

West Virginia University School of Public Health

Guidelines for Faculty Appointment, Promotion and Tenure

Approved by Faculty on May 25, 2012

Approved:

Christopher C. Colenda

Approved:

Michele G. Wheatly

West Virginia University School of Public Health (SPH) Guidelines for Faculty Appointment, Promotion and Tenure

General Statement

These guidelines for the SPH supplement the West Virginia University guidelines for promotion and tenure, and specify more precisely some requirements and definitions relevant for SPH faculty. The guidelines also explain 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 Public Health faculty upon approval by a majority of the faculty of the School of Public Health, the Dean of the School of Public Health, and the Chancellor for Health Sciences.

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. 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 SPH 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 SPH 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).
- SPH 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 SPH generally follows the process outlined by the University, 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, following formats established by the SPH Promotion and Tenure Committee.
- Initial evaluation and review at the department/division level is by a committee of faculty peers, and by the committee Chairperson. WVU rules permit a “small school” approach; one committee with representatives from each department will carry out the committee function within the SPH.

- The SPH Committee and departmental 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.
- Chairs also evaluate each faculty within a department. This review occurs after the committee review. In addition, chairs provide annual goals, in consultation with the faculty member, and the committee acknowledges and evaluates progress toward these goals in the next annual review. In cases where the faculty member is affiliated with a multidisciplinary research center, the department chair should consult with the center director about faculty performance and incorporate the feedback into the annual chair letter. Subsequently, for any action other than continuation, recommendations of these reviewers are considered by the Dean (or his designated Associate Dean), then by the Chancellor for Health Sciences.
- SPH recommendations for promotion and tenure (or rarely, termination) are reviewed by the Chancellor, who makes such decisions on behalf of the President.

Faculty effort is allocated to the three missions of the SPH, which are education, research/scholarship, and service. The resultant outcomes in each mission are evaluated annually. General definitions of instruction, research and service are provided by the WVU *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*. Activities of SPH 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 Public Health should be recognized as parallel tracks without implied or intended hierarchy.

General Policies

The following important policies, consistent with the WVU *Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure*, apply to all promotion and tenure actions in the School of Public Health and are reprinted here for emphasis:

1. Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (with personal consultation) his/her instruction, 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 and SPH committee timelines and formats.
2. Promotions will be based primarily on achievement since the previous promotion (or appointment).
3. 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.
4. The interval between promotions is generally five years. However, specific exceptions and options are described in the guidelines.

General Guidelines for all SPH Faculty Tracks

- Outcomes should reflect effort allocation (i.e., there are higher expectations for performance in a mission when more time is devoted to it). Individuals in the non-tenure tracks have full voting

rights in their respective departments and in the School of Public Health and are eligible for appointment to any administrative office in the School, including appointment to the Promotion and Tenure Committee, or as Department Chairperson and Dean. Non-tenure track faculty have all rights and privileges of academic freedom and responsibility.

- Effort allocations and specific goals and criteria defined by chairs in consultation with individual faculty members will be reviewed and/or revised on a yearly basis. They are also intended to be used 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 Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* for definitions.
- Board certification is generally considered to be by an American Specialty Board for physicians or osteopathic physicians.
- Maintenance of board certification is necessary for continuation in a clinical track appointment.
- Faculty holding MD or DO 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 is generally peer-reviewed and in the public domain. Other types of scholarship such as patents and public policy papers commissioned by prominent groups may be considered at the discretion of the SPH Promotion and Tenure Committee.
- 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 the Chancellor for Health Sciences (with input as necessary from the School of Public Health 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 School of Public Health Promotion and Tenure Committee and the Dean. Outreach activities should be reviewed under the appropriate area (such as service, including clinical service).
- The interval between promotions will ordinarily be at least five years, unless otherwise specified on contracts or other documents. (For example, previous time in rank can be accounted at chair and dean discretion. In addition, new faculty in the Health Sciences Center who arrive in mid-academic year may choose between two possible years, and new faculty have one year from the time of their employment to ask their chair and dean for permission to be reviewed one year earlier.) The School of Public Health is therefore willing to recognize extraordinary contributions with credit toward tenure, as discussed above. There are two applicable situations: credit up to three years of service at rank at another institution, or requesting during the second year to have the critical year moved up to the fifth 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 Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure* document identifies conditions for such exceptions.
- Tenure-track/Scientist faculty ordinarily have an independent, extramurally funded research program as Principal Investigator with appropriate salary coverage for effort allocation, direct, and indirect costs. The standard is a sustained record of 25% or higher external funding, including as PI, but also including funding as a Co-PI and/or Co-I. Sole exceptions are biostatisticians, health economists, bioinformaticists, clinical informaticists, and other methodologists whose external funding primarily derives from their supporting role as co-investigators. Such faculty who are accorded this privilege, however, must meet a higher metric for percentage of salary covered by external funding (unless other duties with specific funding are assigned by chair or dean). Their standard is 50% or greater external funding.
- All tenure-track/Scientist faculty must also document substantial educational effort and significant contributions in research in order to be tenured and promoted.
- All tenure-track/Scientist 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 the Chancellor for Health Sciences (with input as necessary from the SPH Promotion and Tenure Committee) at the beginning of any year except the critical year and prior year.
- Tenured faculty may switch to a non-tenure track by surrendering tenure with written approval of the Chair, the Dean, and the Chancellor 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 the Chancellor for Health Sciences in one-year increments.
- Tenure-track faculty are expected to be primary classroom educators and student mentors, and to demonstrate commitment to and excellence in instruction. There are four separate tenure tracks, a scientist track, scientist-collaborator track, clinical scientist track, and an educator-scientist track. These tracks are distinguished by differential expectations and weight accorded research, instruction/mentoring, and clinical services.

Specialty Track additional guidelines

- Specialty track faculty members are expected to make significant contributions in one mission of the School of Public Health. (They may make additional contributions, depending upon funding and chair goals letters. The requirements for promotion and retention engage one mission.)

- Promotion guidelines are similar to those for the tenure track but place heavy emphasis on quality as well as productivity/funding 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. Under WVU guidelines, “service” in this context means service to the state and/or region, not service to WVU.

General Definitions

Education:

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

Education involves the dissemination of knowledge and the stimulation of critical thinking. Education 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 educational activities such as on-line education or instruction outside of the SPH 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 are 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.

Educational scholarship includes contributions to the educational community to advance knowledge in the field . Some examples of educational products include: interactive learning exercises, electronically viewable sets with speaker notes, case studies, and new models and strategies for education. In order to be considered as peer-reviewed, these should be included in peer-reviewed venues or repositories, be evaluated from conference proceedings, education awards, be referenced in peer-reviewed materials, and show how adoption by other faculty including descriptions of how the product has been used and built upon.

Service

1. Administrative service

- a. **Institutional service** includes intramural committee and administrative work critical to the functioning of the SPH, Health Sciences Center, affiliated hospitals, and the University. Examples are serving on an Admissions or Curriculum Committee 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 public 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/public health or public health-related conferences. Outreach activities, including educational activities, within the state on behalf of the SPH should be evaluated as part of administrative service. Civic club activities, hobbies, sports, or non-professional interests are not considered criteria for promotion.
2. **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 WVU Healthcare 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 SPH should be reviewed as part of the clinical service evaluation.

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, and/or to serve as moderator or session chair at national/international scientific meetings.

Joint Appointments Involving School of Public Health 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, service, and instruction 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 ten-year period. The Chair and the Dean must both evaluate and accept this request depending upon faculty achievement in the domains appropriate to the request, as well as the needs of the department and school.

To do so, faculty 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 the Chancellor for Health Sciences. Input from the School of Public Health Promotion 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 annual review cycle) if a faculty member is to be considered for a promotion or tenure decision. Following a change in tracks, faculty must be in their new track for two years before being considered for promotion.
4. 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 the Chancellor 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)

Scientist and Scientist Collaborator Tracks

Scientist and Scientist Collaborator Tracks (Tenure-Earning)		
Track names	Scientist	Scientist Collaborator
Tenure status	Tenure earning	Tenure earning
Eligibility and effort allocation	PhD faculty or non-clinical MD/DO faculty with primary research appointments 70%+ research 25%+ education	PhD or non-clinical MD/DO faculty with primary research appointments 70%+research delineated by type: -50%+ collaborative -20%+ independent (while independent publications are expected, funding may include a PI effort) 25%+ education
Compensation strategy	<ul style="list-style-type: none"> Based on academic rank Use school and departmental policies with base and incentive based on research metrics Benchmark to appropriate benchmarks Physicians in this track are paid at educational and not clinical benchmarks for rank 	<ul style="list-style-type: none"> Based on academic rank Use school and departmental policies with base and incentive based on educational excellence Align to appropriate benchmarks Productivity benchmarks may include Co-I efforts and some contract efforts. Physicians in this track are paid at educational and not clinical benchmarks for rank

	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	N/A	N/A
	Appointment to Assistant Professor	Appointment to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education • Reasonable contributions or potential in service • Proven accomplishments in at least one of the areas of instruction, research, or service 	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education • Reasonable contributions or potential in service • Proven accomplishments in at least one of the areas of instruction, research, or service
Specific guidelines	N/A	N/A
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Associate Professor and Tenure
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service 	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> • An independent research program with extramural funding as PI • High-quality, peer-reviewed extramural funding, covering $\geq 25\%$ salary based on the NIH salary cap) and appropriate direct and indirect costs • 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 guideline, approximately 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution; usually such senior authors are listed as the corresponding author, last author, or second author in manuscripts). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees 	<p>Research</p> <ul style="list-style-type: none"> • An independent research portfolio in his/her area of expertise, not necessarily dependent on funding • High-quality, external funding at the Co-I level at a minimum, covering $\geq 50\%$ salary (based on the NIH salary cap) and appropriate direct and indirect costs • 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 absolute guideline, approximately 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). • At least three should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios

	<ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of instructional effectiveness • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Service to West Virginia 	<p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Service to West Virginia
	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation • Long-standing record of significant contributions to research and education • Reasonable contributions to service • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation as an educator in a public health or other pertinent health-related field • Long-standing record of significant contributions to research, education, and service • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instructing, speaking or moderating at national/international meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/ international advisory committees • Service on grant study sections • Serving as a consultant to national/ international agencies • Election to office in a national/ international professional academic organization <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research program with extramural federal funding as PI Sustained, high-quality, peer-reviewed extramural funding, with a PI effort and minimum of 25% salary (based on the NIH salary cap) support that is commensurate with research allocation. • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution; usually such senior authors are listed as the corresponding author, last 	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instructing, speaking or moderating at national/ international meetings • Leadership in national/international organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research portfolio in his/her area of expertise, not necessarily dependent on funding • High-quality, peer-reviewed external funding at the Co-I level at a minimum, covering $\geq 50\%$ salary (based on the NIH salary cap) and appropriate direct and indirect costs • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least eight of the publications should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in

	<p>author, or second author in manuscripts).</p> <ul style="list-style-type: none"> • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Educational portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, HSC or institutional committees • Service to West Virginia • Regional, national, and international service 	<p>departmental educational activities including committees</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Service to West Virginia • Regional, national, and international service
--	--	--

Scientist Educator Track

Track names	Scientist Educator
Tenure status	Non-Tenure earning Term appointments Limited numbers
Eligibility and effort allocation	PhD or non-clinical MD/DO faculty with major efforts in education only 80%+ Education
Compensation strategy	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on educational excellence • Benchmark to appropriate benchmarks • Physicians in this track are paid at educational and not clinical benchmarks for rank
	Appointment to Scientist Educator: Instructor
Criteria for appointment	<ul style="list-style-type: none"> • Master's degree • Board eligibility if appropriate • Potential for significant contributions in education and service and reasonable contributions in scholarship
	Appointment/Promotion to Scientist Educator: Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Master's or terminal degree and experience • Board certification if appropriate • Significant contributions or potential in education and service • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, research, or service
Specific guidelines	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics • Development of new and/or on-line courses or educational programs

	<ul style="list-style-type: none"> • Student/peer evaluations • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc. • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • Keeping current in field or specialty
	Appointment/Promotion to Scientist Educator: Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions in education and service (may include clinical service as appropriate) • Reasonable contributions in scholarship • Maintenance of specialty certification if appropriate
Specific guidelines	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics. • Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • ≥ 3 publications since appointment and/or promotion
	Appointment/Promotion to Scientist Educator: Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Maintenance of specialty certification if appropriate • Substantial evidence of national/international reputation as a medical educator • Long-standing record of significant contributions to education and service (may include clinical service as appropriate) • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national/ international meetings • Leadership in national/international organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations

	<p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs, student performance in subject exams, USMLE and other national metrics • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Other evaluation of educational effectiveness as above • Education awards • Education portfolios <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Leadership of committees and processes devoted to accreditation, curriculum and certification, etc • Service to West Virginia <p>Scholarship</p> <ul style="list-style-type: none"> • Sustained publication record (such as 5 or more additional high quality publications) since promotion or appointment
--	---

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"> • Faculty with terminal degrees within professional programs who do funded research for < 30% of effort and significant (such as 60%) education and also service to education. 	<ul style="list-style-type: none"> • SPH faculty with baccalaureate, masters, terminal degrees (including physicians whose major efforts are in education only) • Significant contributions in education and service • Reasonable contributions in research/scholarship
Compensation strategy	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on research metrics • Benchmark to appropriate professional benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base and incentive based on educational excellence • Benchmark to appropriate professional benchmarks • Physicians in this track are paid at education and not clinical benchmarks for rank
	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	N/A	<ul style="list-style-type: none"> • Entry-level professional programs with baccalaureate or masters degree • Individuals should hold appropriate State licensure or certification for their field if appropriate • Potential for demonstrating significant contributions in education, service, or research
	Appointment to Assistant Professor	Appointment/Promotion to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Terminal degree • Significant contributions or potential in research and education, including service to education such as advising and accreditation. • Reasonable contributions or potential in service 	<ul style="list-style-type: none"> • Masters degree or appropriate degree • Significant contributions or potential in education and service to education. • Reasonable contributions or potential in scholarship

Specific guidelines	N/A	<p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Service to West Virginia • Regional, national, and international service <p>Education</p> <ul style="list-style-type: none"> • Master's degree in appropriate field • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials • Development of new and/or on-line courses or educational programs, or innovative approaches to accreditation, which can be publicly posted or peer-reviewed and disseminated.
	Appointment/Promotion to Associate Professor and Tenure	Appointment/Promotion to Associate Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Significant contributions in research and education • Reasonable contributions in service 	<ul style="list-style-type: none"> • Masters degree or appropriate degree • Significant contributions in education and service • Reasonable contributions in scholarship
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> • A research program, with co-investigator extramural funding (we are open to PI funding), commensurate with effort allocation. • \geq five peer-reviewed publications since appointment • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Other evaluations of educational 	<p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional committees • Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Master's degree in appropriate field for professional programs • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Clinical</p>

	<p>effectiveness</p> <ul style="list-style-type: none"> • Education awards • Education portfolios • Scholarship in creating new course material, new courses, new methods of instruction. <p>Service</p> <ul style="list-style-type: none"> • Service on departmental, school and institutional, committees • Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc. • Substantial assistance with advising, curriculum mapping, and accreditation • Service to West Virginia • Regional and national service 	<ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • three or more publications since appointment and/or promotion
	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national reputation • Long-standing record of significant contributions in research and education • Reasonable contributions in service • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • A terminal degree • Maintenance of specialty certification if appropriate • Substantial evidence of national reputation • Long-standing record of significant contributions in education and service • Reasonable contributions in scholarship • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Leadership in national professional organizations • Instructing, speaking or moderating at national meetings • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections <ul style="list-style-type: none"> • Serving as a consultant to national agencies. • Election to office in national professional academic organizations • (There is no bar to additional international service/reputation, but it is not required.) <p>Research</p> <ul style="list-style-type: none"> • A record of an independent research program with some participation in funded research, which can be as Co-I, commensurate with effort allocation • Sustained publication record (such as five or more additional peer-reviewed publications) since last promotion or appointment. 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Leadership in national professional organizations • Instruction, speaking or moderating at national meetings • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national agencies • Election to office in national professional academic organizations <p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, school and institutional committees • Leadership of committees and processes devoted to accreditation, curriculum and certification, etc. • Service to West Virginia • Regional and national service <p>Education</p> <ul style="list-style-type: none"> • Leadership in instructing undergraduates or graduate students • Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations

	<ul style="list-style-type: none"> • Appropriate quality of research work as documented by outside reviews <p>Education</p> <ul style="list-style-type: none"> • Substantial involvement in educational programs such as designing, accrediting, instructing in, and evaluating educational programs and participating in departmental educational activities including committees • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios • Instruction, speaking or moderating at national meetings <p>Service</p> <ul style="list-style-type: none"> • Service/leadership on departmental, HSC or institutional committees • Leadership in educational committees devoted to accreditation, curriculum, certification, etc. • Service to West Virginia • Regional and national service 	<ul style="list-style-type: none"> • Other evaluation of educational effectiveness • Education awards • Education portfolios <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> • Specialty certification if appropriate • Meeting or exceeding clinical service quality indicators <p>Scholarship</p> <ul style="list-style-type: none"> • Sustained publication record (such as five or more additional high quality publications) since promotion or appointment
--	--	--

Clinical Tracks

	Clinician Tracks (Tenure and Non-Tenure)		
Track names	Clinician	Clinical Educator	Clinical Scientist
Tenure status	Non-Tenure earning	Non-Tenure earning	Tenure earning
Eligibility and effort allocation	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • 90%+ clinical • Educational efforts are for precepting medical students and residents, and service 	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • Approximately 50-75% clinical, 25-50% education • May include course directors, resident program directors, and those with other significant educational and scholarship activities 	<ul style="list-style-type: none"> • MD/DO or clinical PhD or equivalent • 50%+ research • 40-50% clinical service and education
Compensation strategy	<ul style="list-style-type: none"> • Not based on academic rank • Use school and departmental policies with base, supplement and incentive • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on clinical productivity and educational excellence with guidelines • Benchmark to appropriate benchmarks 	<ul style="list-style-type: none"> • Based on academic rank • Use school and departmental policies with base, supplement and incentive based on clinical productivity and research metrics • Benchmark to appropriate benchmarks
	Appointment to Instructor	Appointment to Instructor	Appointment to Instructor
Criteria for appointment	<ul style="list-style-type: none"> • Chief residents, clinical fellows 	<ul style="list-style-type: none"> • Chief residents, clinical fellows 	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for success in service, education, and research • Viewed as a temporary position 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for success in service, education, and research • Viewed as a temporary position 	
	Appointment/Promotion to Assistant Professor	Appointment/Promotion to Assistant Professor	Appointment to Assistant Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Significant contributions or potential in service (including clinical service) and education • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, service, or research 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Significant contributions or potential in service (including clinical service) and education • Reasonable contributions or potential in scholarship • Proven accomplishments in at least one of the areas of education, service, or research 	<ul style="list-style-type: none"> • Board eligibility or discipline equivalent • Potential for significant contributions in two areas: research and service (including clinical service) • Reasonable contributions or potential in education • Proven accomplishments in at least one of the areas of education, service, or research
Specific guidelines	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> • Board eligibility • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, institutional, hospital committees • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials for clinical education 	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> • Board eligibility • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service on departmental, institutional, hospital committees • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • Development of new educational materials for clinical education 	N/A
	Appointment/Promotion to Associate Professor	Appointment/Promotion to Associate Professor	Appointment/Promotion to Associate Professor and Tenure
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Board certification • Significant contributions in service (including clinical 	<ul style="list-style-type: none"> • Board certification • Significant contributions in education and service 	<ul style="list-style-type: none"> • Board certification • Significant contributions in research and service (including

	service) and education (mentoring excellence to med students and residents) <ul style="list-style-type: none"> Reasonable contributions in scholarship 	(including clinical service) <ul style="list-style-type: none"> Reasonable contributions in scholarship 	clinical service) <ul style="list-style-type: none"> Reasonable contributions in education
Specific guidelines	<p>Service Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Participation in regional/state/national medical or society organizations Participation in committees devoted to clinical quality, outcomes, processes, etc. Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> Student/peer evaluations Other evaluations of educational effectiveness Education awards Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> ≥ 3 papers since appointment 	<p>Service Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc. Participation in regional/state/national medical or society organizations Participation in committees devoted to clinical quality, outcomes, processes, etc. Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> Significant contributions to UME, GME, CME (such as instruction in national meetings/societies) Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs Development of new and/or on-line courses or educational programs Student/peer evaluations Education awards Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> Approximately 10 	<p>Research</p> <ul style="list-style-type: none"> An independent research program with extramural federal funding as PI High-quality extramural funding, covering ≥ 25% salary (based on the NIH salary cap) and appropriate direct and indirect costs 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 12 papers since appointment, which includes all papers published since appointment (including those for which research was done elsewhere). At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). Appropriate quality of research work as documented by outside reviews <p>Service Clinical</p> <ul style="list-style-type: none"> Board certification Meeting or exceeding targets based on % effort allocation Meeting or exceeding clinical service quality indicators Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> Service on departmental, institutional, hospital committees Participation in regional/state/national medical or society organizations Service to West Virginia Regional, national, and

		publications since appointment depending upon quality, such as journal impact factor and external citations	international service Education <ul style="list-style-type: none"> • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of educational effectiveness • Education awards • Education portfolios
	Appointment/Promotion to Professor	Appointment/Promotion to Professor	Appointment/Promotion to Professor
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in clinical specialty • Long-standing record of significant contributions to education and service (including clinical service) • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in either education and/or clinical specialty • Long-standing record of significant contributions to education and service (including clinical service) • Record of sustained scholarly achievement 	<ul style="list-style-type: none"> • Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties • Substantial evidence of national/international reputation in clinical specialty • Long-standing record of significant contributions to research and service (including clinical service) • Reasonable contributions to education. • Record of sustained scholarly achievement
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • State-wide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national agencies. • Election to office in national professional academic organizations <p>Service Clinical</p> <ul style="list-style-type: none"> • Board certification or 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Statewide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/international advisory committees • Service on grant study sections • Serving as a consultant to national agencies • Election to office in national professional academic organizations <p>Service Clinical</p>	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Statewide or national referrals • Instruction, speaking or moderating at national meetings • Leadership in national/international professional organizations • Service on editorial boards or specialty boards • Serving on national/ international advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies. • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • A long-standing record of an independent research program with extramural federal funding as PI • Sustained, high-quality, peer-

	<p>discipline equivalent</p> <ul style="list-style-type: none"> • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership in departmental, institutional, hospital committees • Leadership in committees devoted to clinical quality and processes • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Other evaluations of educational effectiveness • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as five additional papers) since promotion or appointment. 	<ul style="list-style-type: none"> • Board certification or discipline equivalent • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, institutional, hospital committees • Leadership of committees for accreditation, curriculum and certification processes • Service to West Virginia <p>Education</p> <ul style="list-style-type: none"> • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE, residency board performance, successful, non-probational accreditation of programs • Development of new and/or on-line courses or educational programs • Student/peer evaluations • Education awards • Education portfolios <p>Scholarship</p> <ul style="list-style-type: none"> • A sustained publication record (such as 10 additional high quality publications) since promotion or appointment. 	<p>reviewed extramural funding with a minimum of 30% salary support (based on the NIH salary cap) that is commensurate with research allocation</p> <ul style="list-style-type: none"> • A sustained high-quality publication record as documented by quantity and quality (journal impact factor and external citations). • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). • Appropriate quality of research work as documented by outside reviews <p>Service Clinical</p> <ul style="list-style-type: none"> • Board certification or discipline equivalent • Meeting or exceeding targets based on % effort allocation • Meeting or exceeding clinical service quality indicators • Developing new/novel treatments/therapies <p>Administrative</p> <ul style="list-style-type: none"> • Service/leadership on departmental, institutional, hospital committees • Service to West Virginia • Regional, national, and international service <p>Education</p> <ul style="list-style-type: none"> • Student/peer evaluations • Evaluations of educational outcomes as measured by student performance in subject exams, USMLE and other national metrics • Other evaluations of educational effectiveness • Education awards • Education portfolios
--	---	---	--

Specialty Track (non-tenure)

The specialty tracks accommodate the few faculty who contribute substantially to the mission of the SPH, 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 Chancellor 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 educational programs of the School of Public Health. 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.

Specialty Tracks (non-tenure)

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 educational programs of the School of Public Health
Compensation strategy	<ul style="list-style-type: none">• Use school and departmental policies• Benchmark to appropriate benchmarks	<ul style="list-style-type: none">• Use school and departmental policies• Benchmark to appropriate benchmarks	<ul style="list-style-type: none">• Use school and departmental policies• Benchmark to appropriate benchmarks
	Appointment to Research Instructor	Appointment to Instructor (Service)	Appointment to Lecturer
Criteria for appointment	<ul style="list-style-type: none">• Viewed as a temporary position• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor.	<ul style="list-style-type: none">• Viewed as a temporary position• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor	<ul style="list-style-type: none">• Appropriate degree and experience• Potential for significant contributions in education• Assignments and expectations as outlined in the letter of offer

	<ul style="list-style-type: none"> Potential for success in research 	<ul style="list-style-type: none"> Potential for success in service 	
	Appointment/Promotion to Research Assistant Professor	Appointment/Promotion to Assistant Professor (Service)	
Criteria for appointment or promotion	<ul style="list-style-type: none"> Appropriate degree and experience Potential for significant contributions in research 	<ul style="list-style-type: none"> Appropriate degree and experience including postdoctoral or board eligibility or discipline-specific equivalent as required for the position Potential for significant contributions in service 	
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> Proven accomplishments and outstanding potential to make significant contributions in research 	<p>Service</p> <ul style="list-style-type: none"> Proven accomplishments and outstanding potential to make significant contributions in service 	
	Appointment/Promotion to Research Associate Professor	Appointment/Promotion to Associate Professor (Service)	Appointment/Promotion to Senior lecturer
Criteria for appointment or promotion	Significant contributions in research	Significant contributions in service	Significant contributions in education
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> Participate in a research program with extramural federal funding, as PI or co-PI Appropriate quality of research documented by outside reviews 100 % salary coverage with appropriate direct and indirect expenses 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). At least half of these should be as first author (indicating 	<p>Service</p> <ul style="list-style-type: none"> Service contracts/grants with extramural funding as PI or co-PI Appropriate quality of service documented by outside reviews 100% salary coverage with appropriate direct and indirect expenses ≥ five peer-reviewed publications in high-quality journals since appointment 	<p>Education</p> <ul style="list-style-type: none"> Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities Student/peer evaluations Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs Other evaluations of educational effectiveness Education awards Education portfolios Scholarship in creating new course material, new courses, new methods of instruction. <p>Service</p> <ul style="list-style-type: none"> Membership on educational committees tied to admissions, curriculum, accreditation, certification, etc.

	lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution).		
	Appointment/Promotion to Research Professor	Appointment/Promotion to Professor (Service)	N/A
Criteria for appointment or promotion	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation in research • Long-standing record of significant contributions to research • Record of sustained scholarly achievement. 	<ul style="list-style-type: none"> • Substantial evidence of national/international reputation in service • Long-standing record of significant contributions to service. • Record of sustained scholarly achievement 	
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national meetings • Leadership in national professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Service on grant study sections • Serving as a consultant to national/international agencies. • Election to office in national/international professional academic organizations <p>Research</p> <ul style="list-style-type: none"> • Research program with extramural federal funding as PI or co-PI • 95% salary coverage with appropriate direct and indirect expenses • Appropriate quality of research work as documented by outside reviews • A sustained publication record • At least half of these should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a major advisory contribution). 	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> • Instruction, speaking or moderating at national meetings • Leadership in national professional organizations • Service on editorial boards or specialty boards • Serving on national advisory committees • Serving as a consultant to national/international agencies • Election to office in national/international professional academic organizations <p>Service</p> <ul style="list-style-type: none"> • Service contracts/grants with extramural funding as PI or co-PI • 95% salary coverage with appropriate direct and indirect expenses • Appropriate quality of service work as documented by outside reviews • A sustained publication record (such as five or more peer-reviewed additional publications in high-quality journals) since appointment or promotion 	

Nine-Month and Other non-Twelve-Month Faculty

Faculty who work for other than 12-month contracts will need to have their work times stipulated in the letter of employment, as well as any changes in either Promotion and Tenure changes or expectations compared to 12-month faculty. Modifications will be linked to the hiring track as specified in the letter.

Courtesy (Adjunct) Faculty (Non-tenure)

Courtesy faculty participate in SPH academic activities as “adjunct” faculty or “adjunct clinical” faculty where appropriate. Except where they have instructional contracts, those holding the PhD, MD, DO, PharmD, DDS, and other clinical degrees (and who do not practice clinically) should be given the title of “adjunct” (not “adjunct clinical”). MD, DO, and other clinical faculty including 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. Courtesy faculty activities include educating students or residents, collaborating with SPH personnel in research, education, 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. Considerations include adjunct volunteerism at the departmental and school levels, support of students, and access to research for faculty and students.

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

Assistant Professor

1. Appropriate training, usually a terminal degree, is required. Board certification is recommended for physicians with clinical responsibilities. Board eligibility is required except under extraordinary circumstances.
2. There must be demonstrated interest and participation in the goals of the SPH.

Associate Professor

1. There must be demonstration of continued interest and commitment to the School of Public Health and West Virginia University prior to consideration. The criteria for promotion are documented substantial educational activities to the SPH 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 Public Health 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 education, research, and service. There should be a long-term record of service and scholarly contributions, including engagement in SPH activities or collaborative goals.

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.

Promotion and Tenure Evaluation Procedures:

Annual faculty evaluations are initially conducted at the level of the SPH Promotion and Tenure Committee. Department Chairs conduct an independent evaluation of those faculty who are members or affiliates of their departments. Both sets of evaluations are forwarded to the SPH Dean.

In the annual review, both the Promotion and Tenure Committee and the department chairs use a four-point scale to evaluate faculty performance and productivity in the areas of education, research, and service of each faculty member, as pertinent to the letter of agreement. Evaluations are based on consideration of the Annual Faculty Review Form, requisite supporting documentation, goals stated in the Chair evaluation (letter) that followed the previous review cycle, and expectations for rank outlined in the SPH guidelines for promotion and tenure. The evaluation by the chair, as appropriate, also provides faculty goals for the next review cycle.

The four-point evaluation scale is elaborated as follows:

- (4) Excellent. The faculty member substantially exceeded expectations for rank and time.
- (3) Good. The faculty member exceeded expectations for rank and time
- (2) Satisfactory. The faculty member met the minimal expectations for rank and time.
- (1) Unsatisfactory. The faculty member failed to achieve the minimal expectations for rank and time.

The specific criteria for education, research, and service are elaborated upon in Pp. 13-38 of these Promotion and Tenure guidelines. Absence of evaluation in one of these areas, where performance is normally expected, could adversely impact decisions on promotion, tenure, and retention, unless reflecting documented prior consent between the chair and the faculty member as noted by the Promotion and Tenure Committee.

In cases of faculty seeking promotion and/or tenure, the SPH Promotion and Tenure Committee and Department Chairs conduct independent cumulative reviews of faculty performance and productivity in the areas of education, research, and service, relative to the SPH guidelines as appropriate.

In addition to the internal review materials, these evaluations also consider independent reviews of faculty performance and productivity conducted by external faculty at peer-institutions, who occupy an equal or higher rank than sought by the applicant, and who are content experts in the areas of the applicant's expertise. At least six external reviewers are selected by the department chair, and approved by the Dean of the School of Public Health, from a list of four names proposed by the applicant and four names proposed by the Promotion and Tenure Committee (usually the chair). The department chair or another designee of the Dean (if the applicant is the chair) sends requests for review to six of the eight, with the expectation that this will yield a minimum of four external reviews. Ideally, external reviewers will represent a balance between the two sets of nominees. Applicants for tenure and /or promotion undergo a second level of review by the Dean or designee. Finally, the three sets of reviews are forwarded to the Chancellor of Health Sciences or designee, who is responsible for the final review and determination.

Untenured faculty within the tenure track also undergo initial cumulative three-year reviews by both the Promotion and Tenure Committee and the Chair, with a subsequent Dean-level review. In cases where such a faculty member is affiliated with a multidisciplinary research center, the department head should consult with the center director about cumulative faculty performance at the end of the third year. This assessment will be communicated to the faculty member and form part of the faculty member's file. Where the SPH Dean recommends termination of a faculty member, based on consideration of recommendations by the Promotion and Tenure Committee and/or Department Chair, all pertinent documents are forwarded to the Chancellor of the Health Sciences or designee for a final review and determination.

**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 marshaled 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 Chancellor 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. (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.)

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.

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 (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), 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 teaching 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 teaching 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

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 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. (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, Chancellor 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.)

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 Chancellor for Health Sciences, or the Campus Provost shall give written notice concerning retention or nonretention 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 nonretention 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.

(See: <http://www.wvu.edu/~acadaff/fac/policies/familyfriendly.pdf> "Family-Friendly Policies for Faculty.")

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 Chancellor for Health Sciences shall give written notice concerning retention or nonretention 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 Chancellor 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.

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 (occasional or clinical part-time faculty should receive periodic reviews that are appropriate to their assignment), 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 one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, 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.

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 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 Chancellor 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 Chancellor 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 Chancellor 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 that 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 the Chancellor for Health Sciences 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 nonretention 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 Chancellor 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 Chancellor for Health Sciences within five (5) working days of receipt of the recommendations.

6) A faculty member may petition the Provost or the Chancellor 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** Chancellor for Health Sciences 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 Chancellor 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 Chancellor for Health Sciences Level

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

2) Decisions on promotion and tenure recommendations will be made by the Provost **or** the Chancellor 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. 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 Chancellor 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 Chancellor 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 Chancellor for Health Sciences.
March 1	Deadline for the Dean or Campus Provost to mail written notice of reappointment, or for the Provost or the Chancellor 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 Chancellor 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 Chancellor for Health Sciences.

Appendix II. Suggestions for SPH Faculty, Chairpersons, and Review Committees

Appointments: New Faculty

Although faculty appointments are not reviewed by the School of Public Health Promotion and Tenure Committee, Chairs and Deans should ensure that new faculty appointees meet School of Public Health 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 School of Public Health guidelines, and point out how specified requirements for advancement have been met and documented.