your letters:

  You are advised that you may submit a rebuttal to the department-level recommendations for review at the next level. The rebuttal must be forwarded to the Dean of the Eberly College of Arts & Sciences within five (5) working days of receipt of the recommendations. See section XIII. B.5 of the West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure.

Eberly College of Arts & Sciences

Faculty Evaluation Timetable for 2024-25

These are the deadlines for submitting materials to the Dean's Office. There are only three: January 15, January 31, and February 28.

EVALUATION OF…	DEAN'S DEADLINE
Tenure-track faculty member only in their first year	WED, Jan 15
Tenure-track faculty member in their second year or later	FRI, Jan 31
Tenure-track faculty member with recommendation about tenure, promotion, or termination	FRI, Jan 31
Tenured faculty member with recommendation about promotion or termination	FRI, Jan 31
Teaching faculty member with recommendation about promotion or termination	FRI, Jan 31
Service faculty member with recommendation about promotion or termination	FRI, Jan 31
Research faculty member with recommendation about promotion or termination	FRI, Jan 31
Tenured faculty member with recommendation for continuation	FRI, Feb 28
Teaching faculty member with recommendation for continuation	FRI, Feb 28
Service faculty member with recommendation for continuation	FRI, Feb 28
Research faculty member with recommendation for continuation	FRI, Feb 28
Any faculty member with an Emeritus recommendation (If a faculty member will retire before the end of the academic year, or if the faculty member already is retired, the Emeritus recommendations can be submitted to the Dean's Office whenever the department is ready to do so.)	FRI, Feb 28
All other remaining full-time or continuing part-time faculty evaluations	FRI, Feb 28

Note: Here "tenure-track" faculty members are those in tenurable positions who are not yet tenured. "Tenured" faculty members are tenure-track faculty who have been granted tenure, regardless of their current rank. "Teaching," "Research," "Service," and other full-time or continuing part-time faculty members are not tenurable.

Cumulative Pre-Promotion Review (aka "Fourth-Year Review")

In 2024-25 a cumulative review is required for Tenure-Track faculty members whose Critical Year is 2026-27. Please review the following excerpts from the Eberly College *Guidelines for Faculty Evaluation, Promotion, Tenure, and Performance-Based Raises*, as well as common issues.

Section II.A.4

Probationary faculty members are required to have a cumulative pre-promotion review, normally conducted 2 years before the Critical Year, to determine the extent to which the individual is making clear progress toward tenure. Failure to demonstrate clear progress in the areas of significant contribution or in fulfilling specific expectations in the letter of appointment may lead to the issuance of a terminal contract before the Critical Year.

Section IV.C.1.b

[The] Cumulative Pre-Promotion Report … is required of probationary Tenure-Track faculty members 2 years before the Critical Year in which case the report summarizes work since the initial appointment at WVU. If the appointment letter allows credit towards tenure or promotion for work done before starting at WVU, the credited work also should be included in the cumulative pre-promotion report.

Section VII.C

Two years before the Critical Year, probationary Tenure-Track faculty members are subject to a more rigorous review to determine the extent to which the individual is making clear progress toward tenure. By this time, teaching should be at a level such that if sustained, the candidate would be judged as making a significant contribution in teaching. Because significant contributions in research are expected of Tenure-Track faculty members, there will be particular focus on the expectation to have developed an active, independent, and sustainable research program as defined in the letter of appointment….

A cumulative pre-promotion evaluation is conducted by both the Faculty Evaluation Committee and the Department Chair **in addition to the annual evaluation**. The evaluation is based on the cumulative pre-promotion report described above in Section IV.C.1.b of these *Guidelines* as well as the evidence in the Faculty Evaluation File. Besides ratings of teaching, research, and service (as appropriate to the faculty member's assignment), the evaluation includes a judgment about whether the faculty member is on-track for the next career step (promotion, tenure) and what steps, if any, are needed for improvement.

In the case of probationary Tenure-Track faculty members, the cumulative pre-promotion evaluation also includes a judgment about the likelihood of success by the Critical Year, and a recommendation to continue the faculty member at their current rank (termination is recommended by voting against continuation). In a cumulative pre-promotion evaluation, a recommendation in favor of continuation suggests that the faculty member is likely to attain tenure in the Critical Year. A recommendation against continuation suggests that the faculty member is unlikely to attain tenure in the Critical Year.

Common Issues and Notes

1. If offered in their appointment letter, when a faculty member claims credit from a previous appointment to count towards promotion, they are required to notify the Dean's Office that they are using this credit. Please review the appointment letter for any deadlines regarding this notification.

2. All activity during any credited years from a previous appointment must be documented in the electronic faculty file (Digital Measures). Please reach out to Brian Meredith for guidance on how to document activities that occurred outside of WVU.

3. Modifications to critical years may alter the timeline for a cumulative pre-promotion review or may eliminate it completely. Please contact the Dean's office if you have questions on timing.

4. Non-tenure track faculty can request a pre-promotion review as well.

External Evaluations of Research, Teaching, or Service for Candidates for Promotion or Tenure 2024-25

General notes

External evaluations of an area of a faculty's assignment (teaching, research, or service) are required when:

1. a Tenure-Track faculty member seeks tenure or promotion or a Tenured faculty member seeks promotion (external evaluations of research are required),

2. a Research faculty member seeks promotion (external evaluations of research are required),

3. a Teaching Associate Professor seeks promotion to Teaching Professor and exercises the option to use external evaluations to document national or international recognition of their achievements (external evaluations of programmatic contributions in teaching are required), or

4. a Service faculty member seeks promotion (external evaluations of service are required).

University guidelines for external evaluations can be found in Section XII of the *West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* (http://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure). College guidelines are in Section IX of the *Eberly College of Arts and Sciences Guidelines for Faculty Evaluation, Promotion, Tenure, and Performance-Based Raises* (http://eberly.wvu.edu/files/d/c1928211-542e-4894-8602-b187b8810564/college-faculty-evaluation-guidelines.pdf).

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1. An outline of the steps in the external evaluation procedure, including deadlines.

2. Specific details about:
   - Unit Lead's submission to the Dean's Office, including information on the final list of evaluators
   - Qualifications of evaluators
   - Instructions for faculty candidates and department committees on how to prepare their lists of evaluators
   - Faculty Candidate's materials for the evaluators

3. A list of peer institutions where evaluators are normally sought.

4. In separate Word files, templates for written communication with potential evaluators by email and postal mail.

Outline and Deadlines

Here are the procedural steps and deadlines required by college and university policies. When a published deadline falls on a weekend or holiday, the effective deadline is the last working day before the published date. The deadlines listed below take this rule into account.

Friday, August 30, 2024: Faculty candidates seeking discretionary action notify the Unit Lead of their intent to be considered for promotion. In addition, candidates are encouraged to notify the chair of the departmental Faculty Evaluation Committee. Critical-year candidates will be considered automatically unless they notify the Unit Lead otherwise. The Unit Lead consults with the Faculty Evaluation Committee to ensure that both the Unit Lead and the Committee have a complete list of promotion or tenure cases.

Tuesday, September 3, 2024: The Unit Lead sends the Dean's Office a list of faculty members seeking promotion or tenure (including both discretionary and critical-year candidates). The Unit Lead also notifies the Dean's Office about any faculty members who withdraw from the process in their critical year. Send to Stephen.Ballant@mail.wvu.edu.

Friday, September 6, 2024: The faculty candidate and the departmental Faculty Evaluation Committee (or other appropriate faculty committee), acting independently, each give the Unit Lead a list of 6 or more potential evaluators.

> **After Receipt of the Committee's List:** In a timely fashion after receiving the committee's list, the Unit Lead shares it with the faculty candidate and solicits the candidate's written comments.

Monday, September 16, 2024: In a written, signed, and dated statement – or in a message sent from the faculty candidate's university email address – the candidate gives the Unit Lead comments regarding the committee's suggested evaluators. If the candidate has no comments, the candidate must say so for the record. These comments must be included in the packet.

> **After Receipt of the Candidate's Comments:** The Unit Lead prepares (a) a final list of proposed evaluators and (b) a sample copy of the letter to be sent to the evaluators, based on the template included as part of this document.

Wednesday, September 18, 2024: In a single electronic submission, the Unit Lead sends Stephen.Ballant@mail.wvu.edu a proposal with the five sections described in the section below.

> **After Receipt of the Unit Lead's Submission**: The Dean reviews the proposed evaluators and the sample letter. The Dean may seek additional information from the Unit Lead, strike one or more individuals from the list of potential evaluators, or require revisions to the letter. When the materials are approved, the Dean will notify the Unit Lead in a timely fashion.
>
> **After the Dean Approves the List of Evaluators**: Upon the Dean's approval of the Unit Lead's final list, and before sending the evaluation materials to the evaluators, the Unit Lead should make preliminary contact with the approved evaluators by email or telephone to verify their willingness to participate in the process. A sample email message is included in this document.

Tuesday, October 1, 2024: This is the university's deadline for all evaluation materials to be sent (or otherwise made available) to the evaluators. The faculty candidate is responsible for preparing a package of materials that will allow the evaluators to judge the significance and impact of the faculty member's work. See the section entitled "Faculty Candidate's Materials for External Evaluators" for details.

Unit Lead Submission to Dean's Office

1. Unit Lead's final list of proposed evaluators

The Unit Lead's final list must have individuals from both the candidate and committee lists. The Unit Lead must consider any comments provided by the faculty candidate but is not obligated to eliminate a potential evaluator simply because the candidate has objected. The Unit Lead's list must include every acceptable evaluator. In other words, unless a proposed evaluator is unacceptable, the list must exhaust the names from the candidate and committee lists. The goal is to have enough potential evaluators to satisfy the University guidelines, and we must be prepared for individuals on the list to decline the invitation to serve as evaluators.

Those University guidelines state that "a minimum of 4 external evaluations ordinarily is required." To increase the likelihood of receiving at least 4 evaluations as required, the Unit Lead must secure agreements from at least 6 evaluators but no more than 6. In addition, the Unit Lead should send reminders to the evaluators about a month before the deadline for the evaluations.

The Unit Lead's list is confidential. To preserve the anonymity of the evaluators, the list must not be shared with the faculty candidate.

The Unit Lead should list the individuals in the order in which they will be solicited to serve as evaluators. For each proposed evaluator, the Unit Lead's list **must include the following information** (do **not** include biographies):

- ☐ Name.
- ☐ Academic rank.
- ☐ Institution.
- ☐ Carnegie classification of the institution (R1, R2, Other).
- ☐ Justification for proposing an evaluator who is not at an R1 institution.
- ☐ Source of the nomination ("candidate," "committee," or "both")
- ☐ Conflict of interest. State "None" if that is the case; otherwise, briefly describe any personal or professional relationship the faculty candidate has or has had with the proposed evaluator. The final list must not include the candidate's dissertation advisor or postdoc director.

All of these items must be included in the Unit Lead's final list.

2. Faculty candidate's list of proposed evaluators.

3. Committee's list of proposed evaluators.

4. Candidate's comments on the committee's list, either signed or emailed from the candidate's WVU address.

5. Sample letter to be sent to the reviewers, based on the provided template.

Qualifications of Evaluators

Evaluators from Peer Academic Institutions: When research or programmatic contributions in teaching are to be considered, all or nearly all evaluators should be from academic departments at peer institutions. A "peer institution" is one with a Carnegie Classification that matches that of WVU, namely "R1: Doctoral Universities – Very High Research Activity." A list of such institutions, compiled on May 23, 2024, is included as part of this document. Up-to-date information can be obtained at the Carnegie Foundation's web site: Carnegie Classifications | Home Page (acenet.edu).

Evaluators from Other Academic Institutions: To propose an evaluator who is at a college or university that is not a Carnegie R1 institution, justification is required in the Unit Lead's final list. Perhaps the individual, by virtue of their scholarly specialization or standing in the discipline, is uniquely qualified to judge the faculty member's research. Or perhaps the individual is a senior scholar who spent the bulk of their career at a peer institution and thus is capable of making appropriate judgments from the standpoint of a colleague at a peer institution. (These examples are not exhaustive.) The Carnegie classification does not extend to academic institutions outside the United States. Proposals for evaluators from such places should explain why it should be considered equivalent to a Carnegie R1. Please note: When research or teaching is the topic of review, only a small minority of evaluators can be from non-peer institutions.

Academic Rank: Each proposed evaluator in an academic department must be at or above the rank to which the faculty candidate aspires. If the candidate is applying for promotion to Associate Professor, the evaluators could be Associate Professors or Professors. If the candidate is applying for promotion to Professor, the evaluators must be Professors. In the case of a Teaching Associate Professor seeking promotion to Teaching Professor, the external evaluators must be faculty members at peer institutions who hold the rank of Professor and have been promoted, at least in part, because of significant contributions in teaching.

Evaluators of Research from Non-Academic Institutions: When research is to be considered, it may be appropriate to have evaluators from scientific organizations outside academia (e.g., from national laboratories). In such cases, justification is required, and evaluators from such institutions should be in the minority.

Evaluators of Service from Non-Academic Institutions: When service is to be considered, individuals in non-academic settings might be highly qualified. In such cases, justification is required. There is no limit on the number of such individuals who could serve as evaluators, but they should be sensitive to the mission of the university.

Instructions for Faculty Candidate & Committee Lists

The lists by the faculty candidate and the committee must be prepared for electronic submission in PDF or Word format. Both lists must include the following information for each individual:

1. Name
2. Academic rank
3. Institution
4. Carnegie classification of the institution: R1, R2, or Other (R1 = Doctoral University-Very High Research Activity, R2 = Doctoral University-High Research Activity).
5. Information for contact via email and, whenever possible, telephone
6. A brief explanation of why the individual would be an appropriate evaluator of the candidate's work. Please do not copy and paste biographies from web sites; a brief explanation is all that is needed.
7. A brief description of any relevant personal or professional relationship the faculty member has or has had with the evaluator
8. If the individual is not at an R1 institution, an explanation of why the individual is qualified to serve as an evaluator

Faculty Candidate's Materials for External Evaluators

The faculty member is responsible for preparing a package of materials that will allow the evaluators to judge the significance and impact of the faculty member's work. As a reminder, for Tenure-Track faculty members, "work" = research; for Teaching faculty, "work" = programmatic contributions to teaching; and for Service faculty, "work" = service. The package should include:

1. A vita
2. Materials that document the candidate's achievements in research OR teaching OR service as appropriate for the faculty candidate's classification as noted above.
3. A narrative that puts the documented achievements into context.
4. Copies of the university, college, and department faculty evaluation guidelines.

Note that due to limitations of the system, **Digital Measures cannot be used** to share materials with external evaluators. The preferred method to share the materials is electronically (e.g.: Google Drive, Dropbox, Sharepoint). If necessary, the materials can be provided in hard copy, sent on a USB drive or other electronic medium, or posted on a web site. In the last case, the site should give the evaluator access to only those materials that are relevant to the candidate's case. For example, for a tenured associate professor seeking promotion to full professor, the site would document research since the file was closed for the last promotion. Additionally, note that a productivity report generated from Digital Measures is not a suitable narrative, as the reviewer will not be able to access any of the materials linked therein.

The Office of the Dean can assist candidates with electronic materials. This service is not required. You may choose to put together your materials yourself. To take advantage of this offer, the candidate should submit, in electronic format (Word or PDF), the materials listed above, plus a table of contents. Our office will compile these files into a single annotated PDF file, post it on a secure website, and provide a password-protected link to the material. If using this service, the materials must be submitted to Stephen.Ballant@mail.wvu.edu by **Monday, September 16, 2024.**

To ensure a complete faculty file, the materials given to the evaluators also must be included in the candidate's Digital Measures (DM) account. If the materials are already there, a list of the materials should be filed in the "Supporting Documentation (CV, Report Narrative, Other)" screen in the "Archived Reports and Documents" section of DM. If the materials are not in DM, the above-referenced materials should be uploaded to the same location. In either event, upload as a "Report Appendix" and give the upload a descriptive title such as "External evaluator materials.pdf"

Carnegie Classification of Institutions of Higher
Education May 23, 2024

Arizona State University Campus Immersion	Tempe	AZ	Doctoral Universities Very High Research Activity
Auburn University	Auburn	AL	Doctoral Universities Very High Research Activity
Baylor University	Waco	TX	Doctoral Universities Very High Research Activity
Binghamton University	Vestal	NY	Doctoral Universities Very High Research Activity
Boston College	Chestnut Hill	MA	Doctoral Universities Very High Research Activity
Boston University	Boston	MA	Doctoral Universities Very High Research Activity
Brandeis University	Waltham	MA	Doctoral Universities Very High Research Activity
Brown University	Providence	RI	Doctoral Universities Very High Research Activity
California Institute of Technology	Pasadena	CA	Doctoral Universities Very High Research Activity
Carnegie Mellon University	Pittsburgh	PA	Doctoral Universities Very High Research Activity
Case Western Reserve University	Cleveland	OH	Doctoral Universities Very High Research Activity
Clemson University	Clemson	SC	Doctoral Universities Very High Research Activity
Colorado School of Mines	Golden	CO	Doctoral Universities Very High Research Activity
Colorado State University-Fort Collins	Fort Collins	CO	Doctoral Universities Very High Research Activity
Columbia University in the City of New York	New York	NY	Doctoral Universities Very High Research Activity
Cornell University	Ithaca	NY	Doctoral Universities Very High Research Activity
CUNY Graduate School and University Center	New York	NY	Doctoral Universities Very High Research Activity
Dartmouth College	Hanover	NH	Doctoral Universities Very High Research Activity
Drexel University	Philadelphia	PA	Doctoral Universities Very High Research Activity
Duke University	Durham	NC	Doctoral Universities Very High Research Activity
Emory University	Atlanta	GA	Doctoral Universities Very High Research Activity
Florida International University	Miami	FL	Doctoral Universities Very High Research Activity
Florida State University	Tallahassee	FL	Doctoral Universities Very High Research Activity
George Mason University	Fairfax	VA	Doctoral Universities Very High Research Activity
George Washington University	Washington	DC	Doctoral Universities Very High Research Activity
Georgetown University	Washington	DC	Doctoral Universities Very High Research Activity
Georgia Institute of Technology-Main Campus	Atlanta	GA	Doctoral Universities Very High Research Activity
Georgia State University	Atlanta	GA	Doctoral Universities Very High Research Activity
Harvard University	Cambridge	MA	Doctoral Universities Very High Research Activity
Indiana University-Bloomington	Bloomington	IN	Doctoral Universities Very High Research Activity
Iowa State University	Ames	IA	Doctoral Universities Very High Research Activity
Johns Hopkins University	Baltimore	MD	Doctoral Universities Very High Research Activity
Kansas State University	Manhattan	KS	Doctoral Universities Very High Research Activity
Kent State University at Kent	Kent	OH	Doctoral Universities Very High Research Activity
Louisiana State University and Agricultural & Mechanical College	Baton Rouge	LA	Doctoral Universities Very High Research Activity
Massachusetts Institute of Technology	Cambridge	MA	Doctoral Universities Very High Research Activity
Michigan State University	East Lansing	MI	Doctoral Universities Very High Research Activity
Mississippi State University	Mississippi State	MS	Doctoral Universities Very High Research Activity
Montana State University	Bozeman	MT	Doctoral Universities Very High Research Activity
New Jersey Institute of Technology	Newark	NJ	Doctoral Universities Very High Research Activity
New York University	New York	NY	Doctoral Universities Very High Research Activity
North Carolina State University at Raleigh	Raleigh	NC	Doctoral Universities Very High Research Activity
North Dakota State University-Main Campus	Fargo	ND	Doctoral Universities Very High Research Activity
Northeastern University	Boston	MA	Doctoral Universities Very High Research Activity
Northwestern University	Evanston	IL	Doctoral Universities Very High Research Activity
Ohio State University-Main Campus	Columbus	OH	Doctoral Universities Very High Research Activity
Ohio University-Main Campus	Athens	OH	Doctoral Universities Very High Research Activity
Oklahoma State University-Main Campus	Stillwater	OK	Doctoral Universities Very High Research Activity
Old Dominion University	Norfolk	VA	Doctoral Universities Very High Research Activity
Oregon State University	Corvallis	OR	Doctoral Universities Very High Research Activity
Princeton University	Princeton	NJ	Doctoral Universities Very High Research Activity
Purdue University-Main Campus	West Lafayette	IN	Doctoral Universities Very High Research Activity
Rensselaer Polytechnic Institute	Troy	NY	Doctoral Universities Very High Research Activity
Rice University	Houston	TX	Doctoral Universities Very High Research Activity
Rutgers University-New Brunswick	New Brunswick	NJ	Doctoral Universities Very High Research Activity
Stanford University	Stanford	CA	Doctoral Universities Very High Research Activity
Stony Brook University	Stony Brook	NY	Doctoral Universities Very High Research Activity
SUNY at Albany	Albany	NY	Doctoral Universities Very High Research Activity
Syracuse University	Syracuse	NY	Doctoral Universities Very High Research Activity
Temple University	Philadelphia	PA	Doctoral Universities Very High Research Activity
Texas A & M University-College Station	College Station	TX	Doctoral Universities Very High Research Activity
Texas Tech University	Lubbock	TX	Doctoral Universities Very High Research Activity

The Pennsylvania State University	University Park	PA	Doctoral Universities Very High Research Activity
The University of Alabama	Tuscaloosa	AL	Doctoral Universities Very High Research Activity
The University of Montana	Missoula	MT	Doctoral Universities Very High Research Activity
The University of Tennessee-Knoxville	Knoxville	TN	Doctoral Universities Very High Research Activity
The University of Texas at Arlington	Arlington	TX	Doctoral Universities Very High Research Activity
The University of Texas at Austin	Austin	TX	Doctoral Universities Very High Research Activity
The University of Texas at Dallas	Richardson	TX	Doctoral Universities Very High Research Activity
The University of Texas at El Paso	El Paso	TX	Doctoral Universities Very High Research Activity
The University of Texas at San Antonio	San Antonio	TX	Doctoral Universities Very High Research Activity
Tufts University	Medford	MA	Doctoral Universities Very High Research Activity
Tulane University of Louisiana	New Orleans	LA	Doctoral Universities Very High Research Activity
University at Buffalo	Buffalo	NY	Doctoral Universities Very High Research Activity
University of Alabama at Birmingham	Birmingham	AL	Doctoral Universities Very High Research Activity
University of Alabama in Huntsville	Huntsville	AL	Doctoral Universities Very High Research Activity
University of Arizona	Tucson	AZ	Doctoral Universities Very High Research Activity
University of Arkansas	Fayetteville	AR	Doctoral Universities Very High Research Activity
University of California-Berkeley	Berkeley	CA	Doctoral Universities Very High Research Activity
University of California-Davis	Davis	CA	Doctoral Universities Very High Research Activity
University of California-Irvine	Irvine	CA	Doctoral Universities Very High Research Activity
University of California-Los Angeles	Los Angeles	CA	Doctoral Universities Very High Research Activity
University of California-Riverside	Riverside	CA	Doctoral Universities Very High Research Activity
University of California-San Diego	La Jolla	CA	Doctoral Universities Very High Research Activity
University of California-Santa Barbara	Santa Barbara	CA	Doctoral Universities Very High Research Activity
University of California-Santa Cruz	Santa Cruz	CA	Doctoral Universities Very High Research Activity
University of Central Florida	Orlando	FL	Doctoral Universities Very High Research Activity
University of Chicago	Chicago	IL	Doctoral Universities Very High Research Activity
University of Cincinnati-Main Campus	Cincinnati	OH	Doctoral Universities Very High Research Activity
University of Colorado Boulder	Boulder	CO	Doctoral Universities Very High Research Activity
University of Colorado Denver/Anschutz Medical Campus	Denver	CO	Doctoral Universities Very High Research Activity
University of Connecticut	Storrs	CT	Doctoral Universities Very High Research Activity
University of Delaware	Newark	DE	Doctoral Universities Very High Research Activity
University of Denver	Denver	CO	Doctoral Universities Very High Research Activity
University of Florida	Gainesville	FL	Doctoral Universities Very High Research Activity
University of Georgia	Athens	GA	Doctoral Universities Very High Research Activity
University of Hawaii at Manoa	Honolulu	HI	Doctoral Universities Very High Research Activity
University of Houston	Houston	TX	Doctoral Universities Very High Research Activity
University of Illinois Chicago	Chicago	IL	Doctoral Universities Very High Research Activity
University of Illinois Urbana-Champaign	Champaign	IL	Doctoral Universities Very High Research Activity
University of Iowa	Iowa City	IA	Doctoral Universities Very High Research Activity
University of Kansas	Lawrence	KS	Doctoral Universities Very High Research Activity
University of Kentucky	Lexington	KY	Doctoral Universities Very High Research Activity
University of Louisiana at Lafayette	Lafayette	LA	Doctoral Universities Very High Research Activity
University of Louisville	Louisville	KY	Doctoral Universities Very High Research Activity
University of Maine	Orono	ME	Doctoral Universities Very High Research Activity
University of Maryland-Baltimore County	Baltimore	MD	Doctoral Universities Very High Research Activity
University of Maryland-College Park	College Park	MD	Doctoral Universities Very High Research Activity
University of Massachusetts-Amherst	Amherst	MA	Doctoral Universities Very High Research Activity
University of Memphis	Memphis	TN	Doctoral Universities Very High Research Activity
University of Miami	Coral Gables	FL	Doctoral Universities Very High Research Activity
University of Michigan-Ann Arbor	Ann Arbor	MI	Doctoral Universities Very High Research Activity
University of Minnesota-Twin Cities	Minneapolis	MN	Doctoral Universities Very High Research Activity
University of Mississippi	University	MS	Doctoral Universities Very High Research Activity
University of Missouri-Columbia	Columbia	MO	Doctoral Universities Very High Research Activity
University of Nebraska-Lincoln	Lincoln	NE	Doctoral Universities Very High Research Activity
University of Nevada-Las Vegas	Las Vegas	NV	Doctoral Universities Very High Research Activity
University of Nevada-Reno	Reno	NV	Doctoral Universities Very High Research Activity
University of New Hampshire-Main Campus	Durham	NH	Doctoral Universities Very High Research Activity
University of New Mexico-Main Campus	Albuquerque	NM	Doctoral Universities Very High Research Activity
University of North Carolina at Chapel Hill	Chapel Hill	NC	Doctoral Universities Very High Research Activity
University of North Texas	Denton	TX	Doctoral Universities Very High Research Activity
University of Notre Dame	Notre Dame	IN	Doctoral Universities Very High Research Activity
University of Oklahoma-Norman Campus	Norman	OK	Doctoral Universities Very High Research Activity
University of Oregon	Eugene	OR	Doctoral Universities Very High Research Activity
University of Pennsylvania	Philadelphia	PA	Doctoral Universities Very High Research Activity
University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	Doctoral Universities Very High Research Activity
University of Rochester	Rochester	NY	Doctoral Universities Very High Research Activity

University of South Carolina-Columbia	Columbia	SC	Doctoral Universities Very High Research Activity
University of South Florida	Tampa	FL	Doctoral Universities Very High Research Activity
University of Southern California	Los Angeles	CA	Doctoral Universities Very High Research Activity
University of Southern Mississippi	Hattiesburg	MS	Doctoral Universities Very High Research Activity
University of Utah	Salt Lake City	UT	Doctoral Universities Very High Research Activity
University of Virginia-Main Campus	Charlottesville	VA	Doctoral Universities Very High Research Activity
University of Washington-Seattle Campus	Seattle	WA	Doctoral Universities Very High Research Activity
University of Wisconsin-Madison	Madison	WI	Doctoral Universities Very High Research Activity
University of Wisconsin-Milwaukee	Milwaukee	WI	Doctoral Universities Very High Research Activity
Utah State University	Logan	UT	Doctoral Universities Very High Research Activity
Vanderbilt University	Nashville	TN	Doctoral Universities Very High Research Activity
Virginia Commonwealth University	Richmond	VA	Doctoral Universities Very High Research Activity
Virginia Polytechnic Institute and State University	Blacksburg	VA	Doctoral Universities Very High Research Activity
Washington State University	Pullman	WA	Doctoral Universities Very High Research Activity
Washington University in St Louis	Saint Louis	MO	Doctoral Universities Very High Research Activity
Wayne State University	Detroit	MI	Doctoral Universities Very High Research Activity
West Virginia University	Morgantown	WV	Doctoral Universities Very High Research Activity
Yale University	New Haven	CT	Doctoral Universities Very High Research Activity

Sample Emails to Potential Evaluators 2024-25

Before sending the formal letter and the faculty candidate's materials, contact the individual by email or telephone to secure their agreement to serve as an evaluator.

For Tenure-Track Assistant Professors

Dr._____,

I write to seek your help in evaluating _____'s application for promotion to the rank of Associate Professor of _____ with a grant of tenure at West Virginia University. As part of the University's procedure for assessing the quality of Dr._____'s research, the judgment of scholars in their general area of specialization is critical. It would help us a great deal if you would evaluate the quality of their contributions to the field of _____

If you agree to help, I will send you materials including Dr. _____'s vita, samples of their work which you may use as you wish in your evaluation, and copies of our evaluation guidelines.

Your letter is needed by December 1, 2024.

I realize how busy you are and that requests such as this one only add to the burden. But I am sure that you understand that peer evaluation is an essential feature of faculty development, and I hope that you will be able to help us.

I look forward to your response.

Sincerely,

For Tenure-Track Associate Professors

Dr._____,

I write to seek your help in evaluating _____'s application for promotion to the rank of Professor of _____ at West Virginia University. As part of the University's procedure for assessing the quality of Dr._____'s research, the judgment of scholars in their general area of specialization is critical. It would help us a great deal if you would evaluate the quality of their contributions to the field of _____

If you agree to help, I will send you materials including Dr. _____'s vita, samples of their work which you may use as you wish in your evaluation, and copies of our evaluation guidelines.

Your letter is needed by December 1, 2024.

I realize how busy you are and that requests such as this one only add to the burden. But I am sure that you understand that peer evaluation is an essential feature of faculty development, and I hope that you will be able to help us.

I look forward to your response.

Sincerely,

For Research Assistant and Associate Professors

Dr._____,

I write to seek your help in evaluating _____'s application for promotion to the rank of Research {Associate Professor or Professor} of _____ at West Virginia University. The primary focus of a Research faculty appointment is engagement as the principal investigator in externally funded research, although a portion of the assignment may be allocated to teaching or service. As part of the University's procedure for assessing the quality of Dr._____'s research the judgment of individuals like you in their general area of specialization is critical. It would help us a great deal if you would evaluate the quality of their contributions in research.

If you agree to help, I will send you materials including Dr. _____'s vita, samples of their work which you may use as you wish in your evaluation, and copies of our evaluation guidelines.

Your letter is needed by December 1, 2024.

I realize how busy you are and that requests such as this one only add to the burden. But I am sure that you understand that peer evaluation is an essential feature of faculty development, and I hope that you will be able to help us.

I look forward to your response.

Sincerely,

For Service Faculty Members

Dr._____,

I write to seek your help in evaluating _____'s application for promotion to the rank of Service {Assistant Professor, Associate Professor, or Professor} of _____ at West Virginia University. A "Service" faculty member is promotable but not tenurable, and has a primary assignment in service with classroom instruction or other assignments secondary. As part of the University's procedure for assessing the quality of Dr._____'s service, the judgment of individuals like you in their general area of specialization is critical. It would help us a great deal if you would evaluate the quality of their contributions in service.

If you agree to help, I will send you materials including Dr. _____'s vita, samples of their work which you may use as you wish in your evaluation, and copies of our evaluation guidelines.

Your letter is needed by December 1, 2024.

I realize how busy you are and that requests such as this one only add to the burden. But I am sure that you understand that peer evaluation is an essential feature of faculty development, and I hope that you will be able to help us.

I look forward to your response.

Sincerely,

For Teaching Associate Professors

Dr._____,

I write to seek your help in evaluating _____'s application for promotion to the rank of Teaching Professor of _____ at West Virginia University. A "Teaching" faculty member is promotable but not tenurable, and has a major assignment in teaching (80%) with a secondary assignment in service or a combination of research and service (20%). As part of the University's procedure for assessing the quality of Dr._____'s contributions in teaching, the judgment of individuals like you in their general area of specialization is critical. We seek your evaluation because you hold the rank of Professor at a peer institution and have been advanced in rank, at least in part, because of significant contributions in teaching.

If you agree to help, I will send you materials including Dr. _____'s vita, samples of their contributions in teaching which you may use as you wish in your evaluation, and copies of our evaluation guidelines.

Your letter is needed by December 1, 2024.

I realize how busy you are and that requests such as this one only add to the burden. But I am sure that you understand that peer evaluation is an essential feature of faculty development, and I hope that you will be able to help us.

I look forward to your response.

Sincerely,

Templates of Letters to Accompany Materials Submitted to External Evaluators 2024-25

Send a copy of ***each and every letter*** to Stephen.Ballant@mail.wvu.edu in the Dean's Office.

Tenure-Track Assistant Professors

Template of Letter to Accompany Materials Submitted to Evaluators

Dr. _____, an Assistant Professor of _____ at West Virginia University, is being considered for tenure and promotion to the rank of Associate Professor. As part of our procedure for assessing the quality of Dr_____'s scholarly work, we seek the judgment of individuals like you in their general area of specialization. Thus, we ask that you help us by providing an objective evaluation of their contributions to the field as a researcher.

A tenure-track Assistant Professor is expected to demonstrate significant contributions in research to be tenured and promoted. According to university guidelines, the term "significant contributions" in research means performance in research which meets or exceeds that of peers recently achieving similar promotion and/or tenure who are respected for their contributions in research at peer research universities. I ask that you give us your opinion about

- the ***quality*** of Dr. _____'s research and the ***impact or potential impact on the field***, and
- whether the ***quality*** of work is comparable to or better than that of persons recently promoted and tenured at your university or at other peer universities.

{IF THE CANDIDATE HAS RECEIVED ONE OR MORE EXTENSIONS OF THE TENURE CLOCK UNDER BOG RULE 4.5, ADD: Please note that Dr._____ received an extension to their tenure clock by virtue of WVU Board of Governors rule. Under these circumstances, the criteria for promotion and tenure are no different than for faculty whose tenure clock has not been interrupted. Therefore, we would appreciate that in evaluating this candidate, you consider the merits of quality and impact, not the time taken to achieve those accomplishments.}

Dr. _____ may ask to be shown a copy of your evaluation. In such a case, ***all information identifying you as the evaluator will be redacted***. To facilitate redaction, we ask that your actual evaluation be provided on plain paper (not letterhead) with only your signature on the last page, much as you might provide a review of a grant proposal or journal publication. Of course, your full letter and evaluation will be shared with the committees and individuals involved in the review process. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the dean's office and will not be used again.

IF MATERIALS ARE ENCLOSED, SAY: Enclosed are samples of Dr. _____'s research contributions and their curriculum vitae. Also enclosed are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

OR, IF MATERIALS WILL BE ONLINE, SAY: The materials for your review are available online at _____. {Here add any special instructions for accessing the materials, for example a password}. Included are samples of Dr. _____'s work and their curriculum vitae. Also posted are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

Please email your evaluation no later than ***December 1, 2024*** to Dean R. Gregory Dunaway in care of Stephen.Ballant@mail.wvu.edu.

If you are unable to provide an evaluation of Dr. _____'s work, please contact me immediately by email at _____ or by telephone at _____.

We recognize that writing recommendations of this type is time consuming and we are most grateful for your assistance. Your comments will be an important component of our evaluation process.

Sincerely,

{Chair's name here}
Chair

cc: R. Gregory Dunaway, Dean

Send a copy of EVERY letter to the dean's office

Enclosures:
- University guidelines
- College guidelines
- Unit guidelines
- Dr. _____'s curriculum vitae ***(unless provided by online link)***
- Samples of Dr. _____'s work ***(unless provided by online link)***

Tenured or Tenure-Track Associate Professors

Template of Letter to Accompany Materials Submitted to Evaluators

Send a copy of ***each and every letter*** to Stephen.Ballant@mail.wvu.edu in the Dean's Office.

Dr. _____, an Associate Professor of _____ at West Virginia University, is being considered for {if applicable: tenure and} promotion to the rank of Professor. As part of our procedure for assessing the quality of Dr. _____'s scholarly work, we seek the judgment of individuals like you in their general area of specialization. Thus, we ask that you help us by providing an objective evaluation of their contributions to the field as a researcher.

An Associate Professor is expected to demonstrate significant contributions in research to be promoted. According to university guidelines, the term "significant contributions" in research means performance in research which meets or exceeds that of peers recently achieving similar promotion and/or tenure who are respected for their contributions in research at peer research universities. I ask that you give us your opinion about:

- the ***quality*** of Dr. _____'s research and the ***impact or potential impact on the field***, and
- whether the ***quality*** of work is comparable to or better than that of persons recently promoted at your university or at other peer universities.

{ADD THIS ONLY IF THE CANDIDATE HAS BEEN AT WVU AT THE RANK OF ASSOCIATE PROFESSOR FOR MORE THAN 6 OR 7 YEARS, NOT COUNTING EXTENSIONS OF THE TENURE CLOCK (IF ANY): For promotion to Professor, we place special weight on work done in the most recent five- or six-year period. A long-term Associate Professor will not be penalized for years of modest productivity, as long as more recent productivity is appropriately high and has been maintained for a reasonable period of time. It is not uncommon for an external reviewer to consider a faculty member's total career for promotion to the highest rank. However, while not discounting work done since the last promotion, we also consider whether the candidate has demonstrated a "continuous program" of recent scholarship, normally as demonstrated by their publication record.}

{MOST ASSOCIATE PROFESSORS ARE TENURED, BUT A FEW ARE NOT. IF THE CANDIDATE IS UNTENURED AND HAS RECEIVED ONE OR MORE EXTENSIONS OF THE TENURE CLOCK UNDER BOG Rule 4.5, ADD: Please note that Dr._____ received an extension to their tenure clock by virtue of WVU Board of Governors rule. Under these circumstances, the criteria for promotion and tenure are no different than for faculty whose tenure clock has not been interrupted. Therefore, we would appreciate that in evaluating this candidate, you consider the merits of quality and impact, not the time taken to achieve those accomplishments.}

Dr. _____ may ask to be shown a copy of your evaluation. In such a case, ***all information identifying you as the evaluator will be redacted***. To facilitate redaction we ask that your actual

evaluation be provided on plain paper (not letterhead) with only your signature on the last page, much as you might provide a review of a grant proposal or journal publication. Of course, your full letter and evaluation will be shared with the committees and individuals involved in the review process. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the dean's office and will not be used again.

IF MATERIALS ARE ENCLOSED, SAY: Enclosed are samples of Dr. _____'s research contributions and their curriculum vitae. Also enclosed are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

OR, IF MATERIALS WILL BE ONLINE, SAY: The materials for your review are available online at _____. {Here add any special instructions for accessing the materials, for example a password}. Included are samples of Dr. _____'s work and their curriculum vitae. Also posted are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

Please email your evaluation no later than ***December 1, 2024*** to Dean R. Gregory Dunaway in care of Stephen.Ballant@mail.wvu.edu.

If you are unable to provide an evaluation of Dr. _____'s work, please contact me immediately by email at _____ or by telephone at _____.

We recognize that writing recommendations of this type is time consuming and we are most grateful for your assistance. Your comments will be an important component of our evaluation process.

Sincerely,

{Chair's name here}
Chair

cc: R. Gregory Dunaway, Dean

Send a copy of EVERY letter to the dean's office

Enclosures:
- University guidelines
- College guidelines
- Unit guidelines
- Dr. _____'s curriculum vitae ***(unless provided by online link)***
- Samples of Dr. _____'s work ***(unless provided by online link)***

Research Assistant or Associate Professors

Template of Letter to Accompany Materials Submitted to Evaluators

Send a copy of ***each and every letter*** to Stephen.Ballant@mail.wvu.edu in the Dean's Office.

Dr. _____, a Research {Assistant or Associate} Professor of _____ at West Virginia University, is being considered for promotion to the rank of {Associate Professor or Professor}. The primary focus of a Research faculty appointment is engagement as the principal investigator in externally funded research, although a portion of the assignment may be allocated to teaching or service. As part of our procedure for assessing the quality of Dr_____'s scholarly work, we seek the judgment of individuals like you in their general area of specialization. Thus, we ask that you help us by providing an objective evaluation of their contributions to the field as a researcher.

A Research faculty member is expected to demonstrate significant contributions in research to be promoted. According to university guidelines, the term "significant contributions" in research means performance in research which meets or exceeds that of peers recently achieving similar promotion who are respected for their contributions in research at peer research universities. I ask that you give us your opinion about

- the ***quality*** of Dr. _____'s research and the ***impact or potential impact on the field***, and
- whether the ***quality*** of work is comparable to or better than that of persons recently promoted at your university or at other peer universities.

{ADD THIS ONLY IF THE CANDIDATE HAS BEEN IN RANK AT WVU FOR MORE THAN 6-7 YEARS: For promotion, we place special weight on work done in the most recent five- or six-year period. A long-term Research faculty member will not be penalized for years of modest productivity, as long as more recent productivity is appropriately high and has been maintained for a reasonable period of time. It is not uncommon for an external reviewer to consider a faculty member's total career for promotion to the highest rank. However, while not discounting work done since the last promotion, we also consider whether the candidate has demonstrated a "continuous program" of recent scholarship, normally as demonstrated by their publication record.}

Dr. _____ may ask to be shown a copy of your evaluation. In such a case, ***all information identifying you as the evaluator will be redacted***. To facilitate redaction we ask that your actual evaluation be provided on plain paper (not letterhead) with only your signature on the last page, much as you might provide a review of a grant proposal or journal publication. Of course, your full letter and evaluation will be shared with the committees and individuals involved in the review process. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the dean's office and will not be used again.

IF MATERIALS ARE ENCLOSED: Enclosed are samples of Dr. _____'s research contributions and their curriculum vitae. Also enclosed are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

OR, IF MATERIALS WILL BE ONLINE: The materials for your review are available online at _____. {Here add any special instructions for accessing the materials, for example a password}. Included are samples of Dr. _____'s work and their curriculum vitae. Also posted are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

Please email your evaluation no later than ***December 1, 2024*** to Dean R. Gregory Dunaway in care of Stephen.Ballant@mail.wvu.edu.

If you are unable to provide an evaluation of Dr. _____'s work, please contact me immediately by email at _____ or by telephone at _____.

We recognize that writing recommendations of this type is time consuming and we are most grateful for your assistance. Your comments will be an important component of our evaluation process.

Sincerely,

{Chair's name here}
Chair

cc: R. Gregory Dunaway, Dean

Send a copy of EVERY letter to the dean's office

Enclosures:
- University guidelines
- College guidelines
- Unit guidelines
- Dr. _____'s curriculum vitae ***(unless provided by online link)***
- Samples of Dr. _____'s work ***(unless provided by online link)***

Service Instructors, Service Assistant Professors, or Service Associate Professors

Template of Letter to Accompany Materials Submitted to Evaluators

Send a copy of ***each and every letter*** to Stephen.Ballant@mail.wvu.edu in the Dean's Office.

Dr. _____, a Service {Instructor/Assistant/Associate} Professor of _____ at West Virginia University, is being considered for promotion to the rank of Service {Assistant Professor/Associate Professor/Professor}. At WVU, a "Service" faculty member is promotable but not tenurable, and has a primary assignment in service with classroom instruction or other assignments secondary. As part of our procedure for assessing the quality of Dr._____'s contributions in service, we seek the judgment of individuals like you in their general area of specialization. Thus, we ask that you help us by providing an objective evaluation of their contributions in service.

To be promoted, a Service faculty member is expected to demonstrate significant contributions in service. According to university guidelines, the term "significant contributions" means performance in which meets or exceeds that of peers recently achieving similar promotion who are respected for their contributions in service at peer research universities. I ask that you give us your opinion about

- the ***quality*** of Dr. _____'s service and its ***impact or potential impact***, and
- whether the ***quality*** of the service is comparable to or better than that of persons recently promoted at your university or at other peer universities.

{ADD THIS ONLY IF THE CANDIDATE HAS BEEN IN RANK FOR MORE THAN 6 OR 7 YEARS: For promotion, we place special weight on work done in the most recent five- or six-year period. A long-term Service Instructor, Assistant Professor, or Associate Professor will not be penalized for years of modest productivity, as long as more recent productivity is appropriately high and has been maintained for a reasonable period of time.}

Dr. _____ may ask to be shown a copy of your evaluation. In such a case, ***all information identifying you as the evaluator will be redacted***. To facilitate redaction, we ask that your actual evaluation be provided on plain paper (not letterhead) with only your signature on the last page, much as you might provide a review of a grant proposal or journal publication. Of course, your full letter and evaluation will be shared with the committees and individuals involved in the review process. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the dean's office and will not be used again.

IF MATERIALS ARE ENCLOSED, SAY THIS: Enclosed are samples of Dr. _____'s service contributions and their curriculum vitae. Also enclosed are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure. These guidelines use the term "Clinical," rather than "Service," to refer to faculty members such as Dr. _____. Only recently has the university adopted the new prefix for this class of faculty, and the guidelines do not yet reflect the change.

OR, IF MATERIALS WILL BE ONLINE, SAY THIS: The materials for your review are available online at _____. {Here add any special instructions for accessing the materials, for example a password}. Included are samples of Dr. _____'s service contributions and their curriculum vitae. Also posted are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure. These guidelines use the term "Clinical," rather than "Service," to refer to faculty members such as Dr. _____. Only recently has the university adopted the new prefix for this class of faculty, and the guidelines do not yet reflect the change.

Please email your evaluation no later than ***December 1, 2024*** to Dean R. Gregory Dunaway in care of Stephen.Ballant@mail.wvu.edu.

If you are unable to provide an evaluation of Dr. _____'s work, please contact me immediately by email at _____ or by telephone at _____.

We recognize that writing recommendations of this type is time consuming and we are most grateful for your assistance. Your comments will be a key component of our evaluation process.

Sincerely,

{Chair's name here}
Chair

cc: R. Gregory Dunaway, Dean

Send a copy of EVERY letter to the dean's office

Enclosures:
- University guidelines
- College guidelines
- Unit guidelines
- Dr. _____'s curriculum vitae ***(unless provided by online link)***
- Samples of Dr. _____'s work ***(unless provided by online link)***

Teaching Associate Professors

Template of Letter to Accompany Materials Submitted to Evaluators

Send a copy of ***each and every letter*** to Stephen.Ballant@mail.wvu.edu in the Dean's Office.

Dr. _____, a Teaching Associate Professor of _____ at West Virginia University, is being considered for promotion to the rank of Teaching Professor. A "Teaching" faculty member is promotable but not tenurable, and has a major assignment in teaching (80%) with a secondary assignment in service or a combination of research and service (20%). As part of our procedure for assessing the quality of Dr._____'s contributions in teaching, we seek the judgment of individuals like you in their general area of specialization. Thus, we ask that you help us by providing an objective evaluation of their contributions in teaching.

For promotion to the rank of Teaching Professor, Dr. _____'s file must have evidence that professional colleagues acknowledge the **quality and impact of the faculty member's programmatic contributions to teaching** in the discipline. To meet this requirement, we seek your evaluation because you hold the rank of Professor at a peer institution and have been advanced in rank, at least in part, because of significant contributions in teaching.

{ONLY IF THE CANDIDATE HAS BEEN IN RANK AT WVU FOR MORE THAN 6-7 YEARS, ADD: For promotion, we place special weight on work done in the most recent five- or six-year period. A long-term Teaching Associate Professor will not be penalized for years of modest productivity, as long as more recent productivity is appropriately high and has been maintained for a reasonable period of time.}

Dr. _____ may ask to be shown a copy of your evaluation. In such a case, ***all information identifying you as the evaluator will be redacted***. To facilitate redaction, we ask that your actual evaluation be provided on plain paper (not letterhead) with only your signature on the last page, much as you might provide a review of a grant proposal or journal publication. Of course, your full letter and evaluation will be shared with the committees and individuals involved in the review process. Following the conclusion of the review, all copies of your letter will be kept in a sealed file in the dean's office and will not be used again.

IF MATERIALS ARE ENCLOSED, SAY: Enclosed are samples of Dr. _____'s teaching contributions and their curriculum vitae. Also enclosed are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

OR, IF MATERIALS WILL BE ONLINE, SAY: The materials for your review are available online at _____. {Here add any special instructions for accessing the materials, for example a password}. Included are samples of Dr. _____'s work and their curriculum vitae. Also posted are the university, college, and unit guidelines for faculty evaluation, promotion, and tenure.

Please email your evaluation no later than ***December 1, 2024*** to Dean R. Gregory Dunaway in care of Stephen.Ballant@mail.wvu.edu.

If you are unable to provide an evaluation of Dr. _____'s work, please contact me immediately by email at _____ or by telephone at _____.

We recognize that writing recommendations of this type is time consuming and we are most grateful for your assistance. Your comments will be an important component of our evaluation process.

Sincerely,

{Chair's name here}
Chair

cc: R. Gregory Dunaway, Dean

Send a copy of EVERY letter to the dean's office

Enclosures:

University guidelines
College guidelines
Unit guidelines
Dr. _____'s curriculum vitae ***(unless provided by online link)***
Samples of Dr. _____'s work ***(unless provided by online link)***

EBERLY COLLEGE OF ARTS AND SCIENCES
GUIDELINES FOR FACULTY EVALUATION, PROMOTION, TENURE, AND PERFORMANCE-BASED RAISES

Approved by the Faculty of the Eberly College, October 14, 2022
Approved by the Office of the Provost, January 1, 2023

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  - 2. Pursuit of External Funding
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  - 4. Cumulative Pre-Promotion Review
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- C. Research Faculty
- D. Service Faculty
- E. Other Faculty
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I. INTRODUCTION

These *Guidelines* complement the *West Virginia University Procedures for Faculty Appointment, Annual Faculty Evaluation, Promotion, and Tenure*. The *Guidelines* are designed to direct departmental procedures, establish college-wide standards and conventions, and codify the procedures to be followed in conducting college-level evaluations. College- and department-level evaluations must conform to the policies and procedures promulgated by West Virginia University (WVU) and its Board of Governors. Therefore, faculty members, department- and college-level Faculty Evaluation Committees, Department Chairs, and the Dean of the Eberly College must familiarize themselves with the contents of these *Guidelines*, the WVU *Procedures* document, relevant policies of the Board of Governors, and departmental guidelines approved by the Dean and the Provost.

In putting the general standards of the university- and college-level documents into practice, departments may impose standards that are more stringent than those required at either the university or college level.

The evaluation process is intended to promote faculty development and achievement, clarify faculty goals, inform annual assignments that reflect the short- and long-term vision of the department, and provide consistent and clear criteria for performance-based salary increases and for promotion and tenure recommendations, as applicable. The process is both evaluative and developmental.

Annual evaluations are conducted at the department level and, when action is recommended (promotion, tenure, Emeritus status, termination), at the College and University levels. Several components are considered in the faculty evaluation process. Included among them are:

- the letter of appointment and subsequent memoranda of understanding;
- annual workload plans and percentages;
- the Faculty Evaluation File, including the faculty member's productivity reports and relevant documentation;
- performance evaluations made at lower levels in the faculty evaluation process;
- performance evaluations from previous years; and
- responses and rebuttals to previous evaluations.

II. APPOINTMENT LETTER AND ASSIGNMENTS

The appointment letter defines broad expectations of the position, including percentages of the assignment normally allocated to teaching, research, and service. The expectations and percentages differ depending on the category of the faculty appointment. Each percentage expresses the value placed on the activity and not necessarily the time or effort devoted to it.

Tenure-Track[1], Teaching, Research, and Service faculty positions are promotable. In such cases, the appointment letter identifies the areas of significant contribution in which meritorious performance is required as well as the timeline for promotion. In some cases, the letter may give an individual with previous relevant experience (normally in a similar position) the option to count achievements at their previous institution towards promotion at WVU.

A. Tenure-Track Faculty

For Tenure-Track faculty, the appointment letter normally defines the position as 40 percent teaching, 40 percent research, and 20 percent service. Designated research-intensive appointments may be 30 percent teaching, 50 percent research, and 20 percent service. Regardless of percentages, Tenure-Track faculty members normally are expected to make significant contributions in teaching and research and at least reasonable contributions in service.

The College authorizes Tenure-Track faculty positions when an ongoing need for instruction and scholarship is anticipated. Under normal circumstances, the initial appointment is probationary – that is, without an award of tenure – and the appointment is anticipated to continue through, and at least 1 year beyond, the "Critical Year" in which a tenure decision must be made. The letter identifies the Critical Year (normally the sixth year at WVU) and any options to advance the Critical Year. In some cases, the letter may offer an individual with previous relevant experience (normally in a similar position) the option of requesting a specified number of years of credit toward tenure. If tenure is not awarded at the end of the Critical Year, a terminal contract is offered for the next year.

Initial Tenure-Track appointments normally are made at the rank of Assistant Professor and normally require a terminal degree in a relevant field. The newly hired individual is required to submit proof of the terminal degree before the start date. If the individual has not completed all requirements for the terminal degree by the start date, the position may revert to that of a Visiting Assistant Professor, with no credit toward tenure, for 1 year. If all requirements for conferral of the doctoral degree are not met within the next several months (with the exact date specified in the letter, normally December 31 for an appointment that begins at the start of the academic year), the Department and College will have the option of not renewing the appointment. In such a case, the tenure-track Assistant Professor position will have to be re-advertised. The previously hired individual may re-apply for the tenure-track position, but cannot be guaranteed that they will be re-selected.

Occasionally appointment with tenure is possible. This is most likely when an individual is recruited for a senior administrative position or for a named professorship.

1. College-Wide Research Standards[2]

The appointment letter for Tenure-Track faculty members includes information about College-wide standards in research. Except perhaps in cases of administrative appointments, all Tenure-Track faculty members are expected to develop and maintain an active, independent research program that yields high-quality, peer-reviewed publications and provides research training and experience for the department's students including, where appropriate, opportunities for students to conduct thesis and dissertation research.

2. Pursuit of External Funding

For those Tenure-Track faculty members who are expected to support their research programs through external funding (normally faculty members in the natural sciences and social sciences), the appointment letter requires them to:

- demonstrate concerted and systematic efforts to obtain external funding through the submission of competitive research proposals, with their progress and success in obtaining external research

funding and their ability to sustain their research program to be important components of their annual evaluations; and

- develop a specific plan for the pursuit of research funding that is maintained in the department's Faculty Evaluation File for consideration in annual evaluations.

3. Specific Grant Expectations

Depending on the size and nature of the research startup support, the appointment letter may specify additional requirements for tenure. For Tenure-Track faculty members with intermediate startup budgets (about $50,000 - $250,000 in 2016 and subject to change), an award of tenure requires that the individual secure at least 1 significant grant as principal investigator or major co-investigator with the grantee West Virginia University or its affiliates. For Tenure-Track faculty members with high startup budgets (at or above $250,000 in 2016 and subject to change), tenure requires at least 2 significant grants.

If the grant requirement is not met, tenure may be recommended if the individual has accomplished achievements in research that, in the judgment of the Dean of the Eberly College, are equivalent to meeting the grant requirement.

4. Cumulative Pre-Promotion Review

Probationary faculty members are required to have a cumulative pre-promotion review, normally conducted 2 years before the Critical Year, to determine the extent to which the individual is making clear progress toward tenure. Failure to demonstrate clear progress in the areas of significant contribution or in fulfilling specific expectations in the letter of appointment may lead to the issuance of a terminal contract before the Critical Year.

B. Teaching Faculty

The WVU *Procedures* document describes faculty appointments with the prefix "teaching" as renewable term appointments of up to 3 years in which the principal assignment is instructional (normally at least 80%) and the balance of the assignment depends on the needs of the department and the interests of the faculty member. In the Eberly College, the assignment normally is defined as at least 80 percent teaching and at least 5 percent service. (Historically, most Teaching faculty members in Eberly have been assigned 80 percent teaching and 20 percent service.) At 1.0 FTE, an 80 percent teaching load is 8 courses (or equivalent) per 9-month academic year.

The College authorizes Teaching faculty positions when an ongoing need for instruction is anticipated (temporary teaching appointments generally are "Visiting" faculty members and at-will teaching appointments are "Lecturers" or "Senior Lecturers" as described below). The initial term of a Teaching appointment is normally 1 year. Upon satisfactory completion of the initial term, reappointment may be for 1, 2, or 3 years. There is no limit on the number of terms.

To be appointed at a Teaching professorial rank (e.g., "Teaching Assistant Professor"), an individual must hold either 1) a terminal degree in a relevant discipline or 2) an advanced graduate degree in a relevant discipline in combination with professional or academic experience that is both significant and relevant. An individual with an advanced graduate degree in a relevant discipline but without professional or

academic experience that is both significant and relevant is eligible for appointment at the rank of Instructor (formally, "Teaching Instructor").

An individual appointed initially as a Teaching Instructor may be promoted to Teaching Assistant Professor if, at the time promotion is sought, the individual holds either 1) a terminal degree in a relevant discipline or 2) an advanced graduate degree in a relevant discipline in combination with professional or academic experience that is both significant and relevant. To be promoted, significant contributions are required in the area of teaching and at least reasonable contributions are required in the other area(s) of assignment.

Because promotion of Teaching faculty members is discretionary, a cumulative pre-promotion evaluation is not mandatory. As noted in Section IV.C.1.b of these *Guidelines,* however, departments provide such reviews upon request, so that Teaching faculty members can obtain the department's detailed feedback on their progress towards promotion.

C. Research Faculty

The primary focus of a Research faculty appointment is engagement as the <u>principal</u> investigator in externally funded research. A Research faculty assignment may be 100 percent research. Alternatively, a portion of the assignment may be allocated to teaching and/or service. In accordance with Board of Governors Policy 2, classroom instruction and/or other assignments must be secondary. If teaching is part of the assignment, it must be supported separately on internal funding and restricted to the extent allowable by funding agencies. Except for the salary associated with teaching, the salary of Research faculty appointments may be fully or partially supported by institutional funds at the outset, and include a timeline for becoming self-supporting through external funds (normally after 2 or 3 years). Because the salaries of Research faculty members are contingent on external funding, they are not considered "permanent" faculty members for the purposes of these *Guidelines*.

Individuals with a terminal degree are eligible for a professorial rank (e.g., "Research Assistant Professor"). It is unlikely that an individual without a terminal degree would be appointed to a Research faculty position. In such a case, the rank would be Instructor (formally, "Research Instructor").

Although Research positions are not eligible for tenure, they are eligible for promotion. In addition to a terminal degree, significant contributions are required in the area of research and at least reasonable contributions in other assigned areas (if applicable).

Because promotion of Research faculty members is discretionary, a cumulative pre-promotion evaluation is not mandatory. As noted in Section IV.C.1.b of these *Guidelines*, however, departments provide such reviews upon request, so that Research faculty members can obtain the department's detailed feedback on their progress towards promotion.

D. Service Faculty

Service faculty have a primary assignment in service with classroom instruction or other assignments secondary. Service is at least 50 percent of the assignment, research is 5 to 10 percent, and the rest is in teaching. Normally, teaching by Service faculty members is limited to 2 courses or equivalent per semester.

The College authorizes Service faculty positions when an ongoing need for service and instruction is anticipated. Although Service positions are not eligible for tenure, they are eligible for promotion.

To be appointed at a Service professorial rank (e.g., "Service Assistant Professor"), an individual must hold either 1) a terminal degree in a relevant discipline or 2) an advanced graduate degree in a relevant discipline in combination with professional or academic experience that is both significant and relevant. An individual with an advanced graduate degree in a relevant discipline but without professional or academic experience that is both significant and relevant is eligible for appointment at the rank of Instructor (formally, "Service Instructor").

An individual appointed initially as a Service Instructor may be promoted to Service Assistant Professor if, at the time promotion is sought, the individual holds either 1) a terminal degree in a relevant discipline or 2) an advanced graduate degree in a relevant discipline in combination with professional or academic experience that is both significant and relevant. To be promoted, significant contributions are required in the area of service and at least reasonable contributions are required in the other area(s) of assignment.

Because promotion of Service faculty members is discretionary, a cumulative pre-promotion evaluation is not mandatory. As noted in Section IV.C.1.b of these *Guidelines*, however, departments provide such reviews upon request, so that Service faculty members can obtain the department's detailed feedback on their progress towards promotion.

E. Other Faculty[3]

The Eberly College has several additional categories of faculty. Some are appointed to meet short-term instructional needs without anticipating a long-term commitment; these include Visiting faculty, Lecturers, and Senior Lectures. None of these temporary, non-Tenure-Track positions is eligible for promotion. The last category consists of Adjunct faculty who hold courtesy appointment without salary.

1. Visiting Faculty

Visiting faculty appointments normally are limited to a total of 3 years. At 1.0 FTE, a Visiting appointment normally carries a teaching load of 6 courses (or equivalent) per 9-month academic year. This assignment is intended to allow time for scholarship so that the Visiting faculty member may be competitive for a permanent academic position upon leaving WVU at the end of the appointment. A Visiting faculty member may, at any time during or after the appointment, apply for a permanent faculty position at WVU (or elsewhere) if one is posted, but a Visiting appointment *per se* is not a prelude to a permanent position and entails no promise of such a position.

A Visiting faculty member with a master's degree is eligible for the rank of Instructor (formally, "Visiting Instructor"). A terminal degree in a relevant discipline – normally a doctoral degree, but sometimes a master's degree – is required for professorial rank (e.g., Visiting Assistant Professor).

2. Lecturers

Lecturer positions are renewable part-time teaching appointments. Lecturers are hired to address teaching needs in a particular semester or year. Compensation is defined on a per course basis, normally not to exceed .80 FTE – 4 courses or the equivalent per semester.

The appointment requires a minimum of a master's degree. Lecturers without a proven record of teaching ability at WVU are normally offered only single-semester appointments. Lecturers for whom there is confirmed expectation of employment across the year at 6 courses or greater (3:3 or 4:2), should be offered benefits-eligible appointments.

Appointment letters for benefits-eligible Lecturers come from the Dean. Letters for 1-semester assignments come from the Chair, following approval in the Office of the Dean.
Departments may periodically post requirements for potential Lecturer needs. Applications are accepted at any time and kept on file for 2 years.

3. Senior Lecturers

Senior Lecturer positions also are renewable part-time appointments. A "Senior" Lecturer differs from a "Lecturer" in terms of the nature of the appointment; it has no implications related to years of service. Compensation for a Senior Lecturer is not broken out on a per course basis, but assignments may not exceed 4 courses per semester or the equivalent in teaching, public service, administrative and/or research responsibilities. The maximum FTE is 0.80.

An individual may continue to be reappointed for 1 year at a time as long as need, funding, and meritorious performance continue.

The Teaching faculty positions described above in Section II.B have largely replaced Senior Lecturers in the Eberly College. However, appointment as Senior Lecturer may be appropriate in some circumstances, determined in consultation with the Dean – for example when the needed position is not 1.0 FTE, does not align with the configuration of a Teaching faculty position, is not envisioned as an ongoing renewable position, or is dependent upon program-generated revenues supporting cost of salary and benefits associated with the position.

4. Adjunct Faculty

According to Board of Governors Policy 12, the term "Adjunct" may be applied to paid, part-time faculty members or unpaid volunteers with a courtesy title. In the Eberly College, Adjunct faculty members are of the second type. (Paid, part-time faculty members are classified as Lecturers or Senior Lecturers as described above.)

Adjunct faculty appointments are made by the Dean at the request of the Department Chair. The Chair (a) attests that the candidate for an Adjunct appointment has the support of the department's faculty, (b) summarizes the candidate's qualifications and anticipated contributions to the department, (c) provides a copy of the candidate's vita, and (d) proposes a rank for the candidate (e.g., "Adjunct Assistant Professor"). If the request is granted, the Dean appoints the candidate to a 3-year term that can be renewed at the request of the Department Chair. There is no limit on the number of terms.

III. ANNUAL WORKLOAD PLAN

A. Annual Review and Planning Process

Annual faculty assignments are documented in the annual Workload Plan and recognize that different faculty members contribute in different ways. Annual Workload Plans reflect collaborative discussion between the faculty member and the Department Chair in which they review progress and set goals and expectations for the period covered in the next annual evaluation. Faculty members in the Tenure-Track, Teaching, Research, and Service categories must participate in this formal process of review and planning, with the result being a Workload Plan signed by the faculty member and the Department Chair and submitted to the Office of the Dean for final approval.

B. Departures from the Appointment Letter

The percentage allocation of a faculty member's teaching, research, and service expectations is stipulated in the appointment letter as described in Section II above. Annual percentages may be adjusted in accord with local circumstances and documented in the annual Workload Plan.

If a temporary reallocation of effort from service or teaching to research is warranted, the Department Chair has the discretion to make a change of 10 percentage points (e.g., from 40 in teaching, 40 in research, 20 in service to 30 in teaching, 50 in research, 20 in service). Reallocation of more than 10 percentage points requires the written approval of the Dean.

A common reason for reallocating effort from service or teaching to research, although not the only one, is receipt of significant external research funding. If the Department Chair believes that the reallocation should exceed 10 percentage points, the Dean normally will require a buyout using some of the external funds, with the cost calculated according to the Eberly College's *Externally Sponsored Course Buyout Policy.*

Another common reason for reallocating effort is the granting of a sabbatical leave or a professional development program, as described in Section III.C below.

The WVU Faculty Constitution (Section IV.6) obligates the Dean to reallocate effort from teaching and research to service when a faculty member is Chair or Chair-Elect of the Faculty Senate.

If a change in percentage is to be maintained on a more-or-less permanent basis, the change should be recorded in a memorandum of understanding. Normally the memorandum is prepared in the Office of the Dean based on input from the Department Chair and faculty member, and signed by the Dean and the faculty member.

Regardless of percentages, expectations for promotions and tenure remain as described in the appointment letter unless formal approval is granted for a change in areas of significant contribution. The process is described in Section XI of the WVU *Procedures* document and requires approval by both the Dean and the Provost. In the case of Tenure-Track faculty members, a change in areas of significant contribution can be considered only after tenure is awarded.

C. Workloads during Sabbatical Leaves and Professional Development Programs

For faculty members approved for a sabbatical leave or a professional development program, the approved application and plan together constitute a memorandum of understanding temporarily adjusting the faculty member's assignment for the period of the leave or program.

A sabbatical leave would normally be considered a 100-percent research assignment for the duration of the leave. Professional development programs can vary widely in their purposes. An individual on a professional development program might be considered on a temporary 100-percent research, teaching, or service assignment. In some cases, the nature of the professional development program may not fit into any of these categories, in which case the assignment for the period of the program normally would not be considered in the faculty evaluation process.

The percentages reported in the annual Workload Plan depend on the duration of the leave or program. The percentages are simple in full-year cases: for example, 100 percent research in the case of a sabbatical leave. The arithmetic is slightly more complex in 1-semester cases. For example, a Tenure-Track faculty member's percentages might be 0 in teaching, 100 in research, and 0 in service during a 1-semester sabbatical leave, and 40 in teaching, 40 in research, and 20 in service in the non-leave semester. Averaging the 2 semesters would yield annual percentages of 20 in teaching, 70 in research, and 10 in service. Similar calculations apply in other cases. In general, the annual percentages should add up to 100 and factor in the faculty member's regular appointment during the portion of the review period not on a leave or program. In the case of a professional development program in which the assignment does not fall into research, teaching, or service, the percentages would be based on the portion of the review period not on the program.

D. Parental and Alternative Work Assignments

The University offers work-life policies and procedures that promote flexibility for Tenure-Track and non-Tenure-Track faculty members who are dealing with certain personal, parental, or professional responsibilities.

- The Parental Workload Assignment Procedure normally results in a release from, or modification of, traditional teaching duties to accommodate the birth, adoption, or guardianship of a child without salary reduction.

- The Alternative Workload Assignment Procedure normally results in a release from, or modification of, traditional teaching duties to accommodate serious circumstances – for example, illness of the faculty member or a member of the immediate family, care of an elderly parent, or some other serious but unforeseen circumstance – without salary reduction.

With either procedure, the approved assignment temporarily replaces the effort normally assigned to traditional teaching duties during the semester in which the event occurs so that the percentages reported in the annual Workload Plan remain at 100 percent.

In terms of annual evaluations, the faculty member is not penalized because the quantity of teaching decreased during the year. The evaluation focuses on the quality of the assigned teaching for the year under review. A similar approach is taken with regard to research and service: The evaluations focus on the quality, not the quantity, of the faculty member's research or service for the year under review.

Probationary tenure-track faculty members who use the Parental or Alternative Work Assignment Procedures normally qualify for a modification of their Critical Year under the provisions of Board of Governors Policy 51, "Extension of the Tenure Clock" (see also Section VII.D.1.a of these *Guidelines*).

IV. THE FACULTY EVALUATION FILE

Faculty members are responsible for reporting and documenting their achievements in teaching, research, and service in the departmental Faculty Evaluation File. It is incumbent upon faculty members to provide for the File evidence that (a) demonstrates that they have carried out their assignment, and (b) informs the reviewer(s) of the quality of their work.

For purposes of annual evaluation, the Faculty Evaluation File is closed for the review period on the department-specified deadline date. For purposes of evaluations for promotion or tenure, the File closes on the last business day of the calendar year. Only materials generated by the faculty evaluation process may be added to the File after it is closed.

If work at a previous institution is credited towards tenure or promotion at WVU, the faculty member includes in the Faculty Evaluation File evidence of performance for the credited length of time prior to appointment at WVU. Such evidence might not be taken into consideration in the initial annual evaluations, but it is likely to be important in the cumulative pre-promotion evaluation and certain to be important in the career evaluation in which tenure or promotion (or both) is at stake.

The contents of each Faculty Evaluation File are organized in 4 separate categories or "folders" as described below. Each folder includes a cumulative inventory of its contents as described in Section IV.D below. File contents are not bound.

A. Administrative Folder

The administrative folder includes: (a) the letter of appointment; (b) Workload Plans and other documents that may describe or modify a faculty member's assignment (e.g. memoranda of understanding, subsequent letters of agreement); (c) annual evaluations and any written responses; (d) annual curriculum vitae and productivity reports; and (e) other information and records of an administrative nature that the Department Chair or Dean may wish to include.

The Department Chair is responsible for Items a, b, c, and e. The faculty member is responsible for Item d. Of particular importance are the productivity reports (see Section IV.C below).

B. Folders for Areas of Contribution

The teaching, research, and service folders include documentation for each respective area of contribution. The specific contents of these folders are described in the departmental guidelines. In most cases, the faculty member is responsible for providing the documentation for each folder (and, when submitting a document, indicating clearly the folder for which it is intended).

1. Teaching

Teaching is documented in a variety of ways to demonstrate a faculty member's overall contribution to the teaching mission of the department. Documentation of each course must include, at minimum, the syllabus and student evaluations of instruction. Departments are strongly encouraged, however, to require more detailed evidence of the content and quality of the course and to avoid excessive reliance on student evaluations. In particular, departments are encouraged to require assessment of learning outcomes.

2. Research

Activities related to research, scholarship, or creative work are documented in a variety of ways to demonstrate a faculty member's overall contribution to the research mission of the department.

Each article and book must be documented with proof of publication. For an article, the proof can be a reprint of the article or, if the department guidelines allow a publication to be claimed when it is "in press," a letter from the publishing journal that states unequivocally that the article has received final acceptance for publication. For a book, proof can consist of the title page and table of contents. The "in press" status of a book requires a letter from the publisher stating that the book has received final acceptance for publication.

External grants, and the amounts allocated to the faculty member's activities, must be documented by official communications from the granting agency and/or the relevant office within WVU.

3. Service

Service is defined as activities that draw on a faculty member's professional expertise, which have some relation to the department, Eberly College, University, or profession. Faculty members submit evidence of service that aligns with the expectations of their appointment and their annual assignment.

Private consulting apart from the University normally is not submitted to the Faculty Evaluation File. Faculty members are encouraged to review consulting agreements with the Office of Sponsored Programs, and to develop a contract with the University when appropriate, so that consulting is no longer private and can be considered as faculty activity. Exceptions must be clearly defined in the annual Workload Plan.

As of this writing, detailed documentation of service within WVU is not required if the Department Chair is able to certify the validity of the faculty member's report of service in the productivity report as described below.

C. Productivity Reports

Faculty members must submit (to the administrative folder) a productivity report that summarizes, in a format that is standard across the department, the individual's assignment and their contributions in teaching, research, and service. In addition to the particular details required by the department, the report must include, for each area of contribution in the faculty member's assignment, a narrative summary that places the reported activities and associated documentation in context.

As of this writing, at the discretion of the Department Chair, documentation of service activities within WVU can be omitted from the service folder if the Department Chair is willing and able to certify that the descriptions of institutional service in the productivity report are valid.

1. Types of Report

There are 3 kinds of productivity reports covering different time periods. The start and end dates should be indicated in each report.

a. *Annual Report*: This report covers the most recently completed year of work. Although WVU's timelines for faculty evaluation are based on a calendar-year reporting period (January 1 through December 31), some departments within the Eberly College have adopted alternative reporting periods (most commonly the fiscal year, July 1 through June 30).

The faculty member must submit a report every year to facilitate annual performance evaluations. In some years, the faculty member also must submit an additional report to facilitate a more integrative evaluation of the faculty member's progress towards tenure or promotion (cumulative pre-promotion report) or the faculty member's success in meeting the standards for tenure or promotion (career report).

b. *Cumulative Pre-Promotion Report:* This report is required of probationary Tenure-Track faculty members 2 years before the Critical Year in which case the report summarizes work since the initial appointment at WVU. If the appointment letter allows credit towards tenure or promotion for work done before starting at WVU, the credited work also should be included in the cumulative pre-promotion report.

Although the cumulative pre-promotion report is intended to support an evaluation of a Tenure-Track faculty member's progress towards tenure, it may be useful to gauge any type of faculty member's progress towards promotion. Therefore, departments must allow Teaching, Research, or Service faculty members, as well as tenured associate professors, to submit cumulative pre-promotion reports and thereby solicit the department's detailed feedback on their progress towards promotion. In these cases, the report should be based on either work since the initial appointment at WVU or work since the last promotion at WVU, whichever is appropriate. If the appointment letter allows credit towards promotion for work done before starting at WVU, and the work was done during the period covered by the report, then the credited work also should be included in the cumulative pre-promotion report.

c. *Career Report:* This report summarizes accomplishments to be considered in an application for promotion or tenure. In departments that use a calendar-year reporting period for annual reviews, the career report's end date coincides with the annual report's end date. In departments with other reporting periods (e.g., the fiscal year), the career report's end date is on the last working day in December, regardless of end date for the annual evaluation. If the appointment letter allows credit towards tenure or promotion for research, teaching, or service done before starting at WVU, the credited work also is included in the career report.

2. When to Report a Publication

Departmental guidelines specify when an article or book may be reported and credit given for it. In the case of many articles, there normally are three possibilities: (a) counting the article during the reporting

period in which it was unequivocally given final acceptance for publication, (b) counting it during reporting period in which it was actually published, or (c) allowing the faculty member to choose between these alternatives. Departmental guidelines may describe alternative procedures that allow additional flexibility or accommodate new forms of publication such as online journals.
Large-scale, long-term projects, such as books and scholarly works of similar scope, may be reported, and credit given, over more than one reporting period. Departmental guidelines must clearly state the rules for deciding how much credit is assigned for such works.

Because the purpose of annual, cumulative pre-promotion, and career reviews is to evaluate productivity over a particular time period, a faculty member cannot be given an unlimited amount of time to defer reporting a publication.

D. Inventory and Security of Files

Each folder of the Faculty Evaluation File – that is, the administrative, teaching, research, and service folder – must have an inventory of its contents to ensure the integrity of the file. Within each folder, each document must be tagged with a unique inventory number. Once an item is entered into the Faculty Evaluation File, it must not be removed; all inventories must also be retained.

Records of faculty productivity at WVU, whether physical or electronic, must be maintained in a way that preserves their integrity. Normally, physical files must not be removed from the administrative office suite where they are housed.

V. THE DEPARTMENTAL FACULTY EVALUATION COMMITTEE

The departmental Faculty Evaluation Committee serves as an evaluating body for annual, cumulative pre-promotion, and career evaluations, and makes recommendations regarding continuation, tenure, promotion, Emeritus status, and (rarely) termination. Its responsibility is to ensure that the review process is fair and that the final recommendation is based on sound documentation. The Committee's conclusions must be substantiated by direct reference to material in the Faculty Evaluation File.

The members of the Faculty Evaluation Committee keep their deliberations and the information contained in Faculty Evaluation Files strictly confidential. An exception to this rule is allowed if the Committee or a member of the Committee needs to report an apparent violation of WVU, Eberly College, or departmental procedures. In such a case, the Committee or member may disclose to institutional officials with a need to know (e.g., the Department Chair, Dean, Provost, as appropriate) the information necessary to describe the violation.

A. Composition

The department Faculty Evaluation Committee normally consists of a minimum of 5 members, a majority of whom must hold tenure. The College suggests that the members of the Committee be elected by the full-time (1.0 FTE) permanent faculty members who are subject to evaluation by the Committee. Regardless of whether Committee members are elected by the faculty or appointed by the Department Chair, the individuals eligible for potential membership on the Committee must be inclusive of categories of full-time permanent faculty in the unit (Tenure-Track, Teaching, & Service) who qualify for performance-based salary increases. (This rule does not preclude restrictions based on rank. For example, the department could restrict membership to Tenure-Track, Teaching, & Service faculty at the

rank of Associate Professor or Professor.) The following individuals, however, are not eligible: (a) the Department Chair, (b) anyone under consideration for promotion or tenure, (c) anyone who is in the immediate family or household of an individual who is evaluated by the Committee (see Section XIII of the WVU *Procedures* document), and (d) anyone who is serving on the College Committee (see Section VI of these *Guidelines*). Note, too, that because the salaries of Research faculty members are contingent on external funding, they are not considered "permanent" faculty members for the purposes of these *Guidelines*.

Once the membership of the Committee is established, each member participates as a full voting member in all of the Committee's business, except as noted in Section V.B ("Recusal") of these *Guidelines*.

Exceptions to these rules about eligibility for, and participation in, the departmental Faculty Evaluation Committee must be approved by the Provost.

Departments include within their guidelines the following details about the Committee: (a) the number of members, (b) who is eligible to serve, (c) how members are selected (again, the College suggests selection by faculty vote), (d) the duration of terms of office, (e) whether the terms are staggered, (f) any limit on consecutive terms, and (g) how the chair of the Committee is selected. The College encourages departments to arrange staggered terms to maintain a degree of continuity in the Committee's membership, and yet to limit the length of any individual's service to allow the regular influx of fresh perspectives and to prevent the development of undue influence over the faculty evaluation process.

The College suggests that the chair be selected by the committee. The Committee chair is normally a tenured faculty member and normally has at least 1 year of recent prior experience on the Committee.

The College requires that the membership of the Committee be established by September 1 and reported to the Office of the Dean by the Department Chair.

B. Recusal

Committee members recuse themselves when their own case is under consideration by the Committee. When this proviso affects the chair of the Committee, another member serves as acting chair for that single deliberation. When an individual recuses themselves from the Committee, they cease to be a member of the Committee during the recusal.

C. Verification of Committee Votes and Recommendations

Each evaluation is signed by all members of the Committee to verify the vote and recommendation, even in the rare case in which a member abstains from voting. However, if a member has recused themselves during a vote, they do not sign because they ceased to function as a member of the Committee during the recusal. In place of a signature, the term "Recused" should be written.

D. Electronic versus In-Person Participation

Because of its importance in promoting faculty development and achievement, the deliberations of the departmental Faculty Evaluation Committee are expected to involve the full participation of every

member of the Committee. Although the physical presence of each member is ideal, at the joint discretion of the Department Chair and the Committee Chair, a minority of the members may participate remotely by electronic means. Remote members must be able to participate fully – that is, they must be able to see and hear what the physically present members see and hear, and they in turn must be seen and heard by the physically present members.

VI. COLLEGE-LEVEL EVALUATION

A. Composition of the College Committee

The Eberly College Faculty Evaluation Committee (hereafter, the "College Committee"), consists of 3 subcommittees representing the Humanities, Social Sciences, and Natural Sciences. The members of the subcommittees are appointed by the Dean. To provide continuity from year to year, the members normally are appointed to 2-year terms with half of the membership of each subcommittee changing each year. To be eligible to serve, an individual must hold the rank of Associate Professor or Professor in the Eberly College. The following individuals, however, are not eligible: (a) Department Chairs, (b) anyone serving on any other faculty evaluation committee within the Eberly College, (c) anyone under consideration for promotion or tenure, and (d) anyone who is in the immediate family or household of an individual who is evaluated by the subcommittee (see Section XIII of the WVU *Procedures* document).

Once the membership of each subcommittee is established, each member participates as a full voting member in all of the subcommittee's business, except as noted in Section VI.C ("Recusal") of these *Guidelines*.

1. Tenured Members

The majority of each subcommittee consists of tenured faculty members holding the rank of Associate Professor or Professor. Each tenured member represents a department within the Eberly College and is appointed to the subcommittee by the Dean at the recommendation of the Department Chair. The departmental representatives are assigned to the subcommittees as follows:

- Humanities Subcommittee: The 4 tenured members represent English; History; Philosophy; and World Languages, Literatures, and Linguistics.
- Natural Sciences Subcommittee: The 7 tenured members represent Biology, Chemistry, Forensic and Investigative Science, the Geology faculty of the Department of Geology and Geography, Mathematics, Physics and Astronomy, and Statistics.
- Social Sciences Subcommittee: The 7 tenured members represent Communication Studies, the Geography faculty of the Department of Geology and Geography, Political Science, Psychology, Public Administration, Social Work, and Sociology and Anthropology.

2. Untenured Members

Each subcommittee also has 1 untenured faculty member, chosen from among the College's Teaching and Service faculty members holding the rank of Associate Professor or Professor. These subcommittee members do not represent any particular department; they are selected at-large by the Dean in consultation with Department Chairs and other appropriate members of the Eberly College.

B. Committee Procedures

Each subcommittee chooses its own chair.

Each subcommittee evaluates faculty members from the departments it represents (e.g., the Humanities Subcommittee evaluates the faculty of English, History, Philosophy, and World Languages, Literatures, and Linguistics). Faculty members from programs or departments that are not represented on any of the subcommittees – as of this writing, Leadership Studies, Multidisciplinary Studies, Native American Studies, Religious Studies, and Women's and Gender Studies – may decide for themselves which subcommittee will consider their case, and should notify the Dean of their decision by September 1 of the year in which they apply for promotion or tenure.

Each subcommittee considers the faculty member's departmental procedures and criteria, all recommendations forwarded from the department, and any rebuttals or other responses made by the faculty member.

The subcommittees employ the standards described in the WVU *Procedures* document, these *Guidelines*, and the relevant departmental guidelines. The subcommittees may not modify the standards or establish their own.
Before beginning their work, the members of the 3 subcommittees meet collectively with the Dean to receive their charges and any guidance the Dean may offer.

Each subcommittee makes its recommendations to the Dean based on the evidence in the Faculty Evaluation File as forwarded, plus materials generated as a consequence of the faculty evaluation process. Within these guidelines, the specific operation of the subcommittees may vary as necessitated by differences in committee size and work load.

Each subcommittee keeps its deliberations and the information contained in Faculty Evaluation Files strictly confidential. An exception to this rule is allowed if the subcommittee or a member of the subcommittee needs to report an apparent violation of WVU, Eberly College, or departmental procedures. In such a case, the subcommittee or member may disclose to institutional officials with a need to know (e.g., the Department Chair, Dean, Provost, as appropriate) the information necessary to describe the violation.

C. Recusal

When the individual under evaluation is from a subcommittee member's department, that member is recused. The recused member must not be present during the subcommittee's deliberations regarding the departmental colleague, nor participate in the evaluation in any way. The recused member may, however, provide information (e.g., about departmental standards) upon written request from other members of the subcommittee. When this proviso affects the chair of the subcommittee, another member of the committee serves as acting chair for that single deliberation. When an individual recuses themselves from the subcommittee, they cease to be a member of the subcommittee during the recusal.

D. Electronic versus In-Person Participation

Because of its importance in promoting faculty development and achievement, the deliberations of each College subcommittee are expected to involve the full participation of every member of the subcommittee. Although the physical presence of each member is ideal, at the joint discretion of the Dean and the subcommittee chair, a minority of the members may participate remotely by electronic means. Remote members must be able to participate fully – that is, they must be able to see and hear what the physically present members see and hear, and they in turn must be seen and heard by the physically present members.

E. Role of the Dean

The Dean reviews and evaluates each recommendation (as well as rebuttals and responses) of faculty members under consideration for promotion, tenure, Emeritus status, or termination and makes an independent recommendation that includes a rationale for each decision. The Dean reports the recommendations of the departmental Faculty Evaluation Committee, the Department Chair, the appropriate subcommittee of the College Committee, and the Dean to the Provost for continuation of the process at the University level.

VII. THE EVALUATION PROCESS

Faculty members are evaluated at the department level each year, normally by the departmental Faculty Evaluation Committee and the Department Chair. The evaluations by the Committee and the Chair are independent in the sense that the Chair's evaluation is not controlled by the Committee's. However, in reviewing the faculty member's record, the Chair should review the Committee's report and recommendations and comment on them.

Some faculty members in the Eberly College have assignments in multiple departments. The faculty member's home department, identified in the letter of appointment or subsequent memoranda of understanding, is responsible for evaluating the faculty member's performance and, when appropriate, making recommendations for tenure, promotion, or termination. As such the home department's evaluation guidelines must be followed. However, the other department(s) served by the faculty member will provide input into the home department's evaluation by providing a written assessment of the faculty member's contributions.

The evaluations provide ratings of performance in the areas of assignment (research, teaching, service as appropriate) as well as statements that are developmental and goal-oriented. In annual evaluations, the review is not limited to events of the immediately previous 1-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment should guide the faculty member in areas in which improvement may be needed, paying particular attention to cumulative progress toward, and expectations for, tenure and/or the next promotion.

The Department Chair should avoid excessive duplication of the narratives in the Committee's evaluation. However, the evidentiary basis of an evaluation needs to be clearly articulated. If, for example, a faculty member's research for the year is rated as "excellent" because she published 2 papers in top journals and won a federal grant, that should be made clear. (If the Committee says this

clearly and the Chair agrees, the Chair's statement will be clear enough if the Chair asserts the agreement.)

When the department-level evaluations include a recommendation regarding tenure, promotion, Emeritus status, or (in rare cases) termination, the faculty member also is evaluated at the College-level, by the College Committee and the Dean.

A. General Standards

Each department establishes written standards of evaluation that are informed and guided by the WVU *Procedure*s document, with particular attention to Section II ("Professional Expectations of Faculty Members"), Section IX ("Annual Evaluations"), and Section X ("Criteria for Promotion or Tenure").

Evaluation of performance in each area of assignment is assessed as "Excellent" (characterizing performance of high merit), "Good" (characterizing performance of merit), "Satisfactory" (characterizing performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure), or "Unsatisfactory."

For those faculty members who are required to make only at least a reasonable contribution in research (normally Service faculty members and some Teaching faculty members), the expectation is that the Faculty Evaluation File will document 1 example of ongoing productivity, such as a presentation at a strategically selected professional conference each year. Other instances of scholarly activity such as peer-reviewed articles are welcome, but not required, to meet the criterion of at least a reasonable contribution in research.

<u>1. Evidentiary Basis of Evaluation</u>

Evaluations and recommendations are based on the evidence in the Faculty Evaluation File as described in Section IV of these *Guidelines*. If there is not enough information in the File to warrant a meritorious rating ("excellent" or "good"), a rating of "satisfactory" or lower is appropriate. If there is no evidence in the File to document a particular activity, a rating of "unsatisfactory" is appropriate.

B. Annual Evaluation

The annual evaluation serves as a tool for faculty development at all ranks, regardless of tenure status. All faculty members receive annual evaluations. Those who hold benefits-eligible appointments normally receive annual evaluations at the department level by the departmental Faculty Evaluation Committee and Department Chair. The benefits-eligible faculty members normally include those in the Tenure-Track, Teaching, Research, Service, Visiting, and Senior Lecturer categories. Departments may develop alternative procedures for evaluating faculty members who teach on a per-course basis.

In addition to rating performance in the areas of assignment, the annual evaluations by the Committee and the Chair each normally include a recommendation to continue the faculty member at their current rank (termination is recommended by voting against continuation). This recommendation is omitted in a year when a cumulative pre-promotion evaluation or a career evaluation is conducted. In those cases, a recommendation on continuation (or some suitable substitute, such as a recommendation for promotion) is made as part of the cumulative pre-promotion or career evaluation (see Sections VII.C and VII.D of these *Guidelines*).

1. Annual Evaluation of Faculty at the Rank of Professor

Every faculty member is evaluated at the department level, normally by both the Faculty Evaluation Committee and the Department Chair. In the case of fully promoted faculty members – that is, those at the rank of Professor in the Tenure-Track, Teaching, Research, or Service categories – the faculty member is evaluated only by the Department Chair, unless 1 of the following exceptions applies:

- The faculty member submits to the Department Chair a written request to be evaluated by the Faculty Evaluation Committee (as well as by the Chair). Departments set their own deadlines for receipt of these requests. A new request is required each year.
- The Department Chair holds the rank of Professor. Because Chairs cannot evaluate themselves, the department-level evaluation of their research and teaching comes from the Faculty Evaluation Committee.

2. Faculty with Grant Expectations

Many (not all) faculty members have grant-related expectations. These generally apply to Tenure-Track faculty members in the social and natural sciences. As described in Sections II.A.2 and II.A.3 of these *Guidelines*, some faculty members are expected to demonstrate concerted and systematic efforts to obtain external research grants; others are expected to show, as a condition for tenure, that their efforts have paid off in the form of 1 or 2 significant grants.

The departmental Faculty Evaluation Committee and Department Chair must consider the faculty member's progress in meeting grant expectations as part of annual, pre-promotion, and career evaluations of research. Beginning in the 2015-16 academic year, appointment letters for faculty members with grant expectations require the faculty member to develop a plan for the pursuit of external research grants that is kept in the departmental Faculty Evaluation File. For such faculty members, the quality of the plan and the faculty member's progress in fulfilling it must be considered in evaluations of research.

C. Cumulative Pre-Promotion Evaluation

Two years before the Critical Year, probationary Tenure-Track faculty members are subject to a more rigorous review to determine the extent to which the individual is making clear progress toward tenure. By this time, teaching should be at a level such that if sustained, the candidate would be judged as making a significant contribution in teaching. Because significant contributions in research are expected of Tenure-Track faculty members, there will be particular focus on the expectation to have developed an active, independent, and sustainable research program as defined in the letter of appointment.

As noted above in Section IV.C.1.b of these *Guidelines*, even though the cumulative pre-promotion report is required to support an evaluation of a Tenure-Track faculty member's progress towards tenure, it may be used to gauge any faculty member's progress towards promotion. Therefore, departments allow Teaching, Research, or Service faculty members, as well as tenured associate professors, to submit cumulative pre-promotion reports to solicit the department's detailed feedback on their progress towards promotion.

A cumulative pre-promotion evaluation is conducted by both the Faculty Evaluation Committee and the Department Chair in addition to the annual evaluation. The evaluation is based on the cumulative pre-promotion report described above in Section IV.C.1.b of these *Guidelines* as well as the evidence in the

Faculty Evaluation File. Besides ratings of teaching, research, and service (as appropriate to the faculty member's assignment), the evaluation includes a judgment about whether the faculty member is on-track for the next career step (promotion, tenure) and what steps, if any, are needed for improvement.

In the case of probationary Tenure-Track faculty members, the cumulative pre-promotion evaluation also includes a judgment about the likelihood of success by the Critical Year, and a recommendation to continue the faculty member at their current rank (termination is recommended by voting against continuation). In a cumulative pre-promotion evaluation, a recommendation in favor of continuation suggests that the faculty member is likely to attain tenure in the Critical Year. A recommendation against continuation suggests that the faculty member is unlikely to attain tenure in the Critical Year.

D. Career Evaluation and Standards for Promotion or Tenure

A career evaluation normally is conducted when a faculty member seeks promotion or tenure. It is based on the career-report as described above in Section IV.C.1.b of these *Guidelines* as well as the evidence in the Faculty Evaluation File. A career evaluation is conducted by both the Faculty Evaluation Committee and the Department Chair in addition to the annual evaluation. In addition to rating performance in the areas of assignment, the evaluation includes a recommendation regarding promotion and, in the case of probationary Tenure-Track faculty members, a recommendation regarding tenure.

Within the general standards established by the WVU *Procedures* document and these Eberly College *Guidelines*, departments establish specific standards for promotion and, where applicable, tenure, with separately stated standards for the various faculty categories and the various ranks. For example, for Tenure-Track faculty, departments specify the criteria for promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor.

<u>1. Tenure-Track Faculty</u>

For Tenure-Track faculty members, a recommendation in favor of tenure or promotion normally requires significant contributions in teaching and research and at least reasonable contributions in service as defined in Section X ("Criteria for Promotion and Tenure") of the WVU *Procedures* document.

In a year when a faculty member who has research as an area of significant contribution is being considered for tenure or for promotion, the Faculty Evaluation File must contain evaluations of the quality of the faculty member's research from persons external to the University, as described in Section XII ("External Evaluations") of the WVU *Procedures* document and Section IX of these *Guidelines*.

If a candidate for tenure has specific grant expectations in the appointment letter and falls short of them, the department evaluators – the Faculty Evaluation Committee and the Department Chair – may consider the possibility that the candidate's overall achievements in research compensate for this shortcoming. In such a case, the evaluators should include in their letters a description of the relevant accomplishments and the reasons why they should be considered as the equivalent of meeting the grant requirement. After reviewing the departmental letters, the Dean will decide whether the accomplishments meet the equivalency standard and provide a basis for a positive recommendation regarding tenure.

a. *Policy 51 Extensions of the Tenure Clock.* Board of Governors Policy 51 establishes the circumstances under which the Critical Year may be extended. Included among these circumstances are those that lead a faculty member to use the Parental Work Assignment or Alternative Work Assignment Procedures and, rarely, exceptional professional circumstances not of the faculty member's own making (e.g. a delay in essential laboratory renovations). Policy 51 limits the timing of requests for extensions to within one year of the qualifying event in most cases. The Policy also prohibits requests for extension during the Critical Year established in the letter of appointment, memoranda of understanding, or subsequent letters of agreement.

For faculty members whose Critical Year has been extended through Policy 51, the standards for promotion and tenure are the same regardless of the time frame under which the faculty member is reviewed. Evaluations at both the department and college levels must take this into consideration. In addition, Department Chairs should normally call this matter to the attention of external evaluators as noted in Section IX.C of these *Guidelines*.

2. Teaching Faculty

A Teaching faculty member and the Department Chair may normally choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year 7), or later.
For a Teaching faculty member, the sole area of significant contribution is teaching. At least reasonable contributions are required in the other area(s) of assignment.

Promotion to a Teaching professorial rank (i.e.: "Teaching Instructor" to "Teaching Assistant Professor") requires either 1) a terminal degree in a relevant discipline or 2) an advanced graduate degree in a relevant discipline in combination with professional or academic experience that is both significant and relevant.

For promotion to the rank of Teaching Professor, the Faculty Evaluation File must contain evidence showing that professional colleagues, both within the university and nationally or internationally, acknowledge the quality and impact of the faculty member's programmatic contributions to teaching in the discipline. Departmental evaluations can document the judgment of colleagues within the university. To document the judgments of colleagues nationally or internationally, the candidate for Teaching Professor has two options: (a) The file must include evaluations of the quality of the faculty member's programmatic contributions in teaching from persons external to WVU, as described in Section IX of these *Guidelines*, and/or (b) the file must include a record of publishing pedagogically related articles in peer-reviewed journals of national or international stature, and/or a record of pedagogically related presentations at professional conferences of national or international stature.

3. Research Faculty

A Research faculty member and the Department Chair may normally choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year 7), or later.

For a Research faculty member, the sole area of significant contribution is research. At least reasonable contributions are required in the other area(s) of assignment, if there are any.

In a year when a faculty member who has research as an area of significant contribution is being considered for promotion, the Faculty Evaluation File must contain evaluations of the quality of the

faculty member's research from persons external to the University, as described in Section XII ("External Evaluations") of the WVU *Procedures* document and Section IX of these *Guidelines*.

4. Service Faculty

A Service faculty member and the Department Chair may normally choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year 7), or later.

For a Service faculty member in the Eberly College, promotion depends on significant contributions in service and teaching. At least reasonable contributions are required in research.

Promotion to a Service professorial rank (i.e.: "Service Instructor" to "Service Assistant Professor") requires either 1) a terminal degree or 2) an advanced graduate degree in combination with professional or academic experience that is both significant and relevant.

In a year when a faculty member who has service as an area of significant contribution is being considered for promotion, the Faculty Evaluation File must contain evaluations of the quality of the faculty member's service from persons external to the University, as described in Section XII ("External Evaluations") of the WVU *Procedures* document and Section IX of these *Guidelines*.

E. Evaluation for Emeritus Status

A faculty member is considered for Emeritus status when his or her retirement is announced and, normally, after at least 10 consecutive years of full-time service to WVU. A faculty member who meets these criteria is evaluated by the departmental Faculty Evaluation Committee and the Department Chair. If the faculty member's overall contributions to WVU are judged as meritorious, the Committee and Chair submit to the Dean their recommendations in favor of Emeritus status along with a brief description of the contributions that warrant the recommendation. The departmental evaluations can be based upon a review of the faculty member's vita or other suitable summary of his or her contributions; a career report is not required.

Faculty members who are awarded Emeritus status retain their professional titles. In every case, the term "Emeritus" follows the rank and title (e.g., "Associate Professor Emeritus," "Teaching Professor Emeritus").

VIII. REBUTTALS AND RESPONSES TO FACULTY EVALUATIONS

Faculty members may submit formal reactions to evaluations from the departmental Faculty Evaluation Committee, Department Chair, College Faculty Evaluation Committee, or Dean. The reactions fall into 2 general classes: "responses" in the general case and "rebuttals" in specific situations. These are described in more detail in the WVU *Procedures* document: For reactions to departmental evaluations see Sections XIII.A.6, XIII.A.4, and XIII.A.5; for reactions to college-level evaluations, see Section XIII.B.5 and XIII.B.6.

Each evaluation letter must advise the faculty member of the appropriate type of reaction that is available to them, as follows:

A. Rebuttals

When the evaluation includes a recommendation regarding tenure, promotion, or termination, the evaluation should include a statement advising the faculty member of their right of rebuttal at the next level. In a department-level evaluation, the statement should say that "If you wish to challenge this evaluation, you may submit a rebuttal to the Dean of the Eberly College within 5 working days of your receipt of this evaluation." In a college-level evaluation, the statement should replace "Dean of the Eberly College" with "Provost."

B. Responses

Responses to annual reviews at the department level may be submitted at any time. Evaluations without a recommendation regarding tenure, promotion, or termination should say, "You may, at any time, submit a response to this evaluation to [Department Chair] or the Dean of the Eberly College, in accordance with Section XIII.A.6 of the WVU *Procedures for Faculty Appointment, Annual Faculty Evaluation, Promotion, and Tenure*."

IX. EXTERNAL EVALUATIONS

External evaluations of some aspects of faculty achievement are considered when:

- a Tenure-Track faculty member seeks tenure or promotion, or a Research faculty member seeks promotion (external evaluations of <u>research</u> are required),
- a Teaching faculty member seeks promotion from Teaching Associate Professor to Teaching Professor and exercises this option for documenting national or international recognition of their achievements (external evaluations of <u>programmatic contributions in teaching</u> are required), or
- a Service faculty member seeks promotion (external evaluations of <u>service</u> are required).

The task of identifying suitable external evaluators is shared by the faculty candidate for promotion or tenure, the departmental Faculty Evaluation Committee (or some other appropriate committee), and the Department Chair. The general procedures are described in Section XII ("External Evaluations") of the WVU *Procedures* document. Here are the basic steps as the process is implemented in the Eberly College. (Additional details, such as the timeline for completing the steps, are subject to change and distributed annually.)

A. Evaluator Qualifications

The faculty candidate and the departmental Faculty Evaluation Committee (or other appropriate faculty committee), acting independently, each give the Department Chair a list of at least 4, and preferably 6 or more, potential evaluators from peer institutions.

Normally, a "peer institution" is one with a Carnegie Classification that matches that of WVU, namely "R1: Doctoral Universities – Highest research activity." To propose an evaluator who is at a college or university that is not a Carnegie R1 institution, justification is required. Perhaps the individual, by virtue of their scholarly specialization or standing in the discipline, is uniquely qualified to judge the faculty member's research. Or perhaps the individual is a senior scholar who spent the bulk of their career at a peer institution and thus is capable of making appropriate judgments from the standpoint of a colleague at a peer institution. These examples are not exhaustive.

When research or programmatic contributions in teaching is to be evaluated, all or nearly all evaluators should be from academic departments at peer institutions. When service is to be evaluated, however, individuals in non-academic settings might be appropriate as evaluators.

Each proposed evaluator in an academic department must be at or above the rank to which the faculty candidate aspires. If the candidate is applying for promotion to Associate Professor, the evaluators could be Associate Professors or Professors. If the candidate is applying for promotion to Professor, the evaluators must be Professors.

In the case of a Teaching Associate Professor seeking promotion to Teaching Professor, the external evaluators should be faculty members at peer institutions who hold the rank of Professor and have been promoted, at least in part, because of significant contributions in teaching.

B. Faculty Member's Feedback

In a timely fashion after receiving the committee's list, the Department Chair shares it with the faculty candidate and solicits the candidate's written comments.

In a written, signed, and dated statement, the faculty candidate gives the Department Chair comments regarding the committee's suggested evaluators. If the candidate has no comments, this should be indicated in writing as well.

C. Chair's Proposed List of Evaluators and Letter of Invitation

The Department Chair should consider any comments provided by the faculty candidate, but is not obligated to eliminate a potential evaluator simply because the candidate has objected.

The Department Chair prepares (a) a final list of proposed evaluators and (b) a sample copy of the letter to be sent to the evaluators, normally based on a template provided by the Dean. The Chair's list should have individuals from both the faculty candidate's list and the committee's list. The list should have at least 6 names, and preferably more. Indeed, unless a proposed evaluator is unacceptable, the Chair's list should exhaust the names from the candidate and committee's lists. The goal is to have a sufficient number of potential evaluators so that agreements to write letters can be secured from 6 individuals (see Section IX.E below), in case some individuals decline the invitation to write a letter. The Chair's list is confidential. To preserve the anonymity of the evaluators, the list must not be shared with the faculty candidate.

The letter inviting the external evaluations includes a special passage if the faculty candidate has been granted a Policy 51 extension of the tenure clock. Unless otherwise specified by the candidate, the letter says "Please note that Dr. X received an extension to his/her tenure clock by virtue of university policy. Under these circumstances, the criteria for promotion and tenure are no different than for faculty whose tenure clock has not been interrupted. Therefore, we would appreciate that in evaluating this candidate, you consider the merits of quality and impact, not the time taken to achieve those accomplishments."

D. Dean's Review and Approval

The Dean reviews the proposed evaluators and the sample letter. The Dean may seek additional information from the Chair, strike 1 or more individuals from the list of potential evaluators, or require revisions to the letter. When the materials are approved, the Dean will notify the Department Chair in a timely fashion.

E. Final Departmental Procedures

The Department Chair places a copy of the approved sample letter in the candidate's Faculty Evaluation File. Because the identity of the evaluators is confidential, the approved list of evaluators is not placed in the File.

The candidate provides the Department Chair with a package of materials to be sent to the external evaluators. The package should include a vita; materials that document the candidate's achievements in research, service, or programmatic contributions to teaching; a narrative that puts the documented achievements into context; and any other review materials the candidate wishes to share with the external evaluators. These materials must be included in the candidate's Faculty Evaluation File. If the materials are already in the file, a list of the materials sent to the evaluators should be filed. If the materials are not in the File, a list of the materials and the materials themselves should be added to the File.
Upon the Dean's approval of the Department Chair's final list, and before sending the evaluation materials to the evaluators, the Chair should make preliminary contact with the approved evaluators by email or telephone to verify their willingness to participate in the process.

To increase the likelihood of receiving at least 4 evaluations, the Department Chair should secure agreements from at least 6 evaluators. In addition, the Chair should send reminders to the evaluators about a month before the deadline for receipt of the evaluations.

X. PERFORMANCE-BASED SALARY INCREASES

The WVU *Procedures* document (Section IX.D, "Descriptors for Annual Review") indicates that the assessments provided by annual reviews are the primary basis for performance-based salary adjustments in years when such adjustments are available.

Every department is required to develop a performance-based salary policy that is incorporated into its faculty evaluation guidelines and approved by the Dean. The performance-based salary policy must be designed to assign modest raises for "Satisfactory" performance and more substantial raises for "Good" or "Excellent" performance.

In years in which performance-based raises are approved, the Department Chair submits to the Office of the Dean the following information for each faculty member who is eligible for a raise: ratings of performance in teaching, research, and service, and the workload percentages in teaching, research, and service.

The department's ratings can be numerical (on a scale in the department's approved salary policy) or categorical ("Unsatisfactory," "Satisfactory," "Good," or "Excellent"). If the department submits

categorical ratings, they will be converted to numbers as follows: "Excellent" = 4.0; "Good" = 2.5; "Satisfactory" = 1.0, "Unsatisfactory" = 0.

The department can submit 1 set of ratings combining those of the departmental Faculty Evaluation Committee and the Department Chair, or separate sets of ratings from the Committee and Chair. If the Committee and the Chair's ratings are different, the Office of the Dean will average them unless the department's approved guidelines provide for a different resolution.

XI. PROCEDURE FOR MODIFICATION OF THIS DOCUMENT

Eligible faculty members (i.e., full-time [1.0 FTE] permanent employees of the Eberly College in the Tenure-Track, Teaching, and Service categories) can propose a change or an addition to these *Guideline*s by making a recommendation to the Dean. After consulting with appropriate parties – for example, Department Chairs, program directors, the Office of the Provost – the Dean will make a recommendation to the faculty. If a ballot of eligible faculty members yields a majority of votes in favor of the proposal, the change or addition will be incorporated into a revised draft of these *Guidelines* and submitted for the Provost's approval. Upon such approval, the revised *Guidelines* will be adopted.

FOOTNOTES

[1] Unless otherwise noted, the term "tenure-track" includes tenured faculty members as well as probationary faculty members in a tenurable position.

[2] The standards described in Sections II.A.1, II.A.2, and II.A.3 were approved on November 5, 2015, by Vice Provost Russell K. Dean, Associate Provost C.B. Wilson, and Vice President Fred King.

[3] Employees categorized as "FEAPs" – Faculty Equivalent Academic Professionals – do not hold faculty rank and their appointments, evaluation, promotion, etc., are not covered by the present document.

WEST VIRGINIA UNIVERSITY
PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION, PROMOTION, AND TENURE 2014-15

[Approved by the WVU Faculty Senate, 5/12/14; Accepted with modifications by the President, 8/25/14; Modifications to represent BOG Rule 4.2, 5/22/20]

I. INTRODUCTION

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

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

West Virginia University at Morgantown is the State's comprehensive, doctoral degree granting, land-grant institution. Divisions (Potomac State College, West Virginia University Institute of Technology, and Charleston and Eastern Divisions of the Health Sciences Center) also participate in the university's tripartite mission of teaching, research and service. The integrated divisions in Keyser and Beckley address the mission areas in ways appropriate to their campuses. Accomplishing this mission in an environment of respect for diversity requires a creative, collective intermingling of individual faculty talents. Annual evaluation, promotion in rank, and the granting of tenure are acts of critical importance both to members of the academic community and for the welfare of the university. The annual evaluation process contributes to the improvement of faculty members and the university and is both evaluative and developmental. Retention, tenure, and promotion decisions reward individual achievement; they also shape the University for decades.

Consistent with this document, colleges, schools and divisions reporting to administrators on the Morgantown campuses and other appropriate units such as the Extension Service and the University Libraries shall supplement these guidelines with more detailed descriptions and interpretations of the criteria and standards that, when approved by the Provost, will apply to faculty members in the particular unit. A subsequent step in this process, if appropriate, subject to Provost approval, could occur at the department level. The unit guidelines may be more specific to expectations of individual disciplines, and they may be more rigorous than the university guidelines but not less so.

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

A. The Faculty Evaluation Process

The faculty evaluation process at West Virginia University is designed to assist the institution in attracting promising faculty members, helping them reach their potential, rewarding their proficiency, continuing their productivity and professional development throughout their careers, and retaining only those who are outstanding. The process is both evaluative and developmental and has three distinct components:

1. Annual Evaluation

Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition. An important aspect of the annual evaluation is an assessment of one's progress toward tenure and/or the next promotion, as appropriate. Once tenure is awarded, post-tenure review occurs as part of the annual review process. These reviews can support subsequent promotion in rank and the Salary Enhancement for Continued Academic Achievement. They might also lead to a more rigorous review process which could result in a remediation plan, as determined by the unit.

2. Evaluation for Promotion in Rank

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

3. Evaluation of Tenure-Track Faculty for Tenure

For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation involving an assessment of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained. A more comprehensive assessment of one's progress toward tenure will normally begin no later than mid-way through the tenure-track period.

Responsibility for faculty evaluation is shared by members of the university community. Primary responsibility for evidence of the quality and presentation of an individual's work in the evaluation file rests with the particular faculty member. Faculty colleagues participate in annual evaluation and review for promotion and/or tenure through membership on department, college, and division committees and on the University Promotion and Tenure Advisory Panel. Independent reviews at the college and institutional levels assure fairness and integrity in the application of appropriate standards and procedures among departments and colleges. The legal authority and responsibility of Chairpersons, Deans, Campus Presidents, the Vice President for Health Sciences, and the Provost also enter into the determination of academic personnel decisions, as do the needs and circumstances of the department, college, division, and university.[1]

B. Criteria

Faculty members are expected to contribute to the missions of specific departments, colleges or other academic units and their work is to be evaluated in that context. Consequently, the evaluation of faculty is to occur in relation to the faculty member's particular roles at the institution. Accomplishments of the faculty member are judged in the context of these roles, which may change over time; such changes normally are identified in an annual workload document or memorandum of understanding.

Collectively, members of the faculty teach, advise, mentor, engage in research and creative activity, publish and disseminate their research findings and new knowledge, and provide public, professional, and institutional service and outreach. The extent to which a faculty member's responsibilities emphasize the areas of the university's mission will vary. All faculty members have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty.[2]

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[1]The term "department" refers throughout this document to departments, divisions or other discrete units in colleges or schools. The term "college" refers to colleges, schools and other discrete units reporting to the Provost or Vice President for Health Sciences. The term "Chairperson" refers to department or division Chairpersons, Directors, or other unit heads who report to Deans. The term "unit guidelines" applies to guidelines at either the department or college level.

[2] WVU Board of Governors' Rule 4.1, Section 3.2.

In the faculty member's approved letter of appointment, the university official (usually the Dean or Campus President) responsible for hiring shall define the general terms of the faculty member's major responsibilities, and identify the year by which tenure must be awarded, if applicable. The terms of this appointment are to be reviewed periodically (normally in consultation with the Dean) and may be changed by mutual consent, consistent with this document. Any changes must be reflected in writing by amendment to the letter of appointment. Within the terms of this general apportionment of responsibilities, the details of a faculty member's specific assignments should be subject to joint consultation but are to be determined by the appropriate administrator.

Each department, college, and division shall refine these broad criteria in areas of teaching, research, and service in ways that reflect the unit's discipline and mission. The criteria shall be applied to all faculty members in ways that equitably reflect the particular responsibilities and assignments of each. How the unit criteria apply to a faculty member's own set of duties should be clear at the time of appointment and reviewed in the annual evaluation.

Adjustments in the expectations for faculty members may occur in keeping with changing institutional and unit priorities and personal interests. All tenure-track, clinical-track, or tenured faculty members must do scholarly, creative, or professional work that informs their teaching and service, as defined by the approved unit guidelines.

III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

Teaching (learning), research[3]/scholarship/creative activity (discovery), and service (engagement) constitute the heart of the mission of West Virginia University. Faculty responsibilities are defined in terms of activities undertaken in each of the three areas; faculty evaluation is based primarily upon a review of performance in these areas. Scholarship is an important indication of activity in each of the three areas; it occurs in a variety of forms, and is not restricted to the research area. The extent to which scholarship is recognized depends upon one's areas of expected significant contribution. Depending upon one's discipline and the unit's guidelines, publication of scholarly findings could be appropriate in any or all areas. Faculty members are expected to keep current in their fields.

A. Teaching (Learning)

Teaching involves the stimulation of critical thinking, the dissemination of knowledge, and the development of artistic expression. Teaching includes but is not limited to traditional modes of instruction such as the in-person classroom lecture, other classroom activities, and modes such as clinical, laboratory, online, and practicum instruction; distance learning; thesis and dissertation direction; evaluation and critique of student performance; various forms of continuing education and non-traditional instruction; and advising (mentoring) of undergraduate and graduate students, which is a special dimension of teaching, the success of which is essential to the educational process. It should be noted that the advising of doctoral students has elements of both teaching and research. The goals of the teaching-learning endeavor are to equip students with professional expertise, life skills, and a general appreciation of intellectual pursuits that should culminate in degree completion.
The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, a commitment to deepen student learning, respect for differences and diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Supporting documentation for the evaluation of effective performance in teaching might include evidence drawn from such sources

[3] The term "research" is used in this document to include appropriate professional activities such as research, scholarly writing, artistic performance, and creative activities. These activities result in products that may be evaluated and compared with those of peers at other institutions of higher learning.

as the assessment of student learning outcomes, the collective judgment of students, student advisees and/or mentees, and of peer and Chair evaluations of instructional performance.[4] It might also include analyses of course content, evaluation of products related to teaching such as textbooks or multi-media materials, the development or use of instructional technology and computer-assisted instruction, pedagogical scholarship in refereed publications and media of high quality, studies of success rates of students taught, or other evidence deemed appropriate and proper by the department and college. Regardless of the activities defined as "teaching" assigned to a faculty member, faculty who teach are expected to be effective in their explicit teaching assignments. Criteria for the evaluation of teaching should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

B. Research (Discovery)

WVU values academic research activities that increase fundamental knowledge within the discipline, creative activities (including performances and exhibitions) that reach out and serve humankind, and applied research activities that yield tangible benefits to society. Therefore, the impact of an activity is part of the measure of its quality. Historically, the measure of academic research and creative activities has been well-defined by each discipline, often through peer-reviewed publications and performances and exhibitions. The significance of translational or applied research that results in public-private partnerships, patents, licensing, and/or other forms of commercialization and entrepreneurial activity should also be part of the evaluation of research.

Research may be discipline-focused and individual, or it may be interdisciplinary and collaborative. It is a critical component of the mission of the university, contributing to and expanding the general body of knowledge, thus infusing instruction and public service with rigor and relevance. It validates the concept of the teacher-scholar. Interdisciplinary and collaborative assignments should be identified in the appointment letter when possible, or in annual letters as assignments change. Unit guidelines should address the evaluative process for these activities. It should be noted that the advising of doctoral students has elements of both teaching and research.

In most disciplines, refereed publications (print or electronic) of high quality are expected as evidence of scholarly productivity. In some disciplines, the strongest such evidence may appear in published refereed proceedings rather than archival journals; such cases must be recognized in the college/school guidelines. In the arts and similar disciplines, an original contribution of a creative nature relevant to one or more disciplines may be as valuable as the publication of a scholarly book or article. In certain disciplines, the ability to secure funding may be necessary for the realization of scholarly output. Depending upon the discipline, entrepreneurial and commercialization activities related to intellectual property and patents, which benefit the university, also demonstrate scholarly output. While quantity of effort and output must be sufficient to demonstrate an active and peer-recognized presence in the discipline, quality of research is clearly of great value in determining the level of performance. Important evidence of scholarly merit may be either a single work of considerable importance (such as a book or monograph) or a series of smaller, high quality products such as refereed journal articles constituting a program of worthwhile research. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works. Criteria for the evaluation of research should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

C. Service (Engagement)

Service activities involve the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include service to the university, state, region,

[4] West Virginia University Board of Governors Rule 4.2 requires student evaluations as part of the faculty evaluation process.

and at national and international levels. Service to the university includes contributions to the efficiency and effectiveness of the faculty member's department and college.

In keeping with its tradition as a land-grant institution, the university is committed to the performance and recognition of service activities on the part of its faculty as essential components of its mission. Enlightened perspectives, technical competence, and professional skills are indispensable resources in coping with the complexities of modern civilization. Service by faculty members to West Virginia is of special importance to the university mission.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the university, society, or the profession. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on societal problems or issues. One important benefit of service to the university is faculty participation in the governance system. Service contributions considered for evaluation are those that are within a person's professional expertise as a faculty member, and performed with one's university affiliation identified. The definition of the nature and extent of acceptable service for purposes of promotion and tenure should be identified in the unit's evaluation guidelines. Criteria for the evaluation of service should be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

IV. CONTEXTS OF APPOINTMENT FOR TENURED OR TENURE-TRACK FACULTY

A faculty member is usually appointed without tenure. Occasionally, appointment with tenure is possible. To be appointed with tenure, or to the ranks of associate professor or professor, the individual must have been interviewed by an official in the Office of the Provost, Vice President for Health Sciences, or Campus President during the interview process; the individual’s curriculum vitae must be reviewed in that office. A recommendation for tenure must be submitted by the department and college to the Provost’s Office. Appointments can be made without or with credit toward tenure for previous experience.

A. Without Credit

An individual's appointment letter contains expectations that, when met, should lead to successful candidacy for promotion and tenure, and will normally identify the sixth year of employment as the "critical year," that is, the year in which a tenure decision must be made. During the fourth year such a faculty member may petition the Dean to bring the critical year forward by one year (to year five).

B. With Credit

It is not uncommon for a new appointee to have had full-time experience at another institution of higher learning where he or she was engaged in teaching, research, and service. Depending upon the amount of successful experience in these mission areas at the intended rank or the equivalent, up to three years credit toward tenure may be allowed, unless the candidate does not wish such credit. The maximum amount of credit that could be allowed, and a tentative critical year, shall be identified in the letter of appointment. In such a circumstance, by the end of the second academic year the faculty member could accept the identified critical year, or all or part of the possible allowable credit to be applied in his or her instance, at which point the critical year would be confirmed by the Dean. If credit is awarded, evidence supporting such credit should be added to the evaluation file. If no credit is accepted, during the fourth year the faculty member may petition the Dean to bring the critical year forward by one year (to year five).

If, by the end of the second year, the faculty member does not request modification of the tentative critical year identified in the letter of appointment, that year will become the recognized critical year. Action on tenure earlier than the thus-defined critical year will not be considered except as defined in the previous paragraph.

Exceptions to recognize unique situations are possible, but should be truly exceptional.

V. REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE FOR TENURE-TRACK FACULTY

A personnel action is required each year for each faculty member. Such personnel actions include but may not be limited to reappointment, promotion, tenure, or non-renewal.

At West Virginia University, the award of tenure is campus-specific. For this purpose there are four campuses: WVU-Morgantown, (General University, including Extension), WVU-Morgantown (Health Sciences Center, including faculty in the Charleston and Eastern Divisions), Potomac State College, and WVU Institute of Technology.

A tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be reviewed for tenure and must either be awarded tenure or given notice of termination of appointment and a one-year terminal contract. If a faculty member petitions successfully to bring the critical year forward and tenure is not awarded in that year, a one-year terminal contract will be issued. Such notice of non-retention shall be mailed "Certified Mail-Return Receipt Requested", first class mail and electronic mail. Under certain circumstances the critical year may be extended. See WVU Board of Governors Rule 4.5.[5]

In the case of a tenure-track full-time faculty member holding the rank of instructor, assistant professor, associate professor, or professor, or one of the corresponding Extension ranks, the Provost or the Vice President for Health Sciences shall give written notice concerning retention or non-retention for the ensuing year by letter post-marked and mailed no later than March 1.

Time spent on a leave of absence or in an assignment less than 1.00 FTE normally shall not count when calculating years of service toward tenure for a tenure-track faculty member. The faculty member may request that such time spent on scholarly activities apply toward years of service. The faculty member's Dean shall determine in advance of the leave whether such time will apply, and will make a recommendation to the Provost or the Vice President for Health Sciences. Written notification of the decision to modify the critical year will be forwarded both to the faculty member and to the Chairperson and will be added to the faculty member's evaluation file.

VI. DISCRETIONARY PERSONNEL ACTIONS

Discretionary personnel actions are those which are not required to be taken at specific times, and may include the following (See also Section IV, above):

- Promotion in rank when the critical year does not apply;
- Renewal of appointment for a non-tenure-track faculty member;
- Nonrenewal of appointment for a non-tenure-track faculty member;
- Termination of the appointment of a tenure-track faculty member prior to the critical year;
- Termination of the appointment of a tenured faculty member for cause, reduction or discontinuance of an existing program, or financial exigency (as defined in WVU Board of Governors Rule 4.7).

A tenure-track faculty member will be reviewed automatically in the critical year, unless the faculty member requests no review, in which case a one-year terminal contract will be issued. Otherwise, the faculty member must initiate consideration for a discretionary promotion. A faculty member whose

[5] See also: http://faculty.wvu.edu/policies-and-procedures/work-life-integration, “Work-Life Integration.”

application for promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application, unless a critical-year decision is required.

Evaluations and recommendations for one's first promotion and/or tenure will be based primarily on one's contributions since appointment at West Virginia University but may be based in part on work elsewhere for which years of potential credit have been identified in the letter of appointment. In the latter case, evidence of one's performance during the established years of credit should be included in the evaluation file.

Ordinarily, the interval between promotions at West Virginia University will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion. However, for discretionary promotion to professor, special weight will normally be placed on work completed in the most recent five- or six-year period. A long-term associate professor will not be penalized for an extended period of limited productivity, as long as more recent quantitative and qualitative productivity has been regularly achieved and maintained in an appropriate disciplinary area. Holding the rank of professor designates that the faculty member’s academic achievement merits recognition as a distinguished authority in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her contributions to the discipline. A professor sustains high levels of performance in his/her assignments and responsibilities in all mission areas. The record of a successful candidate for professor must have shown evidence of high-quality productivity over an extended period of time.

While tenure and promotion are separate actions, only in the most extraordinary circumstances may a person be granted tenure without already being at or above the rank of associate professor, or being concurrently promoted to the rank of associate professor. Such extraordinary circumstances may exist for Extension agents and faculty members in the integrated divisions at Keyser and Beckley who enter the rank and tenure system as Instructors, who may be granted tenure at the rank of assistant professor. It also is university policy that the granting of promotion does not guarantee the award of tenure in a subsequent year. Neither promotion nor tenure shall be granted automatically or merely for years of service.

VII. FACULTY EVALUATION FILE

Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty member's evaluation file (Digital Measures). Also included are the professional judgments at each level of review as to the quality and impact of the faculty member's teaching, research, and service, as applicable.

An official faculty evaluation file shall be established and maintained for each faculty member in Digital Measures. In principle, the record in the evaluation file should be sufficient to document and to support all personnel decisions. Each unit may utilize an annual reporting form ("Productivity Report") appropriate to the work assignments in that unit for use by all members of the unit, including the Chairperson. The Productivity Report without supporting documentation is not in itself sufficient for evaluation purposes. Evaluation file materials will be in electronic form, provided that the integrity of the information and the date of entry in the file are maintained.

In the case of schools and colleges without departmental/division structure, the faculty evaluation file shall be maintained in Digital Measures.

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

1. The letter of appointment and other documents which describe, elaborate upon or modify one's assignment, including position description, work plans, memoranda of understanding, annual reviews, and subsequent letters of agreement.

2. An up-to-date curriculum vitae and bibliography containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of publications (or the equivalent) with complete citations, grants and contracts, and/or other evidence of research, scholarship, and/or creative work; c) a list of service activities.

3. For each semester or term since appointment or last promotion, a record of classes taught and enrollments in each, graduate students supervised, clinical assignments, committee assignments, and other aspects of the faculty member's plan of work.

4. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance to the home department. In such cases the home department's evaluation should reflect the relative proportion of each dimension of the total assignment.

5. A copy of past annual evaluations and any written responses.

6. Other information and records that the Chairperson and/or Dean may wish to add. Faculty members should be notified of such additions, and may respond to the additions within ten working days, which may be after the closing date.

7. All other information that bears upon the quality of the faculty member's performance in all pertinent areas. This information may include, but need not be limited to, teaching evaluations, professional presentations, published materials, grant applications and awards, research in progress and the preparation of unpublished materials, other creative scholarship, and service to the university**,** the citizens of West Virginia, and the profession. A reflective summary by the faculty member that supports the evidence in the file is strongly recommended.

8. A continuing chronological inventory of entries to assure the integrity of the file.

<u>The faculty member is responsible for assuring completion of Items 2, 3, 4 and 7</u>. The Chairperson shares responsibility for Items 3 and 4 and has responsibility for Items 1, 5, 6, and 8. The Provost's Office may periodically issue more detailed instructions for the development and maintenance of faculty evaluation files. Those requirements may be supplemented or elaborated by college or department procedures.

VIII. COMPLETION OF AND ACCESS TO THE FILE

The faculty evaluation file shall be updated in a timely manner according to the calendar that is circulated annually. On the appropriate deadline date, the file shall be closed for the review period. Only such materials generated as a consequence of the annual faculty evaluation shall be added to the file after the deadline date.

Faculty members have the right of access to their evaluation files at any time during regular office hours without giving reasons. All others shall have access to the file only on the basis of a need to know. Members of a faculty evaluation committee or administrative officers responsible for personnel recommendations are assumed to have a need to know. When otherwise necessary, the appropriate administrative officer or the Dean shall determine whether an individual has a need to know and what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all evaluation files is to be assured. The confidentiality of each file is to be respected. Disclosure of file materials to those outside the evaluation process shall occur only under valid legal process or order of a competent court of jurisdiction.

IX. ANNUAL EVALUATIONS

A. <u>General Description</u>

The performance of individual faculty members is evaluated annually throughout their career at West Virginia University. These written evaluations, which are required for all full-time and continuing part-time faculty members,[6] provide individuals with a written record of past performance, accomplishments and continuing expectations, an ongoing critique of strengths and weaknesses, and documents that support recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the university. The specific nature and purpose of a faculty member's annual review may vary, however, in accord with the type of appointment, rank, and tenure status.

The evaluation procedures may be found in Section XIII, below. Annual evaluation for all faculty, whether tenure-track, tenured, teaching-track, service-track, clinical-track, librarian-track, or not eligible for tenure (including faculty with prefixes of "research" and lecturers), will be conducted at the departmental level by the Chair and the faculty evaluation committee or at the college level, if appropriate, based on documentation in the evaluation file (see Section VIII). Written evaluations will be placed in the evaluation file and forwarded to each faculty member and to the Dean, who may provide an evaluative statement.

The annual evaluation should be related to one's assignment and performance, and should be both formative and summative. All levels of review should strive to provide statements that are developmental and are goal-oriented. The review is not limited to events of the immediately-previous one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed.

The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, paying particular attention to one's cumulative progress toward and expectations for tenure and/or the next promotion and, if positive, as a basis for merit salary adjustments and Salary Enhancements for Continued Academic Achievement. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the university.

B. Faculty Categories

Faculty members in all categories have full citizenship in the institution, and have the rights and privileges of academic freedom and responsibility. This responsibility includes attendance at and participation in faculty meetings and in other dimensions of the concept of shared governance. They are eligible for appointment to any administrative office if they meet the requirements for the position as stated in the position announcement.

1. Tenure-Track Faculty

Tenure-track faculty members are those who are in a tenure-track appointment but are not yet tenured. For these persons, the annual evaluation provides an assessment of performance and develops information concerning the faculty member's progress toward promotion and tenure. It communicates areas of strength and alerts the faculty member to performance deficiencies at the earliest possible time. Any concerns held by the evaluators regarding the faculty member's performance should be stated in the written evaluation, which is intended to enhance the faculty member's chances of achieving promotion and tenure.

[6] Occasional or clinical-track part-time faculty should receive periodic reviews that are appropriate to their assignment.

In one's first review, limited evidence of the faculty member's progress will be available. For that review, material in the file such as reports by colleagues on one's teaching and information on one's activities in research and service are useful in order to assess progress.

As one moves through the tenure-track period, annual evaluations will focus increasingly on the successful outcomes of one's activities rather than simply on the activities themselves.

While the absence of negative annual evaluations does not guarantee the granting of tenure, these evaluations should apprise tenure-track faculty members of performance deficiencies and should call attention to expectations for subsequent consideration for promotion and/or tenure and the extent to which they must enhance their productivity. Occasionally, the evaluations will result in termination of the individual's appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases, notice shall be given in accord with WVU Board of Governors Rule 4.2.

2. Tenured Faculty, Not Fully Promoted

The annual evaluation of faculty members who are tenured but not fully promoted will generally emphasize both quantitative and qualitative expectations and progress toward the rank of professor. Evaluation of Extension faculty members in the rank and tenure system will generally emphasize progress toward the next appropriate rank. While not all faculty members may attain the highest possible rank, annual evaluations should guide them toward that achievement.

3. Tenured Faculty, Fully Promoted

Promotion to the highest rank requires a consistent record of achievement at a level that indicates many strengths and few weaknesses. Consequently, the primary purpose of evaluating faculty members at these ranks is to describe their performance in the context of appropriate expectations, an important factor in performance-based salary adjustments and reappointment. The annual evaluation process is also used to encourage faculty members to continue to perform at exemplary levels.

4. Teaching-track Faculty

Renewable term appointments of up to three years, in which the principal assignment is teaching, are designated with the prefix "teaching," accompanying a traditional rank. Teaching-track faculty members are hired to respond to program needs. These positions focus on education in all of its manifestations, including but not limited to teaching, advising, or educational program development.

Normally, a teaching-track faculty assignment will be at least 80% teaching; the balance might address needs of the unit and/or interests of the faculty member, as they relate to the institutional mission. As noted elsewhere in this document, "Faculty members are expected to undertake a continuing program of studies, investigations, or creative works." For teaching-track faculty, this will be defined as expectation that the annual file includes systematic assessment of instructional processes/outcomes and application of findings to enhancing course and program effectiveness.

Teaching-track appointments may be continued indefinitely, contingent upon need, performance, and funding. No number of appointments at any term faculty rank/title shall create presumption of any contractual rights, nor the right of continued appointment or transition to another type of position.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in a teaching-track faculty appointment. However, subject to reappointment, a teaching-track faculty member and her/his Chairperson may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. For teaching-track faculty who wish to stand for promotion, in addition to a sustained record of classroom teaching excellence, the evaluation file is expected to show evidence of significant curricular and/or programmatic development and important contributions to the University's teaching mission. Such evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program

effectiveness, and evidence of ongoing contribution to solving problems and addressing unit-defined needs, priorities, and initiatives.

Promotion to the rank of teaching professor designates that the faculty member's achievement merits recognition in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her instructional contributions to the discipline. At the Dean's discretion, a panel of teaching-track appointees in similar disciplines who have achieved promotion may contribute to the review at the department level.

4. Service-track Faculty

Renewable term appointments of up to three years, in which the principal assignment is service, are designated with the prefix "service," accompanying a traditional rank. Service-track faculty members are hired to respond to program, unit or department needs.

Normally, a service-track faculty assignment will be at least 60% service; the balance might address needs of the unit and/or interests of the faculty member, as they relate to the institutional mission.

Service-track appointments may be continued indefinitely, contingent upon need, performance, and funding. No number of appointments at any term faculty rank/title shall create presumption of any contractual rights, nor the right of continued appointment or transition to another type of position.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in a service-track faculty appointment. However, subject to reappointment, a service-track faculty member and her/his Chairperson may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. For service-track faculty who wish to stand for promotion, in addition to a sustained record of service excellence, the evaluation file is expected to show evidence of ongoing contribution to adding value to the unit and addressing unit-defined needs, priorities, and initiatives.

Promotion to the rank of service professor designates that the faculty member's achievement merits recognition in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her service to the program, unit, or department. At the Dean's discretion, a panel of service-track appointees in similar disciplines who have achieved promotion may contribute to the review at the department level.

5. Clinical -Track Faculty at the Health Sciences Center

Clinicians who select this clinical emphasis, non-tenure track must be heavily committed by choice to clinical service as well as teaching. Faculty members in the clinical -track are not subject to the seven-year probationary period of the tenure track; promotion to senior ranks is not a requirement for institutional commitment and career stability.

Annual evaluation of clinical-track faculty members will be based on assignments as described in the letter of appointment and in subsequent annual documents that identify departmental responsibilities in teaching, service and scholarship. The annual evaluation will focus on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative expectations and progress toward the next appropriate rank. While not all promotable faculty members may attain promotion, annual evaluations should assist them toward that goal.

6. Librarian-Track Faculty

Annual evaluation of librarian-track faculty members will be based on assignments as described in the letter of appointment and subsequent documents and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally

emphasize quantitative and qualitative expectations and progress toward the next appropriate rank. While not all promotable faculty members may attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment. Librarian-track faculty members hold appointments that are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Librarian-track appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Librarian-track faculty members have all rights and privileges of academic freedom and responsibility.

7. Full-Time Faculty Not Eligible for Tenure

Evaluation of faculty members who are not eligible for tenure may emphasize different criteria from those applied to other faculty. This classification includes but is not limited to full-time faculty with prefix of "research". Annual evaluations will be based on assignments as described in the letter of appointment and subsequent documents and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. If the faculty member is promotable, the annual evaluation will generally emphasize quantitative and qualitative expectations and progress toward the next appropriate rank. While not all promotable faculty members will attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment. Non-renewal of grants or other external funds may result in non-renewal of appointments in spite of positive evaluations. These faculty members hold appointments that are not subject to consideration for tenure, regardless of the number of, nature of, or time accumulated in such appointments. Such appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.

8. Part-Time Faculty

Evaluation of continuing part-time (less than 1.00 FTE) faculty will be based on assignments as described in the letter of appointment and subsequent documents and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. Occasional or part-time clinical-track faculty members should receive periodic reviews that are appropriate to their assignments.

C. Descriptors for Annual Review

The annual review of one's performance in each of the mission areas to which one is assigned must be assessed as Excellent [characterizing performance of high merit], Good [characterizing performance of merit], Satisfactory [characterizing performance sufficient to justify continuation but, when applied to an area in which significant contributions are required, not sufficient to justify promotion or tenure], or Unsatisfactory. Based on these descriptors, a faculty member with a preponderance of "satisfactory" or "unsatisfactory" ratings, particularly in an area in which a significant contribution is required, would not qualify for promotion or tenure.

The assessments provided by annual reviews are the primary basis for performance-based salary adjustments in years when such adjustments are available, and for the program of Salary Enhancement for Continued Academic Achievements available to faculty at the rank of professor or the equivalent. They should be a basis for those periodic recommendations which relate to promotion, tenure, or negative action that are forwarded to the Provost. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) beyond those reviews, by performance and output which are judged to meet expectations identified in the appointment letter and subsequent documents, as well as the more rigorous standard of "significant contributions" (see below).

X. CRITERIA FOR PROMOTION OR TENURE

The University criteria for the awarding of promotion and the granting of tenure described below are general expectations; they should be elaborated by college or departmental criteria which take account of the distinctive character of the faculty member's discipline. Copies of departmental and/or college criteria shall be available to all participants in the review process.

The faculty of an outstanding university is a community of scholars whose productivity is manifest in a variety of ways. These manifestations are commonly grouped into teaching, research and service.

In order to be recommended for tenure a faculty member reporting to Morgantown normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings and also significant contributions in research. In order to be recommended for tenure an Extension faculty member may be expected to demonstrate significant contributions in teaching in the classroom or other settings and in service. Division faculty reporting to a Campus President may have other expectations, which will be described in the approved documents for that campus.

In the teaching context, "significant contributions" are normally those that meet or exceed those of peers recently (normally within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in teaching at West Virginia University. In some cases, external reviews of teaching contributions may be appropriate. The term "significant contributions" in research means performance in research which meets or exceeds that of peers who recently (normally within the immediately previous two-year period) achieved similar promotion and/or tenure and who are respected for their contributions in research at peer or aspirational peer research universities and at West Virginia University. The department, subject to approval by the Dean, determines peer or aspirational peer research universities. Candidates for tenure who are expected to make significant contributions in teaching and research are expected to demonstrate at least reasonable contributions in service. Some Extension candidates for tenure and/or promotion may be expected to demonstrate reasonable contributions in research. In the unit's guidelines, service activities that would be acceptable when one is expected to make contributions characterized as reasonable should be differentiated from those activities that are viewed as significant.

Successful teaching is an expectation for faculty who are assigned to teach, at any campus. As a criterion for either tenure or promotion, significant contributions will have been made in teaching.

In order to be recommended for discretionary promotion, a tenured or tenure-track faculty member normally will be expected to demonstrate significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. In the third area of endeavor, the faculty member will be expected to make reasonable contributions. The areas of significant contribution in which each faculty member is expected to perform will be identified in the letter of appointment, or modified in a subsequent document.

In order to be considered for promotion, faculty members who are not eligible for tenure but who are eligible for promotion normally will be expected to make significant contributions in the area(s) of their assignment as outlined in the letter of appointment or as modified in a subsequent document. For faculty who have a title with the prefix "Research," research will normally be the area in which significant contributions are expected. In general, a research faculty member seeking promotion will produce research of equal or better quality and of greater quantity than a tenure track faculty member for whom research is one of two areas in which significant contributions are expected. For faculty who have a title with the prefix "service" (as differentiated from faculty in the "clinical -track"), service will normally be the area in which significant contributions are expected.

For faculty who have service as an area of significant contribution, service activities provided for the benefit of the citizens of the state will receive primary emphasis when reviewed for promotion purposes. While service to the university and professions are worthy of consideration in this context, normally a faculty member must have significant service activities, which can include the creation and direction of

service-learning projects directed to the citizens of West Virginia. Exceptions to this normal practice may occur when a faculty member provides extraordinary and extended service to the university, the profession, or on a national or international level. Such exceptions should be identified in the letter of appointment or subsequent documents.

The decision by the Provost to accept a recommendation for or against retention or the awarding of tenure shall rest on both the current and projected program needs and circumstances of the department, college, and the university, and on the strengths and limitations of the faculty member as established in the annual evaluation process.

A full-time or part-time assignment to an administrative position or to a unit other than the one in which the faculty member holds or seeks tenure does not carry with it an automatic modification of criteria for promotion or tenure. A faculty member who accepts such an assignment, and who seeks promotion or tenure, should have a written agreement concerning both status and expectations within the department in which the locus of tenure resides. Such an agreement must be approved by the Dean or Campus President (or designee) and by the Provost or Vice President for Health Sciences. An administrative assignment will be evaluated by the immediate supervisor rather than by the unit committee.

XI. CHANGING AREAS OF SIGNIFICANT CONTRIBUTION

When a faculty member achieves tenure, the criteria requiring significant contributions in teaching and research, and reasonable contributions in service may be modified on an individual basis to require significant contributions in a different pair of these categories, with reasonable contributions required in the third. Such a modification should be initiated primarily to assist the department or the college in achieving its mission and goals, as it addresses the three areas of university concern. It is appropriate to establish a certain time period which must elapse after the approval of the request before the individual could be considered for promotion using the new expected areas of significant contribution. Such a modification must be agreed to by the faculty member, Chairperson of the department, in consultation with the appropriate departmental committee, and the Dean of the college, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Provost or the Vice President for Health Sciences, as appropriate.

Typically a request for a change in areas of significant contributions will propose replacing research with service as such an area. A document for this purpose should be developed which identifies both the types and quantity of service expected in the new context and the ways in which the quality of that service will be measured. In most cases, service will be directed toward the needs of the citizens of West Virginia, and will go far beyond the kinds of service which are expected in order for one to achieve good university citizenship. "Reasonable contributions in research" must also be defined, in both qualitative and quantitative terms. If such a request is granted, external reviews of service will be expected.

Alternate pathways

A. Via Administrative Service (Filed with the Faculty Senate, March 13, 2017)

A tenured Associate Professor can presently achieve promotion to Professor using service as one of the two areas of significant contribution, although such an assignment has typically been focused on service provided externally, beyond the university proper to the citizens of West Virginia. However, the possibility to achieve such a promotion presently exists, via “extraordinary and extended service to the university.” In rare instances, such opportunity may be available to individuals who are or have been willing to serve in an administrative role and who may intend to have an administrative career. Academic Administrative Service as Department Chairperson or Associate Dean (or the equivalent) for a normal term and executed at a high qualitative level may be interpreted as “<u>extraordinary and extended service to</u>

the university" for purposes of promotion from Associate Professor to Professor, with the support of the Dean of the college or school.

For clarification of the more specific conditions for such consideration under the presently approved process, the opportunity to seek this path for promotion would need to be approved by the Dean at a time that would allow at least three years in the administrative position. Thus, for example, the candidate could receive approval during the second year of a five-year term, with the first two years being considered retroactively. Other scenarios are possible. Under these circumstances, significant contributions would be required in (administrative) service and one other mission area, with at least reasonable contributions required in the third. Achievement in teaching and research must be demonstrated in the tenure home during the period under consideration, normally the last five years. Teaching, research, and service would be evaluated annually by the unit in which the candidate was tenured; the administrative service would be evaluated annually by the Dean.

The availability of this opportunity would be limited to those faculty who, based on the previous award of tenure, had achieved an appropriate level of success in teaching and research at that time.

Upon completion of a "360 review" during the final year of the term, the results of which would lead to an unequivocal reappointment in that role, the candidate could be considered for promotion using academic administrative service as the basis for making a significant contribution in service. A memorandum of understanding delineating these expectations in greater detail would be prepared upon appointment to the administrative role or at the point of approval of the Dean, and subsequently by the Provost, to pursue this option. External reviews of administrative service and, if an area of significant contribution, of research, would be required. Documentation for these purposes should include annual goal statements, and a basis for measuring, as well as annual assessments of the achievement of the goals, prepared by the individual and validated by the Dean. Reappointment in the administrative role and promotion to Professor would result in a single 10.0% performance-based salary increase.

B. Via "Outstanding Contributions" (Approved by the Faculty Senate, March 10, 2017)

Under extraordinary circumstances, based on the needs of the unit, the appropriate balance of assignments within the unit, consultation with the unit, and with the approval of the Chairperson, Dean, and Provost, a tenured Associate Professor could be considered for promotion to Professor if a memorandum of understanding allowing this option was developed and was subsequently in place for at least five full academic years prior to consideration. The standard, for which metrics would be described in the memorandum of understanding, would require sustained "outstanding" contributions in any one mission area, with "important" contributions in a second area [normally research, if outstanding contributions are expected in teaching] and at least reasonable contributions in the third [normally service].

"Outstanding" contributions would be a higher standard than "significant" contributions, and would demonstrate sustained performance at an exceptionally high qualitative and quantitative level. This departmental standard would require approval by the Dean and the Provost. If promotion to Professor was achieved, this configuration could continue as the future basis for the Salary Enhancement for Continued Academic Achievement, assuming that, per the conditions for that award, a supporting work agreement had been approved.

In such a scenario, the proportional value of the mission areas would more closely resemble 70:20:10 rather than 40:40:20.

For these purposes, colleges and schools should develop definitions for "outstanding" contributions and "important" contributions in each of the three mission areas.

XII. EXTERNAL EVALUATIONS

In years when a faculty member who has research or service as an area of significant contribution is being considered for tenure or for promotion, the evaluation file must contain evaluations of the quality of the faculty member's research or service from persons external to the University. The college or school shall have the option to determine if such external evaluations are required if the faculty member is to make reasonable contributions in the areas of research or service. External evaluations are among the many factors to be considered when evaluating the faculty member.

The external reviews will be maintained in a separate section of the evaluation file in Digital Measures. The various committees and individuals directly involved in the promotion and tenure review process shall be provided with this section of the evaluation file when they have need. The faculty member shall have the right to see the reviews after any identifying information has been removed. Upon conclusion of the review process, the external evaluations shall not be used in any subsequent personnel actions.

The names of persons who will be asked to provide external reviews must be selected with participation by the faculty member who is to be evaluated and from the persons in the department who conduct the evaluation. The suggested method for identifying external evaluators is for the departmental evaluation committee (either with or without participation by the Chairperson) and the faculty member each to propose a list of names of appropriate evaluators selected for their professional competence in the discipline. Each list should contain four to six names. A paragraph describing each evaluator should be submitted indicating qualifications to serve in this capacity. Any personal or professional relationship the faculty member has or has had with the evaluator should be identified. The Chairperson or Dean should select a sufficient number of names from each list to result in evaluations from two or more persons on each list. A minimum of four external evaluations ordinarily is required.

Persons who have been closely associated with the person being evaluated, such as co-authors or doctoral research advisors or advisees, may be asked for evaluations but, as with all evaluators, should be requested to identify their professional or personal relationship to the candidate for promotion or tenure. The faculty member has the right to review the list of potential evaluators, to comment upon those who may not provide objective evaluation and to request deletions. The faculty member's written comments and requests should be forwarded to the Chairperson or Dean.

In selecting evaluators, the Chairperson or Dean may consider the faculty member's comments and requests, but the faculty member does not have the right to veto any possible evaluator, nor is the final selection of evaluators to be achieved through obtaining the consent of the faculty member.

If external reviewers from non-university settings are used, there should be an explanation of their qualifications that focuses on their professional competence in the discipline that led to their selection rather than the selection of a reviewer from a university setting. As a general principle, reviewers of research from non-university settings should be used only under very special circumstances, and should be a minority rather than a majority among the reviewers selected. External reviewers of research from universities should be at or above the rank to which promotion is sought. For external reviews of service, individuals in non-university settings may be more appropriate as referees.

The Chair, using letters approved by the Dean, should request the external evaluations, stressing that the standard used as a basis for review should be the quality of the work and the impact or potential impact on the field. A copy of the letter used to request external evaluations should be included in the faculty member's file with identifying information removed. The external evaluator may also assess whether the quality of the work of the faculty member being reviewed is comparable to or better than that of persons recently promoted in the evaluator's university. For non-tenurable faculty, the standard should be based on one's success in meeting or exceeding the expectations identified in the letter of appointment. The assessment of whether the quantity of scholarly work is sufficient for promotion or tenure is a judgment best left to the local department, college, and the university. The evaluations should be forwarded to the Dean by the external evaluators.

If four evaluations are not received by the time the file is closed, the deadline for including such evaluations in the file may be extended through the written consent of the faculty member, Chairperson, and Dean.

XIII. EVALUATION PROCESS

Evaluations of the achievements of faculty normally will be carried out at three to four levels of university organization: department or division, college or school, Vice President of Health Sciences if applicable and Provost. Typically, a judgment is made at each of these levels both by the faculty committee and by the administrative officer of the unit. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, annual evaluation, promotion, salary, leave of absence, etc.) to members of their immediate family or household or other qualified adults, and should not participate in any other promotion and tenure decisions in a year in which a case so described is under consideration.

Each level of review will consider the material in the candidate's evaluation file, which, when combined with reviews from previous years, will form the basis for the evaluation statements and recommendations. All recommendations for tenure-track faculty in their critical year will be forwarded through the complete review process. Recommendations for non-retention or a terminal appointment of a tenured or tenure-track faculty member automatically receive review at all levels, including that of the Provost. Participants at each level of review will exercise professional judgment regarding their assessment of the record in the evaluation file in arriving at a recommendation or a decision.

A. Department /Division Level in Colleges and Schools

1. Evaluation committees at the department level are engaged in two specific activities: annual reviews, typically with a recommendation regarding continuation, and reviews for purposes of promotion, tenure, or non-continuation. Each department shall have a faculty evaluation committee, normally consisting of a minimum of five members, a majority of whom must hold tenure. Exceptions must be approved by the Provost or the Vice President for Health Sciences. Preferably, membership should reflect the diversity of the unit. In the case of smaller colleges, the college-wide committee may substitute for departmental committees. The method of selection of members is left to the discretion of the program unit, but the Chairperson of the department shall not be a member of the committee. If needed, a department may supplement committee membership with faculty members from a related discipline. A person who is under consideration for promotion and/or tenure is not eligible to serve on any committee reviewing his/her evaluation file. At the Health Sciences Center, clinical -track faculty who are at or above the rank of associate professor may vote on tenure recommendations at the department level. The departmental committee will review and evaluate material in the faculty member's evaluation file. Based on this evidence, the committee will prepare a written evaluation for each faculty member, together with an unequivocal recommendation for or against retention, the award of tenure, and/or promotion, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. The written evaluation must be signed by all members of the committee, dated, and forwarded to the department Chairperson. The total number of positive and negative votes or abstentions must be recorded. If desired, committee members may include minority statements, which should be included in the body of the evaluation, without separate signatures.

2. The department Chairperson will review the evaluation file as well as the committee's evaluation statement and recommendation regarding each faculty member and will make an assessment, in writing, with unequivocal recommendations for each faculty member, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. In a recommendation for tenure, the Chairperson shall take into account the long-range staffing pattern of the department. The faculty member shall be informed in writing by the Chairperson of the evaluative comments and recommendations of both the department committee and the Chairperson. Copies of all written statements shall be placed in the faculty member's evaluation file.

3. If the faculty member receives a positive recommendation for promotion or tenure from either the department committee or Chairperson, the file is submitted for review at the college level. If both such recommendations are negative, the file is submitted to the Dean for information, except in the critical year, when the file is reviewed by the college committee and the Dean.

4. When a recommendation for tenure, promotion, or termination of appointment has been made, the faculty member may include a rebuttal to the departmental evaluations for review at the college level. The rebuttal must be forwarded to the Dean within five (5) working days of receipt of the evaluations.

5. A faculty member may petition the Dean for a review of negative departmental recommendations for promotion (i.e., when both the department committee and the department Chairperson render negative recommendations). The petition should reach the Dean within five (5) working days following receipt of notification of the negative recommendations. The Dean shall forward the petition to the college evaluation committee as a matter of course for its recommendation. Negative department reviews of tenure cases are automatically reviewed by the college committee and the Dean.

6. Responses to annual reviews may be submitted at any time and will be added to the faculty member's evaluation file. Errors of fact should normally be corrected by the Chairperson with an additional memo to the file. If the faculty member disagrees or otherwise takes issue with the evaluations or the assignment of descriptors the faculty member may work informally with the Chairperson or ask the Dean to review the evaluations or descriptors. However, any informal efforts to resolve any such issue will not serve to suspend or otherwise delay the statutory time requirements set forth in the West Virginia Public Employees Grievance Procedure for the filing of grievances. After considering the faculty member's request, the Dean may direct the Chairperson or committee to reconsider their action, based on a written justification that would be placed in the faculty evaluation file. Any subsequent adjustments would be documented in an additional memo to the file.

B. <u>College/School Level and Integrated Divisions Reporting to Campus Presidents [details may differ in such Divisions]</u>

1. Each college shall have a college faculty evaluation committee. In colleges and schools without departments, the committee functions like a departmental committee. A person who is under consideration for promotion and/or the award of tenure should not serve on the college committee reviewing his/her personnel file. Membership should be restricted to tenured faculty; exceptions must be approved by the Provost or Vice President for Health Sciences. The method of selection of members is at the discretion of the Dean of the college. No faculty member should serve on both a departmental and college committee and no Chairperson should serve on a college committee.

2. The college faculty committee will review departmental evaluations of the candidates, as well as their evaluation files as forwarded by the Dean. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. Normally the committee will review cases in which promotion, tenure or termination are recommended at the department level, although, at the Dean's discretion, annual reviews may also be considered. The written evaluation must be signed by all members of the committee, dated, and forwarded to the Dean. The total number of positive and negative votes must be recorded. Committee members may include a minority statement in the body of the evaluation, without separate signatures.

3. The Dean (Campus President/designee) will review evaluations and recommendations from the department and the college faculty committee and make an assessment, in writing, with unequivocal recommendations for each faculty member, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. The faculty member shall be informed, in

writing, by the Dean (Campus President/designee) of the evaluations and recommendations of both the college committee and the Dean. Copies of all written statements shall be forwarded to the faculty member and also placed in the faculty member's evaluation file.

4. If either the college faculty committee or the Dean supports a positive recommendation for promotion and/or tenure, the faculty evaluation file, including both department and college recommendations together with external evaluations, is forwarded to the Provost or the Vice President for Health Sciences. If a request for discretionary promotion receives negative recommendations by both the college committee and the Dean, the faculty evaluation file normally would not be forwarded to the next level.

5. A faculty member may include a rebuttal to the college-level recommendations for review at the next level. A rebuttal must be forwarded to the Provost or Vice President for Health Sciences within five (5) working days of receipt of the recommendations.

6. A faculty member may petition the Provost or the Vice President for Health Sciences for a review of negative recommendations for discretionary promotion from the college level, i.e., when both the college committee and the Dean (Campus President/designee) render negative decisions. The petition should reach the Provost or Vice President for Health Sciences within five (5) working days of receipt of notification by the Dean (Campus President/designee) of negative recommendations at the college/school level.

7. Deans (Campus Presidents/designees) have the responsibility for determining whether all committee evaluations have been conducted fairly within the college and for assuring that comparable norms are appropriately applied in like units.

8. Recommendations by the Dean (Campus President/designee) for tenure must be accompanied by a statement indicating how the proposed awarding of tenure of a probationary faculty member will affect the long-range staffing pattern of the department and/or college, taking into account expected attrition, accreditation, budgetary limitations, and the need for flexibility.

C. University Promotion and Tenure Advisory Panel

1. The Provost and the Vice President for Health Sciences will each consult with the University Promotion and Tenure Advisory Panel, consisting of at least five faculty members selected by the University Faculty Senate Executive Committee. No person who has reviewed faculty at the department or college level during the current cycle, or who is being considered for promotion or tenure, may serve on the University Promotion and Tenure Advisory Panel.

2. The recommendations and faculty appeals will be reviewed by the Advisory Panel. Primary attention will be given to four questions:

(a) Has each recommendation been supported by objective evidence in the evaluation file to ensure that no faculty member is being treated capriciously or arbitrarily?

(b) Have the review procedures at all levels been followed?

(c) Is each recommendation consistent with university and unit policies and objectives?

(d) Are the recommendations consistent with the department, college, division, and university criteria for promotion and tenure?

3. The Advisory Panel will advise the Provost or Vice President for Health Sciences regarding the cases considered and will prepare written statements addressing these issues. The statement must be signed by

all members of the panel, dated, and added to the faculty member's file. Panel members may include minority statements with the general statement.

D. Provost Level

1. For the purposes described in these guidelines, the decision-making authority of the President has been delegated to the Provost.

2. Decisions on promotion and tenure recommendations will be made by the Provost, after review of the recommendations by departments, colleges, and their administrators and the findings of the Advisory Panel.

3. The President or designee will report the decisions to the Board of Governors. Such report will indicate the number of decisions as well as the individuals receiving positive action, and will verify that the appropriate standards and guidelines have been met.

4. The faculty member and the appropriate Dean will be notified in writing of the decision rendered.

E. Negative Decisions

1. Tenure Denied; Nonretention or Termination During Tenure-Track Period
A faculty member may request from the President or designee, within ten (10) working days of receipt of the notice from the President's designee of nonretention or termination during the tenure-track period, the reasons for the decision (Section 6.7 of West Virginia University Board of Governors Rule 4.2). Within fifteen (15) working days of the receipt of the reasons, the faculty member may appeal the decision by filing a grievance with the President's designee by using W.Va. Code §6C-2-1 et seq., in accordance with Section 11 of Board of Governors Rule 4.2.

2. Promotion Denied; Other Personnel Decisions
A faculty member desiring to appeal a decision on promotion or other personnel decisions not included above may appeal by using W.Va. Code §6C-2, as described in Board of Governors Rule 4.2. The appeal should reach the office of the President's designee within fifteen (15) working days after receipt of the written decision.

WVU Board of Governors Rule 4.2 and W.Va. Code §6C-2 are available in the offices of the Dean and department/division Chairperson, and may be obtained from the offices of the Provost, the Vice President for Health Sciences, the Campus Presidents, and the Wise, Evansdale, and Health Sciences Center Libraries. They are accessible on-line at http://bog.wvu.edu, and http://pegb.wv.gov/. Faculty may wish to check with the Division of Human Resources (Morgantown) to assure that they have access to the most recent copy of the procedures.

Guidelines and Procedure for the Salary Enhancement Program

This program is only available to fully promoted faculty, and eligibility only occurs after a certain time has passed since promotion to full professor or last Salary Enhancement.

Currently, the program only has two levels of enhancement:

If this is your first Salary Enhancement, please consult your promotion letter from the Provost for your specific date of eligibility. This letter can be found in the "Review, Promotion, and Tenure" screen of Digital Measures (DM), under the entry for the first year in the academic year of your application for promotion. E.g.: if you applied for promotion in 2018-19, you would look to the "2018" entry in the "Review, Promotion, and Tenure" screen of DM to find your Provost letter granting promotion.

If this is your second Salary Enhancement, please consult the letter from your first Salary Enhancement. This may be found in either the "Restricted-Access Documents" screen of DM, or the "Review, Promotion, and Tenure" screen of DM as mentioned above.

If you have questions about your eligibility, please contact Stephen.Ballant@mail.wvu.edu.

The work involved in applying for the raise is modest because most of the required documentation is, or should be, in your Digital Measures account already.

Detailed information about the program can be found at https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/salary-enhancement-for-continued-academic-achievement.

The responsibilities of the faculty member, unit lead, and dean, are listed below. Our hope is that steps are clear and that you will find them easy to complete. If you encounter difficulties, please contact Stephen Ballant and he will be happy to help.

Faculty Member Responsibilities

1. Verify the accuracy of the annual evaluation ratings in Digital Measures for the following evaluation cycles: 2019, 2020, 2021, 2022 and 2023.
    a. These ratings are located in the "Review, Promotion, and Tenure" screen in the "Archived Reports and Documents" section of Digital Measures, as described above.
    b. If there are any inaccuracies, please inform Stephen Ballant or Brian Meredith as these can only be changed administratively.
2. Ensure that workload plans have been uploaded to Digital Measures for 2019, 2020, 2021, 2022 and 2023.
    a. These workload plans are located in the "Eberly Workload Information" screen in the "General Information" section.
    b. If workloads are missing, please have your department forward them to Stephen Ballant or Brian Meredith as these can only be added administratively.

3. Complete and sign the application, and upload to DM.
    a. You can find the application form at salary-enhancement-for-continued-academic-achievement-2024-25-application-final.pdf (faculty.wvu.edu).
    b. Download the application to your computer before you fill it out and remember to save after filling completion.
    c. Upload the application to the "Other Submissions" screen in DM by creating a new entry in that screen, dated for the academic year of application, and uploading the completed PDF to the "Initial Faculty Submission" field, selecting the "Application for Salary Enhancement" type.
4. Write a narrative summarizing your key accomplishments in your areas of significant contribution, and upload to DM.
    a. Normally your areas of signification contribution will be research and teaching for tenured professors, teaching for teaching professors, and service and teaching for service professors, but contact the Dean's Office if you have questions regarding your assigned area of significant contribution.
    b. Upload this narrative to the "Supporting Documentation (CV, Report Narrative, Other)" screen in DM, in the "Archived Reports and Documents'" section. Use the first year in range of the current academic year for "Report Year" in this screen. E.g.: in 2024-2025, enter "2024" for the "Report Year". You may add to the existing record for this year if it already exists. You may use the file upload field "for promotion and/or tenure, if applicable."
5. Update your CV and upload a copy to DM
    a. Upload this CV to the "Supporting Documentation (CV, Report Narrative, Other)" screen in DM, in the "Archived Reports and Documents'" section. Use the "Current CV" file upload field. Use the first year in range of the current academic year for "Report Year" in this screen. E.g.: in 2024-2025, enter "2024" for the "Report Year". You may add to/update the existing record for this year if it already exists.
6. Generate and submit a cumulative Faculty Productivity Report in DM
    a. This is similar to the report you submit every year for annual review.
    b. Upload to the "SUBMIT: Faculty Productivity Report" screen.
    c. A guide is available for this process if you need a refresher: https://faculty.wvu.edu/files/d/1c438f1a-a22f-4a7c-b68b-d45ef41992b3/submit-productivity-reports.pdf
    d. This report must be generated only after all other steps are completed. Submit only one report, but you may generate as many reports as you like before submission.
    e. Ensure the date range of the report is set to run from: January 1, 2019 to December 31, 2024.

Faculty Member Deadlines

- **November 11:** Steps 1 and 2 (verification of ratings and workload documentation) of the Responsibilities listed above must be completed by this date. We will assume all ratings are correct and workload documentation present if not notified otherwise by this date.

- **November 18:** In DM, submit the application listed above in Step 3, the narrative listed in Step 4, the updated CV in Step 5, and the cumulative Faculty Productivity Report in Step 6.

Unit Lead Responsibilities

1. Review a Personnel Review Access Report for the candidate, which along with the application will be sent to you by the Dean's office promptly after the faculty's deadline of November 18
2. If your review finds as such, write a recommendation letter summarizing evidence that, in the period under review, the faculty member continued to "perform at or above the standard required to achieve promotion to the rank of professor" (see BOG Rule 4.4, Section 5.1.2).
3. Sign the application form.
4. Submit the signed application form and your recommendation letter to Stephen.Ballant@mail.wvu.edu.

Unit Lead Deadlines

- **November 22:** Submit the signed application form and your recommendation letter to Stephen.Ballant@mail.wvu.edu.

Dean's Office Responsibilities

1. Upon request, we will assist the faculty member to ensure they are able to complete their responsibilities as set forth above.
2. We will prepare a PRAR for the Unit Lead to review.
3. After we receive the Unit Lead's letter, we will review the materials and if approved at the College level, add the dean's support to the application form, and upload to Digital Measures a single PDF document that combines the application, the unit lead's letter of recommendation, the faculty member's narrative and updated CV, and the PRAR. We will upload the document into the "Other Submissions" screen (in the "Archived Reports and Documents" section) of Digital Measures, next to the Faculty's initial upload.

Dean's Office Deadlines

- **December 10:** We are required to complete all steps by this date.

Guidance for Sabbatical Leave Applications

For leaves to be taken in **2025-26**

A sabbatical leave may be granted so that a faculty member may engage in research, writing, or other activity calculated to contribute to their professional development and overall value to WVU.

Who Is Eligible?

In accordance with Board of Governors Rule 4.3 (https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/sabbatical-leave), faculty members in the Tenured, Teaching, Clinical/Service, and Research[1] tracks are eligible, as long as they are at the associate rank or will be as of the date of the sabbatical. Tenure track faculty must also have been awarded tenure.

Previously, faculty members in the Teaching and Clinical/Service categories applied for professional development leaves. The expanded scope of sabbaticals under Rule 4.3 removes the need for the professional development leave program for faculty, although that program is still available to staff.

If you are applying for your first sabbatical at WVU, you must have completed at least six years of full-time employment in a faculty rank before the start of your sabbatical. To take a leave in Fall 2025 (or the full 2025 - 26 academic year), your start date must be August 16, 2019 or earlier. To take a leave in Spring 2026, your start date must be January 1, 2020 or earlier.

If you have already had a sabbatical (or professional development) leave at WVU, you are not eligible for another leave until the seventh subsequent year as a regular member of the faculty. To take a sabbatical in Fall 2025 (or the full 2025-26 academic year), your last leave must have been completed in Spring 2019 or earlier. To take a sabbatical in Spring 2026, your last leave must have been completed in Fall 2029 or earlier.

Application Deadlines

For a Fall 2025 sabbatical or for a 2025-26 full Academic Year sabbatical: Your application is due to your department chair (or equivalent) by Friday, January 3, 2025. Your chair must submit the application to the Dean's Office by Tuesday, January 14, 2025.

For a Spring 2026 sabbatical: Your application is due to your unit lead by Monday, June 30, 2025. Your chair must submit the application to the Dean's Office by Monday, July 12, 2025.

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[1] Because Research faculty positions are externally funded, approval of a sabbatical leave is contingent upon continuation of external funding during the period of leave. In the Eberly College, professional development activities are normally expected to be written into the Research faculty member's grant funding.

Application Form

Sabbatical leave applications are online at https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/sabbatical-leave/sabbatical-leave-faq-s. The forms can be downloaded, filled in, edited, saved to your computer, and printed.

Unit Lead's Input

Applications require the approval of, and are submitted through, the Unit Lead. Each application submitted to the Dean's Office must include the Unit Lead's explanation of how the unit will maintain it instructional productivity if the leave is approved. If more than one person in a unit will be on leave in a given year, the chair must provide a rank-ordering of the applications.

Departmental Financial Obligations

Sabbatical leaves require financial support from the department. For one-semester leaves, the department normally pays the full cost of replacement teaching coverage. For academic-year leaves, the Eberly College normally splits the cost of replacement coverage with the department. Because of severe budget restrictions at this time, units are expected to cover their share of replacement teaching with existing faculty resources – that is, without paying stipends to replacement instructors. Any exception will require the consent of the dean.

Teaching Coverage

When a leave is granted to an individual who has teaching as a significant area of contribution, arrangements should be made to minimize the impact on teaching. If the individual's teaching assignment is asymmetrical – for example, 3-2 or 2-1 – a one-semester leave should displace the lesser part of the assignment. Consider a faculty member who normally teaches three courses in the Fall and two in the Spring. If granted a leave for one semester, this faculty member would be expected to teach three courses in the other semester (regardless of whether the leave occurs in the Fall or Spring).

Preparing the Application

The purpose of a sabbatical leave is to support activities that will advance your professional development (and thus your value to WVU) and to further the research, teaching, or service missions of the university. The leave is intended to afford you time for activities that are clearly beyond what might be expected during your normal employment.

You should provide clear statements of the expected PRODUCTS of your proposed leave, and concrete plans for the activities to be accomplished during the leave. We need to know specifically what payoff is expected as a result of investing in the project you propose, and we need to be convinced that you will be able to achieve the stated goals. With regard to the latter

point, your record of annual productivity evaluations will be relevant, as will your record of achievements during a previous sabbatical or professional development leave.

The decision to support your application, at the department level and above, will include consideration of whether the proposal makes sense, aligns with unit and college priorities, will contribute to the enhancement of your skills and to the mission and goals of the unit and University, and whether the department can manage coverage of your duties while you are away.

Notarized Agreement Form – No Longer Needed

The notarized agreement has been eliminated from the process. The agreement in the current application does not need a notary. The applicant can sign on their own.

Submission Details

Applications must be submitted electronically to Stephen Ballant as a single PDF per applicant in the following order:

- Sabbatical application, pages 1-3 (page 1 must be signed by the applicant)
- Coverage of Duties (on its own individual sheet)
- Leave activities as specified in the directions (remove direction sheets)
- Chairperson/Director Comment Sheet, completed and signed.
    - Please note: "employee assignment number" as required by this sheet is a 5- or 6-digit number that you must obtain from Payroll. It is not the applicant's 700/800 number, and not their ranking.
    - If more than one faculty applies in your unit, you must provide an applicant's ranking in Step 10 on the application PDF.
- Dean Comment and Cost Sheet should be blank
- Sabbatical agreement signed by the applicant

Additional information, including FAQs, can be found online at https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/sabbatical-leave/sabbatical-leave-faq-s. If you can't find what you need, please feel free to direct your questions to Stephen.Ballant@mail.wvu.edu.