



Guidelines for Faculty  
Appointment, Promotion, and Tenure

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# Introduction

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The following guidelines for the School of Public Health (SPH) supplement the West Virginia University (WVU) guidelines for promotion and tenure.

Actions of the University faculty 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 their designee. Sources for detailed information regarding Appointment, Evaluation, Promotion and Tenure of Faculty are the West Virginia University Board of Governors Faculty Rule 4.2, 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 is available on the following website, <https://faculty.wvu.edu/>.

The role of a faculty member, regardless of discipline, requires activities that are in line with the School of Public Health mission. The core elements of teaching, research, and service are the criteria by which appointments, promotion, and tenure are judged.

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 Faculty Evaluation 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 their work, following formats established by the SPH Faculty Evaluation Committee (FEC).

- The FEC and departmental chairs are responsible for reviewing the University's and School's written guidelines for "unsatisfactory," "satisfactory," "good," and "excellent" contributions. They should consider how to apply these equitably when reviewing faculty performance.
- Final decisions on SPH recommendations for promotion in rank, sabbatical, approval of increasing or decreasing the tenure clock, granting of tenure, granting of emeritus status, or non-renewal are made by the Provost.

Faculty effort is allocated to the three missions of the SPH, which are teaching, research/scholarship, and service. The resultant outcomes in each mission are evaluated annually. General definitions of teaching, research/scholarship 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 on Appointments, Promotions, and Tenure

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As stated in the University procedures document and in the faculty member's approved letter of appointment, the university official (usually the Dean or Campus President) responsible for hiring shall define the general terms of the faculty member's major responsibilities, and identify the year by which tenure must be awarded, if applicable. The terms of this appointment are to be reviewed periodically (normally in consultation with the Dean) and may be changed by mutual consent, consistent with this document. Any changes must be reflected in writing by amendment to the letter of appointment. Within the terms of this general apportionment of responsibilities, the details of a faculty member's specific assignments should be subject to joint consultation but are to be determined by the appropriate administrator. Each department is permitted to refine these broad criteria in areas of teaching, research, and service in ways that reflect the unit's discipline and mission. Adjustments in the expectations for faculty members may occur in keeping with changing institutional and unit priorities and personal interests.

WVU rules permit a "small school" approach; the School of Public Health follows this model. Initial evaluation and review at the department level is by the department chairperson (see Appendix I) for both annual and promotion and tenure reviews. The School of Public Health FEC functions as a "School-wide Committee" primarily for promotion and tenure decisions and where action is recommended (see Appendix II). The FEC contains representatives from each department.

During the annual evaluation process, chairs provide annual goals, in consultation with the faculty member, and the chair evaluates progress toward these goals in the next annual review. In cases where the faculty member is affiliated with a multidisciplinary research center or office, the department chair should consult with the center or office director about faculty performance and incorporate the feedback into the annual chair letter. Chair goals can and should also consider any administrative or joint appointment the individual faculty may have and be adjusted accordingly. Subsequently, for any action other than continuation, recommendations of these reviewers are considered by the Dean (or designee), then by the University Provost. School of Public Health recommendations for promotion, tenure, or non-continuation of appointment are reviewed by the University Provost, who makes decisions on behalf of the President.

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:

- Each department, division, and/or program Chairperson has responsibility for determining for each faculty member (with personal consultation) their teaching, research/scholarship, 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 FEC timelines and formats.
- Promotions will be based primarily on achievement since the previous promotion (or appointment). Specific information can be found on the [WVU Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure](#) document, page 7.
- 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.
- The interval between promotions is generally five years. However, specific exceptions and options are described in the guidelines.

## School of Public Health Mission

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The mission of the West Virginia University School of Public Health is to improve the quality of life for West Virginians and all who call Appalachia home. We achieve this by:

- Implementing educational programs that produce highly qualified practitioners, educators, and researchers;
- Promoting interdisciplinary research and research translation to understand and solve complex health problems with local impact and global significance; and through
- Engaging communities, businesses and government partners in accomplishing our shared mission.

## Contract of employment

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All faculty members are expected throughout their careers to maintain standards of excellence and integrity in teaching, research/scholarship, and service (professional and faculty engagement) as stated in the School of Public Health's tenure and promotion guidelines and contribute to the mission of the School. Evaluation of performance will take into account changing expectations at different stages of faculty careers. Faculty members may expect support by more senior faculty, the department chair, and possibly others toward the development and realization of productive and successful careers at the WVU School of Public Health.

## Type of Appointments

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The School of Public Health offers two tracks for faculty appointments, tenure-track and non-tenure track.

### Position Titles for Faculty: Tenure and Non-Tenure Track

Full time faculty members with primary appointments in the School of Public Health are appointed or promoted to the following position titles:

#### **Tenure Track**

Assistant Professor  
Associate Professor  
Professor

#### **Non-Tenure Track**

Instructor  
Assistant Professor  
Associate Professor  
Professor

Note: With the exception of Instructor, non-tenure track faculty titles often include the prefix of Teaching, Research, or Service

Part-time faculty members at a .80 FTE, with primary appointments in the School of Public Health are appointed or promoted to the position titles of Lecturer or Senior Lecturer. All other per course faculty appointments are appointed as Adjuncts.

## General Guidelines for all 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 FEC, 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 intended 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, page 14.
- 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, inclusive of long-form scholarship such as books and book chapters. However, other types of scholarship such as patents and public policy papers commissioned by prominent groups may also be recognized by the FEC.
- A faculty member may switch tracks once in their career at West Virginia University, provided they meet the requirements for the new track, and only with written approval of the Chair, the Dean, and the Chancellor/Vice President for Health Sciences (with input as necessary from the School of Public Health FEC). Switching tracks is not permitted when a faculty member is in their critical year.
- 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 FEC 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 for at Chair and Dean discretion, with Chancellor/Vice President approval. In addition, new faculty in the WVU Health Sciences who arrive after July 1, but before December 31, 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. 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 discretionary promotion when they have met the criteria.

### **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, unless they are in their critical year. 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:

- Meet all criteria for appointment (at rank) to the other track.
- The action must be approved in writing by the appropriate Departmental Chair (for joint appointees, relevant Chairs must agree), the Dean, and the Chancellor/Vice President for Health Sciences. Input from the School of Public Health Promotion and Tenure Committee may be requested as needed.
- 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.
- 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/Vice President for Health Sciences, as described in the West Virginia University



## Tenure Track Appointments

Those faculty members who normally have been appointed on a full-time basis and have been designated by the School of Public Health and University hiring officials as being in a tenure-track position. Faculty in this track are eligible for both promotion and tenure.

Faculty with a tenure-track appointment are expected to provide significant contributions in areas of teaching and research and reasonable contributions in service; this includes keeping current in their field. General guidelines are outlined in the letter of appointment. The Chair's annual evaluation and goals letter will provide additional detail towards teaching load (by consulting [approved workload guidelines](#)), research, and service expectations, which may fluctuate due to the needs of the department or school as reflected on an annual workload document. However, any substantial change requires consultation with the Dean, Chair, and faculty member and will include an addendum added to the letter of appointment signed by the above three parties.

Each faculty will receive an annual faculty workload document. This usually occurs during the Chair's annual evaluation meeting. At that time, any deviation from the workload effort allocation described in the letter of offer must be documented in the annual workload document. If there are substantial changes, an offer letter addendum must be written. All documents will be placed in the faculty member's Digital Measures file.

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 faculty ordinarily have an independent, extramurally funded research program as Principal Investigator, Co-Principal Investigator, Co-Investigator, or similar.
- All tenure-track faculty must also document significant contributions in teaching and significant contributions in research in order to be tenured and promoted. Tenure-track faculty are expected to be primary classroom educators and student mentors, and to demonstrate commitment to and excellence in instruction.
- Tenure-track faculty with an assignment that is considered an administrative position such as Program Director, Chairperson, or Assistant/Associate Dean (and/ "which may" receive a stipend) is not counted toward faculty effort or evaluated for the purpose of promotion in rank or tenure decisions.
- All tenure-track faculty must have evaluations of research by reviewers from outside West Virginia University for promotion to associate professor and tenure and promotion to full professor.

- A non-tenured faculty member in a tenure-track may switch tracks with written approval of the Chair, the Dean, and the Chancellor/Vice President for Health Sciences (with input as necessary from the SPH FEC) at the beginning of any year except the critical year. A faculty member may switch tracks once in their career at West Virginia University.
- Tenured faculty may switch to a non-tenure track by surrendering tenure with written approval of the Chair, the Dean, and the Chancellor/Vice President for Health Sciences. A faculty member may switch tracks once in their career at West Virginia University.
- The tenure process may be extended for family and/or medical leave or other extraordinary circumstances as per WVU institutional tenure guidelines and BOG Rules so that the critical year may be later than the sixth year, but no later than the ninth year. This must be approved by the Chair, the Dean, and the Chancellor/Vice President for Health Sciences in one-year increments. A maximum of three extensions of the critical year may be granted.

## Alternate pathways

In rare circumstances, we also recognize the alternative pathway for a tenured Associate Professor to achieve promotion to Professor using service instead of research as one of the two areas of significant contribution. It is incumbent upon the faculty member pursuing this alternative pathway to understand the process as outlined in the University's [Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure document](#) (p.14).

## Non-Tenure Track (Term) Appointments

Those Faculty Members who normally have been appointed by the School of Public Health and University hiring officials to respond to programmatic needs. Faculty titles often include the prefix of Teaching, Research, or Service. Faculty in this track are not eligible for tenure. These positions are viewed as temporary.

Faculty in the non-tenure track have the majority of their time allocated to provide significant contribution in the area(s) of their assignment as outlined in the letter of appointment or modified in a subsequent document. Reasonable contributions may also be expected in any of the areas (teaching, research, or service), as outlined below. The Chair's annual evaluation and goals letter will provide additional detail towards teaching load (by consulting [approved workload guidelines](#)), research, and service expectations, which may fluctuate due to the needs of the department or school as reflected on an annual workload document. Similar to tenure-track faculty, any substantial change requires consultation with the Dean, Chair, and faculty member and will include an addendum added to the letter of appointment signed by the above three parties.

Each faculty will receive an annual faculty workload document. This usually occurs during the Chair's annual evaluation meeting. At that time, any deviation from the workload effort allocation described in the letter of offer must be documented in the annual workload document.

If there are substantial changes, an offer letter addendum must be written. All documents will be placed in the faculty member's Digital Measures file.

For the purpose of promotion, if appropriate, the primary focus in the evaluation of performance will be in the faculty member's area(s) of significant contribution.

University guidelines for non-tenure -track faculty:

- If teaching is an area of significant contribution, the typical expected effort is 80% or eight 3-credit courses per academic year. The other 20% could be research/scholarly work or service. The expectation percentage should be defined in the offer letter AND what it means to attain satisfactory ratings in research/scholarly work or service.
- If service is an area of significant contribution, the service assignment is normally >60%. For the service track, the School of Public Health expects two areas of significant contribution, which is usually teaching, for the remaining effort. Any teaching expectations should be explicitly delineated in the faculty member's letter of appointment AND what it means to attain satisfactory ratings in research/scholarly work.
- If research is the area of significant contribution, usually 100% of effort is allocated to research and supported by outside funding. There are normally no teaching or committee service expectations. If the 100% outside funding changes, the faculty member may not be eligible for promotion.
- Non-tenure-track faculty with an assignment that is considered an administrative position such as Program Director, Chairperson, or Assistant/Associate Dean (and/ "which may" receive a stipend) is not counted toward faculty effort or evaluated for the purpose of promotion in rank.
- Clinical faculty have service (80%) and teaching (20%) as areas of significant contribution. The research/scholarly work expectation is reasonable contributions.
- Faculty members in the teaching, research, clinical, or service track at the rank of assistant professor or higher must have evaluations of teaching, research and/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 not related to administrative or similar responsibilities to WVU.
- A non-tenured faculty member may switch tracks with written approval of the Chair, the Dean, and the Chancellor/ Vice President for Health Sciences (with input as necessary from the SPH Faculty Evaluation Committee) at the beginning of any year except the critical year if an open state line position exists and the faculty member meets the criteria for tenure track in teaching, research, and service. A faculty member may switch tracks once in their career at West Virginia University.

## Instructor

A temporary position, where feasible, appointed with qualifications and potential for service, education, and research, as defined in appropriate of this guidelines document. The appointment requires a minimum of a master's degree.

## Adjunct Appointments

Courtesy faculty participate in SPH academic activities as "adjunct" faculty. Courtesy faculty activities include educating students or residents; and/or collaborating with SPH personnel in research, teaching, and service, and other contributions. However, individuals participating in the instruction of a single course do not necessarily have to hold adjunct status. The criteria for appointment (and rank) of adjunct faculty will be those of the most appropriate track to determine appointment and continuation of these individuals. The initial rank should be carefully considered at the time of appointment. Evaluations of adjunct faculty and part-time lecturers are conducted annually at the departmental level [following established Standard Operating Guidelines](#). General University rules for promotion apply. Adjunct appointments are typically for a three-year time period. Promotion 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.

## Joint Appointments

Joint appointments, usually at the same rank, are restricted to individuals who make major contributions and are partially funded by two or more departments within the University. Faculty with joint appointments must be evaluated annually by the primary department where they are appointed with input from the secondary department. Chairs may use input from Center/Office 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 teaching in each department) of the faculty member should be defined and documented. Participants should also review annually the appropriateness of continuing the joint appointment. The outcome of this annual conference must be a part of the faculty member's permanent personnel record.

Initiation of required tenure and promotion recommendations will be the responsibility of the department where the faculty member holds their primary appointment (and where the majority of assigned duties are performed). The secondary department(s) must be involved by providing their input 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.

# Professional Expectations of Faculty Members

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The following important guidelines, 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:

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

## Teaching (Learning)

Teaching involves the stimulation of critical thinking, the dissemination of knowledge, and the development of artistic expression.

Teaching includes, but is not limited to, traditional modes of instruction such as the in-person classroom lecture; other classroom activities, and modes such as clinical, laboratory, online, and practicum instruction; distance learning; thesis and dissertation direction; facilitation of group learning; evaluation and critique of student self-directed learning; various forms of continuing education and non-traditional instruction; patient education (for clinicians); presentations in seminars, grand rounds, and conferences; advising (mentoring) of undergraduate and graduate students, which is a special dimension of teaching, the success of which is essential to the educational process(*It should be noted that the advising of doctoral students has elements of both teaching and research.*); and outreach educational activities such as on-line education or instruction outside of the School of Public Health facility as part of job duties should be evaluated as part of the teaching outcomes.

The goals of the teaching-learning endeavor are to equip students with professional expertise, life skills, and a general appreciation of intellectual pursuits that should culminate in degree completion. The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, a commitment to deepen student learning, respect for differences and diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students.

Supporting documentation for the evaluation of effective performance in teaching might include evidence drawn from such sources as the assessment of student learning outcomes; the collective judgment of students, student advisees and/or mentees; peer and Chair evaluations of

instructional performance; analyses of course content; evaluation of products related to teaching such as textbooks or multi-media materials; the development or use of instructional technology and computer-assisted instruction; pedagogical scholarship in refereed publications and media of high quality; studies of success rates of students taught; other evidence deemed appropriate and proper by the department and school.

Regardless of the activities defined as “teaching” assigned to a faculty member, faculty who teach are expected to be effective in their explicit teaching assignments. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

## Research (Discovery) / 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 traditional research activities, as well as teaching and service activities that are peer-reviewed and in the public domain. Some examples of scholarship include peer-reviewed articles in journals or conference proceedings, long-form scholarship such as books and book chapters, patents, research-based educational media materials (for example, simulations, tutorials, etc.), 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.

Teaching 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 teaching. In order to be considered as peer-reviewed, these should be included in peer-reviewed venues or repositories, be evaluated from conference proceedings, teaching awards, be referenced in peer-reviewed materials, and show how adoption by other faculty including descriptions of how the product has been used and built upon.

The same critical and reflective elements that faculty employ in teaching, learning, and traditional scholarship encompasses scholarly service. This involvement occurs when faculty apply research methodologies and principles to address institutional challenges while engaged in service. For example, a faculty member may employ research methodologies to gather input for a policy change, standard operating guideline, to replace anecdotal evidence with data-driven insights, or assess the experiences of faculty, staff, and students related to university functions. Thus, effective scholarly service involves applying qualitative and/or quantitative analysis to gathered data, allowing for thematic identification of areas for improvement and sharing the processes,

knowledge, and outcomes of scholarly service findings through conference presentations and publications, therefore contributing to the broader scholarly community.

Performance evaluations should be based on a holistic assessment of evidence provided in the file.

## Service (Engagement)

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

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

The evaluation of service should include assessments of the degree to which the service yields important benefits to the university, society, or the profession. Especially relevant is the extent to which the service meets the needs of clients, induces positive change, improves performance, or has significant impact on societal problems or issues. One important benefit of service to the university is faculty participation in the governance system. Service contributions considered for evaluation are those that are within a person's professional expertise as a faculty member, and performed with one's university affiliation identified. According to the Council on Education for Public Health (CEPH), faculty engage in service by: (1) consulting with public or private organizations on issues relevant to public health; (2) providing testimony or technical support to administrative, legislative, and judicial bodies; (3) serving as board members and officers of professional associations; (4) reviewing grant applications; and (5) serving as a member of community-based organizations, community advisory boards, or other groups.

**For Clinicians**, 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.

Performance evaluations should be based on a holistic assessment of evidence provided in the file.

## General Expectations for all Faculty

Other considerations that are important for promotion and tenure may include, attendance and participation in departmental/School of Public Health meetings and functions (such as new student orientation, graduation, and dissertation defenses), attending to constructive feedback on student evaluations, responsiveness to requests as it pertains to department or school governance, etc. These critical functions will be discussed during annual meetings with the faculty member's chairperson.

## Performance Ratings

Performance rating examples of meritorious and non-meritorious in teaching, research, and service are located at the end of this document.

## Criteria for Appointment or Promotion

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### Tenure Track

The criteria listed below must ordinarily be met for appointment or promotion to the ranks of Assistant, Associate or Professor on the tenure track:

Eligibility and effort allocation	<ul style="list-style-type: none"><li>• SPH faculty with a doctoral degree or equivalent</li><li>• Significant contributions in research and teaching</li><li>• Reasonable contributions in service</li></ul>
Compensation strategy	<ul style="list-style-type: none"><li>• Based on academic rank</li><li>• Use school and departmental policies with base salary and incentive structure</li><li>• Benchmark to appropriate professional benchmarks</li></ul>
<b>Appointment to Assistant Professor</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"><li>• Minimum of a doctoral degree or equivalent</li><li>• Significant contributions or potential to contribute in research and teaching</li><li>• Reasonable contributions or potential to contribute in service</li><li>• Proven accomplishments in at least one of the areas of teaching, research, or service</li></ul>
Specific guidelines	<ul style="list-style-type: none"><li>• N/A</li></ul>



	<b>Appointment/Promotion to Associate Professor and Tenure</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Minimum of a doctoral degree or equivalent</li> <li>• A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent</li> <li>• Significant contributions in research and teaching, including service to teaching such as advising and accreditation</li> <li>• Reasonable contributions in service</li> <li>• For Assistant Professors on tenure-track appointments, advancement to the Associate level is usually made simultaneously with granting of tenure. In order to attain tenure, a faculty member is expected to have established an original, coherent and meaningful program of research and/or creative scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship throughout their career</li> </ul>
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• An independent research program with extramural funding as PI, Co-Principal Investigator, Co-Investigator, or similar</li> <li>• A sustained high-quality publication record. As a general guideline, approximately 10 peer-reviewed publications (e.g., journal articles, and newly authored books, or book chapters) since appointment, which includes all papers published since appointment, may be used (including those for which research was done elsewhere at the time of offer). For faculty with fewer than 10 publications, an evaluation will include the expectations for that specialty, the impact factor of the journal, and numbers of external citations</li> <li>• Generally, at least five publications 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). Biostatistician faculty who serve primarily in a collaborative capacity on grants and publications are expected to generate a greater number of peer-reviewed publications (approximately 12) where they may not be first or senior author. At least three should be as first or senior author</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Involvement in educational programs such as designing, instructing in, and evaluating educational programs; advising/mentoring; and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul>

	<ul style="list-style-type: none"> <li>Scholarship in creating new course material, new courses, new methods of instruction</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>Service on departmental, school, HSC, and university committees.</li> <li>Assistance with advising, curriculum mapping, and accreditation</li> <li>Regional and national service</li> <li>Service to West Virginia</li> </ul>
	<b>Appointment/Promotion to Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>A minimum of a doctorate degree or equivalent</li> <li>Substantial evidence of national reputation</li> <li>A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent</li> <li>Long-standing record of significant contributions in research and teaching</li> <li>Reasonable contributions in service</li> <li>Record of sustained scholarly achievement</li> <li>For advancement to the level of Professor, a faculty member must provide compelling evidence of significant achievement among peers in one's discipline or professional field at the national or international level</li> </ul>
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>Leadership in national/international professional organizations</li> <li>Instruction, speaking or moderating at national/international meetings</li> <li>Service on editorial boards or specialty boards</li> <li>Serving on national/international advisory committees</li> <li>Service on grant study sections</li> <li>Serving as a consultant to national/international agencies</li> <li>Election to office in national/international professional academic organizations</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>A long-standing record of an independent research program with participation in extramural funding as PI, Co-Principal Investigator, or Co-Investigator, or similar</li> <li>A sustained high-quality publication record. As a general guideline, approximately 12 peer-reviewed publications (e.g., journal articles, and newly authored books, or book chapters) since appointment, which includes all papers published since appointment, may be used (including those for which research was done elsewhere at the time of offer). For faculty with fewer than 12 publications, an evaluation will include the expectations for that specialty, the impact factor of the journal, and numbers of external citations</li> <li>Six of the 12 publications should be as first author (indicating lead or primary authorship) or senior author (indicating senior authorship or a</li> </ul>

	<p>major advisory contribution; usually such senior authors are listed as the corresponding author, last author, or second author in manuscripts)</p> <ul style="list-style-type: none"> <li>• Biostatistician faculty that serve primarily in a collaborative capacity on grants and publications will have a greater number of peer-reviewed publications (15 or more), but a lower proportion of peer-reviewed publications where they may not be first or senior author (3 or more)</li> <li>• Appropriate quality of research work as documented by outside reviews</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, accrediting, instructing in, and evaluating educational programs; advising/mentoring; and participating in departmental educational activities including committees</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Scholarship in creating new course material, new courses, new methods of instruction</li> </ul> <p>Service</p> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school, HSC and university committees</li> <li>• Service to West Virginia</li> <li>• Regional, national, and international service</li> </ul>
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Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

## Non-Tenure Track(s)

The criteria listed below must ordinarily be met for appointment or promotion to the ranks of Assistant, Associate or Professor on the Research, Teaching (Clinical/Health Sciences Educator), Clinical, and Service non-tenure tracks.

### Teaching (Clinical/Health Sciences Educator)

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>• SPH faculty with baccalaureate, masters, and/or terminal degrees (including physicians whose major efforts are in teaching)</li> <li>• Significant contributions in public health-based clinical teaching and service</li> <li>• Reasonable contributions in research/scholarship</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>• Based on academic rank</li> <li>• Use school and departmental policies with base and incentive based on teaching excellence</li> <li>• Physicians in this track are paid at teaching and not clinical benchmarks for rank</li> </ul>
<b>Appointment to Clinical/Health Sciences Educator: Instructor</b>	
Criteria for appointment	<ul style="list-style-type: none"> <li>• Entry-level professional programs with baccalaureate or Master's degree</li> <li>• Individuals must hold appropriate State licensure or certification for their field if appropriate</li> <li>• Potential for demonstrating significant contributions in teaching, service, or research</li> </ul>
<b>Appointment/Promotion to Clinical/Health Sciences Educator: Assistant Professor</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Master's degree or terminal degree</li> <li>• Significant contributions or potential in teaching, including service to education such as advising and accreditation</li> <li>• Demonstrated ability or potential to fulfill the expectation of contributions in the area of service commensurate with the School's mission.</li> <li>• Reasonable contributions or potential in research/scholarship</li> </ul>
Specific guidelines	<p>Teaching</p> <ul style="list-style-type: none"> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school, and institutional committees</li> <li>• Service to West Virginia</li> </ul>

	<p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• Developing of new educational materials</li> <li>• Development of new and/or on-line courses or academic programs, or innovative approaches to accreditation, which can be publicly posted or peer-reviewed and disseminated.</li> </ul>
	<b>Appointment/Promotion to Clinical/Health Sciences Educator: Associate Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Master's degree or terminal degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent</li> <li>• Significant contributions in teaching and service</li> <li>• Appropriate record of accomplishment in teaching as demonstrated by documenting achievements</li> <li>• A record of substantive contributions of service to the University, profession and community</li> <li>• Reasonable contributions in research/scholarship</li> </ul>
Specific guidelines	<p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or academic programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on academic committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• Three or more publications (e.g., peer reviewed journal articles, and newly authored books, or book chapters) since appointment and/or promotion</li> </ul>

<b>Appointment/Promotion to Clinical/Health Sciences Educator: Professor</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A terminal degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent</li> <li>• Maintenance of specialty certification if appropriate</li> <li>• Substantial evidence of national reputation</li> <li>• Long-standing record of significant contributions in teaching and service</li> <li>• Appropriate achievement in teaching, either by mentorship of graduate students or by participation in the courses of the undergraduate or graduate programs in the School</li> <li>• A record of substantive contribution of service to the University, profession and community</li> <li>• Reasonable contributions in research/scholarship</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> <li>• Leadership in national professional organizations</li> <li>• Instruction, speaking or moderating at national meetings</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national advisory committees</li> <li>• Serving as a consultant to national agencies</li> <li>• Election to office in national professional academic organizations</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of instructional outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or academic programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school and institutional committees</li> <li>• Leadership of committees and processes devoted to accreditation, curriculum and certification, etc.</li> <li>• Service to West Virginia</li> <li>• Regional and national service</li> </ul> <p>Clinical (if appropriate)</p> <ul style="list-style-type: none"> <li>• Specialty certification if appropriate</li> <li>• Meeting or exceeding clinical service quality indicators</li> </ul>

	<p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>Sustained publication record (such as five or more additional high-quality publications (e.g., peer reviewed journal articles, and newly authored books, or book chapters) since promotion or appointment</li> </ul>
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Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

### Teaching (Scientist Educator)

Teacher Faculty (TAP); Term Appointments; Limited numbers university-wide; need HSC & Provost approval to hire

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>SPH faculty with masters or terminal degrees with major efforts in education only</li> <li>80%+ Education</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>Based on academic rank</li> <li>Use school and departmental policies with base salary and incentive structure</li> </ul>
<b>Appointment to Scientist Educator: Instructor</b>	
Criteria for appointment	<ul style="list-style-type: none"> <li>Master’s degree</li> <li>Significant contributions or potential in teaching, including service to education such as advising and accreditation</li> <li>Demonstrated ability or potential to fulfill the expectation of contributions in the area of service commensurate with the School's mission</li> <li>Reasonable contributions or potential in scholarship</li> </ul>
<b>Appointment/Promotion to Scientist Educator: Assistant Professor</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>Master’s or terminal degree and experience</li> <li>Significant contributions or potential in education including service to education such as advising and accreditation</li> <li>Demonstrated ability or potential to fulfill the expectation of contributions in the area of service commensurate with the School's mission</li> <li>Reasonable contributions or potential in research/scholarship</li> <li>Potential for significant contributions in teaching and service</li> </ul>

Specific guidelines	<p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Education awards</li> <li>• Education portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school, and institutional committees</li> <li>• Service to West Virginia</li> </ul> <p>Scholarship</p> <ul style="list-style-type: none"> <li>• Keeping current in field or specialty</li> </ul>
<b>Appointment/Promotion to Scientist Educator: Associate Professor</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Terminal degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent</li> <li>• Significant contributions in teaching and service</li> <li>• Appropriate record of accomplishment in teaching as demonstrated by documenting achievements</li> <li>• A record of substantive contributions of service to the University, profession and community</li> <li>• Reasonable contributions in research</li> </ul>
Specific guidelines	<p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs.</li> <li>• Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service on departmental, school and institutional committees</li> <li>• Membership on educational committees tied to accreditation, admissions, certification, curriculum, etc.</li> <li>• Service to West Virginia</li> </ul>



	<p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• Three or more publications (e.g. peer reviewed journal articles, and newly authored books, or book chapters) since appointment and/or promotion</li> </ul>
	<b>Appointment/Promotion to Scientist Educator: Professor</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A terminal degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent</li> <li>• Substantial evidence of national reputation</li> <li>• Long-standing record of significant contributions in teaching and service</li> <li>• Appropriate achievement in teaching, either by mentorship of graduate students or by participation in the courses of the undergraduate or graduate programs in the School</li> <li>• A record of substantive contribution of service to the University, profession and community</li> <li>• Reasonable contributions in research</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national/international reputation</p> <ul style="list-style-type: none"> <li>• Instruction, speaking or moderating at national/ international meetings</li> <li>• Leadership in national/international organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national/international advisory committees</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school and institutional committees</li> <li>• Leadership of committees and processes devoted to accreditation, curriculum and certification, etc</li> </ul>

	<ul style="list-style-type: none"> <li>• Service to West Virginia</li> <li>• Regional and national service</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• A sustained high-quality publication record (peer reviewed articles, newly authored books, or book chapters) as documented by quantity (5 or more) and quality (journal impact factor and external citations)</li> </ul>
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Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

## Research

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>• 100% research</li> <li>• Support is from non-state funding line sources; limitations of funding may preclude continuation or promotion</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Research Instructor (Research)</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor</li> <li>• Potential for success in research</li> </ul>
	<b>Appointment/Promotion to Research Assistant Professor (Research)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A minimum of a doctorate degree</li> <li>• Potential for significant contributions in research</li> </ul>
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• Proven accomplishments and outstanding potential to make significant contributions in research</li> </ul>
	<b>Appointment/Promotion to Research Associate Professor (Research)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Significant contributions in research</li> <li>• A minimum of a doctorate degree or equivalent</li> <li>• A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University, or the equivalent</li> </ul>
Specific guidelines	<p>Research</p> <ul style="list-style-type: none"> <li>• Participate in a research program with extramural federal funding, as PI or co-PI</li> <li>• Appropriate quality of research documented by outside reviews</li> </ul>

	<ul style="list-style-type: none"> <li>• A sustained high-quality publication record. As a general guideline, approximately 15 peer-reviewed publications (e.g., journal articles, and newly authored books, or book chapters) since appointment, which includes all papers published since appointment, may be used (including those for which research was done elsewhere at the time of offer). For faculty with fewer than 15 publications, an evaluation will include the expectations for that specialty, the impact factor of the journal, and numbers of external citations. Generally, at least 10 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)</li> </ul>
	<b>Appointment/Promotion to Research Professor (Research)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A minimum of a doctorate degree or equivalent</li> <li>• A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent</li> <li>• Substantial evidence of national/international reputation in research</li> <li>• Long-standing record of significant contributions to research</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> <li>• Instruction, speaking or moderating at national meetings</li> <li>• Leadership in national professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national/international agencies.</li> <li>• Election to office in national/international professional academic organizations</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• Research program with extramural federal funding as PI or co-PI</li> <li>• Appropriate quality of research work as documented by outside reviews</li> <li>• A sustained high-quality publication record (e.g., peer reviewed journal articles, and newly authored books, or book chapters) as documented by quantity (18 or more) and quality (journal impact factor and external citations) with generally 12 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)</li> </ul>

Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their

annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

## Service

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>• Normally 60%+ service</li> <li>• Support is generally from state funding sources; full-time faculty with a primary mission to contribute to service within the university, state, region, and/or nation; substantial effort in service precludes alignment with other tracks; significant contributions in service with reasonable contributions in either teaching or research/scholarship</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>
	<b>Appointment to Instructor (Service)</b>
Criteria for appointment	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• For individuals who have recently completed a graduate or professional program but do not have the credentials for appointment to assistant professor</li> <li>• Potential for success in service</li> </ul>
	<b>Appointment/Promotion to Assistant Professor (Service)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Appropriate degree and experience including postdoctoral or board eligibility or discipline-specific equivalent as required for the position</li> <li>• Potential for significant contributions in service and teaching OR service and research/scholarship</li> <li>• Proven accomplishments and outstanding potential to make significant contributions in service</li> <li>• Demonstrated ability to fulfill expectation of contributions in the area of service commensurate with the School's mission</li> </ul>
Specific guidelines	<p>Service</p> <ul style="list-style-type: none"> <li>○ Service on departmental, school, and institutional committees</li> <li>○ Service to West Virginia</li> </ul> <p>(and one of the following)</p> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Education awards</li> <li>• Education portfolios</li> </ul>

	<p>OR</p> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• Demonstrated ability or potential to fulfill expectation of continued growth as a scholar/researcher</li> <li>• Keeping current in field or specialty</li> </ul>
	<b>Appointment/Promotion to Associate Professor (Service)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Significant contributions in service</li> <li>• A minimum of a master's degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Assistant Professor at the University or mid-career public health or healthcare professional (e.g., Associate Director) in a position of responsibility with a demonstrated high level of skill and/or achievement and a recognized standing in their professional specialization</li> </ul>
Specific guidelines	<p>Service</p> <ul style="list-style-type: none"> <li>• Proven accomplishments and significant contributions in service</li> <li>• Demonstrated achievement in community service and engagement</li> <li>• Membership on university, school-wide, and institutional committees</li> <li>• Service to West Virginia</li> <li>• Regional and national service</li> <li>• Networking opportunities for students</li> <li>• Support of internships or experiential learning opportunities</li> <li>• Appropriate quality of service documented by outside reviews</li> </ul> <p>(and one of the following)</p> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs.</li> <li>• Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>OR</p> <p>Research/Scholarship</p>

	<ul style="list-style-type: none"> <li>• Demonstrated achievement in research and scholarship supported by evidence that new practice ideas, policies, programs and methods have been disseminated through three or more publications (e.g., journal articles, and newly authored books, or book chapters) and presentations. The "scholarly" product of service can be in the form of technical reports, policy briefs, white papers, presentations at professional meetings and/or "program" type publications as compared to the more traditional research journals</li> </ul>
	<b>Appointment/Promotion to Professor (Service)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A minimum of a terminal degree</li> <li>• A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University or as senior public health or healthcare professional in a position of substantial responsibility, and who is nationally recognized as a leader in public health practice and for advancing state-of-the-art public health and/or healthcare practices</li> <li>• Substantial evidence of national/international reputation in service</li> <li>• Long-standing record of significant contributions to service</li> </ul>
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> <li>• Instruction, speaking or moderating at national meetings</li> <li>• Leadership in national professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national advisory committees</li> <li>• Serving as a consultant to national/international agencies</li> <li>• Election to office in national/international professional academic organizations</li> <li>• Appropriate quality of service work as documented by outside reviews</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Service/leadership on departmental, school and institutional committees</li> <li>• Leadership of committees and processes devoted to accreditation, curriculum and certification, etc</li> <li>• Service to West Virginia</li> <li>• Regional and national service</li> <li>• Networking opportunities for students</li> <li>• Support of internships or experiential learning opportunities</li> </ul> <p>(and one of the following)</p> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Leadership in instructing undergraduates or graduate students</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, instructing in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Development of new and/or on-line courses or educational programs</li> <li>• Student/peer evaluations</li> <li>• Other evaluation of educational effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>OR</p> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• A sustained record of excellence in research and scholarship (such as five or more peer-reviewed additional publications (e.g., journal articles, and newly authored books, or book chapters) and presentations. The "scholarly" product of service can be in the form of technical reports, policy briefs, white papers, presentations at professional meetings, and/or "program" type publications as compared to the more traditional research journals since appointment or promotion.</li> </ul>
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Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

## Clinician

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>• 80%+ clinical</li> <li>• Support is generally from the clinical enterprise. Teaching efforts are for precepting medical students and residents, and service.</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>
<b>Appointment to Instructor (Clinician)</b>	
Criteria for appointment	<ul style="list-style-type: none"> <li>• Viewed as a temporary position</li> <li>• Chief residents, clinical fellows</li> <li>• Board eligibility or discipline equivalent</li> <li>• Potential for success in service, teaching, and research/scholarship</li> </ul>
<b>Appointment/Promotion to Assistant Professor (Clinician)</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A terminal degree appropriate for the position (e.g., MD/DO or clinical PhD or equivalent)</li> <li>• Board eligibility or discipline equivalent</li> </ul>

	<ul style="list-style-type: none"> <li>• Significant contributions or potential in service (including clinical service) and teaching</li> <li>• Reasonable contributions or potential in research/scholarship</li> <li>• Potential for significant contributions in teaching and service, and reasonable contributions in research</li> </ul>
Specific guidelines	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Board eligibility</li> <li>• Meeting or exceeding targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Demonstrated ability to fulfill expectation of contributions in the area of service commensurate with the School's mission</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Service to West Virginia</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Demonstrated ability to fulfill expectation of continued growth as a teacher/educator</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• Development of new educational materials for clinical education</li> </ul>
<b>Appointment/Promotion to Associate Professor (Clinician)</b>	
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• Significant contributions in service (including clinical service) and teaching (mentoring excellence to med students and residents)</li> <li>• A terminal degree appropriate for the position</li> <li>• A minimum of five years of continuous and productive accomplishment as Assistant Professor at the University, or the equivalent</li> <li>• Recognition as an authority in their specialty at the regional level based on documented excellence in patient care, scholarly activities, and/or professional leadership</li> <li>• Board certification</li> <li>• Reasonable contributions in research/scholarship</li> </ul>
Specific guidelines	<p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Board certification</li> <li>• Meeting or exceeding targets based on % effort allocation</li> </ul>



	<ul style="list-style-type: none"> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• Service on departmental, institutional, hospital committees</li> <li>• Participation in regional/state/national medical or society organizations</li> <li>• Participation in committees devoted to clinical quality, outcomes, processes, etc.</li> <li>• Service to West Virginia</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Documentation of continuing effectiveness and appropriate accomplishments in teaching</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• ≥ 3 papers since appointment</li> </ul>
	<b>Appointment/Promotion to Professor (Clinician)</b>
Criteria for appointment or promotion	<ul style="list-style-type: none"> <li>• A terminal degree appropriate for the position</li> <li>• A minimum of five years of continuous and productive accomplishment as an Associate Professor at the University, or the equivalent</li> <li>• Recognition as an authority in their specialty at the national level based on documented excellence in patient care, scholarly activities, and/or professional leadership</li> <li>• Maintenance of specialty and/or subspecialty certification or discipline equivalent as appropriate for duties</li> <li>• Substantial evidence of national/international reputation in clinical specialty</li> <li>• Long-standing record of significant contributions to teaching and service (including clinical service)</li> <li>• Record of sustained scholarly achievement</li> </ul>
Specific guidelines	<p>Evidence of a national reputation</p> <ul style="list-style-type: none"> <li>• State-wide or national referrals</li> <li>• Instruction, speaking or moderating at national meetings</li> <li>• Leadership in national/ international professional organizations</li> <li>• Service on editorial boards or specialty boards</li> <li>• Serving on national advisory committees</li> <li>• Service on grant study sections</li> <li>• Serving as a consultant to national agencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Election to office in national professional academic organizations</li> </ul> <p>Service</p> <p>Clinical</p> <ul style="list-style-type: none"> <li>• Board certification or discipline equivalent</li> <li>• Meeting or exceeding targets based on % effort allocation</li> <li>• Meeting or exceeding clinical service quality indicators</li> <li>• Developing new/novel treatments/therapies</li> </ul> <p>Administrative</p> <ul style="list-style-type: none"> <li>• A record of substantive contributions in the area of service commensurate with the School's mission</li> <li>• Service/leadership in departmental, institutional, hospital committees</li> <li>• Leadership in committees devoted to clinical quality and processes</li> <li>• Service to West Virginia</li> </ul> <p>Teaching</p> <ul style="list-style-type: none"> <li>• Documentation of continuing effectiveness and appropriate accomplishments in teaching</li> <li>• Student/peer evaluations</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> </ul> <p>Research/Scholarship</p> <ul style="list-style-type: none"> <li>• A sustained publication record (such as five additional papers) since promotion or appointment</li> </ul>
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Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

## Lecturer

Eligibility and effort allocation	<ul style="list-style-type: none"> <li>• 80% teaching</li> <li>• <b>Part-time faculty</b> with a primary mission to contribute to the academic programs of the School of Public Health</li> </ul>
Compensation strategy	<ul style="list-style-type: none"> <li>• Use school and departmental policies</li> <li>• Benchmark to appropriate benchmarks</li> </ul>

Criteria for appointment	<ul style="list-style-type: none"> <li>• Appropriate degree and experience</li> <li>• Potential for significant contributions in teaching</li> <li>• Assignments and expectations as outlined in the letter of offer</li> </ul>
<b>Appointment/Promotion to Senior Lecturer</b>	
Criteria for appointment or promotion	<p>Teaching</p> <ul style="list-style-type: none"> <li>• Substantial involvement in educational programs such as designing, instruction in, and evaluating educational programs and participating in departmental educational activities</li> <li>• Student/peer evaluations</li> <li>• Evaluations of educational outcomes as measured by successful, non-probational accreditation of programs</li> <li>• Other evaluations of instructional effectiveness</li> <li>• Teaching awards</li> <li>• Teaching portfolios</li> <li>• Scholarship in creating new course material, new courses, new methods of instruction.</li> </ul> <p>Service</p> <ul style="list-style-type: none"> <li>• Membership on academic committees tied to admissions, curriculum, accreditation, certification, etc.</li> </ul>

Note: the term *significant contributions* can be demonstrated by a sustained record of “Good” and “Excellent” ratings in the annual review letters from the department chair and committee. Lectures are not eligible for promotion in the WVU system.

Evaluations of adjunct faculty and part-time lecturers are conducted annually at the departmental level [following established Standard Operating Guidelines](#).

## Visiting Appointments

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. Support is typically from non-state funding sources. Appointment is limited to a maximum of 12 months; accordingly visiting faculty are not eligible for promotion in the WVU system. Any visiting clinical physician faculty without a WV license has a term that is limited to six months.

## Emeritus

Retired or retiring faculty members who meet the requirements of meritorious contributions to the University and normally with at least 10 years’ experience as a paid, benefits eligible faculty member may be considered for Emeritus status, if requested by the retired or retiring faculty member. 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. The process for requesting Emeritus status is located [here](#).

## FACULTY EVALUATION

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### Digital Measures

Throughout the academic year, faculty are encouraged to enter their activities as they relate to teaching, research, and service. This information is entered in the University's web-based application, Digital Measures. The administration uses these reports to evaluate faculty performance for determination of merit salary increases and to monitor progress toward achieving promotion or tenure.

Note: information entered in Digital Measures is also used for purposes including, but not limited to, annual reporting to accreditation bodies, the reaccreditation self-study process, and ad hoc reporting to campus level administrators. It is important that it is completed as thoroughly and accurately as possible.

Online training for this application is available at <https://faculty.wvu.edu/policies-and-procedures/digital-measures>. However, if you would like one-on-one training please talk to your Department Chair and he/she will provide you the contact information for the School of Public Health Digital Measures Administrator.

A link to Digital Measures can be found on the right navigation bar in SOLE, <https://sole.hsc.wvu.edu>.

### Annual Review

The annual evaluation process in the School of Public Health is intended to guide the faculty toward success, and is comprised of several components, among them the letter of appointment, annual assignment, the faculty personnel file, and the annual performance reviews and feedback. The review period for annual evaluation of productivity is a calendar year and evaluation for promotion and tenure is based on cumulative contributions since appointment or since the file closed for promotion to the current rank. The evaluation file is closed on the last working day of each year. Faculty performance is evaluated according to the assigned workload during the evaluation period as described in the annual workload assignment document and/or the

Memorandum of Understanding (MOU). These Guidelines apply to all faculty ranks within the School of Public Health for annual evaluation, promotion and/or tenure purposes.

### **First Year Review**

A full evaluation with ratings will be completed on every faculty member. If there is insufficient record to warrant a “good” or “excellent” rating, then a rating of “satisfactory” will be given. However, if the annual review is six months or less from the initial date of appointment, a satisfactory rating will not adversely affect decisions regarding promotion and/or tenure.

### **Mid-Probationary Review for Tenure Track Faculty**

The intent of a mid-probationary is to provide assessment of the faculty member at a date late enough to permit reasonable review of their progress toward promotion since the initial appointment, and early enough to give useful guidance to him/her in preparing for any subsequent review. This occurs two years prior to the critical year.

The faculty member will prepare a dossier documenting achievements in teaching, research, and service. At a minimum, the dossier will contain: (1) a current curriculum vitae, (2) course evaluations and/or other documentation of teaching performance, (3) two representative publications or manuscripts, and (4) a cumulative narrative describing achievements in teaching, research, and service to date and plans for the next three years.

The Faculty Evaluation Committee will review the progress of all tenure-track faculty members two years prior to the critical year and provide a review letter that should form as a basis for mentoring.

### **Critical Year Review**

This review evaluates whether or not a candidate is or has the potential of becoming a leading figure in a field that is intellectually vital and important to the University. Preparations for the tenure review begin in the candidate's sixth counted year of accrued service. The evaluation for promotion and tenure is based on cumulative contributions since appointment or since the file closed for promotion to the current rank.

### **Annual Review for Administrative Faculty**

Faculty serving in administrative roles for the school (e.g., deans, department chairs, directors/program directors, etc.) receive an annual review of their administrative performance from their immediate administrative supervisor. Although administrative effort is considered under the “Service” category, it is not evaluated as faculty effort in the annual review cycle. Administrative reviews should be completed no later than December 15 each year to be included in annual faculty productivity reports. When considering annual faculty productivity (teaching,

research, and/or service), the SPH Faculty Evaluation Committee, department chairs, and the SPH Dean should adjust their expectations for other expected effort in teaching or research based both on the faculty member's appointment letter, addendum, and/or faculty track and any administrative assignments they hold. However, faculty with an assignment that is considered an administrative position such as Program Director, Chairperson, or Assistant/Associate Dean (and/ "which may" receive a stipend) is not counted toward faculty effort or evaluated for the purpose of promotion in rank or tenure decisions.

## DEFINITIONS and EXAMPLES of PERFORMANCE RATINGS

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Significant contributions – are normally those that meet or exceed the contributions of peers who recently (within a two-year period) achieved a similar promotion and/or tenure (i.e., usually means a rating of excellent or good)

Reasonable contributions – are normally those that meet the metric; moderate or as much as appropriate effort (i.e., usually means a rating of satisfactory)

Excellent – characterizing performance of high merit, **substantially exceeds expectations** of rank

Good – characterizing performance of merit, exceeds expectations of rank

Satisfactory – characterizing performance of sufficient to justify continuation but, when applied to an area in which significant contributions are required, not sufficient to justify promotion or tenure.

Unsatisfactory – failure to achieve the minimal expectations of rank and continuous ratings of unsatisfactory may be grounds for non-renewal of the faculty position

**Specific examples of the performance ratings by area of emphasis are below.**

Please note that a person may receive a meritorious rating of “good” or “excellent” in their annual evaluation for a specific year, but not be on track for promotion in rank. In order to be promoted to the next rank, faculty need to meet the mark of obtaining what is stated in the specific track and rank for which they are applying.

### Teaching

#### Definitions of Excellent, Good, Satisfactory and Unsatisfactory Ratings in Teaching

An “**excellent**” rating in teaching for faculty where teaching is an area of expected significant contribution is characterized by evidence of highly successful teaching demonstrated across multiple courses (e.g., student SEIs and peer evaluations of teaching); mastery over the technologies and methodologies of modern teaching (e.g., classroom presentation and management); participation in professional development activities designed to improve teaching; highly successful mentoring of many students at different levels as demonstrated by student outputs (e.g., presentations and publications) and achievements (e.g., teaching and/or mentoring awards); pedagogical innovation; and a written narrative articulating plans for continued growth as an instructor and mentor. Faculty must demonstrate multiple examples of the above criteria.

A “**good**” rating in teaching for faculty where teaching is an area of expected significant contribution is characterized by evidence of successful teaching in demonstrated across multiple courses (e.g., student SEIs and peer evaluations of teaching); and reasonable contributions in

one or more of the following areas: mastery over the technologies and methodologies of modern teaching (e.g., classroom presentation and management); participation in professional development activities designed to improve teaching; consistent mentoring of multiple students at different levels as demonstrated by student outputs and achievements; and a written narrative articulating plans for continued growth as an instructor and mentor.

Faculty who do not achieve a meritorious rating in teaching (i.e., excellent or good) should receive a rating of “satisfactory” or “unsatisfactory.”

A “**satisfactory**” rating in teaching for faculty where teaching is an area of expected significant contribution is characterized by minimal evidence of successful teaching (e.g., student SEIs and peer evaluations of teaching), mastery over the technologies and methodologies of modern teaching (e.g., classroom presentation and management); some successful mentoring of students at different levels, as assigned; and a written narrative for continued development as an instructor and mentor. No evidence of professional development in teaching.

An “**unsatisfactory**” rating in teaching for faculty where teaching is an area of expected significant contribution is characterized by a lack of improvement over time: lack of expected contributions to graduate student advising; inability to be an effective mentor; peer observations or evaluations indicating that there are important problems in classroom instruction; student evaluations of performance (student SEIs) that indicates the faculty member is not an effective teacher; consistent student complaints about teaching effectiveness (e.g., course organization or delivery). No evidence provided for mastery over the technologies and methodologies of modern teaching (e.g., classroom presentation and management). No evidence provided for participation in professional development activities designed to improve teaching. No written narrative for continued development as an instructor and mentor.

## Research

### Definitions of Excellent, Good, Satisfactory and Unsatisfactory Ratings in Research

An “**excellent**” rating in research for faculty where research is an area of expected significant contribution is characterized by evidence of excellent peer-reviewed publications (e.g., as measured by journal acceptance or circulation rates, or impact factor) and/or other scholarly products to which the faculty member has made critical contributions; that is of importance to the faculty member’s field and done rigorously; that includes multiple, cohesive studies building on previous research; that sought or secured extramural funding as PI and/or Co-PI contributing to a program of research and made efforts to seek or secure extramural funding in any role (i.e., as PI, Co-PI, Co-I, or similar) sufficient to sustain the faculty member’s program of research; and a written narrative that articulates for continuing to conduct and disseminate research important to the faculty member’s field.



A **“good”** rating in research for faculty where research is an area of expected significant contribution is characterized by evidence of peer-reviewed publications and/or other scholarly products to which the faculty member has made valuable contributions and is of some importance to the faculty member’s field and done rigorously; and reasonable contributions in one or more of the following areas: participates as an investigator or key personnel in multiple, not necessarily cohesive studies; sought extramural funding in any role (i.e., as PI, Co-PI, Co-I, or similar) contributing to a program of research; and a written narrative articulating for continuing to conduct and disseminate research in the faculty member’s field.

Faculty who do not achieve a meritorious rating in research (i.e., excellent or good) should receive a rating of “satisfactory” or “unsatisfactory.”

A **“satisfactory”** rating in research for faculty where research is an area of expected significant contribution is characterized by some evidence of successful research, such as one or fewer peer-reviewed publications and/or other research products; rigorous research, but with limited contributions from the faculty member; or limited studies that are neither cohesive nor build on previous research; and a written narrative for continued development as a researcher and/or scholar in the faculty member’s field. No evidence of actively participating in funded research.

An **“unsatisfactory”** rating in research for faculty where research is an area of expected significant contribution is minimal. Examples include minimal indication of a sustained research activity; no peer-reviewed publications and/or other research products; failure to demonstrate promise of the potential to compete for extramural research support; or failure to demonstrate promise of continued development as a researcher and/or scholar in the faculty member’s field. No written narrative.

## Service

### Definitions of Excellent, Good, Satisfactory and Unsatisfactory Ratings in Service

An **“excellent”** rating in service for faculty where service is an area of expected significant contribution is characterized by evidence of longstanding and outstanding service leadership at the department, school, and/or university level; leadership in service to the profession; engagement with non-academic communities and agencies; and a written narrative for continued growth and outstanding nationally or internationally recognized academic service and service, leadership, or public health practice in the profession. Faculty who have not demonstrated multiple forms of service excellence may meet criteria for “good”, but not “excellent.”

A **“good”** rating in service for faculty where service is an area of expected significant contribution is characterized by evidence of consistent and sustained leadership at the department, school, and/or university level; leadership in service to the profession; engagement with non-academic

communities and agencies; and a written narrative for continued growth and nationally recognized service academic service and service, leadership, or public health practice in the profession.

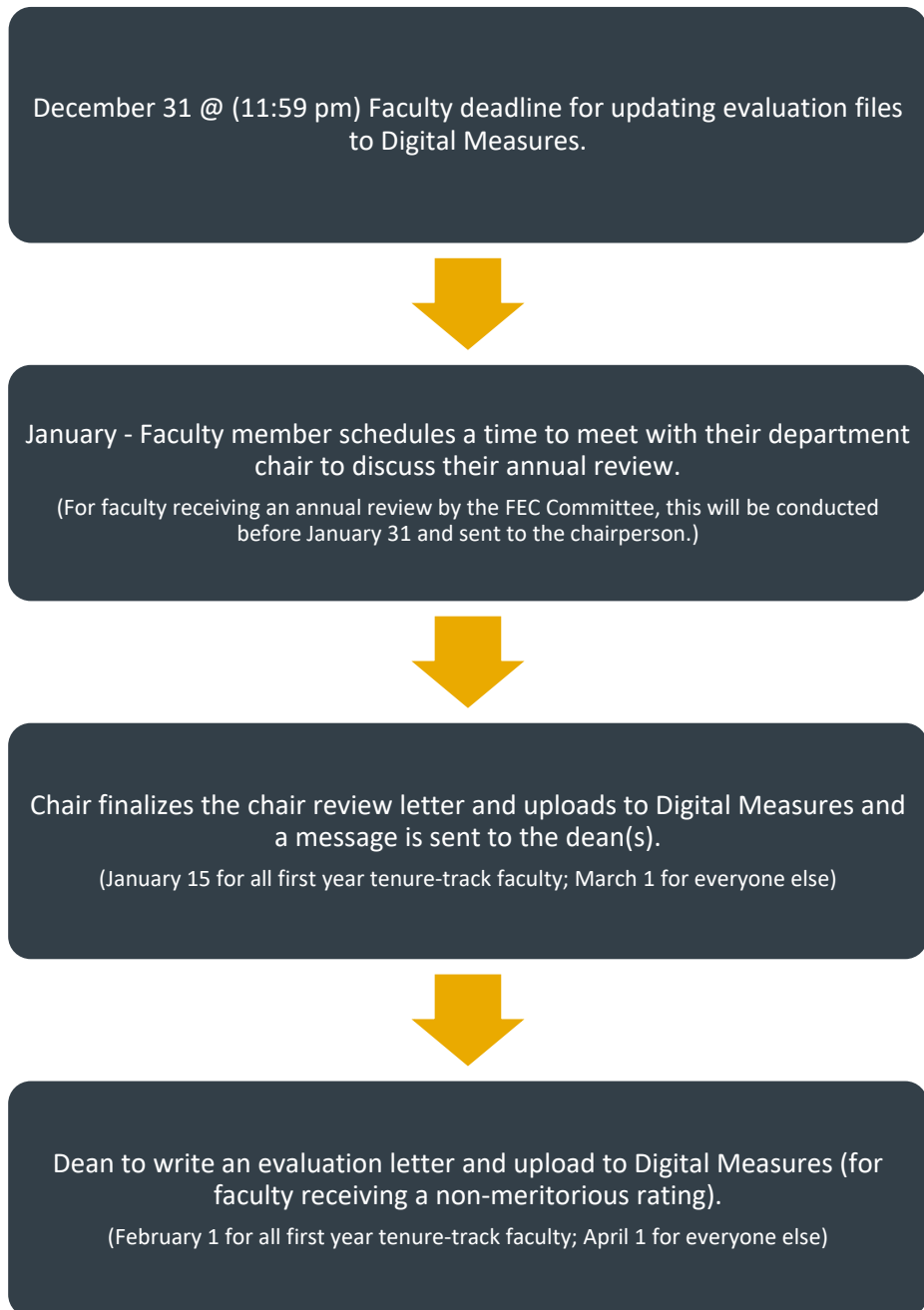
Faculty who do not achieve a meritorious rating in service (i.e., excellent or good) should receive a rating of “satisfactory” or “unsatisfactory.”

A “**satisfactory**” rating in service for faculty where service is an area of expected significant contribution is characterized as some evidence of successful service, as evidenced by a lack of information that the candidate has fulfilled expectations related to service, leadership, or public health practice at the department, school, or university level, as assigned; demonstrated some meaningful contributions in service to the profession; and a written narrative for continued academic service and service, leadership, or public health practice in the profession.

An “**unsatisfactory**” rating in service for faculty where service is an area of expected significant contribution is characterized by minimal evidence that the faculty member has contributed constructively to the mission of WVU SPH and the university. These faculty may have: not provided a reasonable amount of service to WVU SPH or the university; behaving irresponsibly, including not completing assignments or attending meetings (including attendance at student-centric activities); not participating in minimal professional service; or receiving consistently unfavorable reviews from administrators regarding their contributions.

# Appendix I: Annual Review Process

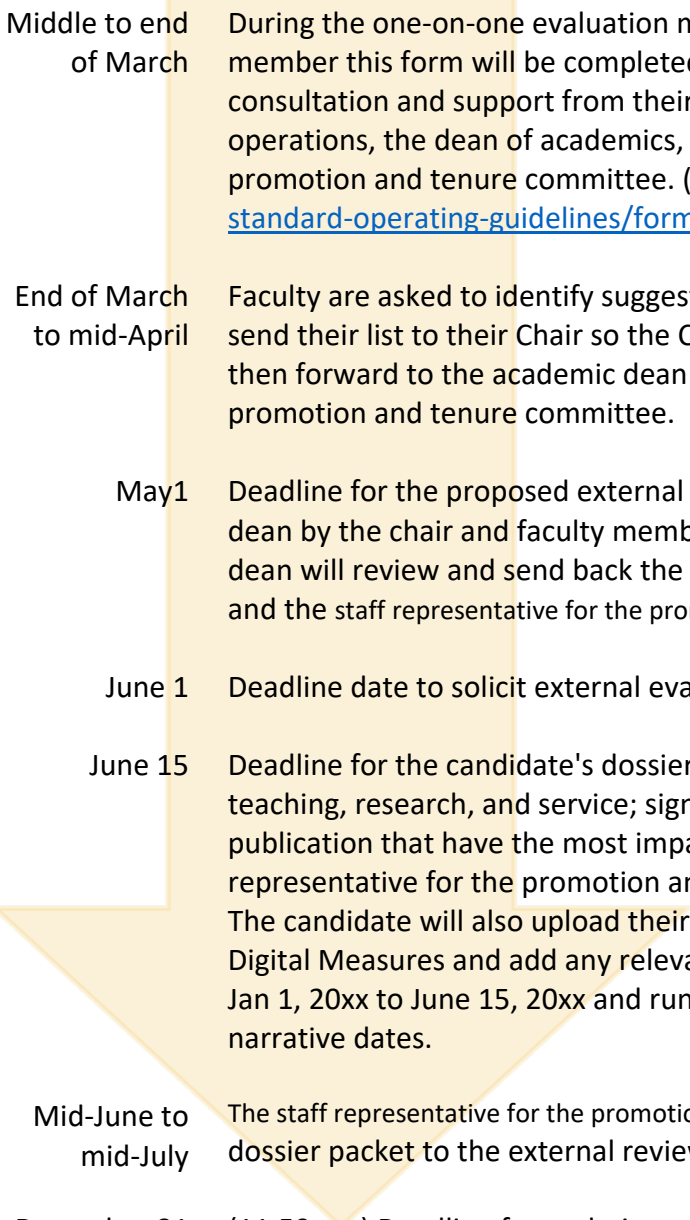
The department chairperson will conduct the annual evaluations for all faculty. Faculty may also request an annual review by the FEC at their discretion. However, the FEC and the department chairperson must be notified, in writing, before December 31, by the faculty member.



Note: When a published date (above) falls on a weekend or holiday, the effective deadline is the last working day before the published date. Excluding the December 31 deadline.

# Appendix II: Promotion and/or Tenure Review Process

The School of Public Health Faculty Evaluation Committee functions as a “School-wide Committee” for the review and recommendations of faculty seeking promotion in rank and/or tenure.



Middle to end of March	During the one-on-one evaluation meeting between chair and faculty member this form will be completed when a faculty member, with consultation and support from their chair, and email to the dean of operations, the dean of academics, and the staff representative for the promotion and tenure committee. ( <a href="https://publichealth.hsc.wvu.edu/sph-standard-operating-guidelines/forms/">https://publichealth.hsc.wvu.edu/sph-standard-operating-guidelines/forms/</a> )
End of March to mid-April	Faculty are asked to identify suggested external evaluators, discuss and send their list to their Chair so the Chair can add additional suggestions and then forward to the academic dean and the staff representative for the promotion and tenure committee.
May1	Deadline for the proposed external evaluator list to be sent to the academic dean by the chair and faculty member. Shortly thereafter, the academic dean will review and send back the approved list to the department chair and the staff representative for the promotion and tenure committee
June 1	Deadline date to solicit external evaluators by department chair.
June 15	Deadline for the candidate's dossier packet (CV, cumulative narrative of teaching, research, and service; significant contributions, two samples of publication that have the most impact in their field). Send this to the staff representative for the promotion and tenure committee as a single PDF. The candidate will also upload their cumulative narrative, updated CV into Digital Measures and add any relevant productivity for the time period of Jan 1, 20xx to June 15, 20xx and run a report that matches the cumulative narrative dates.
Mid-June to mid-July	The staff representative for the promotion and tenure committee sends out the dossier packet to the external reviewers.
December 31	(11:59 pm) Deadline for updating annual evaluation file into Digital Measures. Candidates will receive both an annual review and a cumulative

review from the P&T Committee.

- February 1    Deadline for the Chair letter to be forwarded to the FEC and the Dean.
- March 1      Deadline for the FEC review and recommendation letter to be forwarded to the Dean.
- March 15    Deadline for the candidate pack with all evaluation letters (Chair, FEC, and Dean) are forwarded to the Provost.
- May 15      Date by which the Provost should mail faculty written notice of promotion and/or tenure.

Note: When a published date (above) falls on a weekend or holiday, the effective deadline is the last working day before the published date. Excluding the December 31 deadline.

For further detail, please see the [WVU Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure document](#), page 17.