

# **West Virginia University School of Medicine**

## **Guidelines for Faculty Appointment, Promotion and Tenure**

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**West Virginia University School of Medicine (SoM)**  
**Guidelines for Faculty Appointment, Promotion and Tenure**

***General Statement***

These guidelines supplement West Virginia University guidelines for promotion and tenure, and specify more precisely some requirements and definitions relevant for SoM faculty. It also explains the conditions of the various tracks. All policies are in accordance with general university policies, except where differences have been approved by the President of West Virginia University or his designee.

This document will take effect for all School of Medicine faculty upon approval by a majority of the faculty of the School of Medicine, the Dean of the School of Medicine, the Vice President for Health Sciences, and upon acceptance by the Provost.

WVU faculty personnel actions are governed by policies of the West Virginia University Board of Governors. The Board delegates responsibility for specific decisions and implementation to the President of West Virginia University or his designee. The best sources for detailed information regarding Appointment, Evaluation, Promotion and Tenure of Faculty are the West Virginia University Board of Governors Policy 2, the WVU Faculty Handbook (current edition), and particularly the current version of *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* (distributed annually to all WVU faculty members). The current version appears as Appendix I of this document. These documents collectively provide the personnel action information essential for Chairs, departmental Promotions and Tenure Committees, and individual faculty members. Some additional procedural suggestions, clarifications and definitions for SoM chairs and faculty are provided in Appendix II.

Clear written guidelines with stated expectations for faculty performance, and reliable and fair Promotion and Tenure processes promote SoM and individual department success and effective faculty development, evaluation, retention, and promotion. Evaluations generated by Promotion and Tenure Committees can be used for:

- Faculty development (e.g., performance feedback, identification of strengths, and specific needs for improvement and development).
- Faculty assessment (e.g., recognition of outstanding performance, promotion, retention, merit, and incentive decisions).
- SoM maintenance functions (e.g., planning, identification, and assessment of goals; determining future development needs).
- Documentation (e.g., documentation of faculty personnel actions).

The process of faculty evaluation for the SoM follows the process outlined by the University (Appendix I) including annual evaluation, evaluation for promotion in rank, and evaluation of Tenure-Track Faculty for Award of Tenure. Responsibility for the evaluation process is shared:

- Each faculty member has primary responsibility for documentation and presentation of her/his work.
- Initial evaluation and review at the department/division level is by a committee of faculty peers, and by the Chairperson.
- Departmental committees and chairs are responsible for reviewing the University's written guidelines for 'unsatisfactory,' 'satisfactory,' 'good' and 'excellent' contributions. They should consider how to apply these equitably when reviewing faculty performance.
- Subsequently, for any action other than continuation, recommendations of these reviewers are considered by faculty on the SoM Promotions and Tenure Committee and by the Dean (or his designated Associate Dean), then by the Vice President for Health Sciences.

- SoM decisions are reviewed by the University Promotion and Tenure Advisory Panel, which advises the Vice President for Health Sciences.

Faculty effort is allocated to the three missions of the SoM which are service, education, and research/scholarship. The resultant outcomes in each mission are evaluated annually. General definitions of teaching, research and service are provided by the University *Policies and Procedures...* document (Appendix I); the present document expands and clarifies those definitions for SoM faculty. Activities of SoM faculty are sufficiently diverse as to require several appointment tracks as well as some expansion, definition and clarification of requirements for promotion and tenure within each of these tracks. These multiple appointment tracks within the School of Medicine should be recognized as parallel tracks without implied or intended hierarchy.

### ***General Policies***

The following important policies (most are extracted from the WVU *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*, Appendix I) apply to all promotion and tenure actions in the School of Medicine and are reprinted here for emphasis:

1. Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (in consultation with them) his/her teaching, research, and service assignments at the time of appointment and annually thereafter. Personnel files must reflect these assignments and the resultant achievement of the faculty member in the various areas at the time of each annual review. Each faculty member is responsible for providing information annually to update the personnel file in accordance with University guidelines.
2. The interval between promotions will ordinarily be at least five years.
3. Promotions will be based primarily on achievement since the previous promotion (or appointment).
4. A faculty member whose application for promotion is unsuccessful (not including faculty in the tenure track seeking tenure) must wait at least one full year after the decision is rendered before submitting another application.

### **General Guidelines for all Tracks**

#### **General Guidelines:**

- Outcomes should reflect effort allocation (i.e., there are higher expectations for performance in a mission when more time is devoted to it).
- Board-certification is generally considered to be by an American Specialty Board.
- Individuals in the non-tenure tracks have full voting rights in their respective departments and in the School of Medicine and are eligible for appointment to any administrative office in the School, including Department Chairperson and Dean. Non-tenure track faculty have all rights and privileges of academic freedom and responsibility.
- Effort allocations and specific criteria are intended to be used as flexibly as general guidelines and should not be viewed as absolute or rigid.
- The terms "*significant contribution*" and "*reasonable contribution*" have precise meanings in context of outcome evaluation. See WVU *Policy and Procedures...* Document (Appendix I) for definitions.
- Maintenance of board-certification is necessary for continuation in a clinical track appointment.
- Faculty holding M.D. or D.O. degrees who do not practice clinical medicine must be appointed into the appropriate track for assigned duties and should be compensated using the benchmarks for that track.
- Compensation strategy is per school guidelines.
- Scholarship must be peer-reviewed and in the public domain.

- A faculty member in the non-tenure tracks may switch tracks once within each ten year period, provided they meet the requirements for the new track, and only with written approval of the Chair, the Dean and/or the Vice President for Health Sciences (with input as necessary from the School of Medicine Promotion and Tenure Committee).
- The guidelines for promotion to the next rank (and tenure as applicable) for the track in which a faculty member is appointed should be clearly specified in the letter of offer. This letter should be referenced during the faculty evaluation process by the departmental Promotion and Tenure Committee, the Chair, the School of Medicine Promotion and Tenure Committee and the Dean.
- Outreach activities should be reviewed under the appropriate area (such as service, including clinical service).
- The School of Medicine is willing to recognize extraordinary contributions with credit toward tenure. There are two applicable situations: credit up to 3 years of service at rank at another institution or requesting during the 4<sup>th</sup> year to have the critical year moved up to the 5<sup>th</sup> year. Also faculty may apply early for promotion when they have met the criteria.

#### **Tenure-track additional guidelines**

- Faculty members in the tenure track are usually appointed without tenure, although appointment with tenure is possible. The WVU *Policy and Procedures...* Document (Appendix I) identifies conditions for such exceptions.
- Tenure-track faculty must have an independent, extramurally funded research program as PI with appropriate salary coverage for effort allocation, direct, and indirect costs.
- All research faculty in the tenure-track must also document substantial educational effort and significant contributions in research in order to be tenured and promoted.
- All tenure-track faculty must have evaluations of research by reviewers from outside West Virginia University for promotion to associate professor and tenure and promotion to full professor.
- A non-tenured faculty member in a tenure track may switch tracks with written approval of the Chair, the Dean and/or the Vice President for Health Sciences (with input as necessary from the School of Medicine Promotions and Tenure Committee) at the beginning of any year except the critical year.
- A faculty member in a tenure track who is not awarded tenure by the identified critical year will receive a one-year terminal contract and is not eligible for transfer to a non-tenure track.
- Tenured faculty may switch to a non-tenure track by surrendering tenure with written approval of the Chair, the Dean and/or the Vice President for Health Sciences.
- The tenure process may be extended for family and/or medical leave or other extraordinary circumstances as per WVU institutional tenure guidelines and BoG Policy so that the critical year may be later than the sixth year. This must be approved by the Chair, the Dean and/or the Vice President for Health Sciences in one year increments.

#### **Specialty Track Additional guidelines:**

- Specialty track faculty members are only expected to make significant contributions in one mission of the School of Medicine.
- Promotion guidelines are similar to those for the tenure track but with heavy emphasis on quality and productivity in the mission of interest.
- Faculty members in the research or service track must have evaluations of research or service, as appropriate, by reviewers from outside West Virginia University for promotion to the next rank.

#### **General Definitions**

##### **Teaching:**

All faculty (except those in the research and service specialty tracks) should have substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in department educational activities including committees.

Teaching involves the dissemination of knowledge and the stimulation of critical thinking. Teaching includes not only traditional modes of instruction such as the classroom lecture, but also mentoring and precepting students, fellows, and faculty, on-line and distance education, clinical, laboratory, and practicum instruction; thesis and dissertation direction; facilitation of group learning; evaluation and critique of student self-directed learning; participation in various forums for continuing education, patient education, and non-traditional instruction; presentations in seminars, Grand Rounds and conferences; and advising. Outreach teaching activities such as on-line education or teaching outside of the SoM facility as part of job duties should be evaluated as part of the educational outcomes.

### **Research/Scholarly Activity:**

Research involves the creation and synthesis of knowledge, the creation of new approaches to understanding and explaining phenomena, the development of new insights, the critical appraisal of the past, and the application of knowledge and expertise to address needs in society and in the profession. Research may be discipline-focused and individual, or interdisciplinary and collaborative. Both research/scholarship productivity and excellence is expected. Scholarship may include scholarship in traditional research activities, education, and service, and must be peer-reviewed and in the public domain.

Some examples of scholarship include peer-reviewed articles in journals or conference proceedings, books and book chapters, patents, research-based educational media materials (for example, simulations, tutorials, etc.), developing new academic programs, receiving external grants or contracts for research as a result of written proposals, receiving research awards, and research-based development of software and other products that have a broad impact.

As defined in the AAMC monograph, *Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship*, educational scholarship includes contributions to the educational community to advance knowledge in the field and should be available in a form that others may build upon or use and peer-evaluation, such as AAMC's MedEdPortal®, the Health Education Assets Library, Family Medicine Digital Resource Library, and other peer repositories. Some examples of teaching products includes: interactive learning exercises, slide sets with speaker notes, case studies, and new models and strategies for teaching. In order to be considered as peer-reviewed, these should be included in peer-reviewed venues or repositories, be evaluated from conference proceedings, teaching awards, be referenced in peer-reviewed materials, and show how adoption by other faculty including descriptions of how the product has been built upon.

### **Service**

1. **Clinical service** includes all professional activities directly and indirectly related to patient or client care. Significant contributions in clinical service should include evaluation of productivity such as wrvu targets for most specialties or other appropriate measures, and quality as defined by specific quality parameters for a given specialty. Outreach clinical service provided outside of the SoM should be reviewed as part of the clinical service evaluation.
2. **Administrative service**
  - a. **Institutional service** includes intramural committee and administrative work critical to the functioning of the SoM, Health Sciences Center, affiliated hospitals, and the University. Examples are serving on Admissions or Infectious Disease Committees and many Chair or Center Director responsibilities.
  - b. **Professionally oriented community and/or extramural service** includes activities in which a faculty member serves as a representative of the University in a professional capacity, such as serving as members or officers in state or national health organizations or professional societies or other service-related organizations or committees; grant and manuscript reviewers; members of test committees for professional certification; and participation in state, regional, national, and international science/medical or medically-related conferences. Outreach activities, including educational activities, within the state on behalf of the medical school should be evaluated as part of administrative service. Civic club activities, hobbies, sports, or non-professional interests are not considered criteria for promotion.

## **Evidence of a National/International Reputation**

Evidence of a national/international reputation includes invitations to edit or review for national/international journals; invited service on national/international research advisory or review panels; election to office in national/international professional academic organizations; serving as a consultant to national/international agencies; and invitations to give state-of-the-art lectures at national/international meetings, to organize symposia, to serve as visiting professor at other institutions, and/or to serve as moderator or session chair at national/international scientific meetings.

## ***Joint Appointments Involving School of Medicine Faculty***

Joint appointments, usually at the same rank, are restricted to individuals who make major contributions to two or more departments. Faculty with joint appointments must be evaluated annually by both (all) departments, where they are appointed. Chairs may use input from Center Directors in their evaluations. At an annual meeting of the joint appointee and the two (or more) chairs involved, expectations (time devoted to research, clinical service, and teaching in each department) of the faculty member should be defined and documented. Participants should also review annually the appropriateness of continuing the joint appointment. The outcome of this annual conference must be a part of the faculty member's permanent personnel record.

Initiation of required tenure and promotion recommendations will be the responsibility of the department where the faculty member holds primary appointment (and where the majority of assigned duties are performed). The secondary department(s) must be involved by including their evaluation(s) as a part of the faculty person's regular personnel file. Ideally, recommendations for promotion/tenure actions will be the same from all departments. A request for a discretionary promotion is the responsibility of the faculty member.

## ***Policies and Procedures for Changing Faculty Appointment Track***

Chairs and deans should carefully consider the most appropriate track for appointing new faculty members. Individuals who decide that their initial choice of appointment track was inappropriate will be permitted the opportunity to request a change of tracks once within a 10-year period.

To do so, they must meet the following requirements:

1. Meet all criteria for appointment (at rank) to the other track.
2. The action must be approved in writing by the appropriate Departmental Chair (for joint appointees, relevant Chairs must agree), the Dean and/or the Vice President for Health Sciences. Input from the School of Medicine Promotions and Tenure Committee may be requested as needed.
3. The request must be initiated, considered and approved before the annual review deadline for documentation (of a particular cycle) if a faculty member is to be considered for a promotion or tenure decision.
4. A tenure track faculty member who is not awarded tenure by the identified "critical" year is not eligible for transfer to the non-tenure track.
5. Should a faculty member switch to the tenure track, the probationary period for the awarding of tenure will begin at the time the tenure track position is assumed, normally the beginning of the next contract year. Years spent in a non-tenure track will not be included as part of the probationary period in the tenure track unless specifically requested and approved. Up to three years' credit for prior experience, including time spent in a non-tenure track, may be requested during the first year of appointment to a tenure track position as approved by the Department Chair, the Dean, and/or the Vice President for Health Sciences, as described in the West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure, Section IV, "With Credit".

## *Overview of Tracks, Criteria and Guidelines for Promotion (and tenure when applicable)*

### **Clinical Tracks**

	<b>Clinician Tracks (Tenure and Non-Tenure)</b>		
<b>Track names</b>	<b>Clinician</b>	<b>Clinical Educator</b>	<b>Clinical Scientist</b>
<b>Tenure status</b>	<b>Non-Tenure earning</b>	<b>Non-Tenure earning</b>	<b>Tenure earning</b>
Eligibility and effort allocation	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD</li> <li>90%+ clinical</li> <li>Educational efforts are for precepting medical students and residents, and service</li> </ul>	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD</li> <li>Approximately 50-75% clinical, 25-50% education</li> <li>May include course directors, resident program directors, and those with other significant educational and scholarship activities</li> </ul>	<ul style="list-style-type: none"> <li>MD/DO or clinical PhD</li> <li>50%+ research</li> <li>40-50% clinical service and education</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>Not based on academic rank</li> <li>Use school and departmental policies with base, supplement and incentive</li> <li>Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Based on academic rank</li> <li>Use school and departmental policies with base, supplement and incentive based on clinical productivity and educational excellence with guidelines</li> <li>Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Based on academic rank</li> <li>Use school and departmental policies with base, supplement and incentive based on clinical productivity and research metrics</li> <li>Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Instructor</b>	<b>Appointment to Instructor</b>	<b>Appointment to Instructor</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>Chief Residents</li> <li>Board eligibility</li> <li>Potential for success in service, teaching and research</li> <li>Viewed as a temporary position</li> </ul>	<ul style="list-style-type: none"> <li>Chief Residents</li> <li>Board eligibility</li> <li>Potential for success in service, teaching and research</li> <li>Viewed as a temporary position</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	<b>Appointment/Promotion to Assistant Professor</b>	<b>Appointment/Promotion to Assistant Professor</b>	<b>Appointment to Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Significant contributions or potential in service (including clinical service) and education</li> <li>Reasonable contributions or potential in scholarship</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Significant contributions or potential in service (including clinical service) and education</li> <li>Reasonable contributions or potential in scholarship</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>	<ul style="list-style-type: none"> <li>Board eligibility</li> <li>Potential for significant contributions in two areas: research and service (including clinical service)</li> <li>Reasonable contributions or potential in education</li> <li>Proven accomplishments in at least one of the areas of teaching, service or research</li> </ul>
Specific guidelines	Service Clinical <ul style="list-style-type: none"> <li>Board eligibility</li> <li>Meeting or exceeding wrvu targets based on % effort allocation</li> <li>Meeting or exceeding clinical service quality indicators</li> </ul> Administrative <ul style="list-style-type: none"> <li>Service on departmental,</li> </ul>	Service Clinical <ul style="list-style-type: none"> <li>Board eligibility</li> <li>Meeting or exceeding wrvu targets based on % effort allocation</li> <li>Meeting or exceeding clinical service quality indicators</li> </ul> Administrative <ul style="list-style-type: none"> <li>Service on departmental,</li> </ul>	N/A



	institutional, hospital committees <ul style="list-style-type: none"> <li>• Service to West Virginia</li> </ul> Education <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> Scholarship <ul style="list-style-type: none"> <li>• Development of new educational materials for clinical education</li> </ul>	institutional, hospital committees <ul style="list-style-type: none"> <li>• Service to West Virginia</li> </ul> Education <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> Scholarship <ul style="list-style-type: none"> <li>• Development of new educational materials for clinical education</li> </ul>	
	<b>Appointment/Promotion to Associate Professor</b>	<b>Appointment/Promotion to Associate Professor</b>	<b>Appointment/Promotion to Associate Professor and Tenure</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in service (including clinical service) and education (mentoring excellence to med students and residents)</li> <li>• Reasonable contributions in scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in education and service (including clinical service)</li> <li>• Reasonable contributions in scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Board-certification</li> <li>• Significant contributions in research and service (including clinical service)</li> <li>• Reasonable contributions in education</li> </ul>
Specific guidelines	Service Clinical <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> Administrative <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Participation in committees devoted to clinical quality, outcomes, processes, etc.</li> <li>• Service to West Virginia</li> </ul> Education <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> Scholarship	Service Clinical <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> Administrative <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Participation in committees devoted to clinical quality, outcomes, processes, etc.</li> <li>• Service to West Virginia</li> </ul> Education <ul style="list-style-type: none"> <li>• Significant contributions to UME, GME, CME (such as teaching in national meetings/societies)</li> </ul>	Research <ul style="list-style-type: none"> <li>• An independent research program with extramural federal funding as PI</li> <li>• High-quality, peer-reviewed extramural funding, covering <math>\geq 25\%</math> salary (based on the NIH salary cap) and appropriate direct and indirect costs</li> <li>• A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not an absolute guideline, approximately 10 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere).</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> </ul>

	<ul style="list-style-type: none"> <li>• <math>\geq 3</math> papers since appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• Approximately 10 publications since appointment depending upon quality, such as journal impact factor and external citations</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul>
	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in clinical specialty</li> <li>• Long-standing record of significant contributions to education and service (including clinical service)</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in either education and/or clinical specialty</li> <li>• Long-standing record of significant contributions to education and service (including clinical service)</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty and/or subspecialty certification as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in clinical specialty</li> <li>• Long-standing record of significant contributions to research and service (including clinical service)</li> <li>• Reasonable contributions to education.</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> </ul>	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> </ul>	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Service Clinical</p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service/leadership in departmental, institutional, hospital committees</li> <li>• Leadership in committees devoted to clinical quality and processes</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• A sustained publication record (such as 5 additional papers) since promotion or appointment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Service Clinical</p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, institutional, hospital committees</li> <li>• Leadership of committees for accreditation, curriculum and certification processes</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• A sustained publication record (such as 10 additional high quality</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• A long-standing record of an independent research program with extramural federal funding as PI</li> <li>• Sustained, high-quality, peer-reviewed extramural funding with a minimum of 25% salary support (based on the NIH salary cap) that is commensurate with research allocation</li> <li>• A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations.</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Service Clinical</p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding wrvu targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul>
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		publications) since promotion or appointment.	<p>Administrative</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, institutional, hospital committees</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul>
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## Scientist and Scientist Educator Tracks

	Scientist and Scientist Educator Tracks (Tenure and Non-Tenure)	
Track names	Scientist	Scientist Educator
Tenure status	Tenure earning	Non-Tenure earning Term appointments Limited numbers
Eligibility and effort allocation	PhD faculty or non-clinical MD/DO faculty with primary research appointments 75%+ research 20%+ education	PhD or non-clinical MD/DO faculty with major efforts in education only 80%+ Education
Compensation strategy	<ul style="list-style-type: none"> <li>• Based on academic rank</li> <li>• Use school and departmental policies with base and incentive based on research metrics</li> <li>• Benchmark to appropriate benchmarks</li> <li>• Physicians in this track are paid at educational and not clinical benchmarks for rank</li> </ul>	<ul style="list-style-type: none"> <li>• Based on academic rank</li> <li>• Use school and departmental policies with base and incentive based on educational excellence</li> <li>• Benchmark to appropriate benchmarks</li> <li>• Physicians in this track are paid at educational and not clinical benchmarks for rank</li> </ul>
	<b>Appointment to Instructor</b>	<b>Appointment to Teaching Instructor</b>
Criteria for appointment	N/A	<ul style="list-style-type: none"> <li>• Masters degree</li> <li>• Board eligibility if appropriate</li> <li>• Potential for significant contributions in education and service and reasonable contributions in scholarship</li> </ul>
	<b>Appointment to Assistant Professor</b>	<b>Appointment/Promotion to Teaching Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Terminal degree and postdoctoral experience or equivalent</li> <li>• Significant contributions or potential in research and education</li> <li>• Reasonable contributions or potential in service</li> <li>• Proven accomplishments in at least one of the areas of teaching, research, or service</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree and experience</li> <li>• Board certification if appropriate</li> <li>• Significant contributions or potential in education and service</li> <li>• Reasonable contributions or potential in scholarship</li> <li>• Proven accomplishments in at least one of the areas of teaching, research, or service</li> </ul>

Specific guidelines	N/A	<p>Education</p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> <li>• Service to West Virginia</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• Keeping current in field or specialty</li> </ul>
	<b>Appointment/Promotion to Associate Professor and Tenure</b>	<b>Appointment/Promotion to Teaching Associate Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Significant contributions in research and education</li> <li>• Reasonable contributions in service</li> </ul>	<ul style="list-style-type: none"> <li>• Significant contributions in education and service (may include clinical service as appropriate)</li> <li>• Reasonable contributions in scholarship</li> <li>• Maintenance of specialty certification if appropriate</li> </ul>
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• An independent research program with extramural federal funding as PI</li> <li>• High-quality, peer-reviewed extramural funding, covering <math>\geq 25\%</math> salary (based on the NIH salary cap) and appropriate direct and indirect costs</li> <li>• A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not an absolute guideline, approximately 10 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere).</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational</li> </ul>	<p>Education</p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics.</li> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• <math>\geq 3</math> publications since appointment and/or promotion</li> </ul>

	<p>programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional, committees</li> <li>• Service to West Virginia</li> </ul>	
	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Teaching Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation</li> <li>• Long-standing record of significant contributions to research and education</li> <li>• Reasonable contributions to service</li> <li>• Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of specialty certification if appropriate</li> <li>• Substantial evidence of national/international reputation as a medical educator</li> <li>• Long-standing record of significant contributions to education and service (may include clinical service as appropriate)</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/ international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/ international agencies</li> <li>• Election to office in a national/ international professional academic organization</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• A long-standing record of an independent research program with extramural federal funding as PI</li> <li>• Sustained, high-quality, peer-reviewed extramural funding, with a minimum of 25% salary (based on the NIH salary cap) support that is commensurate with research allocation</li> <li>• A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations).</li> <li>• At least half of these should be as first</li> </ul>	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/ international meetings</li> <li>• Leadership in national/international organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness as above</li> <li>• Teaching awards</li> </ul>

	<p>author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</p> <ul style="list-style-type: none"> <li>Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> <li>Student/peer evaluations</li> <li>Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>Other evaluations of teaching effectiveness</li> <li>Teaching awards</li> <li>Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>Service/leadership on departmental, HSC or institutional committees</li> <li>Service to West Virginia</li> </ul>	<ul style="list-style-type: none"> <li>Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>Service/leadership on departmental, school and institutional committees</li> <li>Leadership of committees and processes devoted to accreditation, curriculum and certification, etc</li> <li>Service to West Virginia</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment</li> </ul>
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## Professional Programs Tracks

	Professional Programs Tracks (Tenure and Non-Tenure)	
Track names	Health Sciences Educator-Scientist	Clinical/Health Sciences Educator
Tenure status	Tenure earning	Non-Tenure earning
Eligibility and effort allocation	<ul style="list-style-type: none"> <li>Faculty with terminal degrees within professional programs who do funded research for &gt;20% of effort and significant (such as 60%) education</li> </ul>	<ul style="list-style-type: none"> <li>SoM faculty with baccalaureate, masters, terminal degrees (including physicians whose major efforts are in education only)</li> <li>Significant contributions in teaching and service (including clinical service if appropriate)</li> <li>Reasonable contributions in research/scholarship</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>Based on academic rank</li> <li>Use school and departmental policies with base, supplement and incentive based on research metrics</li> <li>Benchmark to appropriate professional benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Based on academic rank</li> <li>Use school and departmental policies with base and incentive based on educational excellence</li> <li>Benchmark to appropriate professional benchmarks</li> <li>Physicians in this track are paid at education and not clinical benchmarks for rank</li> </ul>
	<b>Appointment to Instructor</b>	<b>Appointment to Instructor</b>
Criteria for appointment	N/A	<ul style="list-style-type: none"> <li>Entry-level professional programs with baccalaureate or masters degree</li> <li>Individuals should hold appropriate State licensure or certification for their field if</li> </ul>

		<p>appropriate</p> <ul style="list-style-type: none"> <li>• Potential for demonstrating significant contributions in teaching, service, or research</li> </ul>
	<b>Appointment to Assistant Professor</b>	<b>Appointment/Promotion to Assistant Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Terminal degree</li> <li>• Certification or licensure is required if available</li> <li>• Postdoctoral experience or equivalent</li> <li>• Significant contributions or potential in research and education</li> <li>• Reasonable contributions or potential in service</li> </ul>	<ul style="list-style-type: none"> <li>• Masters degree or appropriate degree</li> <li>• Certification or licensure is required if available</li> <li>• Significant contributions or potential in education and service (including clinical service if appropriate)</li> <li>• Reasonable contributions or potential in scholarship</li> </ul>
Specific guidelines	N/A	<p>Service</p> <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Master's degree in appropriate field</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• Development of new educational materials</li> <li>• Development of new and/or on-line courses or educational programs</li> </ul>
	<b>Appointment/Promotion to Associate Professor and Tenure</b>	<b>Appointment/Promotion to Associate Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Postdoctoral experience or equivalent</li> <li>• Significant contributions in research and education</li> <li>• Reasonable contributions in service</li> </ul>	<ul style="list-style-type: none"> <li>• Masters degree or appropriate degree</li> <li>• Significant contributions in education and service (may include clinical service as appropriate)</li> <li>• Reasonable contributions in scholarship</li> </ul>
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• An independent research program with extramural funding as PI.</li> <li>• High-quality, peer-review extramural funding, preferably federal, commensurate with effort allocation.</li> <li>• <math>\geq 5</math> peer-reviewed publications since appointment</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational</li> </ul>	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Master's degree in appropriate field for professional programs</li> </ul>



	<ul style="list-style-type: none"> <li>activities including committees</li> <li>Student/peer evaluations</li> <li>Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>Other evaluations of teaching effectiveness</li> <li>Teaching awards</li> <li>Teaching portfolios</li> <li>Scholarship in creating new course material, new courses, new methods of teaching</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>Service on departmental, school and institutional, committees</li> <li>Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> <li>Service to West Virginia</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in teaching undergraduates or graduate students</li> <li>Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>Development of new and/or on-line courses or educational programs</li> <li>Student/peer evaluations</li> <li>Teaching awards</li> <li>Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>3 or more publications since appointment and/or promotion</li> </ul>
	<b>Appointment/Promotion to Professor</b>	<b>Appointment/Promotion to Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>Substantial evidence of national/international reputation</li> <li>Long-standing record of significant contributions in research and education</li> <li>Reasonable contributions in service</li> <li>Record of sustained scholarly achievement</li> </ul>	<ul style="list-style-type: none"> <li>A terminal degree</li> <li>Maintenance of specialty certification if appropriate</li> <li>Substantial evidence of national/international reputation</li> <li>Long-standing record of significant contributions in education and service (may include clinical service as appropriate)</li> <li>Reasonable contributions in scholarship</li> <li>Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>Leadership in national/international professional organizations</li> <li>Teaching, speaking or moderating at national/international meetings</li> <li>Service on editorial boards or specialty boards</li> <li>Serving on national/international advisory committees</li> <li>Service on grant study sections</li> <li>Serving as a consultant to national/international agencies.</li> <li>Election to office in national/international professional academic organizations</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>A record of an independent research program with extramural funding as PI</li> <li>Long-standing history of high-quality, peer-reviewed extramural funding, preferably federal, commensurate with effort allocation</li> <li>Sustained publication record (such as 5 or</li> </ul>	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>Leadership in national/international professional organizations</li> <li>Teaching, speaking or moderating at national/international meetings</li> <li>Service on editorial boards or specialty boards</li> <li>Serving on national/international advisory committees</li> <li>Service on grant study sections</li> <li>Serving as a consultant to national/international agencies</li> <li>Election to office in national/international professional academic organizations</li> </ul> <p>Service</p> <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> <li>Specialty certification if appropriate</li> <li>Meeting or exceeding clinical service quality indicators</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>Service/leadership on departmental, school and institutional committees</li> <li>Leadership of committees and processes devoted to accreditation, curriculum and</li> </ul>

	<p>more additional peer-reviewed publications) since last promotion or appointment.</p> <ul style="list-style-type: none"> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Teaching, speaking or moderating at national/international meetings</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, HSC or institutional committees</li> <li>• Leadership in educational committees devoted to accreditation, curriculum, certification, etc.</li> <li>• Service to West Virginia</li> </ul>	<p>certification, etc</p> <ul style="list-style-type: none"> <li>• Service to West Virginia</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• Leadership in teaching undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment</li> </ul>
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### ***Specialty Track (non-tenure)***

The specialty tracks accommodate the few faculty who contribute substantially to the mission of the SoM, but whose assigned duties do not fit within the other tracks. These faculty members often hold positions whose duration is constrained, determined or limited by (a) specific source(s) of funding for the position, or by (b) very specific, often time-limited, needs of a particular unit. Specialty track appointments are not tenure-earning and are only for the periods and purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Scholarship must be demonstrated by faculty members in the Specialty Track in order for promotion in rank to occur.

These faculty members may have only one area of significant contributions, or their assignments preclude promotion in another track; this must be indicated in the letter of appointment. The offer letter and subsequent annual reviews must address the requirements for the position and specific expectations for promotion. Prior to appointment, the offer letter should be reviewed carefully by an appropriate official (such as the Dean or a designated Associate Dean).

A faculty member cannot switch to or from a specialty track from a tenure track or non-tenure track except in extraordinary circumstances. Such an exceptional request must be approved by the Chair, the Dean, and the Vice President for Health Sciences, and must represent a distinct change of direction of the career of that faculty member. Such a change should never replace an open, competitive search for new faculty members.

### ***Lecturer (Non-tenure)***

This is a part-time position with a primary mission to contribute to teaching programs of the School of Medicine. Assignments and expectations for continuation and promotion should be detailed in the letter of appointment and in subsequent annual reviews. Appointments for part-time non-benefits eligible faculty can be renewed indefinitely.

	<b>Specialty Tracks (non-tenure)</b>		
Track names	Research	Service	Lecturer
Eligibility and effort allocation	95%+ research Support is generally from non-state funding sources; limitations of funding may preclude continuation or promotion.	95%+% service Support is generally from non-state funding sources; limitations of funding may preclude continuation or promotion.	95%+education Part-time faculty with a primary mission to contribute to the teaching programs of the school of medicine
Compensation strategy	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Research Instructor</b>	<b>Appointment to Instructor (Service)</b>	<b>Appointment to Lecturer</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor.</li> <li>• Physicians should be board eligible</li> <li>• Potential for success in research</li> </ul>	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor</li> <li>• Physicians should be board eligible</li> <li>• Potential for success in service</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate degree and experience including postdoctoral or board eligibility as required for the position</li> <li>• Potential for significant contributions in education</li> <li>• Assignments and expectations as outlined in the letter of offer</li> </ul>
	<b>Appointment/Promotion to Research Assistant Professor</b>	<b>Appointment/Promotion to Assistant Professor (Service)</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Appropriate degree and experience including postdoctoral or board eligibility as required for the position</li> <li>• Potential for significant contributions in research</li> <li>• Board certification is recommended for physicians, board eligibility is required</li> <li>• Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate degree and experience including postdoctoral or board eligibility as required for the position</li> <li>• Potential for significant contributions in service</li> <li>• Board certification is recommended for physicians, board eligibility is required</li> <li>• Postdoctoral experience or equivalent experience is ordinarily required for basic science faculty</li> </ul>	
Specific guidelines	Research <ul style="list-style-type: none"> <li>• Proven accomplishments and outstanding potential to make significant contributions in research</li> </ul>	Service <ul style="list-style-type: none"> <li>• Proven accomplishments and outstanding potential to make significant contributions in service</li> </ul>	
	<b>Appointment/Promotion to Research Associate Professor</b>	<b>Appointment/Promotion to Associate Professor (Service)</b>	<b>Appointment/Promotion to Senior lecturer</b>
Criteria for	Significant contributions in	Significant contributions in	Significant contributions in

appointment or promotion	research	service	education
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• Participate in a research program with extramural federal funding, as PI or co-PI</li> <li>• Appropriate quality of research documented by outside reviews</li> <li>• 100 % salary coverage with appropriate direct and indirect expenses</li> <li>• A sustained high-quality publication record. There is no absolute number of papers expected and evaluation could include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. As a general and not an absolute guideline, approximately 10 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere).</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> </ul>	<p>Service</p> <ul style="list-style-type: none"> <li>• Service contracts/grants with extramural funding as PI or co-PI</li> <li>• Appropriate quality of service documented by outside reviews</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• <math>\geq 5</math> peer-reviewed publications in high-quality journals since appointment</li> </ul>	<p>Education</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, teaching in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics</li> <li>• Other evaluations of teaching effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Scholarship in creating new course material, new courses, new methods of teaching</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.</li> </ul>
	<b>Appointment/Promotion to Research Professor</b>	<b>Appointment/Promotion to Professor (Service)</b>	<b>N/A</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation in research</li> <li>• Long-standing record of significant contributions to research</li> <li>• Record of sustained scholarly achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial evidence of national/international reputation in service</li> <li>• Long-standing record of significant contributions to service.</li> <li>• Record of sustained scholarly achievement</li> </ul>	
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory</li> </ul>	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• Teaching, speaking or moderating at national/international meetings</li> <li>• Leadership in national/international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory</li> </ul>	

	committees <ul style="list-style-type: none"> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> Research <ul style="list-style-type: none"> <li>• Research program with extramural federal funding as PI or co-PI</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• Appropriate quality of research work as documented by outside reviews</li> <li>• A sustained publication record</li> <li>• At least half of these should be as first author (indicating the lead or primary author) or last author (indicating the senior author or a major advisory contribution).</li> </ul>	committees <ul style="list-style-type: none"> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> Service <ul style="list-style-type: none"> <li>• Service contracts/grants with extramural funding as PI or co-PI</li> <li>• 100% salary coverage with appropriate direct and indirect expenses</li> <li>• Appropriate quality of service work as documented by outside reviews</li> <li>• A sustained publication record (such as 5 or more peer-reviewed additional publications in high-quality journals) since appointment or promotion</li> </ul>	
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### ***Adjunct Faculty (Non-tenure)***

Voluntary faculty participate in the SoM academic activities without compensation as “adjunct” or “adjunct clinical” faculty. Basic science faculty should be given “adjunct” appointments. A volunteer faculty member who holds the PhD degree (or the MD or DO degree and does not practice clinical medicine) should be given the title of “adjunct” (and not “adjunct clinical” for MD or DO). MD and DO faculty and clinical PhD faculty who practice clinical medicine should be appointed as “adjunct clinical” and must hold a valid unrestricted WV medical license and board certification (or the appropriate credentials for PhD faculty) as defined for paid faculty. Volunteer faculty activities include teaching students or residents, collaborating with SoM personnel in research, teaching and service, and other contributions. The criteria for appointment (and rank) of volunteer faculty will be those of the most appropriate track to determine appointment, continuation and promotion of these individuals. The initial rank should be carefully considered at the time of appointment. Evaluations of adjunct and adjunct clinical faculty should be conducted annually at the departmental level. General University rules for promotion apply. Appointments are for one year at a time. Promotions are discretionary, and such decisions are made by the Dean, using a new appointment letter designating the higher rank.

### **Instructor:**

1. A temporary position, where feasible, appoint at the rank of Adjunct or Adjunct Clinical Assistant Professor with qualifications and potential for service, teaching, and research, as defined in appropriate previous sections.

**Assistant Professor**

1. For physicians, board certification is recommended. Board eligibility is required except under extraordinary circumstances. For basic science faculty, postdoctoral experience or equivalent experience is required. For Professional Programs faculty, appropriate postdoctoral experience or equivalent experience is required.
2. There must be demonstrated interest and participation in the goals of the School of Medicine.

**Associate Professor**

1. There must be demonstration of continued interest and commitment to the School of Medicine and West Virginia University prior to consideration. The criteria for promotion are documented substantial educational activities to the SoM and scholarship at the level of full-time faculty.
2. Candidates should demonstrate exceptional leadership qualities and achievements so as to be valued highly by colleagues at the local and/or state level.

**Professor**

1. There must be demonstration of substantial and continued interest and commitment to the School of Medicine and West Virginia University prior to consideration.
2. The primary consideration for promotion to Professor is substantial evidence of national/international recognition in one of the three areas of clinical service, teaching or research. There should be a long-term record of service and scholarly contributions.

***Visiting Faculty (Non-tenure)***

1. Visiting faculty are typically on leave of absence or sabbatical from another institution; appointments should be at existing academic rank, or should follow WVU guidelines.
2. Support is typically from non-state funding sources.
3. Appointment is limited to a maximum of twelve months; accordingly visiting faculty are not eligible for promotion in the WVU system.
4. Any visiting clinical physician faculty without a WV license has a term that is limited to 6 months.

***Emeritus Faculty (West Virginia University Policy on Awarding of Emeritus Status; approved by WVU Senate 2/12/96, by the President 2/29/96)***

Retired or retiring faculty members who meet the requirements of meritorious contributions to the University and with at least 10 years experience as a paid, benefits eligible faculty member shall be considered for Emeritus status. The review of candidates begins in the departments or divisions and ends with the President. The award of President Emeritus rests with the Board of Trustees, and Emeritus awards to major administrators rests with the President. Faculty members and administrators awarded Emeritus status retain their professional titles. In every case, the term "Emeritus" follows the rank and title. Emeritus faculty members and administrators have library privileges; they have the same access as other faculty members and administrators to athletic events, and they enjoy privileges designated by their departments and the University.

# Appendix I

## **WEST VIRGINIA UNIVERSITY POLICIES AND PROCEDURES FOR ANNUAL FACULTY EVALUATION, PROMOTION AND TENURE 2008-09**

[Approved by the WVU Faculty Senate, 5/12/97; Accepted by the President, 6/18/97]  
[Adjusted for new Governance Structure, SB 703, 02/08/02, HB 2224, 03/08/03, and affiliated campus changes]

### **I. INTRODUCTION**

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

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

Consistent with this document, colleges, schools and divisions reporting to administrators on the Morgantown campus and other appropriate units such as the Extension Service and the University Libraries shall supplement these guidelines with more detailed descriptions and interpretations of the criteria and standards that, when approved by the Provost, will apply to faculty members in the particular unit.

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

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

#### **A. The Faculty Evaluation Process**

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

The process has three distinct components:

1) Annual Evaluation

Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition.

2) Evaluation for Promotion in Rank

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

3) Evaluation of Tenure-Track Faculty for Tenure

For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation involving an assessment of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained.

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

B. Criteria

Faculty members are expected to contribute to the missions of specific departments, colleges or other academic units and are to be judged accordingly. Consequently, the evaluation of faculty is to occur in relation to the faculty member's particular roles at the institution. Accomplishments of the faculty member are judged in the context of these roles.

Collectively, the faculty teach, advise, engage in research and creative activity, publish and disseminate their research findings and new knowledge, and provide public, professional, and institutional service. The extent to which a faculty member's responsibilities emphasize the university's mission will vary.

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

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\*The term "department" refers throughout this document to departments, divisions or other discrete units. The term "college" refers to colleges, schools and divisions reporting to the Morgantown campus. The term "chairperson" refers to department or division chairpersons, directors, or other unit heads.



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

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

### **III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS**

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

#### **A. Teaching**

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of artistic expression. Teaching includes not only traditional modes of instruction such as the classroom lecture, but also modes such as clinical, laboratory, and practicum instruction; thesis and dissertation direction; evaluation and critique of student performance; various forms of continuing education and non-traditional instruction; and advising, which is a special dimension of teaching, the success of which is essential to the educational process.

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences and diversity, and, above all, the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Supporting documentation for the evaluation of performance in teaching might include evidence drawn from such sources as the collective judgment of students, of student advisors, and of colleagues who have visited the faculty member's classes. It might also include analyses of course content, evaluation of products related to teaching such as textbooks or videotapes, the development or use of instructional technology and computer-assisted instruction, pedagogical scholarship in refereed publications and media of high quality, studies of success rates of students taught, or other evidence deemed appropriate and proper by the department and college.

#### **B. Research/Creative Activity**

Research involves the creation and synthesis of knowledge, the creation of new approaches to understanding and explaining phenomena, the development of new insights, the critical appraisal of the past, artistic creation and performance, and the application of knowledge and expertise to address needs in society and in the profession. Research is a critical component of the mission of the university, contributing to the general body of knowledge and thus infusing instruction and public service with rigor and relevance. It validates the concept of the teacher-scholar. Although often discipline-focused and individual, research also may be interdisciplinary and collaborative. In most disciplines, refereed

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

publications (print or electronic) of high quality are expected as evidence of scholarly productivity. An original contribution of a creative nature relevant to one or more disciplines may be as significant as the publication of a scholarly book or article. Quality is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a program of worthwhile research. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works.

### C. Service

Service activities involve the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include service to the university, state, region, and at national and international levels. Service to the university includes contributions to the efficiency and effectiveness of the faculty member's department and college.

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

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

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

A faculty member is usually appointed without tenure.\* Appointments can be made without or with credit toward tenure for previous experience.

### Without Credit

An individual's appointment letter will normally identify the sixth year of employment as the "critical year," that is, the year in which a tenure decision must be made. During the fourth year such a faculty member may petition the dean to bring the critical year forward by one year (to year five).

### With Credit

Depending upon the amount of successful experience at the intended rank or the equivalent, up to three years credit toward tenure could be allowed, unless the candidate did not wish such credit. The maximum amount of credit that could be allowed, and a tentative critical year, would be identified in the letter of appointment. In such a circumstance, during the first year the faculty member could accept the identified critical year, or all or part of the possible allowable credit to

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\*Occasionally, appointment with tenure is possible. To be appointed with tenure, or to the rank of Professor, the individual must have been interviewed by an official in the office of the Provost, Vice President for Health Sciences, or Campus Provosts during the interview process; the individual's curriculum vitae must be reviewed in that office; and a written request for tenure must be submitted by the department to that official.

be applied in his or her instance, at which point the critical year would be confirmed by the dean. Action earlier than the established critical year would not be considered. If, during the first year, the faculty member does not request modification of the tentative critical year identified in the letter of appointment, that year will become the recognized critical year.

Exceptions to recognize unique situations are possible.

## **V. REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE**

A personnel action is required each year for each faculty member. Such personnel actions include reappointment, promotion, tenure, or non-renewal.

In the case of a tenure-track full-time faculty member **appointed before March 8, 2003** and holding the rank of instructor, assistant professor, associate professor, or professor, or one of the corresponding extension ranks, the Provost, the Vice President for Health Sciences, or the Campus Provost shall give written notice concerning retention or non-retention by **letter postmarked and mailed at least one year before the expiration of an appointment after two or more years of service in the institution. Notice of non-retention shall be mailed "Certified Mail-Return Receipt Requested."**

A tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be reviewed for tenure and must either be awarded tenure or given notice of termination of appointment and a one-year terminal contract. If a faculty member petitions successfully to bring the critical year forward and tenure is not awarded in that year, a one-year terminal contract will be issued. Under certain circumstances the critical year may be extended.\* In the case of a tenure-track full-time faculty member **appointed after March 8, 2003** and holding the rank of instructor, assistant professor, associate professor, or professor, or one of the corresponding extension ranks, the Provost **or** the Vice President for Health Sciences shall give written notice concerning retention or non-retention for the ensuing year by letter post-marked and mailed no later than March 1.

**For appointments after March 8, 2003**, a tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be reviewed for tenure and must either be awarded tenure or given notice of termination of appointment. If a faculty member petitions successfully to bring the critical year forward and tenure is not awarded in that year, notice of termination of appointment will be issued.

At West Virginia University, the award of tenure is campus specific. For this purpose there are four campuses: WVU-Morgantown, (General University), WVU-Morgantown (Health Sciences Center, including faculty outside of Morgantown), Potomac State College, and WVU Institute of Technology. Time spent on a leave of absence normally shall not count when calculating years of service for a tenure-track faculty member. The faculty member may request that such time spent on scholarly activities apply toward years of service. The faculty member's dean shall determine in advance of the leave whether such time will apply, and will make a recommendation to the Provost or the Vice President for Health Sciences. Written notification of the decision to modify the critical year will be forwarded both to the faculty member and to the chairperson and will be added to the faculty member's personnel file.

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\*See: <http://www.wvu.edu/~acadaff/fac/policies/familyfriendly.pdf> , "Family Friendly Policies for Faculty."

## **VI. DISCRETIONARY PERSONNEL ACTIONS**

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

- Promotion in rank when the critical year does not apply;
- Renewal or nonrenewal of contract for a non-tenure-track faculty member;
- Termination of the appointment of a tenured faculty member for cause (as defined in WVU Board of Governors Policy 2).

A faculty member will be reviewed automatically in the critical year, unless the faculty member requests no review, in which case a one-year terminal contract will be issued. Otherwise, consideration of a faculty member for promotion is initiated by the faculty member. A faculty member whose application for promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application, unless a critical-year decision is required.

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

Ordinarily, the interval between promotions at West Virginia University will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion.

While tenure and promotion are separate actions, only in the most extraordinary circumstances may a person be granted tenure without already being at or above the rank of Associate Professor, or being concurrently promoted to the rank of Associate Professor. Such extraordinary circumstances may be present for extension agents who enter the rank and tenure system as Instructors, who may be granted tenure at the rank of Assistant Professor. It also is university policy that the granting of promotion does not guarantee the award of tenure in a subsequent year. Neither promotion nor tenure shall be granted automatically or merely for years of service.

## **VII. FACULTY PERSONNEL 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 personnel file. To it are added professional judgments as to the quality of the faculty member's teaching, research, and service, as applicable.

An official faculty personnel file shall be established and maintained for each faculty member in the office of the chairperson or, when appropriate, in the office of the dean. In principle, the record in the personnel file should be sufficient to document and to support all personnel decisions.

In the case of schools and colleges without departmental/division structure, the faculty personnel file shall be maintained in the dean's office under the same provisions as specified above for departmental files. The dean shall maintain the faculty personnel file of each chairperson.

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

1. The letter of appointment and other documents which describe, elaborate upon or modify one's assignment, including position description, work plans, memoranda of understanding and subsequent letters of agreement.
2. An up-to-date curriculum vitae and bibliography containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of publications with complete citations, grants and contracts, and/or other evidence of scholarship; c) a list of service activities.
3. For each semester or term since appointment or last promotion, a record of classes taught and enrollments in each, graduate students supervised, clinical assignments, significant committee assignments, and other aspects of the faculty member's plan of work. Each unit may design a simple 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.
4. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance.
5. A copy of past annual evaluations and any written responses.
6. Other information and records that the chairperson or dean may wish to include. Faculty members may include written responses to such material.
7. All other information that bears upon the quality of the faculty member's performance in all pertinent areas. This information may include, but need not be limited to, teaching evaluations, professional presentations, published materials, grant applications and awards, research in progress and the preparation of unpublished materials, other creative scholarship, and service to the university. A self-evaluative statement by the faculty member is strongly encouraged.
8. A continuing chronological inventory of entries to assure the integrity of the file.

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

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

The faculty personnel file shall be updated in a timely manner according to the calendar accompanying this document. On the appropriate deadline date, the file shall be closed for the review period. Only such materials generated as a consequence of the faculty evaluation shall be added to the file after the deadline date.

Faculty members have the right of access to their personnel files at any time during regular office hours, without giving reasons. All others shall have access to the file only on the basis of a need to know. Members of a faculty evaluation committee, hearing panel, or administrative officers

responsible for personnel recommendations are assumed to have a need to know. The appropriate administrative officer shall determine what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all personnel files is to be assured. The confidentiality of each file is to be respected, except under legal subpoena.

## **IX. ANNUAL EVALUATIONS**

### **A. General Description**

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

The evaluation procedures may be found in Section XIII, below. Annual evaluation for all faculty, whether tenure-track, tenured, term, clinical-track, librarian-track, or temporary (including faculty with prefixes of "Research" or "Clinical" and lecturers), will be conducted at the departmental level by the chair and the faculty evaluation committee or at the college level, if appropriate, based on documentation in the personnel file (see Section VIII). Written evaluations will be forwarded to each faculty member and to the dean, who may provide an evaluative statement.

The annual evaluation should be related to one's assignment and performance, and should be both formative and summative. The review is not limited to events of the immediately-previous oneyear period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, and, if positive, as a basis for merit salary adjustment. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the university.

### **B. Specific Applications**

#### **1) Tenure-Track Faculty**

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

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\*Occasional or clinical part-time faculty should receive periodic reviews that are appropriate to their assignment.

In one's first review, limited evidence of the faculty member's progress will be available. For that review, material in the file such as reports by colleagues on one's teaching and information on one's activities in research and service are useful in order to assess progress. As one moves through the tenure-track period, annual evaluations will focus increasingly on the successful outcomes of one's activities rather than simply on the activities themselves.

While the absence of negative annual evaluations does not guarantee the granting of tenure, these evaluations should apprise tenure-track faculty members of performance deficiencies. Occasionally, the evaluations will result in termination of the individual's appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases, notice shall be given in accord with WVU Board of Governors Policy 2.

#### 2) Tenured Faculty, Not Fully Promoted

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

#### 3) Tenured Faculty, Fully Promoted

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

#### 4) Clinical-Track Faculty

Clinicians who select this clinical emphasis, non-tenure track must be heavily committed by choice to clinical service as well as teaching. Faculty in the clinical-track are not subject to the seven year probationary period of the tenure track; promotion to senior ranks is not a requirement for institutional commitment and career stability. Individuals in the clinical-track have voting rights in their respective departments and in the School and are eligible for appointment to any administrative office in the School, including Department Chair and Dean. Clinical-track faculty have all rights and privileges of academic freedom and responsibility.

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

#### 5) Librarian-Track Faculty

Annual evaluation of librarian-track faculty will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative progress toward the next appropriate rank. While not all promotable faculty may attain promotion, annual evaluations should assist them toward that goal. These evaluations may lead to adjustment of duties and occasionally will lead to notices of non-reappointment or termination of appointment.

Librarian-track faculty hold appointments which are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Librarian-track appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Librarian-track faculty have all rights and privileges of academic freedom and responsibility.

#### 6) Full-Time Term or Other Temporary Faculty

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

#### 7) Part-Time Faculty

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

#### Descriptors for Annual Review

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

The assessments provided by annual reviews should be a basis for those periodic recommendations forwarded to the Provost or Vice President for Health Sciences which relate to promotion, tenure, or negative action. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) beyond those reviews, by performance which is judged to meet the more rigorous standard of "significant contributions" (see below).

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

The University criteria for the awarding of promotion and the granting of tenure described below



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

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

In order to be recommended for tenure a faculty member reporting to Morgantown normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings and in research. In order to be recommended for tenure an extension faculty member may be expected to demonstrate significant contributions in teaching in the classroom or other settings and in service. Division faculty reporting to a Campus Provost may have other expectations.

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

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

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

In order to be considered for promotion, eligible temporary faculty members normally will be expected to make significant contributions in the area(s) of their assignment as outlined in the letter of appointment or as modified in a subsequent document. For faculty who have a title with the prefix "Research," research will normally be the area in which significant contributions are expected. In general, a research faculty member seeking promotion will produce research of equal or better quality and of greater quantity than a tenure track faculty member for whom research is one of two areas in which significant contributions are expected. For faculty who have a title with the prefix "Clinical" (as differentiated from faculty in the "clinical-track"), service will normally be the area in which significant contributions are expected.

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

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

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

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

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

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

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

## **XII. EXTERNAL EVALUATIONS**

In years when a faculty member who has research or service as an area of significant contribution is being considered for tenure or for promotion, the personnel file must contain evaluations of the quality of the faculty member's research or service from persons external to the University. The college or school shall have the option to determine if such external evaluations are required if the faculty member is to make reasonable contributions in the areas of research or service. External evaluations are among the many factors to be considered when evaluating the faculty member. Reviews of the quality of teaching are also required, and may be conducted by peers within or without the university community.

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

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

Persons who have been closely associated with the person being evaluated, such as co-authors or doctoral research advisors or advisees, may be asked for evaluations but, as with all evaluators, should be requested to identify their professional or personal relationship to the candidate for promotion or tenure. The faculty member has the right to review the list of potential evaluators, to comment upon those who may not provide objective evaluation and to request deletions. The faculty member's written comments and requests should be forwarded to the chairperson or dean. In selecting evaluators, the chairperson or dean may consider the faculty member's comments and requests, but the faculty member does not have the right to veto any possible evaluator, nor is the final selection of evaluators to be achieved through obtaining the consent of the faculty member.

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

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

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

### **XIII. EVALUATION PROCESS**

Evaluations of the credentials of faculty can be carried out at three levels of university organization: department or division, college or school, and vice president or regional campus president. When appropriate, a judgment is made at each of these levels by a faculty committee and by the administrative officer of the unit. The goals of the university's affirmative action program are to be taken into account at each stage of the review process. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, annual evaluation, promotion, salary, leave of absence, etc.) to members of their immediate family or household.

All recommendations for faculty in their critical year will be forwarded through the complete review process. Recommendations for non-retention or a terminal appointment automatically receive review at all levels.

#### **A. Department /Division Level in Colleges and Schools**

1) Each department shall have a faculty evaluation committee, normally consisting of a minimum of five members. In the case of smaller colleges, the college-wide committee may substitute for departmental committees. The method of selection of members is left to the discretion of the program unit, but the chairperson of the department shall not be a member of the committee. A small department may supplement committee membership with faculty members from an associated discipline. A person who is under consideration for promotion and/or tenure should not serve on the departmental committee reviewing his/her personnel file. A majority of those voting on tenure recommendations must be tenured faculty, although at the Health Sciences Center, clinical-track faculty who are at or above the rank of Associate Professor may vote on tenure recommendations at the department level. The departmental committee will prepare a written evaluation for each faculty member, together with an unequivocal recommendation for or against retention, the award of tenure, and/or promotion. The written evaluation must be signed by all members of the committee, dated, and forwarded to the department chairperson. The total number of positive and negative votes must be recorded. Committee members may include minority statements in the recommendation.

2) The chairperson will review the committee's evaluation and recommendation regarding each faculty member and make an assessment, in writing, with unequivocal recommendations for each faculty member. In a recommendation for tenure, the chairperson shall take into account the long-range staffing pattern of the department, including the department's affirmative action goals. The faculty member shall be informed in writing by the chairperson of the evaluations and recommendations of both the department committee and the chairperson. Copies of all written statements shall be placed in the faculty member's personnel file.

3) If the faculty member receives a positive recommendation for promotion or tenure from either the department committee or chairperson, the file is submitted for review at the college level. If both such recommendations are negative, the file is submitted to the Dean for information.

4) A faculty member may include a rebuttal to the departmental evaluations for review at the next level. The rebuttal must be forwarded to the Dean within five (5) working days of receipt of the evaluations.

5) A faculty member may petition the Dean for a review of negative departmental recommendations (i.e., when both the department committee and the department chairperson render negative recommendations). The petition should reach the Dean within five (5) working

days following receipt of notification of the negative recommendations. The dean shall forward the petition to the college evaluation committee as a matter of course for its recommendation.

B. College/School Level and Divisions Reporting to Campus Provosts [details may differ in such Divisions]

- 1) Each college shall have a college faculty evaluation committee. In colleges and schools without departments, the committee functions like a departmental committee. A person who is under consideration for promotion and/or the award of tenure should not serve on the college committee reviewing his/her personnel file. A majority of those voting on tenure recommendations must be tenured faculty. The method of selection of members is at the discretion of the dean of the college. No faculty member should serve on both a departmental and college committee and no chairperson should serve on a college committee.
- 2) The college faculty committee will review departmental evaluations forwarded by the dean. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable. The written evaluation must be signed by all members of the committee, dated, and forwarded to the dean. The total number of positive and negative votes must be recorded. Committee members may include a minority statement in the recommendation.
- 3) The dean will review evaluations and recommendations from the department and the college faculty committee, and make an assessment, in writing, with unequivocal recommendations for each faculty member. The faculty member shall be informed, in writing, by the dean of the evaluations and recommendations of both the college committee and the dean. Copies of all written statements shall be placed in the faculty member's personnel file.
- 4) If either the college faculty committee or the dean supports a positive recommendation for a faculty member, a copy of the faculty personnel file, including both department and college recommendations together with external evaluations, is forwarded to the Provost or the Vice President for Health Sciences.
- 5) A faculty member may include a rebuttal to the college-level recommendations for review at the next level. A rebuttal must be forwarded to the Provost or Vice President for Health Sciences within five (5) working days of receipt of the recommendations.
- 6) A faculty member may petition the Provost or the Vice President for Health Sciences, for a review of negative recommendations from the college level (i.e., when both the college committee and the dean render negative decisions). The petition should reach the Provost or Vice President within five (5) working days of receipt of notification by the Dean of negative recommendations at the college/school level.
- 7) Deans have the responsibility for determining whether all committee evaluations have been conducted fairly within the college and for assuring that comparable norms are applied in like units.
- 8) Recommendations by the Dean for tenure must be accompanied by a statement indicating how the proposed tenuring of a probationary faculty member will affect the long-range staffing pattern of the department and/or college, taking into account expected attrition, accreditation, affirmative action goals, budgetary limitations, and the need for flexibility.

### C. University Promotion and Tenure Advisory Panel

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

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

- (a) Has each recommendation been supported by objective evidence in the personnel file to ensure that no faculty member is being treated capriciously or arbitrarily?
- (b) Have the review procedures at all levels been followed?
- (c) Is each recommendation consistent with university and unit policies and objectives?
- (d) Are the recommendations consistent with the department, college, regional campus, and university criteria for promotion and tenure?

3) The Advisory Panel will prepare written statements addressing these issues. The statement must be signed by all members of the panel, dated, and added to the faculty member's file. Panel members may include minority statements with the general statement.

### D. Provost and Vice President Level

1) For the purposes described in these guidelines, the decision-making authority of the President has been delegated to the Provost **or** the Vice President for Health Sciences, as appropriate.

2) Decisions on promotion and tenure recommendations will be made by the Provost **or** the Vice President for Health Sciences, as appropriate, after review of the recommendations by departments, colleges, and their administrators.

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

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

### E. Negative Decisions

#### 1) Tenure Denied; Nonretention or Termination During Tenure-Track Period

A faculty member may request from the President or designee, within ten (10) working days of receipt of the notice from the President's designee of nonretention or termination during the tenure-track period, the reasons for the decision (**Section 10.10 of West Virginia University Board of Governors Policy 2**). Within fifteen (15) working days of the receipt of the reasons, the faculty member may appeal the decision by filing a grievance with the **President's designee by using W.Va. Code §6C-2-1 et seq., in accordance with Section 15 of Board of Governors Policy 2**.

## 2) Promotion Denied; Other Personnel Decisions

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

**WVU Board of Governors Policy 2, Higher Education Policy Commission Series 9 and W.Va. Code §6C-2** are available in the offices of the dean and department/division chairperson, and may be obtained from the Provost's Office, offices of the Campus **Provosts**, and the Wise, Evansdale, and Health Sciences Center Libraries. They are accessible on-line at <http://www.wvu.edu/~bog/policies/policy2.pdf>, <http://www.hepc.wvnet.edu/resources/index.html> [click "Rules and Policies."] and [http://pegboard.state.wv.us/Statute\\_6C2\\_and\\_6C3.pdf](http://pegboard.state.wv.us/Statute_6C2_and_6C3.pdf). Faculty may wish to check with the Office of Human Resources (Morgantown) to assure that they have access to the most recent copy of the procedures.

# West Virginia University

## Calendar for Annual Review

In general, this calendar applies to all faculty, including those with non-tenure-track or part-time status. However, only those evaluations of first and second year tenure-track faculty members, evaluations that recommend promotion, tenure, discontinuation or termination of an appointment, Emeritus status, or recommendations for sabbatical leave need to be forwarded to the Provost or the Vice President for Health Sciences.

According to WVU Board of Governors Policy 2, clinical-track, librarian-track, term and other nontenurable faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment. Such faculty appointments are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. For such faculty appointments, continuation beyond the period specified in an annual notice of appointment may be stipulated only by receipt of a new notice of appointment, quality of evaluation notwithstanding.

Units with large faculties are encouraged to set earlier interim deadlines in order to meet the University calendar.

When a deadline falls on an official holiday or weekend, materials will be due by the end of the previous business day.

Deadlines for the Provost or the Vice President for Health Sciences to give written notice refer to deadlines by which letters must be post-marked.

### **I. EVALUATION OF ALL FIRST YEAR TENURE-TRACK FACULTY MEMBERS**

- |            |   |
|------------|---|
| January 1  | Deadline for updating personnel file.   |
| January 15 | Deadline for departmental reviews by committee and chairperson to be forwarded to the dean.   |
| February 1 | Deadline for college/school reviews by committees and the Dean or Campus Provost to be forwarded to the Provost or the Vice President for Health Sciences.  |
| March 1    | Deadline for the Dean or Campus Provost to mail written notice of reappointment, or for the Provost or the Vice President for Health Sciences to mail written notice of termination to tenure-track faculty members in their first year of academic service at WVU. |



**II. EVALUATION OF TENURE-TRACK FACULTY MEMBERS WITH MORE THAN ONE YEAR OF SERVICE AT WVU AND TENURED OR NONTENURABLE FACULTY FOR WHOM ACTION (other than merely continuation) IS RECOMMENDED (excluding Emeritus recommendations)**

September 10	Date by which names of possible external reviewers (if appropriate) should be forwarded by the candidate and by the committee to the departmental chair.
October 1	Date by which external reviews (if appropriate) should be solicited.
January 1	Deadline for updating personnel files.
February 1	Deadline for departmental reviews by committee and chairperson to be forwarded to the Dean or Campus Provost.
February 15	Suggested target for notifying tenure-track faculty of intent to renew by Dean or Campus Provost.
March 15	Deadline for college/school reviews by committees and the Dean or Campus Provost to be forwarded to the Provost or the Vice President for Health Sciences.
May 15	Deadline for the Dean or Campus Provost to mail to tenure-track faculty written notice of reappointment or for the Provost or the Vice President for Health Sciences to mail to tenured or tenure-track faculty written notice of promotion or tenure, or written notice of termination to non-tenured faculty members in the tenure-track with nine-month appointments who have completed more than one year of service.
June 30	Deadline for the Dean or Campus Provost to mail to tenure-track faculty written notice of reappointment or for the Provost or the Vice President for Health Sciences to mail to tenured or tenure-track faculty written notice of promotion or tenure, or written notice of termination to non-tenured faculty members in the tenure-track with twelve-month appointments who have completed more than one year of service.

**III. ANNUAL EVALUATIONS FOR ALL OTHER FACULTY (including Emeritus recommendations)**

This calendar is used for faculty members who are tenured and who are being considered for continuation without other action, and for all non-tenurable faculty members who are being considered for continuation without other action. It should also be used for faculty for whom Emeritus status will be recommended.

- |           |   |
|-----------|---|
| January 1 | Deadline for updating personnel files.  |
| March 1   | Deadline for chairs' and departmental reviews to be forwarded to the Dean or Campus Provost.  |
| April 1   | Deadline for evaluations to be completed by the Dean or Campus Provost. Full-time non-tenurable faculty should be mailed notification by this date if their contract will not be renewed. |
| May 1     | Deadline for recommendations for Emeritus status to be forwarded to the Provost or the Vice President for Health Sciences.  |

**IV. RECOMMENDATIONS FOR SABBATICAL LEAVE**

- |            |  |
|------------|--|
| January 15 | Deadline for chairpersons to forward sabbatical leave and Professional Development Programs (first round) recommendations to Dean or Campus Provost.   |
| February 1 | Deadline for Dean or Campus Provost to forward recommendations for sabbatical leaves and Professional Development Programs (first round) to the Provost or the Vice President for Health Sciences. |

# Appendix II.

## Suggestions for Faculty, Chairpersons and Review Committees

### **Appointments:** New Faculty

Although faculty appointments are not reviewed by the School of Medicine Promotions and Tenure Committee, Chairs and Deans should ensure that new faculty appointees meet School of Medicine Promotions and Tenure guidelines for their rank and that they thoughtfully consider the appropriate track. Appointment letters should clearly indicate effort allocation and expectations. Faculty must be assigned academic work within these three areas which will allow them to meet promotion (and/or tenure) guidelines.

### **Committees:**

Each department/division/unit shall have a Promotion and Tenure Committee, normally consisting of a minimum of five members. The method of selecting committee members is left to the discretion of the program, but the chairperson of the department (or director of the program unit) shall not be a member of the committee. In departments with faculty in both the tenure track and the clinical emphasis track, both groups should be represented on departmental committees in roughly the proportion of their numbers in the department. Small departments/units may supplement committee membership with faculty members from an associated discipline. A majority of those voting on tenure recommendations must be tenured faculty or clinical track faculty who are at or above the rank of Associate Professor. The departmental committee will prepare an annual written evaluation for each faculty member. As appropriate, this evaluation will include a recommendation for or against retention, the award of tenure, and/or promotion in rank. The written evaluation must be signed by all members of the committee, dated, and forwarded to the department chairperson. The total number of positive and negative votes on all decisions must be recorded on the evaluation document. Committee members may include minority statements in the recommendation.

### **External Evaluations:**

External evaluation of faculty contributions, normally in research, but occasionally in the area of teaching or service, are required for many promotions. Details on obtaining and using these evaluations are found in Appendix I.

### **Personnel File: Contents**

Faculty members have primary responsibility for documenting their own performance; no committee, Chairperson or Dean can evaluate what is not available in one's personnel file. Read and adhere to University Guidelines on necessary contents of the personnel file. Minimal requirements for contents of the Faculty Personnel File are spelled out clearly in the WVU *Policies and Procedures* ... document (Appendix I). Department/division Chairs share with faculty members responsibility for meeting various of these requirements.

### **Promotion/Tenure Recommendations:**

In a year when a faculty member is being considered by his/her Chair and/or department Promotion & Tenure Committee, each should write an effective recommendation for (or against) the action, not a typical annual evaluation letter. Effective letters carefully follow the directives and requirements of University and Medical School guidelines, and point out how specified requirements for advancement have been met and documented.