

Executive Summary

of Proposed Changes to West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2014-15 February 24, 2025

History

- In fall 2022, the Office of the Provost presented a draft of proposed changes to the 2014-2015 University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure.
- Through an open comment period and more than 25 town hall meetings with faculty, the draft underwent further revision. The final proposed procedures were issued on November 15, 2022. A complete description of the feedback and iterative editing process can be found [here](#).
- On January 9, 2023, the Faculty Senate voted to table a resolution to approve the proposed procedures, pending action by the University Assembly.
- In response to a faculty petition, a special virtual meeting of the University Assembly was held on January 18, 2023, to vote on the approval of the proposed procedures. The University Assembly voted not to approve the proposed procedures, citing concerns primarily about two key issues:
 - The addition of required external reviews for Teaching Assistant/Associate Professors (TAPs) in seeking promotion.
 - The specific language outlining the processes for the non-continuation of tenured faculty who receive unsatisfactory ratings.
- Recognizing that most of the proposed procedures represented a much-needed update and would be broadly beneficial for faculty, the Faculty Senate leadership, with the support of the Faculty Senate Executive Committee, launched an initiative in Spring 2024 to modernize the University Procedures while addressing the faculty concerns identified by the University Assembly in 2023.
- The goal of this renewed effort was to remove the two main areas of concern and ultimately present a revised document to the Faculty Senate for approval. The extensive work by the Office of the Provost in developing the final proposed changes presented on November 15, 2022, much of which has been retained, is acknowledged with gratitude.

Process

A faculty-driven revision process was established and unfolded as follows:

- 1) Using the November 15, 2022 proposed procedures as a starting point, the Faculty Senate leadership team (chair, chair-elect, immediate past chair, faculty secretary, representative to the Board of Governors, and representative to state government) revised the document to address the two primary concerns described above.. A review with the Provost's Office was conducted to assure compliance with other policies and procedures. The outcomes of this process produced an annotated draft dated March 20, 2024.
- 2) The March 20, 2024, draft was transmitted to the Faculty Senate Faculty Welfare Committee on March 21, 2024 for review and feedback. _____.
- 3) In fall 2024, open faculty working sessions were held to solicit comments and feedback. In fall 2024, the Faculty Welfare Committee created a subcommittee charged with reviewing the revised document and gathering faculty feedback. A Qualtrics survey was distributed to all faculty, and with all responses being individually reviewed by the designated subcommittee.
- 4) Collaborating with the Office of the Provost, a summary was created which detailed faculty feedback received, committee responses to the feedback, and proposed changes to the draft document where appropriate. On February 13, 2025, the Faculty Welfare Committee voted to submit the summary to the Faculty Senate Executive Committee and conclude its review.

5) The Faculty Senate Executive Committee received the Faculty Welfare Committee's report on February 24, 2025, [further detail to be added].

Summary of Changes

Expansion – These changes expand the definition of what is recognized as contributions in teaching, research, and service, and clarify the type of documentation faculty should provide in their annual evaluation and promotion and/or tenure files to receive credit for their work.

Significant changes/additions include:

- Increasing the required teaching documentation to include narrative and peer evaluations in addition to syllabi and student feedback
- Adding definitions, examples and metrics to be considered when evaluating teaching, research, and service
- Incorporating language to recognize and credit public and community-engaged work; multi/trans/inter-disciplinary work; and diversity, equity, inclusion, and social justice work

Alignment and Consistency – These changes ensure that key components of the faculty evaluation processes are standardized and applied consistently across divisions, colleges, schools, and other units, as well as campuses and types of faculty positions.

Significant changes/additions include:

- Clarifying that external reviews are not required for teaching, service, library, and clinical track faculty seeking promotion to any rank.
- Removing the external review requirement for instructor to assistant promotion
- Awarding tenure to faculty only at the associate professor rank or higher
- Allowing up to three (3) years of credit towards promotion for non-tenure track faculty with previous experience
- Adding clear statements regarding non-discrimination
- Incorporating text explaining how to evaluate Modification of Duties and/or Extension of the Tenure Clock utilization
- Providing a common date for uploading redacted external reviews
- Clarifying who can serve and vote on department, school, college and University faculty evaluation committees
- Stating that higher expectations are required for promotion from associate to professor

Accountability and Transparency – These changes clarify the responsibilities and steps in the faculty evaluation process. Significant changes/additions include:

- Providing greater clarity on procedural steps following ratings of “Unsatisfactory” in the annual evaluation.
- Clarifying the language and processes for non-renewal of tenure-track faculty
- Requiring that a faculty member denied promotion wait two years before resubmitting their file
- Replacing the requirement that a faculty member's cumulative body of work “meets or exceeds previously promoted peers” with “meets or exceeds absolutes” outlined in the letter of appointment, memorandum of understanding, and/or guidelines

1 **PROPOSED UNIVERSITY PROCEDURES**
2 **Draft by Faculty Senate Leadership 3/20/2024;**
3 **Revised Draft Based on Feedback from Faculty Welfare**
4 **Committee 2/13/2025;**
5 **Revised by Faculty Senate Executive Committee 3/24/2025**

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8 **WEST VIRGINIA UNIVERSITY**
9 **PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION,**
10 **PROMOTION, AND TENURE 2014-15**
11 **[Approved by the WVU Faculty Senate, 5/12/14; Accepted with modifications by the President, 8/25/14;**
12 **Modifications to represent BOG Rule 4.2, 5/22/20]**

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15 **I. INTRODUCTION**

16
17 The ability of a university to achieve, sustain, and increase its excellence in scholarship, teaching, and
18 service to society depends on both the individual and collective performance of the faculty. Thus, the
19 success and reputation of a university depend on the individual strengths of the faculty and their
20 effectiveness in accomplishing the institutional mission. A comprehensive, equitable, and transparent
21 faculty evaluation system is essential to assure high-quality faculty work and to recognize and reward
22 faculty accomplishments. Properly administered, such a system encourages professional growth of
23 individual faculty members, permits appropriate recognition of their achievements, and assures retention of
24 faculty members who make significant contributions to the University’s mission through influential
25 research, creative scholarship, and/or impactful teaching and service.

26
27 The work of faculty members as interdependent professionals can be categorized or measured in multiple
28 ways. Faculty evaluation must be guided by principles and procedures designed to protect academic
29 freedom and to ensure accuracy, fairness, and equity. This document outlines these broad principles and
30 establishes the rigorous and consistent procedures necessary to maintain these qualities in the faculty
31 evaluation process.

32
33 West Virginia University (“University”) at Morgantown is the state's comprehensive, doctoral degree
34 granting, land-grant institution. Other members of the WVU system—including Potomac State College,
35 West Virginia University Institute of Technology, and Charleston and Eastern Divisions of the Health
36 Sciences Center—help achieve the University’s tripartite mission of teaching, research and service. The
37 integrated divisional campuses in Keyser and Beckley address the mission areas in ways appropriate to their
38 campuses. In every part of the WVU system, the University’s mission is best achieved by creating an
39 atmosphere of respect for diversity. Annual evaluation, promotion in rank, and the granting of tenure are
40 acts of critical importance both to members of the academic community and for the welfare of the
41 University. The annual evaluation process contributes to the improvement of faculty members and the
42 University and is both evaluative and developmental. Retention, tenure, and promotion decisions reward
43 individual achievement; they also shape the University for decades.

44
45 West Virginia University is committed to building and maintaining a community that reflects human
46 diversity and improves opportunities for citizens of the University, the state and the broader region. WVU
47 also seeks to achieve national and international impact and is committed to equal opportunity, affirmative
48 action, social justice and the elimination of discrimination and harassment. These commitments are moral
49 imperatives for an intellectual community that celebrates individual differences and diversity.

50
51 West Virginia University does not discriminate on the basis of age, ancestry, color, disability, ethnicity,
52 gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national

53 origin, pregnancy, race, religion, sex, sexual orientation, or protected veteran status, or any other bases
54 under the law, in its education program or activity, which includes employment.

55
56 Consistent with this document, colleges, schools and divisions (units) reporting to administrators on the
57 Morgantown campuses, and other appropriate units such as WVU Extension and the University Libraries
58 shall supplement these guidelines with more detailed descriptions and interpretations of the criteria and
59 standards that, when approved by the Provost, will apply to faculty members in the particular unit. The unit
60 guidelines may be more specific to expectations of individual disciplines, and they may be more rigorous
61 than the University guidelines, but not exclusionary.

62 **II. GENERAL PRINCIPLES OF FACULTY EVALUATION: PROCESS, CRITERIA** 63 **AND STANDARDS**

64 **A. The Faculty Evaluation Process**

65
66 The faculty evaluation process at WVU is designed to attract promising faculty members, foster their
67 productivity and professional development, help them reach their potential, reward their accomplishments,
68 and retain them at WVU. Annual evaluation, promotion in rank, and the granting of tenure are acts of
69 critical importance both to members of the academic community and for the welfare of the university. The
70 annual evaluation process contributes to the improvement of faculty members and the university and is both
71 evaluative and developmental. The faculty evaluation process promotes high standards and provides
72 recognition for meritorious work. The process has four distinct components:

73 **1. Annual Evaluation**

74 Annual evaluation provides an opportunity to review a faculty member's past performance and to develop
75 future goals and objectives; it forms the basis for any annual merit salary raises and other rewards.
76 Cumulatively, annual evaluations establish a continuous record of performance that encourages
77 professional growth and provides support for retention, promotion, tenure and other recognition. An
78 important aspect of the annual evaluation is an assessment of one's progress toward tenure, promotion,
79 and/or the Salary Enhancement for Continued Academic Achievement. Annual evaluations include a
80 recommendation regarding continuation at the current position and academic rank consistent with BOG
81 Faculty Rule 4.2. Once tenured, tenured faculty will continue to be evaluated on an annual basis. Annual
82 evaluations might lead to the development of a written performance improvement plan, as determined by
83 the relevant chairperson and dean. A record of unsatisfactory performance, or a faculty member's failure to
84 fulfill a performance improvement plan could lead to a recommendation for non-continuation.
85 Recommendations against continuation of a tenured, tenure-track, or non-tenure track faculty on multiyear
86 contracts not in their final year automatically receive review at all levels, including that of the Provost.

87 **2. Evaluation for Promotion in Rank**

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

91 **3. Evaluation of Tenure-Track Faculty for Tenure**

92 For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation involving an
93 assessment of accumulated accomplishments and an assessment of the likelihood that the faculty member's
94 level of performance will be maintained. A cumulative assessment of one's progress toward tenure will
95 normally begin no later than mid-way through the tenure-track period or two years prior to the faculty
96 member's critical year. During this mid-tenure review, a faculty member will be reviewed by the
97 department, the chairperson and the Dean.

98 **4. Evaluation of Post-Promotion and/or Tenure for all Faculty (Tenured, Teaching-track, Service-track,** 99 **Research-track, Librarian-track, Extension-track, and Clinical-track)**

100 Responsibility for faculty evaluation is shared by members of the University community. The individual
101 faculty member is responsible for providing evidence of the quality and impact of their work in their digital
102 evaluation file. Faculty colleagues participate in annual evaluation and review for promotion and/or tenure
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109 through membership on department, college, and division committees and on the University Promotion and
110 Tenure Advisory Panel. Independent reviews at each level assure fairness and integrity in the application
111 of appropriate standards and procedures among departments and colleges. The legal authority and
112 responsibility of Chairpersons, Deans, Campus Presidents, the Vice President for Health Sciences, and the
113 Provost also enter into the determination of academic personnel decisions, as do the needs and
114 circumstances of the department, college, division, and University.¹

115
116 For ordinary annual reviews, fully promoted faculty members are evaluated by their chairperson and may
117 also choose to be evaluated by their department committee. The faculty member must inform the department
118 chairperson or equivalent, in writing, 90 days in advance of the faculty member's file closing.

119
120 In post-promotion and/or post-tenure cases that do not follow the standard time intervals between
121 promotions, a faculty member, unit leader, or Dean may request a cumulative review. The cumulative
122 review will assess the faculty member's achievements since their last promotion or salary enhancement
123 (normally five years since the last action) to determine the appropriate workload moving forward. When a
124 faculty member achieves promotion and/or tenure, the criteria requiring significant contributions in
125 teaching, research, and/or service may be modified on an individual basis to require significant
126 contributions in a different pair of these mission areas, with reasonable contributions required in the third.
127 Changes such as these will be based on the needs of the unit, the appropriate balance of assignments within
128 the unit, consultation with the unit, and with the approval of the chairperson, Dean, and Provost. An
129 Associate/Full Professor could be considered for promotion and/or salary enhancements if a memorandum
130 of understanding was developed and was subsequently in place for at least five full academic years prior to
131 consideration.

132
133 As noted in section II.B., each academic unit must specify the criteria by which ratings of Excellent, Good,
134 Satisfactory, and Unsatisfactory are assigned. Ratings of Unsatisfactory are reserved for cases in which the
135 faculty member is not meeting the academic unit's minimal standards for job performance. Ratings of
136 Unsatisfactory follow (a) a period of performance decline for which the faculty member had received
137 specific feedback in prior annual evaluations yet has not demonstrated improvement or (b) gross misconduct
138 (e.g., job abandonment).

139
140 If any faculty member receives an "Unsatisfactory" rating(s) from both the department committee and the
141 unit leader, the unit leader must notify the Dean and develop a written performance improvement plan with
142 the faculty member. If any faculty member receives an "Unsatisfactory" rating(s) from the department
143 committee or unit leader but not from both, the college committee must perform a review. Should the
144 college committee concur with the "Unsatisfactory" rating(s), the unit leader must notify the Dean and
145 develop a written performance improvement plan with the faculty member. The performance improvement
146 plan must be developed within 30 days of the notification. The unit leader must work with the faculty
147 member on their performance improvement plan and monitor their progress, although the faculty member
148 is ultimately responsible for meeting the requirements of the performance improvement plan.

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

155 B. Criteria
156

157 Faculty members are expected to contribute to the missions of specific departments, colleges or other
158 academic units, and their work is to be evaluated in the context of the faculty member's particular roles at
159 the institution. Faculty accomplishments should be judged in the context of faculty roles, which may change
160 over time; such changes normally are identified in an annual workload document or memorandum of
161 understanding. Regardless of form, changes to workload must be formally documented in writing.
162

163 Collectively, members of the faculty teach; advise; mentor; engage in research and creative activity; publish
164 and disseminate their research findings and new knowledge; and provide public, professional, and
165 institutional service and outreach. The extent to which a faculty member's work furthers the different areas
166 of the University's mission will vary.
167

168 In the faculty member's approved letter of appointment, the University official (usually the Dean or Campus
169 President) responsible for hiring shall define the general terms of the faculty member's major
170 responsibilities and identify the year by which tenure must be awarded, if applicable. The terms of this
171 appointment are to be reviewed annually as part of the workload planning process (normally in consultation
172 with the Dean) and may be changed by mutual consent, consistent with these University Procedures. Any
173 changes must be reflected in writing by amendment to the letter of appointment. Within the terms of this
174 general apportionment of responsibilities, the details of a faculty member's specific assignments should be
175 subject to joint consultation but are to be determined by the appropriate administrator.
176

177 Each department, college, and division shall refine these broad criteria in areas of teaching,
178 research/creative work, and service in ways that reflect the unit's discipline and mission (see Appendices
179 A-C for detailed descriptions of these mission areas). The criteria shall be applied to all faculty members in
180 ways that equitably reflect the particular responsibilities and assignments of each. How the unit criteria
181 apply to a faculty member's own set of duties must be clear at the time of appointment and reviewed in the
182 annual evaluation. Adjustments in the expectations for faculty members may occur in keeping with
183 changing institutional and unit priorities and individual professional interests.
184

185 All faculty members (Tenure-track, Tenured, Teaching-track, Service-track, Research-track, Librarian-
186 track, and Clinical-track) are expected to keep up with new developments in their disciplines and to engage
187 in professional development activities related to their mission areas.
188

189 All faculty members have an obligation to foster the quality, viability, and necessity of their programs. The
190 financial stability of a program and recruitment of an adequate number of students depend in part on the
191 faculty.² The Provost's Office shall provide program-level information on enrollment, retention, persistence
192 and financial stability (costs and revenues) annually.
193

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195 ² WVU Board of Governors' Rule 4.1, Section 3.2.
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197 **III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS**
198

199 Teaching, research³ and service constitute the heart of the mission of West Virginia University and are
200 equally valuable to the institution. Faculty responsibilities are defined in terms of activities undertaken in
201 each of the three areas; faculty evaluation is based primarily upon a review of performance in these areas.
202 Each of these areas can be an area of significant contribution as outlined in the letter of appointment.
203

204 Depending upon the discipline and the unit's guidelines, publication of scholarly findings could be
205 appropriate in any or all areas. Additionally, professional development and/or scholarly activities should
206 reflect active and on-going substantive engagement with research and scholarly works. Professional
207 engagement may include but is not limited to participating in relevant professional development
208 opportunities (e.g., workshops, certifications); moderating, facilitating, or leading workshops and/or

209 trainings; and presenting or publishing scholarly work. Faculty members are expected to keep current in
210 their fields.

211
212 Academic leaders annually approve the research, teaching, and/or service assignments of their faculty.
213 Faculty members are required to document their performance in their digital evaluation file that
214 demonstrates the quality, quantity, and impact of their work. Faculty must submit their digital evaluation
215 file by deadlines set by the University.

216
217 ³ The term "research" is used in this document to include appropriate professional activities such as research, scholarly writing,
218 artistic performance, creative activities, and entrepreneurial activities. These activities result in products that may be evaluated and
219 compared with those of peers at other institutions of higher learning.

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222 A. Teaching
223

224 Teaching stimulates critical thinking and curiosity, disseminates knowledge, and develops communication
225 skills and/or artistic expression. Teaching includes traditional modes of instruction such as the in-person
226 classroom lecture, class discussion, seminars, and other classroom activities. It can occur in different modes
227 such as clinical, laboratory, online, and practicum instruction, and it can be done via distance learning as
228 well as face-to-face. Teaching also includes activities outside scheduled classes, including but not limited
229 to thesis and dissertation direction; evaluation and critique of student performance; various forms of
230 continuing education and non-traditional instruction; and advising (mentoring) of undergraduate and
231 graduate students. Advising/mentoring is a critical, but often underappreciated, dimension of teaching that
232 is essential to helping students succeed. The advising of doctoral students has elements of both teaching
233 and research. The goal of the teaching-learning endeavor is to equip students with professional expertise,
234 life skills, and a general appreciation of intellectual pursuits that should culminate in degree completion.

235
236 The prime requisites of any effective teacher are intellectual competence; integrity; independence; a spirit
237 of scholarly inquiry; a dedication to improving methods of presenting material; the ability to transfer
238 knowledge; a commitment to deepen student learning; respect for differences; attentiveness to diversity;
239 and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. A faculty
240 member applying for promotion and/or tenure must submit a teaching portfolio when teaching is an area of
241 significant contribution. At a minimum, the supporting documentation in the teaching section of the digital
242 evaluation file must include a syllabus (when appropriate) for each course, University approved student
243 feedback of instruction instrument, at least one peer evaluation prior to the mid-tenure/promotion review,
244 and a teaching narrative that summarizes activities and accomplishments during the review period.

245
246 Supporting documentation for the evaluation of effective performance in teaching may also include
247 evidence drawn from such sources as the assessment of student learning outcomes; the collective judgment
248 of student advisees and/or mentees; peer and/or supervisor analyses of course content; peer and/or
249 supervisor evaluation of products related to teaching such as textbooks or multimedia materials; the
250 development or use of instructional technology and computer-assisted instruction; pedagogical scholarship
251 in refereed publications and media of high quality; studies of success rates of students taught; early semester
252 course feedback; or other evidence deemed appropriate by the department, college, or as outlined in
253 Appendix A. Regardless of the activities defined as "teaching" assigned to a faculty member, faculty who
254 teach are expected to be effective in their explicit teaching assignments. Criteria for the evaluation of
255 teaching must be clearly stated in the unit guidelines. Performance evaluations should be based on a holistic
256 assessment of evidence provided in the file rather than over-reliance on student feedback of instruction.

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261 ⁴ West Virginia University Board of Governors Rule 4.2 requires student feedback as part of the faculty evaluation process.

262 Public and community-engaged teaching are direct and meaningful formal and informal knowledge
 263 generating, transmitting, sharing, and/or applying for the benefit of external audiences. Community-
 264 engaged teaching may include, but is not limited to, curricular development; developing, implementing and
 265 evaluating experiential, off-campus assignments for students, such as those in service-learning classes, as
 266 well as study abroad programs with community engagement components, and online and off-campus
 267 education; pre-college courses for K-12 youth, occupational short courses, certificates, and licensure
 268 programs; conferences, seminars, not-for-credit classes, and workshops; educational enrichment programs
 269 for the public and alumni; educational media interviews or translating written materials for general public
 270 audiences; materials to enhance public understanding; and self-directed, managed learning environments,
 271 such as museums, libraries, or gardens. Criteria for the evaluation of public and community-engaged
 272 teaching must be clearly stated in the unit guidelines. A faculty member's achievements in these types of
 273 instruction must be documented by evidence in the file. Faculty must also highlight
 274 multi/trans/interdisciplinary teaching if applicable. Appropriately recognizing successful
 275 multi/trans/interdisciplinary work will require units to adapt their promotion, tenure, or annual evaluation
 276 guidelines to recognize and reward these activities as well as the time and effort it takes for them to be
 277 completed.

278 279 B. Research 280

281 WVU values academic research activities that increase fundamental knowledge within the discipline,
 282 creative activities (including performances and exhibitions) that reach out and serve humankind and applied
 283 research activities that yield tangible benefits to society. Therefore, the impact of an activity is part of the
 284 measure of its quality. Historically, the measure of academic research and creative activities has been well-
 285 defined by each discipline, often through peer-reviewed publications and performances and exhibitions.
 286 The significance of translational or applied research that results in public-private partnerships, patents,
 287 licensing, and/or other forms of commercialization and entrepreneurial activity, educational and community
 288 outreach, should also be part of the evaluation of research. Research published in predatory journals will
 289 not receive credit. Additional examples of research are detailed in Appendix B.

290
291 Research may be discipline-focused and individual, or it may be multi/trans/interdisciplinary and
 292 collaborative. Units must establish protocols for crediting co-authored work and faculty must document
 293 their specific contributions to these types of work. Faculty are encouraged to highlight multi/trans/inter-
 294 disciplinary research, understanding that not all research fits into traditional disciplines. It is a critical
 295 component of the mission of the University, contributing to and expanding the general body of knowledge,
 296 thus infusing instruction and public service with rigor and relevance. It validates the concept of the teacher-
 297 scholar. Interdisciplinary and collaborative assignments must be identified in the appointment letter when
 298 possible, or in annual letters as assignments change. Reviewers throughout the evaluation process should
 299 recognize and credit interdisciplinary research that crosses multiple fields. Unit guidelines must address
 300 and adapt the evaluative process for these activities. It should be noted that the advising of doctoral students
 301 has elements of both teaching and research and in some units is defined as research.

302 In most disciplines, refereed publications (print or electronic) of high quality are required as evidence of
 303 scholarly productivity. In some disciplines, the strongest such evidence may appear in published refereed
 304 proceedings rather than traditional journals; such cases must be recognized in the unit guidelines. In the arts
 305 and similar disciplines, an original contribution of a creative nature relevant to one or more disciplines may
 306 be as valuable as the publication of a scholarly book or article. In certain disciplines, the ability to secure
 307 funding may be necessary for the realization of scholarly output. Depending upon the discipline,
 308 entrepreneurial and commercialization activities related to intellectual property and patents, which benefit
 309 the University, also demonstrate scholarly output. While quantity of effort and output must be sufficient to
 310 demonstrate an active and peer-recognized presence in the discipline, quality of research is clearly of great
 311 value in determining the level of performance. Important evidence of scholarly merit may be either a single
 312 work of considerable importance (such as a book or monograph) or a series of smaller, high-quality products
 313 such as refereed journal articles constituting a program of worthwhile research. Faculty members are
 314 required to undertake a continuing program of studies, investigations, or creative works. Criteria for the
 315 evaluation of research must be clearly stated in the unit guidelines. Performance evaluations must be based
 316 on a holistic assessment of evidence provided in the file.
 317

318 Faculty engaged in research that helps to enact the diversity, equity, inclusion, and/or social justice work
 319 of the University and/or who wish to receive credit for their work, must document their contributions in
 320 their digital evaluation file. Criteria for the evaluation of diversity, equity, inclusion and social justice
 321 research efforts must be clearly stated in the unit's guidelines. These contributions to diversity and equal
 322 opportunity can take a variety of forms including scholarship completed in partnership with local entities
 323 or non-profits that is focused on improving equity and outcomes for diverse students; scholarship that adds
 324 to our awareness of the experiences of diverse students, faculty, staff, counselors or administrators in
 325 education and human development more broadly; public-engaged scholarship that emphasizes issues of
 326 diversity, equity, and inclusion for educators in higher education.

327
 328 Public and community-engaged research and creative scholarship is characterized by creative intellectual
 329 work conducted in collaboration with and/or for the benefit of community partners. This work is based on
 330 a high level of professional expertise that is likely to inform and foster further scholarly activity. It may
 331 include but is not limited to community-based, participatory research, applied research, contractual
 332 research, demonstration projects, needs and assets assessments, and program evaluations; collaboratively
 333 created, produced, or performed film, theater, music, performance, sculpture, writing, spoken works,
 334 multimedia projects, and exhibitions; copyrights, patents, licenses for commercial use, innovation and
 335 entrepreneurship activities, university-managed or supported businesses ventures (business parks or
 336 incubators), new business ventures and start-ups, inventions, and social entrepreneurship.

337
 338 Because of the nature of the enterprise, the forms of public scholarship evolve regularly and change more
 339 rapidly than do more traditional forms of scholarship (i.e., monographs, journal articles, and edited
 340 collections). Public scholarship is expansive in nature and includes, but is not limited to, print and digital
 341 forms of individual and collective scholarship, published in venues that reach broad audiences, such as
 342 media articles, op-eds, podcasts, websites and apps, and exhibits in public spaces. Public scholarship
 343 work may rely heavily on review and evaluation that involves community partners and other stakeholders
 344 outside of conventional academic or scholarly structures; this review should be regarded as meaningfully
 345 as is traditional peer review.

346
 347 While some community-engaged research and creative scholarship may blur traditional distinctions
 348 between instruction, research/creative work, outreach/extension, and service activities, its significance must
 349 be validated through peer reviews by relevant internal and external communities, including community
 350 partners, or by adoption of creative products, protocol, or practices in the work of other peers in the field.
 351 This work may involve generating, transmitting, applying, and preserving knowledge for the direct benefit
 352 of external audiences (i.e., the community) in ways that are consistent with University and unit missions.

353 Criteria for the evaluation of public and community-engaged research, creative scholarship and
 354 commercialized activities must be clearly stated in the unit guidelines. A faculty member's competence,
 355 achievements, and quality of excellence in community-engaged research/creative activity must be
 356 documented by evidence in the file.

357
 358 Partial evidence of appropriate community engaged faculty research may include but is not limited to:

- 359
 360 1. Clear academic and community change goals, including a final deliverable that will directly,
 361 positively contribute to the communities involved.
 362 2. Appropriate use of scholarship to guide and inform community-engagement activities.
 363 3. Disciplinary rigor and community engagement at all stages of each project.
 364 4. Evidence of impact on the field/discipline, university (i.e., student learning, faculty scholarly
 365 outcomes, etc.), and relevant communities.
 366 5. Effective dissemination and presentation to community audiences.
 367 6. Consistently ethical behavior.
 368 7. Peer reviews.

369
 370 Faculty must also highlight multi/trans/inter-disciplinary research if applicable, and academic units must
 371 adapt their promotion, tenure, or annual evaluation guidelines to recognize and reward these activities as
 372 well as the time and effort it takes for them to be completed.

373
374 C. Service

375
376 Service activities involve the application of the benefits and products of teaching and research to address
377 the needs of society and the profession. These activities include service to the Institution (e.g., University,
378 college, department/academic unit) state, region, and at national and international levels. Service to the
379 Institution also includes contributions to the efficiency and effectiveness of the faculty member's
380 department, college, academic programs. Service at all levels of the Institution shall be valued. Faculty must
381 actively participate in the life of their academic units (i.e., college, school and department). Examples of
382 active participation include but are not limited to attending faculty meetings; service on committees;
383 mentoring of students and junior faculty, whether through formal or informal channels; facilitating relevant
384 professional development opportunities, such as organizing reading groups; student and faculty recruitment;
385 coordinating program-level assessment of learning and program improvement processes; overseeing
386 specialized accreditation requirements; leading substantial curricular revision; and assuming leadership
387 roles in the various activities listed above. Examples of active participation at the University level include
388 service on University committees, advisory boards and panels; service on Faculty Senate including
389 leadership roles; and providing ad-hoc services to other colleges.

390
391 In keeping with its tradition as a land-grant institution, the University is committed to the performance and
392 recognition of service activities on the part of its faculty as essential components of its mission. Enlightened
393 perspectives, technical competence, and professional skills are indispensable resources in coping with the
394 complexities of modern civilization. Service by faculty members to West Virginia is of special importance
395 to the University mission.

396
397 The evaluation of service should include assessments of the degree to which the service yields important
398 benefits to the Institution, society, or the profession. Especially relevant is the extent to which the service
399 meets the needs of constituents, induces positive change, improves performance, or has significant impact
400 on societal, professional, or institutional functions, problems, or issues. Important benefits to the university
401 include faculty participation in the governance system and significant and sustained participation in large-
402 scale improvement processes. Service contributions considered for evaluation are those that are within a
403 person's professional expertise as a faculty member, approved by their academic leader, and performed with
404 one's University affiliation identified. The definition of the nature and extent of acceptable service for
405 purposes of promotion and tenure must be identified in the unit's evaluation guidelines. Criteria for the
406 evaluation of service must be clearly stated in the unit guidelines. Performance evaluations must be based
407 on a holistic assessment of evidence provided in the file.

408 Faculty engaged in service that helps to enact the diversity, equity, inclusion, and/or social justice work of
409 the University, and/or who wish to receive credit for their work, must document their contributions in their
410 digital evaluation file. Criteria for the evaluation of diversity, equity, inclusion, and social justice service
411 efforts must be clearly stated in the unit's guidelines.

412
413 Public and community-engaged service and practice are the use of University expertise to address specific
414 issues identified by individuals, organizations, or communities. This work may include but is not limited to
415 technical assistance, consulting, policy analysis, expert testimony, legal advice, clinical practice, diagnostic
416 services, human and animal patient care, and advisory boards and other disciplinary-related service to
417 community organizations. Additional examples can be found in Appendix C.

418
419 Criteria for the evaluation of multi/trans/interdisciplinary service, public and community-engaged service
420 and practice must be clearly stated in the unit guidelines. A faculty member's discipline-based achievements
421 in multi/trans/interdisciplinary service, diversity, equity, inclusion, and social justice service, and public
422 and community-engaged service must be documented by evidence in the file.

423
424

425
426 **IV. CONTEXTS OF APPOINTMENT FOR FACULTY**

427
428 A. Tenured or Tenure-Track Faculty

429
 430 A faculty member is usually appointed without tenure. Occasionally, appointment with tenure is possible.
 431 To be appointed with tenure, or to the ranks of associate professor or professor, the individual must have
 432 been interviewed by an official in the Office of the Provost, Vice President for Health Sciences, or Campus
 433 President during the interview process; the individual's curriculum vitae must be reviewed in that office. A
 434 recommendation for tenure must be submitted by the department and college to the Provost's Office
 435 mirroring the college promotion and/or tenure process. Appointments can be made without or with credit
 436 toward tenure for previous experience.

437
 438 1. Without Credit
 439

440 An individual's appointment letter contains expectations that, when met, should lead to successful
 441 candidacy for promotion and tenure, and will normally identify the sixth year of employment as the "critical
 442 year," that is, the year in which a tenure decision must be made. During the fourth year such a faculty
 443 member may petition the Dean to bring the critical year forward by one year (to year five).
 444

445 2. With Credit
 446

447 It is not uncommon for a new faculty member to have had full-time experience at our institution or another
 448 institution of higher learning where they were engaged in teaching, research, and service. Depending upon
 449 the amount of successful experience in these mission areas at the intended rank or the equivalent, up to
 450 three years credit toward tenure may be allowed, unless the candidate does not wish such credit. The
 451 maximum amount of credit that could be allowed, and a tentative critical year, shall be identified in the
 452 letter of appointment. Where potential credit years for prior service are identified in the letter of
 453 appointment, the faculty member decides at the end of the second academic year whether to accept all,
 454 some, or none of the available credit years and to adjust the tentative critical year accordingly. The faculty
 455 member's Dean will at this point confirm the faculty member's critical year in writing. If credit is awarded,
 456 evidence supporting such credit must be added to the digital evaluation file. If no credit is accepted, during
 457 the fourth year the faculty member may petition the Dean to bring the critical year forward by one year (to
 458 year five). The faculty member may not exercise both "with credit" and the "without credit" options.
 459

460 If, by the end of the second year, the faculty member does not request modification of the tentative critical
 461 year identified in the letter of appointment, that year will become the recognized critical year. Action on
 462 tenure earlier than the thus-defined critical year will not be considered except as defined in the previous
 463 paragraph.
 464

465 Exceptions to recognize unique situations are possible but should be truly exceptional.
 466

467 B. Teaching-track, Service-track, Clinical-track, Research-track, and Librarian-track Faculty
 468

469 These faculty members are appointed without tenure. Occasionally, appointment at the rank of associate
 470 professor or professor is possible. To be appointed at the rank of associate professor or professor, the
 471 individual must have been interviewed by an official in the Office of the Provost, Vice President for Health
 472 Sciences, or Campus President during the interview process; the individual's curriculum vitae must be
 473 reviewed in that office. A recommendation for associate professor or professor rank must be submitted by
 474 the department and college to the Provost's Office mirroring the college promotion and/or tenure process.
 475 Appointments can be made without or with credit toward promotion for previous experience.
 476

477 1. Without Credit
 478

479 An individual's appointment letter contains expectations that, when met, should lead to successful
 480 promotion, and will normally identify the sixth year of employment as the first year a faculty member may
 481 seek promotion. During the fourth year such a faculty member may petition the Dean to bring the promotion
 482 year forward by one year (to year five).
 483

484 2. With Credit

485
 486 It is not uncommon for a new faculty member to have had full-time experience at our institution or another
 487 institution of higher learning where they were engaged in teaching, research, and service. Depending upon
 488 the amount of successful experience in these mission areas at the intended rank or the equivalent, up to
 489 three years credit toward promotion may be allowed, unless the candidate does not wish such credit. The
 490 maximum amount of credit that could be allowed, and a tentative promotion year, shall be identified in the
 491 letter of appointment. Where potential credit years for prior experience are identified in the letter of
 492 appointment, the faculty member decides at the end of the second academic year whether to accept all,
 493 some, or none of the available credit years and to adjust the promotion year accordingly. The faculty
 494 member's Dean will at this point confirm the faculty member's critical year in writing. If credit is awarded,
 495 evidence supporting such credit must be added to the digital evaluation file. If no credit is accepted, during
 496 the fourth year the faculty member may petition the Dean to bring the promotion year forward by one year
 497 (to year five). The faculty member may not exercise both the "with credit" and the "without credit" options.
 498

499 If, by the end of the second year, the faculty member does not request modification of the promotion year
 500 identified in the letter of appointment, that year will become the recognized promotion year. Action on
 501 promotion earlier than the thus-defined year will not be considered except as defined in the previous
 502 paragraph.
 503

504 Exceptions to recognize unique situations are possible but should be truly exceptional.
 505

506 **V. REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE FOR TENURE-TRACK** 507 **FACULTY** 508

509 A personnel action is required each year for each faculty member subsequent to the annual review, mid-
 510 promotion review, or promotion and/or tenure review. Such personnel actions include but may not be
 511 limited to continuation at current rank, continuation with promotion in rank, continuation with tenure
 512 awarded, continuation with promotion in rank and tenure awarded, or non-continuation.

513 At West Virginia University, the award of tenure is campus specific. For this purpose, there are four
 514 campuses: WVU-Morgantown, (General University, including Extension), WVU-Morgantown (Health
 515 Sciences Center, including faculty in the Charleston and Eastern Divisions), Potomac State College, and
 516 WVU Institute of Technology.
 517

518 A tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be
 519 reviewed for tenure and must either be awarded tenure or given notice of termination of appointment and a
 520 one-year terminal contract. If a faculty member petitions successfully to bring the critical year forward and
 521 tenure is not awarded in that year, a one-year terminal contract will be issued. Such notice of termination
 522 of appointment/employment shall be mailed "Certified Mail-Return Receipt Requested", first class mail
 523 and electronic mail. Under certain circumstances the critical year may be extended, although under no
 524 circumstances may the critical year be extended beyond the ninth full-time year in a tenure-track status, nor
 525 may the critical year be extended when the faculty member is in their critical year. See WVU Board of
 526 Governors Faculty Rule 4.2.⁵
 527

528 In the case of a tenure-track full-time faculty member holding the rank of instructor, assistant professor,
 529 associate professor, or professor, the Provost or the Vice President for Health Sciences shall give written
 530 notice concerning continuation/retention for the ensuing year by letter postmarked and mailed no later than
 531 March 1st.
 532

533

534 ⁵ See also: <http://faculty.wvu.edu/policies-and-procedures/work-life-integration>, "Work-Life Integration."

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

542 **VI. DISCRETIONARY PERSONNEL ACTIONS**

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

- 545 • Promotion in rank when the critical year does not apply;
- 546 • Renewal of appointment for a non-tenure track faculty member;
- 547 • Non-renewal of appointment for a non-tenure track faculty member;
- 548 • Non-renewal of the appointment of a tenure-track faculty member prior to the critical year;
- 549 • Non-continuation of the appointment of a non-tenure track faculty member on greater than
 550 one year contract;
- 551 • Non-continuation of the appointment of a tenured faculty member;
- 552 • Termination of the appointment of a faculty member for cause (as defined in WVU Board of
 553 Governors Faculty Rule 4.2);
- 554 • Termination of the appointment of faculty member due to a reduction or discontinuance of an
 555 existing program, or financial exigency (as defined in WVU Board of Governors Faculty Rule
 556 4.7).

557 A tenure-track faculty member will be reviewed automatically in the critical year, unless the faculty member
 558 requests no review, in which case a one-year terminal contract will be issued. Otherwise, the faculty member
 559 must initiate consideration for a discretionary promotion. A faculty member whose application for
 560 promotion is unsuccessful must wait at least two full years after the decision is rendered before submitting
 561 another application, unless a critical-year decision is required.

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

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

578 While tenure and promotion are separate actions, only in the most extraordinary circumstances may a person
 579 be granted tenure without already being at or above the rank of associate professor or being concurrently
 580 promoted to the rank of associate professor. It also is university policy that the granting of promotion does
 581 not guarantee the award of tenure in a subsequent year. Neither promotion nor tenure shall be granted
 582 automatically or merely for years of service.

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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 digital evaluation file. Also included among that evidence 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 principle, the record in the digital evaluation file must be sufficient to document and to support all personnel decisions. Each unit must 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. A Productivity Report without supporting documentation for a given area should receive a rating of "Unsatisfactory" for that area on an annual review. 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.

The faculty member's digital evaluation file must 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, memoranda of understanding, annual reviews, and subsequent letters of agreement.
2. An annual workload plan that distributes the effort must be reflected in the faculty digital evaluation file. The workload plan is assigned and approved by the unit leader.
3. 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.
4. For each semester or term since appointment or last promotion, a record of classes taught, syllabi, student feedback of instruction and enrollments in each, graduate students supervised, clinical assignments, committee assignments, and other aspects of the faculty member's plan of work.
5. 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.
6. A copy of past annual evaluations and any written responses.
7. Other information and records that the chairperson and/or Dean may wish to add. Faculty members shall be notified of such additions and may respond to the additions within ten (10) working days, which may be after the file closing date.
8. 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 narrative is required for areas of significant contribution(s) that summarizes activities and accomplishments in each area during the review period.

The faculty member is responsible for assuring completion of Items 3, 4 and 8. The chairperson and in some cases the Dean has responsibility for Items 1, 2, 5, 6, and 7. 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.

646 **VIII. COMPLETION OF AND ACCESS TO THE FILE**

647
648 The faculty digital evaluation file shall be updated in a timely manner according to the schedule published
649 annually. On the appropriate deadline date, the file shall be closed for the review period. Only such materials
650 generated as a consequence of the annual faculty evaluation shall be added to the file after the deadline
651 date.

652
653 Faculty members have the right of access to their digital evaluation files at any time without giving reasons.
654 Faculty leaving the institution will have the opportunity to save information and materials from the digital
655 evaluation file. All others shall have access to the file only on the basis of a need to know. Members of a
656 faculty evaluation committee or administrative officers responsible for personnel recommendations are
657 assumed to have a need to know. Faculty evaluation committee members are authorized to access personnel
658 files for the purpose of carrying out their responsibilities of evaluating the faculty members the committee
659 is charged with reviewing. Unauthorized access to or use of personnel files for purposes unrelated to faculty
660 evaluation is prohibited and will be sanctioned up to and including termination of employment/appointment.
661 When otherwise necessary, the appropriate administrative officer or the Dean shall determine whether an
662 individual has a need to know and what material is necessary to fulfill the need to know. All persons will
663 treat the material from the file as confidential. The security of all evaluation files is to be assured. The
664 confidentiality of each file is to be respected. Disclosure of file materials to those outside the evaluation
665 process shall occur only under valid legal process or order of a competent court of jurisdiction.

666 **IX. ANNUAL EVALUATIONS**

667 **A. General Description**

668
669
670 The performance of individual faculty members is evaluated annually throughout their careers at West
671 Virginia University. These written evaluations, which are required for all full-time and continuing part-time
672 faculty members,⁷ provide individuals with a written record of past performance, accomplishments and
673 continuing expectations, an ongoing critique of strengths and weaknesses, and documents that support
674 recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as
675 program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The
676 primary purpose of these annual evaluations is to assist individual faculty members in developing their
677 individual strengths and expertise to the maximum extent possible, and in promoting continuing
678 productivity over the course of their careers, consistent with the role and mission of the University. The
679 specific nature and purpose of a faculty member's annual review may vary, however, in accord with the
680 type of appointment, rank, and tenure status.

681
682 The evaluation procedures may be found in Section XIII, below. Annual evaluation for all faculty, whether
683 tenure-track, tenured, teaching-track, service-track, clinical-track, librarian-track, or not eligible for tenure
684 (including faculty with prefixes of "research" and lecturers), will be conducted at the departmental level by
685 the chairperson and the faculty evaluation committee or at the college level, if appropriate, based on
686 documentation in the digital evaluation file (see Section VIII). Written evaluations will be placed in the
687 digital evaluation file and forwarded to each faculty member and to the Dean, who may provide an
688 evaluative statement.

689
690 A fully promoted faculty member (e.g., Professor or the equivalent) may be evaluated annually only by the
691 department chairperson or equivalent unless the faculty member petitions the faculty evaluation committee
692 to also conduct an annual review. The faculty member must inform the department chairperson or
693 equivalent, in writing, 90 days in advance of the faculty member's file closing.

694
695 The annual evaluation shall be related to one's assignment and performance and must be both formative
696 and summative. All levels of review shall strive to provide statements that are developmental and are goal
697 oriented. The review is not limited to events of the immediately previous one-year period; it is also to be a
698 review of annual evaluation statements from previous years, in order to assess whether suggestions for
699 improvement have been addressed.

700
701 The resultant annual assessment will be used to guide the faculty member in areas in which improvement

702 may be needed, paying particular attention to one's cumulative progress toward and expectations for tenure
 703 and/or the next promotion and, if positive, as a basis for merit salary adjustments and Salary Enhancements
 704 for Continued Academic Achievement. The annual evaluation also provides the opportunity to develop
 705 changes in responsibilities that reflect the strengths of the individual and the needs of the University.

706
 707 B. Faculty Categories
 708

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

714
 715 1. Tenure-Track Faculty
 716

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

723
 724 For some new faculty members, the time period under review will include research, teaching, and/or service
 725 efforts for 4.5 months (or less) of work instead of a full year. In such cases, the efforts and outcomes should
 726 be recalibrated for that shorter time period. If there is limited evidence, as defined by the college and/or unit
 727 guidelines, of the faculty member's results in their first review, a "Satisfactory" rating(s) may be
 728 appropriate. A Productivity Report without supporting documentation should receive a rating of
 729 "Unsatisfactory" on an annual review.

730
 731 While the absence of negative annual evaluations does not guarantee the granting of tenure, negative
 732 evaluations shall apprise tenure-track faculty members of performance deficiencies and shall call attention
 733 to expectations for subsequent consideration for promotion and/or tenure and the extent to which they must
 734 enhance their productivity. Occasionally, the evaluations will result in termination of the individual's
 735 appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases,
 736 notice shall be given in accord with WVU Board of Governors Faculty Rule 4.2.

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739 ⁶ Occasional or clinical-track part-time faculty must receive periodic reviews that are appropriate to their assignment.

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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. Units must set criteria for promotion to full professor that are more rigorous than the criteria set for promotion to associate professor. While not all faculty members may attain the highest possible rank, annual evaluations shall guide them toward that achievement. The annual evaluation provides an assessment of performance and develops information concerning the faculty member's progress toward promotion. 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 shall be stated in the written evaluation, which is intended to enhance the faculty member's productivity and success. If there is limited evidence of the faculty member's results in a review, a "Satisfactory" rating(s) may be appropriate. A second year of limited evidence of the faculty member's results normally would receive an "Unsatisfactory" rating(s).

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 provides an assessment of performance and develops information concerning the faculty member's continued productivity. 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 shall be stated in the written evaluation, which is intended to enhance the faculty member's chances of achieving the next Salary Enhancement for Continued Academic Achievement. The annual evaluation process is also used to encourage faculty members to continue to perform at exemplary levels. If there is limited evidence of the faculty member's results in a review, a "Satisfactory" rating(s) may be appropriate. A second year of limited evidence of the faculty member's results normally would receive an "Unsatisfactory" rating(s).

4. Teaching-Track Faculty

Teaching-track faculty members have renewable term appointments in which the principal assignment is teaching, and 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. BOG Faculty Rule 4.2 extends contracts based on on-going need for the position and meritorious teaching performance up to three, six, and nine years upon promotion to or appointment at the rank of Teaching Instructor/Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor.

Normally, a teaching-track faculty assignment will be 80% teaching and 20% service. The effort distribution addresses needs of the unit and interests of the faculty member, as they relate to the institutional mission; for example, the faculty assignment may be 80% teaching, 10% research, and 10% service. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works. Systematic assessment of instructional processes/outcomes and application of findings to enhancing course and program effectiveness fulfill this expectation.

Teaching-track appointments may be continued indefinitely, contingent upon need, performance, and funding. No number of appointments at any teaching 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 their 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 digital 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

796 assessment of instructional processes/outcomes, application of findings to enhancing course and program
797 effectiveness, and evidence of ongoing contribution to solving problems and addressing unit-defined needs,
798 priorities, and initiatives.

799
800 The annual evaluation provides an assessment of performance and develops information concerning the
801 faculty member's progress toward promotion. It communicates areas of strength and alerts the faculty
802 member to performance deficiencies at the earliest possible time. Any concerns held by the evaluators
803 regarding the faculty member's performance shall be stated in the written evaluation, which is intended to
804 enhance the faculty member's chances of achieving success and productivity. If there is limited evidence
805 of the faculty member's results in a review, a "Satisfactory" rating(s) may be appropriate. A second year of
806 limited evidence of the faculty member's results normally would receive an "Unsatisfactory" rating(s).

807
808 Promotion to the rank of teaching professor designates that the faculty member's achievement merits
809 recognition in their field. Professional colleagues within the university, nationally and/or internationally,
810 recognize the professor for their instructional contributions to the discipline. Academic units must set
811 criteria for promotion to full professor that are more rigorous than the criteria for promotion to associate
812 professor. Examples of activities which might support promotion to teaching professor include significant
813 teaching/program innovation, publications in teaching-related journals, authoring books on teaching,
814 nomination/selection for participation in national educational initiatives for the discipline, and/or
815 nomination/selection with national accreditation organizations.

816
817 4. Service-Track Faculty

818 Service-track faculty members have renewable term appointments, in which the principal assignment is
819 service and are designated with the prefix "service," accompanying a traditional rank. Service-track faculty
820 members are hired to respond to program, unit or department needs. BOG Faculty Rule 4.2 allows extended
821 contracts based on on-going need for the position and meritorious service and teaching performance up to
822 three, six, and nine years upon promotion to or appointment at the rank of Service Instructor/Service
823 Assistant Professor, Service Associate Professor, and Service Professor.

824 Normally, a service-track faculty assignment will be at least 60% service. The balance might address needs
825 of the unit and/or interests of the faculty member, as they relate to the institutional mission; for example,
826 the faculty assignment may be 60% service, 20% research, and 20% teaching.

827
828 Service-track appointments may be continued indefinitely, contingent upon need, performance, and
829 funding. No number of appointments at any service faculty rank/title shall create presumption of any
830 contractual rights, nor the right of continued appointment or transition to another type of position.

831
832 The annual evaluation provides an assessment of performance and develops information concerning the
833 faculty member's progress toward promotion. It communicates areas of strength and alerts the faculty
834 member to performance deficiencies at the earliest possible time. Any concerns held by the evaluators
835 regarding the faculty member's performance shall be stated in the written evaluation, which is intended to
836 enhance the faculty member's chances of achieving success and productivity. If there is limited evidence
837 of the faculty member's results in a review, a "Satisfactory" rating(s) may be appropriate. A second year of
838 limited evidence of the faculty member's results normally would receive an "Unsatisfactory" rating(s).

839
840 Promotion to senior ranks is not a requirement for institutional commitment and career stability in a service-
841 track faculty appointment. However, subject to reappointment, a service-track faculty member and their
842 chairperson may choose to initiate consideration for the first promotion during the sixth year (with
843 promotion effective beginning year seven), or later. For service-track faculty who wish to stand for
844 promotion, in addition to a sustained record of service excellence, the digital evaluation file is expected to
845 show evidence of ongoing contribution to adding value to the unit and addressing unit-defined needs,
846 priorities, and initiatives, as well as needs of the institution and community. These contributions may be
847 related to administration, governance, community outreach, or other areas of service outlined in the
848 appointment letter.

849
850 Promotion to the rank of service professor designates that the faculty member's achievement merits
851 recognition in their field. Professional colleagues within the University, nationally and/or internationally,

852 recognize the professor for their service to the institution (at the program, unit, department, college, and/or
 853 University level(s), their discipline, and/or the state/region/nation). Academic units must set criteria for
 854 promotion to full professor that are more rigorous than the criteria for promotion to associate professor.
 855

856 5. Research-Track Faculty

857 Evaluation of research-track faculty members who are not eligible for tenure may emphasize different
 858 criteria from those applied to other faculty. Annual evaluations will be based on assignments as described
 859 in the letter of appointment and subsequent documents and will focus primarily on strengths and
 860 weaknesses, on the best use of one's individual strengths to meet the unit's needs, and on specific
 861 recommendations for improvement and professional development. If the faculty member is promotable, the
 862 annual evaluation will generally emphasize quantitative and qualitative expectations and progress toward
 863 the next appropriate rank. Academic units shall set criteria for promotion to full professor that are more
 864 rigorous than the criteria set for promotion to associate professor. While not all promotable faculty members
 865 will attain promotion, annual evaluations shall assist them toward that goal. These evaluations may lead to
 866 adjustment of duties and occasionally will lead to notices of non-reappointment or termination of
 867 appointment. Non-renewal of grants or other external funds may result in non-renewal of appointments
 868 despite positive evaluations. These faculty members hold appointments that are not subject to consideration
 869 for tenure, regardless of the number of, nature of, or time accumulated in such appointments. Such
 870 appointments are only for the periods and for the purposes specified, with no other interest or right obtained
 871 by the person appointed by virtue of such appointment.
 872

873 6. Clinical-Track Faculty and the Health Sciences Center

874 Clinicians are non-tenure track and must be committed to clinical service as well as teaching. Faculty
 875 members in the clinical track are not subject to the seven-year probationary period of the tenure track;
 876 promotion to senior ranks is not a requirement for institutional commitment and career stability.
 877

878 Annual evaluation of clinical-track faculty members will be based on assignments as described in the letter
 879 of appointment and in subsequent annual documents that identify departmental responsibilities in teaching,
 880 service and scholarship. The annual evaluation will focus on specific recommendations for improvement
 881 and professional development. The annual evaluation of a promotable faculty member will generally
 882 emphasize quantitative and qualitative expectations and progress toward the next appropriate rank. While
 883 not all promotable faculty members may attain promotion, annual evaluations shall assist them toward that
 884 goal. Academic units must set criteria for promotion to full professor that are more rigorous than the criteria
 885 set for promotion to associate professor.
 886

887 7. Librarian-Track Faculty

888 Renewable term appointments, in which the principal assignment is librarianship, are evaluated annually.
 889 The annual evaluation of librarian-track faculty members will be based on assignments as described in the
 890 letter of appointment and subsequent documents and will focus primarily on strengths and weaknesses, on
 891 the best use of their individual strengths to meet the unit's needs, and on specific recommendations for
 892 improvement and professional development. The annual evaluation of a promotable faculty member will
 893 generally emphasize quantitative and qualitative expectations and progress toward the next appropriate
 894 rank. While not all promotable faculty members may attain promotion, annual evaluations shall assist them
 895 toward that goal. The annual evaluation provides an assessment of performance and develops information
 896 concerning the faculty member's progress toward promotion. It communicates areas of strength and alerts
 897 the faculty member to performance deficiencies at the earliest possible time. Any concerns held by the
 898 evaluators regarding the faculty member's performance shall be stated in the written evaluation, which is
 899 intended to enhance the faculty member's chances of achieving promotion. These evaluations may lead to
 900 adjustment of duties and occasionally will lead to notices of non-reappointment or termination of
 901 appointment. If there is limited evidence of the faculty member's results in a review, a "Satisfactory"
 902 rating(s) may be appropriate. A second year of limited evidence of the faculty member's results normally
 903 would receive an "Unsatisfactory" rating(s).
 904

905 Librarian-track faculty members hold appointments that are not subject to consideration for tenure,
 906 regardless of the number, nature, or time accumulated in such appointments. Librarian-track appointments
 907 are only for the periods and for the purposes specified, with no other interest or right obtained by the person

908 appointed by virtue of such appointment. Librarian-track faculty members have all rights and privileges of
 909 academic freedom and responsibility.

910
 911 Promotion to senior ranks is not a requirement for institutional commitment and career stability in a
 912 librarian-track faculty appointment. However, subject to reappointment, a librarian-track faculty member
 913 and their chairperson may choose to initiate consideration for the first promotion during the sixth year (with
 914 promotion effective beginning year seven), or later. For librarian-track faculty who wish to stand for
 915 promotion, in addition to a sustained record of service or professional development/research excellence, the
 916 digital evaluation file is expected to show evidence of ongoing contribution to the unit, addressing the
 917 needs, priorities, and initiatives of the unit, the institution, the profession, and community. These
 918 contributions may be related to administration, governance, community outreach, or other areas outlined in
 919 the appointment letter.

920
 921 Promotion to the rank of University librarian designates that the faculty member's achievement merits
 922 recognition in their field. Professional colleagues within the University, nationally and/or internationally,
 923 recognize the librarian for their service to the institution, their discipline, and/or the state/region/nation.
 924 The Libraries shall set criteria for promotion to University librarian that are more rigorous than the criteria
 925 set for promotion to associate university librarian.
 926

927 8. Full-Time Faculty Not Eligible for Tenure

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

941

942 9. Part-Time Faculty

943 Evaluation of continuing part-time (less than 1.00 FTE) faculty will be based on assignments as described
 944 in the letter of appointment and subsequent documents and will focus primarily on strengths and
 945 weaknesses, on the best use of their individual strengths to meet the unit's needs, and on specific
 946 recommendations for improvement and professional development. Occasional or part-time clinical-track
 947 faculty members must receive periodic reviews that are appropriate to their assignments.
 948

949

950 C. Descriptors for Annual Review

951 The annual review of a faculty member's performance in each of the mission areas, to which they are
 952 assigned must be assessed as Excellent [characterizing performance of high merit], Good [characterizing
 953 performance of merit], Satisfactory [characterizing performance sufficient to justify continuation but, when
 954 applied to an area in which significant contributions are required, not sufficient to justify promotion or
 955 tenure], or Unsatisfactory [characterizing performance that is not meeting expectations]. Based on these
 956 descriptors, a faculty member with a preponderance of "satisfactory" or "unsatisfactory" ratings,
 957 particularly in an area in which a significant contribution is required, would not qualify for promotion or
 958 tenure. A "Satisfactory" rating is meeting expectations, not exceeding expectations and should be the
 959 baseline for ratings. Units are responsible for determining and publishing criteria that detail minimum
 960 expectations for each rating. Criteria developed must be approved by the Office of the Provost.
 961

962

963 The assessments provided by annual reviews shall be a basis for those periodic recommendations which
 relate to promotion, tenure, or negative action that are forwarded to the Provost. Positive recommendations

964 for promotion and/or tenure must be supported by both (a) a series of annual reviews above the
 965 "satisfactory" level, and (b) beyond those reviews, by performance and output which are judged to meet
 966 expectations identified in the appointment letter and subsequent documents, as well as the more rigorous
 967 standard of "significant contributions" (see below). The annual review assessments are also the primary
 968 basis for performance-based salary adjustments in years when such adjustments are available and for the
 969 program of Salary Enhancement for Continued Academic Achievements available to faculty at the rank of
 970 professor or the equivalent. In the event of a reduction in force of faculty identified through the academic
 971 program review process detailed in BOG Academic Rule 2.2, annual reviews will be one of the criteria used
 972 to select faculty for termination (BOG Faculty Rule 4.7).
 973

974 **X. CRITERIA FOR PROMOTION OR TENURE**

975
 976 The University criteria for the awarding of promotion and the granting of tenure described below are general
 977 expectations; they should be elaborated by college or departmental criteria which consider the distinctive
 978 character of the faculty member's discipline. Departmental and/or college criteria are available to all
 979 participants in the review process at faculty.wvu.edu and shall be the criteria by which faculty members are
 980 evaluated.
 981

982 The faculty body of an outstanding university is a community of scholars whose productivity is manifest in
 983 a variety of ways. These manifestations are commonly grouped into teaching, research and service.
 984

985 In order to be recommended for tenure, a faculty member must demonstrate significant contributions in the
 986 area(s) defined in their letter of appointment or subsequent memorandum of understanding. Further
 987 expectations will be described in the approved documents for that campus.
 988

989 The term "significant contributions" are normally those that meet or exceed the standards outlined in the
 990 University, college, school, and/or departmental promotion and tenure guidelines. Tenure-track, tenured
 991 and research-track faculty must also receive overall positive reviews of the quality and impact of their
 992 research (or other area of significance per Section XI) by external evaluators at peer or aspirational peer
 993 research universities.
 994

995 The department, subject to approval by the Dean, determines peer or aspirational peer research universities.
 996 Candidates for tenure who are expected to make significant contributions in teaching, research, or service
 997 are expected to demonstrate at least reasonable contributions in the other area(s) defined in their letter of
 998 appointment or subsequent memorandum of understanding. Absolute criteria must be evaluated every five
 999 (5) years and approved by the Office of the Provost. The faculty member hired under previous criteria
 1000 would be evaluated under the approved criteria when they were hired or at the time of the faculty member's
 1001 last promotion.
 1002

1003 Successful teaching is an expectation for faculty who are assigned to teach, at any campus. If teaching is
 1004 an area of significant contribution for either tenure and/or promotion, significant contributions must have
 1005 been made in teaching.
 1006

1007 In order to be recommended for promotion, a faculty member must demonstrate significant contributions
 1008 in the area(s) identified in the letter of appointment or modified in a subsequent memorandum of
 1009 understanding.
 1010

1011 In order to be considered for promotion, faculty members who are not eligible for tenure but who are eligible
 1012 for promotion normally will be expected to make significant contributions in the area(s) of their assignment
 1013 as outlined in the letter of appointment or as modified in a subsequent memorandum of understanding. For
 1014 faculty who have a title with the prefix "Research," research will be the area in which significant
 1015 contributions are expected. In general, a research faculty member seeking promotion will produce research
 1016 of equal or better quality and of greater impact which may include quantity, than a tenure track faculty
 1017 member for whom research is one of two areas in which significant contributions are expected. For faculty
 1018 who have a title with the prefix "service" (as differentiated from faculty in the "clinical-track"), service will
 1019 be the area in which significant contributions are expected.

1020
 1021 Service activities include service to the University, and service to individuals, groups, and organizations at
 1022 the state, national and international levels that utilizes disciplinary expertise and are assigned and approved
 1023 by the unit leader. A significant contribution in service includes the successful development and
 1024 implementation of programs which address critical issues that impact society. Such programs are planned
 1025 efforts to meet the needs of constituents; induce positive change in behavior or practice; impact societal
 1026 problems and issues; effect policies or systems change; or lead to economic, civic, social, or environmental
 1027 improvements. Programs may be on-going and carried out over a few years, or relatively short-term
 1028 programs carried out over a few weeks or months. Service should not be measured just by the number of
 1029 service roles and activities a faculty member is involved with. The impact and innovation, replication,
 1030 and/or dissemination of the service activity are keys to demonstrating significance and merit. Exceptions to
 1031 this normal practice may occur when a faculty member provides extraordinary and extended service to the
 1032 University, the profession, or on a national or international level. Such exceptions shall be identified in the
 1033 letter of appointment or subsequent documents.

1034 The decision by the Provost to accept a recommendation for or against retention or the awarding of tenure
 1035 shall rest on both the current and projected program needs and circumstances of the department, college,
 1036 and the University, and on the strengths and limitations of the faculty member as established in the annual
 1037 evaluation process.
 1038

1039 A full-time or part-time assignment to an administrative position or to a unit other than the one in which
 1040 the faculty member holds or seeks tenure does not carry with it an automatic modification of criteria for
 1041 promotion or tenure. A faculty member who accepts such an assignment, and who seeks promotion or
 1042 tenure, shall have a written agreement concerning both status and expectations within the department in
 1043 which the locus of tenure resides. Such an agreement must be approved by the Dean or Campus President
 1044 (or designee) and by the Provost or Vice President for Health Sciences. An administrative assignment will
 1045 be evaluated by the immediate supervisor rather than by the unit committee.
 1046

1047 **XI. CHANGING AREAS OF SIGNIFICANT CONTRIBUTION**

1048
 1049 When a faculty member achieves tenure, the faculty or the chairperson may request that the criteria
 1050 requiring significant contributions in teaching, research, and/or service may be modified on an individual
 1051 basis to require significant contributions in a different pair of these mission areas, with reasonable
 1052 contributions required in the third or outstanding contributions in a single mission area, with reasonable
 1053 contributions required in the other two mission areas.
 1054

1055 While such a modification may be initiated to reflect the faculty member's current areas of interest, the
 1056 modification should also assist the department or the college in achieving its mission and goals, as it
 1057 addresses the three areas of University concern. The faculty member must work under the modified mission
 1058 area for a minimum of five (5) years after the approval of the request before the individual could be
 1059 considered for promotion using the modified mission areas. Such a modification must be agreed to by the
 1060 faculty member, chairperson of the department, in consultation with the appropriate departmental
 1061 committee, and the Dean of the college, and must be stipulated in subsequent letters of agreement. The
 1062 modification also must be approved by the Provost or the Vice President for Health Sciences, as appropriate.
 1063

1064 A request for a change in areas of significant contribution(s) will be accompanied by a document which
 1065 identifies both the types and quantity of the areas of significant contribution expected in the new context
 1066 and the ways in which the quality of that significant contribution will be measured. Reasonable
 1067 contributions must also be defined, in both qualitative and quantitative terms.
 1068

1069 **Multiple Pathways to Professor**

1070 **A. Via Administrative Service**

1071
 1072
 1073 An Associate Professor of any track can presently achieve promotion to Professor using service as one of
 1074 the two areas of significant contribution, although such an assignment has typically been focused on service
 1075 provided externally, beyond the University proper. However, the possibility to achieve such a promotion

1076 presently exists, via “extraordinary and extended service to the University.” In rare instances, such
 1077 opportunity may be available to individuals who are or have been willing to serve in an administrative role
 1078 and who may intend to have an administrative career. Academic Administrative Service as Department
 1079 Chairperson or Associate Dean (or the equivalent) for a normal term and executed at a high qualitative level
 1080 may be interpreted as “extraordinary and extended service to the University” for purposes of promotion
 1081 from Associate Professor to Professor, with the support of the Dean of the college or school.
 1082

1083 For clarification of the more specific conditions for such consideration under the presently approved
 1084 process, the opportunity to seek this path for promotion would need to be approved by the Dean at a time
 1085 that would allow at least three years in the administrative position. Thus, for example, the candidate could
 1086 receive approval during the second year of a five-year term, with the first two years being considered
 1087 retroactively. Under these circumstances, significant contributions would be required in (administrative)
 1088 service and one other mission area, with at least reasonable contributions required in the third. Achievement
 1089 in teaching, research, and service must be demonstrated in the tenure home during the period under
 1090 consideration, normally the last five years. Teaching, research, and service must be evaluated annually by
 1091 the unit in which the candidate was tenured; the administrative service must be evaluated annually by the
 1092 Dean. Annual evaluations omitted during the evaluation period will not be considered and will therefore
 1093 delay the application for promotion.
 1094

1095 The availability of this opportunity would be limited to those faculty who, based on the previous award of
 1096 tenure, had achieved an appropriate level of success in their area(s) of significant or outstanding
 1097 contribution at that time.
 1098

1099 Upon completion of a “360 review” during the final year of the term, resulting in an unequivocal
 1100 reappointment in that role, the candidate could be considered for promotion using academic administrative
 1101 service as the basis for making a significant contribution in service. A memorandum of understanding
 1102 delineating these expectations in greater detail would be prepared upon appointment to the administrative
 1103 role or at the point of approval of the Dean, and subsequently by the Provost to pursue this option. External
 1104 reviews of administrative service and the other area of significant contribution would be required.
 1105 Documentation for these purposes must include annual goal statements and their metrics, as well as annual
 1106 assessments of the achievement of the goals, prepared by the individual and validated by the Dean.
 1107 Reappointment in the administrative role and promotion to Professor would result in a 10.0% performance-
 1108 based salary increase.
 1109

1110 **B. Via “Outstanding Contributions”**

1111
 1112 Under some circumstances, based on the needs of the unit, the appropriate balance of assignments within
 1113 the unit, consultation with the unit, and with the approval of the Chairperson, Dean, and Provost, an
 1114 Associate Professor of any track could be considered for promotion to Professor if a memorandum of
 1115 understanding allowing this option was developed and was subsequently in place for at least five full
 1116 academic years prior to consideration. The standard, for which metrics would be described in the
 1117 memorandum of understanding, would require sustained “outstanding” contributions in any one mission
 1118 area, with “important” contributions in a second area, and at least reasonable contributions in the third
 1119 mission area.
 1120

1121 “Outstanding” contributions meet a higher standard than “significant” contributions and demonstrate
 1122 sustained performance at an exceptionally high qualitative and quantitative level that is rarely achieved.
 1123 This departmental standard would require approval by the Dean and the Provost. If promotion to Professor
 1124 were achieved, this configuration could continue as the future basis for the Salary Enhancement for
 1125 Continued Academic Achievement, assuming that, per the conditions for that award, a supporting work
 1126 agreement had been approved.
 1127

1128 In such a scenario, the proportional value of the mission areas would more closely resemble 70:20:10. For
 1129 these purposes, colleges and schools shall develop definitions for “outstanding” contributions and
 1130 “important” contributions in each of the three mission areas.
 1131

1132 XII. EXTERNAL EVALUATIONS

1133
 1134 In years when a faculty member is being considered for tenure and/or promotion to associate professor or
 1135 a tenured faculty member is being considered for promotion to professor, the digital evaluation file must
 1136 contain external evaluations of the quality of the faculty member's area of significant or outstanding
 1137 contribution(s) as identified in the letter of appointment or subsequent memorandum of understanding.
 1138 External evaluations are among the many factors to be considered when evaluating tenure-track and tenured
 1139 faculty members.

1140 Teaching, service, clinical and library track faculty seeking promotion to any rank are not required to seek
 1141 external reviews.

1142 External reviews will be maintained in a separate section of the digital evaluation file. The various
 1143 committees and individuals directly involved in the promotion and tenure review process shall be granted
 1144 access to that section of the digital evaluation file as needed. The faculty member shall have the right to see
 1145 the reviews after any identifying information has been removed and the first level of review is complete.
 1146 Upon conclusion of the review process, the external evaluations shall not be used in any subsequent
 1147 personnel actions.

1148
 1149 The names of persons who will be asked to provide external reviews must be selected with participation by
 1150 the faculty member who is to be evaluated and the persons in the department who will conduct the
 1151 evaluation. The suggested method for identifying external evaluators is for the Departmental evaluation
 1152 committee (either with or without participation by the chairperson) and the faculty member to propose a
 1153 list of names of appropriate evaluators. These evaluators should be selected for their professional
 1154 competence in the discipline. Each list should contain six names. A paragraph describing each evaluator
 1155 should be submitted indicating qualifications to serve in this capacity. Any personal or professional
 1156 relationship the faculty member has or has had with the evaluator must be identified. The chairperson or
 1157 Dean should select a sufficient number of names from each list to result in evaluations from both lists. A
 1158 minimum of four external evaluations is normally required. If a minimum of four external evaluations is
 1159 not met, the chairperson or Dean must determine additional appropriate evaluators. If four evaluations are
 1160 not received by the time the file is closed, the deadline for including such evaluations in the file may be
 1161 extended with the written consent of the faculty member, chairperson, and Dean.

1162
 1163 Persons who have been closely associated with the person being evaluated, such as co-authors, doctoral
 1164 research advisors, or advisees, may be asked for evaluations, but, as with all evaluators, must identify their
 1165 professional or personal relationship to the candidate for promotion or tenure. The faculty member has the
 1166 right to review the list of potential evaluators, to comment upon those who may not provide objective
 1167 evaluation, and to request deletions. The faculty member's written comments and requests must be
 1168 forwarded to the chairperson or Dean and included in the external evaluation section of the digital
 1169 evaluation file.

1170
 1171 In selecting evaluators, the chairperson or Dean may consider the faculty member's comments and requests,
 1172 but the faculty member does not have the right to veto any possible evaluator, nor is the final selection of
 1173 evaluators to be achieved through obtaining the consent of the faculty member.

1174
 1175 The term "significant contributions" in research are normally those that meet or exceed the standards
 1176 outlined in the University, college, school, and/or departmental promotion and tenure guidelines and receive
 1177 overall positive reviews of the quality and impact of their research efforts by external evaluators at peer or
 1178 aspirational peer research universities.

1179
 1180 If external reviewers of research from non-university settings are used, there must be an explanation of their
 1181 professional competence in the discipline that led to their selection rather than the selection of a reviewer
 1182 from a university setting. As a general principle, reviewers of research from non-university settings should
 1183 be used only under very special circumstances and should be a minority rather than a majority among the
 1184 reviewers selected. External reviewers of research from universities should be at or above the rank to which
 1185 promotion is sought.
 1186

1187
 1188 The chairperson, using letters approved by the Provost, should request the external evaluations, stressing
 1189 that the standard used as a basis for review should be the quality of the work and the impact or potential
 1190 impact on the field. The specific area of significant or outstanding contribution to be externally reviewed
 1191 must be stated. Further, the other areas of contribution that should not be reviewed shall be explicit. A copy
 1192 of the letter used to request external evaluations must be included in the faculty member's file with
 1193 identifying information removed. The external evaluator may also assess the faculty member's potential for
 1194 continued excellent quality and impactful teaching, service, or scholarly development. For faculty, the
 1195 standard should be based on one's success in meeting or exceeding the expectations identified in the letter
 1196 of appointment, any relevant MOU, as well as University, College and/or unit promotion and tenure
 1197 guidelines. The assessment of whether the quantity of scholarly work is sufficient for promotion or tenure
 1198 is a judgment best left to the department, college, and the University. If an external evaluator comments on
 1199 an area of contribution that was not specifically stated or provides information and characteristics unrelated
 1200 to the criteria, those comments must be ignored. The evaluations should be forwarded to the Dean by the
 1201 external evaluators.

1202
 1203 Tenure-track faculty members who received an approved extension of the tenure clock under Board of
 1204 Governors Faculty Rule 4.5 should be evaluated on their overall record. The overall time since their original
 1205 appointment is not a factor to be considered by the external evaluator.

1206 **XIII. EVALUATION PROCESS**

1207
 1208
 1209 Evaluations of the achievements of faculty will normally be carried out at three to four levels of University
 1210 organization: department, college, Vice President of Health Sciences, if applicable, and Provost. A
 1211 judgment is made at each of these levels both by the faculty committee and by the administrative officer of
 1212 the unit. All full-time faculty members at the rank of associate or full professor can serve on the University
 1213 Promotion and Tenure Advisory Panel, regardless of their type of position. All full-time faculty members
 1214 at the rank of associate or full professor can serve on college faculty evaluation committees, regardless of
 1215 their type of position. Faculty members at the rank of instructor and above can serve on department faculty
 1216 evaluation committees. All faculty who serve on department and college committees also vote on each case,
 1217 but the majority of voters for tenure cases must be tenured faculty members. In colleges without
 1218 departments, the committee functions like a departmental committee. Faculty members shall neither initiate
 1219 nor participate in institutional decisions involving a direct benefit (initial appointment, retention, annual
 1220 evaluation, promotion, salary, leave of absence, etc.) to members of their immediate family or household
 1221 or other qualified adults, and shall not participate in any other promotion and tenure decisions in a year in
 1222 which a case so described is under consideration.

1223
 1224 Each level of review will consider the material in the candidate's digital evaluation file. Recommendations
 1225 made in previous annual reviews are also considered, and may help inform the evaluation statements and
 1226 recommendations. All recommendations for tenure-track faculty in their critical year will be forwarded
 1227 through the complete review process. Recommendations against continuation of a tenured, or tenure-track
 1228 faculty member, or a non-tenure track faculty member on a multiyear contract not in its final year must
 1229 receive review at all levels, including that of the Provost. Participants at each level of review will exercise
 1230 professional judgment regarding their assessment of the evaluation file in arriving at a recommendation or,
 1231 in the Provost's case, a decision.

1232
 1233 If any member of the evaluation process believes that inappropriate and/or prejudicial remarks were made,
 1234 as defined as Prohibited Conduct outlined in BOG Governance Rule 1.6 or for faculty utilizing BOG
 1235 Faculty Rule 4.5, the member is obligated to raise their concern during the meeting, citing University rules.
 1236 Further, the member of the evaluation process must discuss the issue with the appropriate leader which may
 1237 be the Chairperson, Dean, or Office of the Provost.

1238 1239 A. Department Level in Colleges

1240
 1241 1. Evaluation committees at the department level are engaged in two specific activities: annual reviews,
 1242 with accompanying personnel action recommendations as defined in Section V of this document.; and

1243 reviews for purposes of promotion and/or tenure. Each department shall have a faculty evaluation
 1244 committee, normally consisting of a minimum of five members, generally a majority of whom hold tenure.
 1245 Membership must reflect the types of faculty positions excluding faculty equivalent/academic professional
 1246 (FEAPs) (e.g., if units have teaching track faculty, they are eligible to serve) within the unit. In the case of
 1247 smaller colleges, the college-wide committee may substitute for departmental committees. The method of
 1248 selection of members is left to the discretion of the program unit, but the chairperson of the department
 1249 shall not be a member of the committee. If needed, a department may supplement committee membership
 1250 with faculty members from a related discipline. This supplementation may occur where multi/trans/inter-
 1251 disciplinary work is involved. Exceptions to the committee composition as described above must be
 1252 approved by the department chairperson and Dean.

1253
 1254 A person who is under consideration for promotion and/or tenure is not eligible to serve on any committee
 1255 reviewing their evaluation file. Members of the committee vote on tenure recommendations at the
 1256 department level. The departmental committee will review and evaluate material in the faculty member's
 1257 evaluation file. Based only on this evidence, the committee will prepare a written evaluation for each faculty
 1258 member, together with an unequivocal recommendation for or against continuation, the award of tenure,
 1259 and/or promotion. The committee shall indicate, when appropriate, the faculty member's progress toward
 1260 and expectations for tenure and/or the next promotion. The written evaluation must be signed by all
 1261 members of the committee, dated, and forwarded to the department Chairperson. If desired, committee
 1262 members may include minority statements, which must be included in the body of the evaluation, without
 1263 separate signatures. The total number of positive and negative votes or abstentions must be recorded. An
 1264 abstention (recusal) must occur when there is a conflict of interest as disclosed by the abstaining member
 1265 ~~or by vote of the committee~~. Should opinions differ as to the presence of a conflict of interest, the chair will
 1266 be consulted and a decision rendered. The chair's decision may be appealed to the Dean.

1267
 1268 2. The department chairperson will review the evaluation file as well as the committee's evaluation
 1269 statement and recommendation regarding each faculty member and will make an assessment, in writing,
 1270 with unequivocal recommendations for each faculty member. The department chairperson shall indicate,
 1271 when appropriate, the faculty member's progress toward and expectations for tenure and/or the next
 1272 promotion. In a recommendation for tenure, the Chairperson shall take into account the long-range staffing
 1273 pattern of the department. The faculty member shall be informed in writing by the Chairperson of the
 1274 evaluative comments and recommendations of both the department committee and the Chairperson at the
 1275 same time. Copies of all written statements shall be placed in the faculty member's digital evaluation file
 1276 and shared with the faculty member, including the signatures, votes or abstentions, and minority statement
 1277 from the department committee, if applicable. Should the chairperson have a conflict of interest, an
 1278 appropriate designee (e.g., Associate Chair, Associate Dean) may conduct the review.

1279
 1280 3. If the faculty member receives a positive recommendation for promotion or tenure from either the
 1281 department committee or chairperson, the file is submitted for review at the college level. If both such
 1282 recommendations are negative, the file is submitted to the Dean for information, except in the critical year,
 1283 when the file is reviewed by the college committee and the Dean.

1284
 1285 4. When a recommendation for tenure, promotion, or non-continuation of appointment has been made,
 1286 the faculty member may include a rebuttal to the departmental evaluations for review at the college level.
 1287 The rebuttal must be forwarded to the Dean within five (5) working days of receipt of the evaluations.
 1288

1289
 1290 5. A faculty member may petition the Dean for a review of negative departmental recommendations for
 1291 promotion (i.e., when both the department committee and the department chairperson render negative
 1292 recommendations). The petition must reach the Dean within five (5) working days following receipt of
 1293 notification of the negative recommendations. The Dean shall forward the petition to the college evaluation
 1294 committee as a matter of course for its recommendation. Negative department reviews of tenure cases or
 1295 non-continuation cases are automatically reviewed by the college committee and the Dean.

1296
 1297 6. Responses to annual reviews must be forwarded to the chairperson and/or Dean within ten (10) working
 days of receipt of the evaluation(s). The response will be added to the faculty member's digital evaluation

1298 file. Errors of fact should normally be corrected by the chairperson with an additional memo to the file. If
 1299 the faculty member disagrees or otherwise takes issue with the evaluations or the assignment of descriptors,
 1300 the faculty member may work informally with the chairperson. After working informally with the
 1301 chairperson, the faculty member may ask the Dean to review the evaluations or descriptors. However, any
 1302 informal efforts to resolve any such issue will not serve to suspend or otherwise delay the statutory time
 1303 requirements set forth in the West Virginia Public Employees Grievance Procedure for the filing of
 1304 grievances. After considering the faculty member's request, the Dean may direct the chairperson or the
 1305 committee to reconsider their action based on a written justification that would be placed in the faculty
 1306 digital evaluation file. Any subsequent adjustments would be documented in an additional memo to the file.
 1307

1308 B. College Level and Integrated Divisions Reporting to Campus Presidents [details may differ in such
 1309 Divisions]
 1310

1311 1. Each college shall have a college faculty evaluation committee. In colleges without departments, the
 1312 committee functions like a departmental committee. A person who is under consideration for promotion
 1313 and/or the award of tenure shall not serve on the college committee reviewing their personnel file. Each
 1314 faculty evaluation committee shall normally consist of a minimum of five members, generally a majority
 1315 of whom hold tenure. Membership must reflect the types of faculty positions excluding faculty
 1316 equivalent/academic professional (FEAPs) (e.g., if units have teaching track faculty, they are eligible to
 1317 serve) within the unit. The method of selection of members is at the discretion of the Dean of the college.
 1318 No faculty member shall serve on both a departmental and college committee and no chairperson shall serve
 1319 on a college committee. Exceptions must be approved by the Dean and the Provost or the Vice President
 1320 for Health Sciences.
 1321

1322 2. The college faculty committee will review departmental evaluations of the candidates, as well as their
 1323 evaluation files as forwarded by the Dean. The committee will prepare a written evaluation in each case
 1324 with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable. The
 1325 evaluation must indicate, when appropriate, the faculty member's progress toward, and expectations for,
 1326 tenure and/or the next promotion. Normally, the committee will review cases in which promotion, tenure
 1327 or non-continuation are recommended at the department level, although, at the Dean's discretion, annual
 1328 reviews may also be considered. The written evaluation must be signed by all members of the committee,
 1329 dated, and forwarded to the Dean. The total number of positive and negative votes must be recorded.
 1330 Committee members may include a minority statement in the body of the evaluation without separate
 1331 signatures.
 1332

1333 3. The Dean (Campus President/designee) will review evaluations and recommendations from the
 1334 department and the college faculty committee and make an assessment, in writing, with unequivocal
 1335 recommendations for each faculty member, indicating, when appropriate, the faculty member's progress
 1336 toward and expectations for tenure and/or the next promotion. The faculty member shall be informed, in
 1337 writing, by the Dean (Campus President/designee) of the evaluations and recommendations of both the
 1338 college committee and the Dean at the same time. Copies of all written statements shall be forwarded to the
 1339 faculty member and also placed in the faculty member's digital evaluation file and shared with the faculty
 1340 member, including the signatures, votes or abstentions, and minority statement from the college committee,
 1341 if applicable.
 1342

1343 4. If either the college faculty committee or the Dean supports a positive recommendation for promotion
 1344 and/or tenure, the faculty evaluation file, including both department and college recommendations together
 1345 with external evaluations, is forwarded to the Provost or the Vice President for Health Sciences. If a request
 1346 for discretionary promotion receives negative recommendations by both the college committee and the
 1347 Dean, the faculty evaluation file will not be forwarded to the next level, except when a rebuttal has been
 1348 submitted by the faculty member.
 1349

1350 5. A faculty member may include a rebuttal to the college-level recommendations for review at the next
 1351 level. A rebuttal must be forwarded to the Provost or Vice President for Health Sciences within five (5)
 1352 working days of receipt of the recommendations. A faculty member seeking to rebut a negative decision
 1353 for tenure based in any part on financial determinations shall be provided reasonable background

1354 information to assess the financial aspects of the decision.
 1355

1356 6. A faculty member may petition the Provost or the Vice President for Health Sciences for a review of
 1357 negative recommendations for discretionary promotion from the college level, i.e., when both the college
 1358 committee and the Dean (Campus President/designee) render negative decisions. The petition must reach
 1359 the Provost or Vice President for Health Sciences within five (5) working days of receipt of notification by
 1360 the Dean (Campus President/designee) of negative recommendations at the college level.

1361
 1362 7. Deans (Campus Presidents/designees) have the responsibility for determining whether all committee
 1363 evaluations have been conducted fairly within the college and for assuring that comparable norms are
 1364 appropriately applied in like units.

1365
 1366 8. Recommendations by the Dean (Campus President/designee) for tenure must include a statement
 1367 indicating how the proposed awarding of tenure of a probationary faculty member will affect the long-range
 1368 staffing pattern of the department and/or college, taking into account expected attrition, accreditation,
 1369 budgetary limitations, and the need for flexibility.

1370
 1371

1372 C. University Promotion and Tenure Advisory Panel
 1373

1374 1. The Provost and the Vice President for Health Sciences will each consult with the University Promotion
 1375 and Tenure Advisory Panel; this Panel will consist of at least five faculty members selected by the
 1376 University Faculty Senate Executive Committee. No person who has reviewed faculty at the department or
 1377 college level during the current cycle, or who is being considered for promotion or tenure, may serve on
 1378 the University Promotion and Tenure Advisory Panel.

1379
 1380 2. The recommendations and faculty appeals will be reviewed by the Advisory Panel. Primary attention
 1381 will be given to the following four questions:

1382
 1383 (a) Has each recommendation been supported by objective evidence in the digital evaluation file to
 1384 ensure that no faculty member is being treated capriciously or arbitrarily?

1385
 1386 (b) Have the review procedures at all levels been followed?

1387
 1388 (c) Is each recommendation consistent with University and unit policies and objectives?

1389
 1390 (d) Are the recommendations consistent with the department, college, division, and University criteria for
 1391 promotion and tenure?

1392
 1393 3. The Advisory Panel will advise the Provost or Vice President for Health Sciences regarding the cases
 1394 considered and will prepare written statements addressing such. The statement must be signed by all
 1395 members of the panel, dated, and added to the faculty member's file. Panel members may include minority
 1396 statements with the general statement.

1397
 1398
 1399

D. Provost Level

1400 1. For the purposes described in these guidelines, the decision-making authority of the President has
 1401 been delegated to the Provost.
 1402

1403 2. Decisions on promotion, tenure, and non-continuation recommendations will be made by the Provost,
 1404 after review of the recommendations by departments, colleges, and their administrators, as well as the
 1405 Advisory Panel's findings. If the final decision by the Provost is non-continuation a one-year terminal
 1406 contract will be issued. Such notice of termination of appointment/employment shall be mailed "Certified
 1407 Mail-Return Receipt Requested", first class mail and electronic mail.

1408
 1409 3. The President or designee will report the decisions to the Board of Governors. This report will indicate

1410 the number of decisions as well as the individuals receiving positive action and will verify that the
 1411 appropriate standards and guidelines have been met.

1412

1413 4. The faculty member, chairperson and the appropriate Dean will be notified in writing of the decision rendered.

1414

1415 E. Negative Decisions

1416

1417 1. Non-retention During Tenure-Track Period

1418 A faculty member may request from the President or designee, within ten (10) working days of receipt of
 1419 the notice from the President's designee of non-retention during the tenure-track period, the reasons for the
 1420 decision (Section 6.7 of West Virginia University Board of Governors Rule 4.2). Within fifteen (15)
 1421 working days of the receipt of the reasons, the faculty member may appeal the decision by filing a grievance
 1422 with the President's designee by using W.Va. Code §6C-2-1 et seq., in accordance with Section 11 of Board
 1423 of Governors Rule 4.2.

1424

1425 2. Tenure Denied; Termination of employment/appointment during Tenure-Track Period in the "critical
 1426 year"

1427 A faculty member may appeal a decision on termination of employment/appointment within fifteen (15)
 1428 working days of the receipt of the reasons by filing a grievance with the President's designee by using
 1429 W.Va. Code §6C-2-1 et seq., in accordance with Section 11 of Board of Governors Rule 4.2.

1430

1431 3. Promotion Denied; Other Personnel Decisions

1432 A faculty member may appeal a decision on promotion or other personnel decisions not included above by
 1433 using W.Va. Code §6C-2, as described in Board of Governors Rule 4.2. The appeal should reach the office
 1434 of the President's designee within fifteen (15) working days after receipt of the written decision.

1435

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.

APPENDIX A

TEACHING EVALUATION: CONTRIBUTIONS & CONSIDERATIONS

Teaching at WVU takes a range of forms, and teaching workloads are multifaceted and diverse in their composition. Evaluations of teaching files should be responsive to the unique constellation of teaching contributions of each faculty member. At the same time, differentiated evaluation should be mediated by some shared expectations of rigor and achievement.

Types of Contributions: This document enumerates different types of teaching contributions (e.g., course teaching, clinical supervision, advising). The particular composition of an individual teaching workload will be determined by a range of factors (e.g., involvement in a graduate program, assigned advising responsibilities) and should be explicitly laid out in the annual workload document in line with the letter of hire and/or MOU.

Importantly, this document is not exhaustive. Departments or individuals may add to the types of contributions appropriate for their specific programs. Similarly, this document is not prescriptive. Not all teaching activities will be undertaken by the same faculty member, nor will the same activity be categorized by all units in the same way (e.g., some departments count undergraduate advising as teaching and others as service).

Considerations: Because teaching takes a range of different forms, not all teaching activities will be evaluated according to the same metrics. For example, in the context of teaching a course, the course could be assessed on how much students learned, students' assessment of their experience, the course's design, and the instructor's demonstrated commitment to inclusivity and equity. In the context of student advising and/or mentoring, the considerations might include advisor/mentor availability and responsiveness, student success in achieving program benchmarks on time, and advisee load.

Because no two teaching activities will ever be exactly the same, the metrics cannot be universally applied in prescribed ways. Evaluations should consider the range of factors that contribute to the demands of the teaching task.

Teaching that helps to enact diversity, equity, inclusion, and/or social justice may occur in many aspects of the teaching endeavor, including but not limited to program or curriculum development related to supporting a diverse student body, learning activities that support inclusivity and diversity in the classroom, extracurricular activities outside of the classroom related to a field or program of study, and advising students from historically under-represented groups. Faculty who seek credit for this work must document it in their digital evaluation file.

Examples of Teaching: By its nature, teaching is difficult to capture and measure. The most successful teaching files will present a range of examples that comprehensively convey each teaching activity and its impact. For example, the activity of teaching a course could be represented by the course syllabus, student feedback instrument or other University approved tool, anonymized student work, pre- and post-course test data, instructor-designed course evaluations, screenshots from eCampus, peer observation, etc. Different examples communicate different types of information.

One consideration is the *example author or creator*. In other words, who generated or developed the example? Some examples are created by the instructor themselves. In the case of a course, this might include a syllabus, course assignment descriptions and associated rubrics, and eCampus shells. While the information conveyed by these examples is important, to understand the impact of these examples (on student learning, for example), examples generated by students is essential. These might include anonymized student work, student feedback instrument responses, pre- and post-course assessment data, or a screenshot of an (anonymized) eCampus discussion board. To help triangulate information gleaned from and student-generated examples, the instructor could ask a colleague to observe a class or have a faculty associate from the Teaching and Learning Commons consult on a course. These peer- and expert-generated materials would provide a different perspective on the success of the course.

Another consideration is the *example type*. In other words, what does this example accomplish in the context of the file? Some examples, like peer observation, explicitly evaluate the effectiveness of the instruction and student feedback instrument provides feedback about the student's experience of the instruction. Other examples, like syllabi or student work, help to illustrate what happens in the course. Some materials, like a TLC consultation, are provided to demonstrate the instructors' professional development and learning related to their pedagogy. Finally, some file materials, like the teaching narrative, help to explain the course. Explanatory examples may be less formal, like a note in the digital evaluation file, which could explain that a syllabus revision was completed in response to the previous year's annual review letter or to student feedback on the mid-semester evaluation.

Where *evaluative* examples are included, it is helpful to consider whether those were anonymous (as in the case of student feedback instrument responses or instructor-designed evaluations delivered through Qualtrics) or not (peer observation or student letters of appreciation). It is also helpful to note whether the example was formative (like an early- or mid-semester evaluation intended to inform instruction in progress) or summative (intended to provide feedback about the course and its effectiveness after it is completed).

All of these considerations should be contextualized by the workload agreement, the instructor's MOU or letter of appointment, and – perhaps most importantly – the teaching narrative.

One key to a successful teaching file is that it balances a range of example types, developed by different creators, and is well-contextualized.

Rather than providing a list of examples that could be associated with each teaching activity, this document provides guiding principles to help faculty and evaluation committee members consider different examples and the types of information they convey. This appendix also lists a range of possible examples. **Again, this list is not meant to be prescriptive, but to generate ideas amongst faculty.**

Evaluative Tools: What follows is a series of tools to help evaluators – those serving on faculty evaluation committees (FEC), as well as chairpersons and deans – assess faculty teaching files. Faculty themselves should also consult these tools when developing their files and their narratives. These tools are meant to be flexible and generative. If an FEC or chairperson recognizes a teaching activity often performed by their faculty but not captured here, they should develop that table and associated metrics. If the considerations or metrics enumerated in a table do not effectively capture that activity for a particular department, the faculty of that department should revise the table to better fit its needs. Included in this document are the following tools:

Tables outline each type of teaching contribution and its associated metrics for consideration. *Matrices* could be used by faculty or evaluators as a way to check on the inclusion and balance of different types of evidence. *This appendix* lists examples of evidence types for each teaching activity. Once again, it is important to underscore the flexible nature of these tools.

**COURSE TEACHING*
TABLE**

Activity	Considerations (not required to address each of these topics)	(Possible) Associated Evidence Bold Required
	Student Learning (Do students demonstrate knowledge development over the course of the semester?)	<ul style="list-style-type: none"> ● Anonymized student work ● Pre- and post-course assessments ● Accreditation and/or Annual assessment reports ● Exam pass rates
	Student Experience (Did students feel positively toward the instructor, the materials, and the learning experience more broadly?)	<ul style="list-style-type: none"> ● University approved student feedback instrument ● Early semester assessments ● Student emails/correspondence
	Accessibility for All (Do all students in this course have equal opportunity to be successful?)	<ul style="list-style-type: none"> ● Grade data (with attention to D/Fs) ● Syllabus ● Screenshots of eCampus pages (e.g., welcome page, anonymized discussion boards, learning modules) ● Explication/annotation of design ● Assignment descriptions ● Anonymized modifications for students with individual needs
	Course Design (Is the course deliberately designed to effectively develop knowledge among students?)	<ul style="list-style-type: none"> ● Syllabus ● Screenshots of eCampus pages (e.g., welcome page, anonymized discussion boards, learning modules) ● Explication/annotation of design ● Assignment descriptions and rubrics ● Student work
	Program/University Needs (Does the course successfully meet the needs of associated accreditation programs, unit specific mission, degree programs, GEF requirements, or other extra-course needs?)	<ul style="list-style-type: none"> ● Program/accreditation standards ● Program curriculum requirements ● GEF descriptions ● Credits associated with course ● SpeakWrite documentation

**GRADUATE
ADVISING/MENTORING
TABLE**

Note: Graduate advising takes a range of forms: advising graduate students on program requirements, overseeing graduate work in a laboratory or other assistantship, scholarly mentoring on a dissertation or thesis. Some departments or individuals may count some of these duties towards teaching (e.g., dissertation mentorship, teaching assistantship oversight), others towards service (e.g., program requirement advising), and others towards research (e.g., laboratory assistantship oversight). The faculty member and their chairperson should agree upon the designation of each type of advising and provide a clear rationale that aligns with the faculty member's workload agreement, MOU, etc. The faculty member should explicate any ambiguous designation in their teaching narrative and/or digital measures. **None of this is required beyond the minimum 4 unless required by the unit.** Quality and impact should be emphasized over quantity. Faculty should choose items of evidence that most effectively demonstrate the quality and impact of their teaching. There is no reward for simply increasing the quantity of evidence submitted

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Activity	Considerations *Not required to address each of these topics	(Possible) Associated Evidence *Bold Required
	Student Learning (Do students demonstrate knowledge development?)	<ul style="list-style-type: none"> ● Student work ● Papers, presentations or other scholarly activity produced by student ● Participation as committee chair or member of graduate student penultimate paper ● Job placement of trainees immediately upon program completion ● Awards or recognition received by students or other trainees under the faculty member's direct mentorship.
	Student Experience (Did students feel positively toward the graduate advisor/mentor and the learning experience?)	<ul style="list-style-type: none"> ● Student feedback instrument (when appropriate and/or more than five (5) students) ● Early semester assessments ● Student emails/correspondence ● Number of transfers into/out of student mentorship (not via graduation) ● Number of students completing program ● Nominations of faculty for mentorship awards ● Student assessment of mentor
	Accessibility for All (Do all advisees/mentees have equal opportunity to be successful?)	<ul style="list-style-type: none"> ● Student emails/correspondence ● Fulfillment of Expectations (MOUs), Research Contracts ● Completion of grant work ● Attendance/organization at specified seminars ● Participation in the educational component of research grants
	Design (Is the experience deliberately designed to effectively develop knowledge among students?)	<ul style="list-style-type: none"> ● Syllabus ● Screenshots of eCampus pages (e.g., welcome page, anonymized discussion boards, learning modules) ● Explication/annotation of design ● Assignment descriptions ● Student work ● Attendance/organization at specified seminars ● Participation in the educational component of research grants ● Structured engagement with students through meetings, lab meetings, journal clubs, etc. ● Evidence of incorporation of research data or practice guidelines into mentoring/advising ● Development of tools and guidelines that promote effectiveness; expectations agreements, lab contracts, etc.

	<p>Program/University Needs (Does the course successfully meet the needs of associated accreditation programs, degree programs, GEF requirements, or other extra-course needs?)</p>	<ul style="list-style-type: none">● Program/Accreditation standards● Program Curriculum Requirements● Organization of departmental/unit/college seminar for graduate students● Service as graduate student advisor
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**UNDERGRADUATE
ADVISING/MENTORING
TABLE**

Activity	Considerations	(Possible) Associated Evidence
UNDERGRADUATE STUDENT ADVISING/ MENTORING	Student Experience (Did students feel positively toward the advisor, the mentor, the advice given, and the experience more broadly?)	<ul style="list-style-type: none"> ● Feedback on the advisor/mentor with a survey ● Number of transfers from/to advisor ● Average wait time between the requested appointment time and appointment ● Student emails/correspondence ● Letters of recommendations including, but not limited to applications for internal/external awards, internship placements, graduate applications, nominations for mentoring awards ● Independent study or advanced research/service project including Honors Excel program, SURE, McNair Scholars, internships supported through grants, lab experiences, etc. ● Postgraduate job placement or acceptance into graduate or professional programs ● General assessment of advisor
	Accessibility for All (Do all students have equal opportunity and access to advising and/or mentoring?)	<ul style="list-style-type: none"> ● Number of students advised ● Successful retention rate in the program ● Successful retention rate in the University ● Universal design in class materials ● Attendance of training and certification (badges) to support accessibility for all
	Design (Is the experience deliberately designed to effectively develop students?)	<ul style="list-style-type: none"> ● Development of specialized mentorship tools for retention ● Development of mentorship tools for retention of first generation students ● Expectation agreements and guidelines ● Structured engagement or meeting schedule, lab meetings, etc.
	Program/University Needs (Does the course successfully meet the needs of associated accreditation programs, degree programs, GEF requirements, or other extra-course needs?)	<ul style="list-style-type: none"> ● Metrics for advisement being met (# of times per academic year, etc.) ● Timely progress towards benchmarks ● Time to degree completion

**COMMUNITY-ENGAGED TEACHING
TABLE**

Activity	Considerations	(Possible) Associated Evidence
	<p>Participant Experience (Did participants feel positively toward the instructor, the materials, and the learning experience more broadly?)</p>	<ul style="list-style-type: none"> ● Program assessments (minute papers, etc.) ● Participant emails/correspondence ● Periodic check-ins with all parties involved ● Reflection exercise from participants
	<p>Accessibility for All (Do all participants in this course have equal opportunity to be successful?)</p>	<ul style="list-style-type: none"> ● Number of Participants ● Scope of the training (local, state, national, international) ● Design of alternate means of dissemination (hybrid, podcast, etc.)
	<p>Design (Is the experience deliberately designed to effectively develop participants?)</p>	<ul style="list-style-type: none"> ● Evidence of work as facilitator (e.g., slideshow, handouts) ● Evidence of work as a mentor to the program development (not a facilitator) ● Syllabus or overview of the program ● New program development (e.g., program materials) ● Substantial revision of program (e.g. revised program materials) ● Screenshots of eCampus pages (e.g., welcome page, anonymized discussion boards, learning modules) ● Explication/annotation of design ● Assignment descriptions ● Reflection exercise from all participants
	<p>Program/University/Stakeholder/Community Needs (Does the course successfully meet the needs of associated accreditation, certificate, or continuing education unit/CEU programs?)</p>	<ul style="list-style-type: none"> ● Program/Accreditation standards ● Program Curriculum Requirements ● GEF descriptions ● Community Request for additional engagement ● Stakeholder Request for Training ● External Certification Requirements (new and renewals)

**GRADUATE CLINICAL SUPERVISION
TABLE**

Activity	Considerations	(Possible) Associated Evidence
	Student/Supervisee Learning (Do students demonstrate development over the course of the placement/rotation?)	<ul style="list-style-type: none"> ● Student/supervisee work ● Pre- and post-course assessments ● Mentor/On-site supervisor evaluation
	Student/Supervisee Experience (Did students feel positively toward the supervisor and the learning experience more broadly?)	<ul style="list-style-type: none"> ● Student/Supervisee evaluations ● Student presentations/publications/awards under mentorship of supervisor ● Peer evaluations and/or observations ● Awards for supervision
	Accessibility for All (Do all students in this experience have equal opportunity to be successful?)	<ul style="list-style-type: none"> ● Grade data ● Explication/annotation of design ● Assignment descriptions
	Design of Supervision/Innovation of methods	<ul style="list-style-type: none"> ● Teaching tools ● Evaluation tools ● Supervisee work ● Evidence of integration of scholarship of supervision methods into design ● Evidence of design to support supervisee learning in diverse settings.
	Program/Accreditation Needs (Does the supervision meet the needs of associated accreditation programs, degree programs, or other extra-course needs?)	<ul style="list-style-type: none"> ● Program/Accreditation standards ● Program Curriculum Requirements ● Credits associated with supervision ● National survey program (ACGME, LCME, etc.) ● Board pass rates
	Student/Supervisee Preparation	<ul style="list-style-type: none"> ● Student/Supervisee satisfaction/efficacy ● Completion of degree
	Alumni success	<ul style="list-style-type: none"> ● Job Placement data (short-term success) ● Career trajectory (long-term success) ● Letters of appreciation

**SCHOLARSHIP OF TEACHING & LEARNING (SoTL)
TABLE**

Activity	Considerations	(Possible) Associated Evidence
SoTL	Dissemination of professional knowledge on teaching and learning	<ul style="list-style-type: none"> ● Conference presentations (peer reviewed, invited, not peer-reviewed) ● Research paper (peer reviewed, invited, not peer-reviewed) ● Podcast production ● Interview on podcast ● News media production ● Interview on news media ● Video of lesson study/workshop ● Book or workbook
	Program/University Needs (Dissemination of scholarship at the behest of the department/unit/University)	<ul style="list-style-type: none"> ● University workshop (e.g. TLC “Celebrate”) ● TLC Faculty Associates

**PROFESSIONAL LEARNING/DEVELOPMENT
TABLE**

Activity	Considerations	(Possible) Associated Evidence**
PROFESSIONAL DEVELOPMENT (as a participant)	Increased professional knowledge	<ul style="list-style-type: none"> ● Evidence of completion of graduate courses ● Evidence of completion of graduate degree ● Evidence of completion of other trainings or continuing education or workshops ● Evidence of completion of certifications through testing or alternate means (non-classroom) ● Evidence of completion of badging or certification ● Conference attendance ● Internal development opportunities (TLC, Talent & Culture, etc.)
	Program/University Needs	<ul style="list-style-type: none"> ● Evidence of required professional development for certifications ● Internal/external awards

**TYOLOGY OF TEACHING EXAMPLES
EVIDENCE MATRIX**

Activity	Example	Required	Anon.*	Solicited*	Author/Creator					Type				Purpose*	
					Self	Student	Peer	Expert	Admin.	Evaluative	Illustrative	Explanatory	Develop- mental	Formative	Summative

*If evaluative

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TEACHING EXAMPLES

COURSE TEACHING

Evaluation

- University approved student feedback instrument Early Semester Feedback Tool
- TLC Peer Observation
- Department Colleague Class Observation
- Department Chairperson Class Observation
- Department Colleague Course Material Review
- Student letters, notes of appreciation
- Teaching Awards
- Evaluations by GTAs, GAs, RAs, or other instructional personnel

Design

- Syllabus
- Screenshots of eCampus
- Model Assignments Description/Rubrics
- Lesson Plans
- Class Activities (descriptions, notes, slides)
- Handouts
- Lecture/Seminar Notes
- Lecture/Seminar Slides
- Digital Learning Objects

Student Learning

- Student Letter of Appreciation
- Anonymized Student Work
- Student Pre-/Post-Course Assessments
- Screenshot of Discussion Board
- Student external publications related to course work
- External awards for student's course work

Other

- Sample anonymized feedback on student work
- Invitations to consult on teaching, provide workshops on teaching, etc.
- Self-reflection/teaching narrative
- Grants or funding for pedagogical innovations or teaching projects
- Formative feedback from external content experts
- External evaluations (if pursued, must be sought through the standard procedure outlined in Section XII of this document)

APPENDIX B

EVALUATION OF RESEARCH AND SCHOLARLY PRODUCTION: CONTRIBUTIONS & CONSIDERATIONS

Research at WVU takes a range of forms, and research workloads are diverse and multifaceted in their composition. Evaluations of research files should be responsive to the specific nature of research contributions by each faculty member. At the same time, differentiated evaluation should be mediated by some shared expectations of rigor and achievement.

Types of Contributions: This document enumerates different types of research contributions (e.g., publishing, grant activity, performance, presentation). The particular nature of an individual research workload will be determined by a range of factors and should be described in the annual workload document in line with the letter of hire and/or MOU.

Importantly, this document is not exhaustive. Departments may add to the types of contributions appropriate for their specific programs. Similarly, this document is not prescriptive. Not all research activities will be undertaken by the same faculty member, nor will the same activity be categorized by all units in the same way (e.g., some departments count graduate student mentorship in a laboratory or on a research project as research and others count it as teaching).

Considerations: Because research takes a range of different forms, not all research activities will be evaluated according to the same metrics. For example, in the context of procuring a major grant, the grant could be assessed on the prestige of the funding agency, the amount of funding awarded, the selectivity of the award, and the faculty member's role on the project (e.g., PI, Co-I, etc.). In the context of publishing an article, the considerations might include the selectivity and prestige of the journal, the authors' role (e.g., sole author, first author, etc.), the time dedicated to research represented in the article (e.g., multiyear ethnography vs. secondary data analysis), and if graduate students or mentored junior scholars were included as authors.

Working to enact diversity, equity, inclusion, and/or social justice may occur in many aspects of the research endeavor, including but not limited to direct research about historically under-represented populations, engaging diverse perspectives in the research team and research design, and seeking diversity-focused conferences to present research findings. Faculty who seek credit for this work must document it in their digital evaluation file.

Because no two research activities will ever be exactly the same, the metrics cannot be universally applied in prescribed ways. Evaluations should consider the range of factors that contribute to the demands of the research task.

Evidence: While some products of research activity are obvious – like publications, posters, and submitted grant proposals – not all research activity is easily communicated within a research file. The faculty member should present a range of evidence types that help to convey the full scope of the research activity.

One consideration is the *evidence type*. In other words, what does this evidence accomplish in the context of the file? Some evidence, like posters or published manuscripts, are explicit illustrations of research findings. Other evidence, like unfunded grant reviews, IRB protocols, or agendas of grant writing workshops, help to show a research project or researcher's development. Finally, some file materials, like the research narrative, performance review, or a scholar's research index or impact factor, provide some context for the research activity. One key to a successful research file is that it balances a range of evidence types.

All of these considerations should be contextualized by the workload agreement, the instructor's MOU or letter of appointment, and – perhaps most importantly – the research narrative.

Rather than providing a complete list of evidence that could be associated with each research activity, this document provides a few illustrations to guide faculty and FECs in how to consider different evidence and the types of information they convey. Again, this list is not meant to be exhaustive or prescriptive, but to generate ideas amongst faculty.

**TYPOLOGY OF RESEARCH
ACTIVITIES & EVIDENCE**

Activity	Considerations	Associated Evidence
Journal article	<ul style="list-style-type: none"> ● Peer review ● Authorship order ● Co-author, sole-author or corresponding author ● Prestige, impact, and selectivity of outlet ● Manuscript length ● Inclusion of students or mentored junior faculty ● Scale of research being presented (e.g., longitudinal ethnography vs. secondary analysis) ● Originality/novelty in the scholar's oeuvre ● Originality/novelty in the field 	<ul style="list-style-type: none"> ● Published manuscript ● Acceptance letter ● Reviews ● Evidence of citations
Invited article		
Book Chapter		
Book		
Book Editor	<ul style="list-style-type: none"> ● Prestige, impact, and selectivity of publisher ● Editor order (if more than one) ● Prestige/diversity/importance of authors in volume ● Originality/novelty in the scholar's oeuvre ● Originality/novelty in the field 	<ul style="list-style-type: none"> ● Published manuscript ● Acceptance letter ● Reviews ● Evidence of citations
Book Reviews	<ul style="list-style-type: none"> ● Prestige, impact, and selectivity of publisher 	<ul style="list-style-type: none"> ● Published manuscript
Conference Proceedings	<ul style="list-style-type: none"> ● IEEE ● Peer review 	<ul style="list-style-type: none"> ● Abstracts
Translations	<ul style="list-style-type: none"> ● Literary and non-literary works as a noteworthy contribution. 	<ul style="list-style-type: none"> ● Faculty members submitting translations for evaluation should include a statement clarifying how that work is appropriate to their research program and their field of study. The Department considers other types of translation, e. g., legal and commercial documents, as service.
Grant	<ul style="list-style-type: none"> ● Success of submission (funded or unfunded) ● Amount of award 	<ul style="list-style-type: none"> ● Grant/contract proposal ● Reviews
Contract		

<p>Foundation-supported funding</p>	<ul style="list-style-type: none"> ● Selectivity of award ● Prestige of granting agency ● Role on grant/contract (e.g., PI, Co-PI, Co-I, etc.) ● Internal vs. external ● New vs. renewal ● Competitive vs. non-competitive ● Nature of the grant vs. Contract ● Research, Teaching or Service related grant ● Clinical trials (investigator initiated or industry sponsored) 	<ul style="list-style-type: none"> ● Acceptance letter ● “Green sheet”
<p>Scholarly Presentations, Workshops, Public lecture about Expertise, Media Publication/Production</p>	<ul style="list-style-type: none"> ● Reach of lecture (attendance, recording views) ● Level of expertise used in presentation ● Scope of exposure (regional/national/international) ● Audience (scholars, general public) ● Invited, keynote or plenary ● Presentation submission ● Workshop (invited, reach, federal agency) ● Peer review ● Co-author, sole-author, corresponding author ● Feedback from a session about teaching practices 	<ul style="list-style-type: none"> ● Link to recording ● Slides/Lecture transcript or notes ● Notes of appreciation ● Link to publication
<p>Composition, Performance, Exhibit, Design for Juried Competitions, Exhibitions and Collections</p>	<ul style="list-style-type: none"> ● Scope ● Venue/Location ● Invitation/Commission ● Sponsor ● Collaborators/Ensemble ● Creative/Artistic Innovations ● Acceptance rates 	<ul style="list-style-type: none"> ● Recordings, Videos, Images ● Scores ● Multimedia/Digital Examples ● Contracts
<p>Extension publications</p>	<ul style="list-style-type: none"> ● Peer review ● Authorship order ● Co-author, sole-author or corresponding author ● Prestige, impact, and selectivity of outlet ● Manuscript length ● Inclusion of students or mentored junior faculty ● Scale of research being presented (e.g., longitudinal ethnography vs. secondary analysis) ● Originality/novelty in the scholar’s oeuvre ● Originality/novelty in the field 	<ul style="list-style-type: none"> ● Published manuscript ● Acceptance letter ● Reviews ● Evidence of citations ● Fact Sheets

	<ul style="list-style-type: none"> ● Internal publications 	
Patents/Licensing Agreements	<ul style="list-style-type: none"> ● Invention disclosure ● Patent filed ● Published patents ● Licensing agreements 	<ul style="list-style-type: none"> ● Record of Invention ● Diagram(s) ● Patent
Innovation and Entrepreneurship Activities	<ul style="list-style-type: none"> ● University managed or supported business ventures (business parks or incubators) ● New business ventures and start-ups ● Social entrepreneurship 	<ul style="list-style-type: none"> ● Business plan ● Proposal
Non-disclosure Agreements with Industry Partners (Outside University)	<ul style="list-style-type: none"> ● Licensing agreements ● Non-disclosure Agreements ● In-kind support 	

Community-engaged Scholarship	<ul style="list-style-type: none"> ● Any Activity listed above and/or considerations ● Participatory Design ● Training and Technical Assistance Activities ● Community Presentations ● Governmental Agency/Legislature Presentations ● Publications for Community Engagement and Outreach ● Description ● Measures of Impact ● Community Plan ● Awards ● External Reviews ● Audience/Scope 	<ul style="list-style-type: none"> ● In Preparation ● In Process of Engagement and Implementation ● Submitted for Community Review ● Revised and Final Submission ● Published/Completed
Diversity, Equity, Inclusion, Social Justice	<ul style="list-style-type: none"> ● Any Activity listed above and/or considerations 	<ul style="list-style-type: none"> ● Any Evidence listed above and/or considerations
Multi/Inter/Trans Disciplinary	<ul style="list-style-type: none"> ● Any Activity listed above and/or considerations 	<ul style="list-style-type: none"> ● Any Evidence listed above and/or considerations

APPENDIX C

SERVICE EVALUATION: CONTRIBUTIONS & CONSIDERATIONS

Service is a core value at WVU, and faculty engage in service in a broad range of ways. Evaluation of service activity should be responsive to the unique service contributions of each faculty member. At the same time, differentiated evaluation should be mediated by some shared expectations of rigor and achievement in the area of service.

Types of Contributions: This document describes three areas of service contributions: *university*, *community*, and *profession*. The appropriate distribution of an individual's service contributions will be determined by a range of factors and should be explicitly laid out in the annual workload document in line with the letter of hire and/or MOU.

Importantly, this document is not exhaustive. Departments may add to the types of contributions appropriate for their specific programs. Similarly, this document is not prescriptive. Not all service activities will be undertaken by the same faculty member, nor will the same activity be categorized by all units in the same way (e.g., some departments count advising as service and others as teaching).

Considerations: Because service takes a range of different forms, not all service activities will be evaluated according to the same metrics. For example, in the context of service to the profession, the activity may be evaluated according to the prestige of the professional organization, the type of expertise leveraged for the activity, and the scope of the organization's reach, along with the more standard assessments of how much time was devoted to the activity and if it entailed a leadership role.

Service that helps to enact diversity, equity, inclusion, and/or social justice may occur in many aspects of the service endeavor, including but not limited to recruiting students from historically under-represented groups, speaking engagements about lived experience, and supporting students in diversity related extracurricular activities. Faculty who seek credit for this work must document it in their digital evaluation file.

Because no two service activities will ever be exactly the same, the metrics cannot be universally applied in prescribed ways. Evaluations should consider the range of factors that contribute to the demands of the service task.

An important consideration, especially for those who have service as outstanding or significant contributions in their workload, is the *leadership* involved in the service activity. For example, if someone serves as a committee chair or an editor of journal, these are important demonstrations of leadership in service. Another consideration is the way in which the faculty member became involved – or their *entry* – into the service activity. If they were nominated by other committee members, voted on by their peers, or nominated by their chairperson or Dean, that suggests that the faculty member has earned prestige among their peers, which should be recognized. Additionally, the *scope* of the service should be noted. For university service, is the service being performed at the departmental, college, or university level? For community service, are they working in the local town or county, contributing to state-wide or regional efforts? For professional service, is the scope regional, national, or international?

Evaluators are advised to consider the faculty member's developmental trajectory of service contribution according to scope, entry, and leadership. For example, a new assistant professor will not have extensive opportunities for college or university service, nor would they be expected to take on leadership roles or be nominated or voted into important service positions. Once faculty have established themselves and begin to work towards promotion, then they should be supported and encouraged to take on service-related leadership roles across the institution, the community, and the profession, as appropriate for their unit, position, and expertise.

Evidence of Service: Evidence that represent service activity are not always obvious. The most successful service files will present a range of evidence that comprehensively convey each service activity and its impact. For example, the activity of serving on a university committee could be represented by meeting agendas, a subcommittee project, and a year-end report. The activity of serving on a journal's editorial board might include sample article reviews, a tally of the number of reviews assigned to colleagues, and a thank you letter from the

journal editor. Different evidence communicate different types of information.

One consideration is the *author or creator of the evidence*. In other words, who generated or developed the artifact? Some evidence are created by the faculty themselves. In the case of a community outreach project, this might include agendas of community workshops, handouts provided at those workshops, and a copy of the community-service grant proposal that funded the project. While the information conveyed by self-generated evidence is important, to understand the full impact of these evidence, evidence generated by those benefiting from the service (i.e., the participants) is essential. These might include workshop participant evaluations and thank you notes from community organization staff. To help triangulate information gleaned from and participant-generated evidence, the faculty member could ask a project collaborator to describe the faculty's contributions to the project.

Another consideration is the *evidence type*. In other words, what does this evidence accomplish in the context of the file? Some evidence, like workshop evaluations or peer assessment, explicitly evaluate the effectiveness of the service. Other evidence, like an article review, help to illustrate the service. Some materials demonstrate the faculty member's development and learning related to their service activity. Finally, some file materials, like the service narrative, help to explain the activity. Explanatory evidence may be less formal, like a note in Digital Measures.

Where *evaluative* evidence is included, it is helpful to consider whether those were anonymous (e.g., evaluations delivered through Qualtrics) or not (peer observation or letters of appreciation). It is also helpful to note whether the artifact was formative (like a mid-project evaluation intended to inform the project in progress) or summative (intended to provide feedback about the project and its effectiveness after completion).

All of these considerations should be contextualized by the workload agreement, the instructor's MOU or letter of appointment, and – perhaps most importantly – the service narrative. One key to a successful service file is that it balances a range of evidence types, developed by different creators, and is well-contextualized.

Rather than providing a list of evidence that could be associated with each service activity, this document provides guiding principles to help faculty and evaluation committee members consider different evidence and the types of information they convey. Again, this list is not meant to be prescriptive, but to generate ideas amongst faculty.

Evaluative Tools: What follows is a series of tools to help evaluators – those serving on faculty evaluation committees, as well as chairpersons and deans – assess faculty service files. The tables are populated with examples, but contents should be erased and re-entered for each faculty member. Faculty themselves should consult these tools when developing their files and their narratives. These tools are meant to be flexible and generative. If an FEC or chairperson recognizes a category of service activity often performed by their faculty but not captured here, they should develop that table and associated metrics. If the considerations or metrics listed in a table do not effectively capture that activity for a particular department, the faculty of that department should revise the table to better fit its needs.

TYPOLOGY OF SERVICE ACTIVITIES & EVIDENCE - INSTITUTIONAL

Activity	Scope	Entry	Leadership	Considerations	Associated Evidence
Departmental Committee - Member	Dept.	Elected		<ul style="list-style-type: none"> • Time devoted • Expertise leveraged • Reach of service 	Committee chair letter
					Sample work/agendas
					Description
College Wide Committee - Chair	College	Invited	x	<ul style="list-style-type: none"> • Time devoted • Expertise leveraged • Reach of service 	Dean letter
					Sample work/agendas
University Committee – Member; Faculty Senate service	Univ.	Appointed			
Advisor to Student Club	Univ.	Invited	x		
Advising Students	Dept.	MOU			
Service Learning Courses	Univ.	Volunteered			
Oversight of Students					
• Internships	Dept.	Volunteered			
• Service Learning	Univ.	Volunteered			Anonymized Student Service Work Projects
• Global Service Learning	Univ.	Invited			
Meeting	Univ.				
Event	Univ.				
Special Event (e.g., art show, lab setup, software support)	Univ.				
Leader on student trips	Univ.				
TLC Celebrate Workshop Facilitator	Univ.	Volunteered			Workshop materials
					Participant evaluations
Meeting	Univ.	Invited	x		
Coordinator/Director of Centers	Dept.	Volunteered	x		Not an administrative appointment.
Recruitment and Retention	Dept.				
Representing University Externally	Dept.				
Advisor to Prestigious Scholarships	Univ.				
Writing Student Recommendations	Dept./College	Requested		Number of Letters	Listing of Students and recommendations written Thank you notes from students
Faculty Mentoring	Dept./College	Appointed or Volunteer?			

Paper Reviewer	Prof.													
Conference Panel Member	Prof.													
Conference Panel Organizer	Prof.	Appointed/ elected												
Conference Panel MC	Prof.													
Professional Organization Officer	Prof.	Elected	x											

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GENERIC EVIDENCE MATRIX

TYPOLOGY OF SERVICE EVIDENCE															
Activity	Artifact	Required	Anon.*	Solicited*	Author/Creator					Type				Purpose*	
					Self	Student	Peer	Expert	Admin.	Evaluative	Illustrative	Explanatory	Develop-mental	Formative	Summative

*If evaluative

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