

# **POLICIES AND PROCEDURES FOR ANNUAL FACULTY EVALUATION AND FOR PROMOTION AND TENURE**

## **College of Agriculture, Forestry and Consumer Sciences**

### **West Virginia University**

**(Approved by the Office of the Provost 9/8/98)**

#### **INTRODUCTION**

The mission of the College of Agriculture, Forestry and Consumer Sciences (CAFCS) is to provide high quality undergraduate and graduate education, conduct basic and applied research, engage in other creative and scholarly activities, and perform public outreach and service. The future presents tremendous scientific, economic and social challenges due to a globalization of the economy, increasing population and the growing importance of environmental and consumer issues. Society expects increased benefits from its public-supported institutions. College administrators, faculty, staff, and students are responsive to these expectations through interdisciplinary programs designed to impart knowledge, promote leadership, build problem-solving teams, address critical issues and enrich the lives of citizens of West Virginia, while protecting the environment in which we live. These programs range from local to international in scope and promote the wise use of natural, renewable, and human resources.

The College recognizes that all faculty members have responsibilities for high quality performance in three areas: teaching, research or other creative activities, and service. Evaluations for continued professional growth, and promotion and tenure consider the faculty members' performance in all three areas with the weight of each being dependent on the type of appointment and job description. The College adopts and follows the University guidelines, criteria and calendar with respect to the evaluation process. The College, however, has a diverse set of academic programs and activities that requires a flexible approach to promotion, tenure and annual review that is essential for fair and equitable treatment of its diverse faculty members. Thus, these guidelines provide evaluation requirements for College faculty and clarify the procedures for situations that are unique to the College and for faculty appointments of individuals with duties and obligations that vary from those typical of this and other Colleges.

The College has a distinctive role within the University. When land-grant universities were established, they were required to teach agriculture, mechanical arts (engineering), and military science. In agriculture, this teaching role was enhanced by subsequent Federal-State cooperative programs in research and extension. Complexities in annual evaluation, promotion and tenure result from joint research-teaching appointments, joint appointments with the Cooperative Extension Service, and from the varied nature of the programs within and among the College's Divisions. These guidelines recognize and adjust the requirements to meet these varied circumstances.

The complexity of the situation is exemplified by the integration of the College of Agriculture, Forestry and Consumer Sciences with the West Virginia Agricultural and Forestry Experiment Station. The Experiment Station, the research arm of the College, is funded through Federal Hatch (agriculture), McIntire-Stennis (forestry), and matching state funds. Grants and cooperative agreements also provide research funds for College programs. A large share, but not all, of the College faculty have joint appointments for research with the Experiment Station. The ratio of teaching to research varies considerably among faculty members with joint appointments.

Several CAFCS faculty members have joint appointments with the Extension Service, but hold tenure-track appointments in CAFCS. Typically, these are partial research appointments for individuals whose primary responsibilities are as State Extension Specialists, but appointments may be split between teaching and extension, or research, teaching, and extension. Extension Specialist functions usually include informal instruction, service, and applied research. Their duties typically include the development of programs to implement research findings and the publication of popularized research summaries for use by county agents and the general public. Promotion and tenure evaluations for those with Extension appointments and tenure-track appointments in CAFCS will consider their primary functions and adjust the requirements in line with those functions. These evaluations are made by CAFCS with supporting documentation from Extension administration.

The College structure consists of five Divisions with program subunits within each of the Divisions. These subunits vary in purpose, degrees offered, teaching loads, terminal degree requirements, and research opportunities for the individual faculty member. For example, disciplines such as Landscape Architecture (in Resource Management) and Interior Design (in Family and Consumer Sciences) emphasize creativity and set the terminal degree at the master's rather than the doctoral level.

## **AREAS OF SIGNIFICANT CONTRIBUTION**

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

Faculty members are expected to contribute to the missions of this college, specific divisions, or other academic units and are to be judged accordingly. Consequently, the evaluation of faculty is to occur in relation to the faculty member's particular roles at the institution. Accomplishments of the faculty member are judged in the context of these roles. However, faculty must show documented evidence of significant contributions in two of three areas (normally teaching and research) and reasonable contributions in the third in order to be promoted or awarded tenure.

In the approved letter of appointment, the dean of CAFCS will define the general terms of the faculty member's major responsibilities, and identify the year by which tenure must be awarded, if applicable. The terms of this appointment are to be reviewed periodically and may be changed by

mutual consent, consistent with University guidelines. 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.

Because of the unique mission of the CAFCS, service may be considered as an area of a significant contributions for purposes of promotion for some faculty members. Under normal circumstances, the areas of significant contribution for tenure and promotion will be teaching and research or other creative scholarly activity.

## TEACHING

Teaching (instruction) involves the dissemination of knowledge, the stimulation of critical thinking, the imparting of skills and procedures that enable students to solve problems, and the development of artistic, design, and other creative capacities. Teaching activities include instruction, advising, development of course materials, curriculum development, and development of teaching skills and techniques.

Instruction is broadly defined to include lectures and discussions; clinical, studio, and laboratory procedures and techniques; practicum and experiential learning activities; and various forms of continuing, adult, and non-traditional forms of instruction in both formal and nonformal settings. Instruction includes all the activities required to assure the efficient and effective operation of classrooms, workshops, short courses, seminars, laboratories and studios, field trips, student participation in meetings and contests, and other official professional activities.

Advising includes the guiding of students in the development and implementation of their plans of study, helping assure compliance with requirements for graduation, and counseling students with respect to career choices, professionalism, and, at times, personal problems. It includes serving as major professor or committee member for graduate students as well as preparing and grading their written and oral examinations.

Effective teaching involves the development of course materials (including syllabi, readings, exercises, etc.) that keep content current and that provide a strong learning base for the subject being taught. It also requires that the instructor keep abreast of new teaching techniques and procedures. Faculty also need to be involved in the continual development of the curriculum in all teaching units, an activity essential to keep programs relevant and to assure that their students are well prepared to meet the career and life challenges that they will face upon graduation.

The development of teaching skills and techniques includes activities such as taking courses, attending teaching workshops and conferences, and other formal activities. It can include self-study, use of colleague evaluations, video taping or recording of classes, and related but less formal approaches that individuals might use to enhance their teaching skills. Imparting skills to others, either formally or informally, is also an indication of teaching accomplishments.

The primary characteristics of an effective teacher are intellectual competence, knowledge of subject matter, integrity, independence, a spirit of scholarly inquiry including curiosity and a skeptical attitude, respect for diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students. Documentation for the evaluation of teaching performance can include evidence from the collective judgment of students, student advisees, student advisors, colleagues or administrators who have visited the faculty's classes or reviewed course syllabi, instructors and students in classes where the applicant has been a guest lecturer, and others who have knowledge of the faculty's instructional performance. Such evidence also should be presented from participants in continuing education programs, extension courses, and off campus instructional programs. For practicums, student teaching and experiential learning programs, the evidence of effective teaching can be supplemented with evaluations from the educators, business persons and other professionals who have participated in the programs. Applicants should present multiple sources documenting their teaching performance.

Accomplishments of students during and after their course of study at WVU can provide evidence of the effectiveness of the instructor as well as the instructional programs. Thus, evaluations by past students can be a valuable adjunct to those from current students who may be prone to judge teachers on their style rather than the utility of the materials presented.

Teaching evaluations should take into account the enrollments and types of courses taught. The teaching of studio, design, and laboratory courses, for example, require large amounts of student contact hours in relation to credit hours. This should be considered along with assignment of homework, term papers, and other time consuming practices in evaluating a person's teaching program.

## **RESEARCH AND OTHER CREATIVE ACTIVITIES**

Documented evidence of research and other creative activities is the primary indicator of productivity. Evidence that the research or related scholarly and creative activities have significant local, state, national and/or international impact is important for evaluating research accomplishments.

Persons for whom research is an area of significant contribution should give evidence of having developed a strong and continuing research program with a clear focus that expresses his or her professional interests and training, as well as University, College, Division, and Program goals and objectives. Evidence of appropriateness can include letters of appointment outlining the applicant's research or other creative responsibilities, annual evaluations and work plans, and other documentation indicating expectations. Performance will be measured by the programs developed and carried out, publications showing a focus to the applicant's work, grants and contracts obtained, graduate student research and theses, dissertations, and/or other creative works supervised, professional presentations (papers, posters, exhibits, etc.), and other evidence of research and/or other creative scholarly accomplishments.

A faculty member who does not have research as one of the two areas of significant contribution must present evidence of a reasonable contribution in research/creative scholarship activities that contribute to his or her professional development. These can be contributions to the research/scholarship/creative programs of others, involvement in student research programs, as well as the development of his or her own specific focused research/creative scholarship program.

Peer review is the commonly recognized measure of research accomplishment. Thus, publication of results in peer reviewed books, journals, or other media of high quality as judged by the discipline is considered essential for promotion and tenure awards. Other peer reviewed creative activities or non-traditional forms of research should be presented in media or other format of high quality as judged by the discipline, but should be equivalent quality of peer reviewed publications. Included would be juried competitions and professional exhibits. Juried presentations of creative works are at least an equivalent accomplishment for creative scholarship. In cases of joint authorship, the applicant should document his or her role in the joint effort. In general the publications of a faculty member for whom research is an area of significant contribution should include several cases of sole and/or senior authorship. However, it is recognized that publication with graduate students may be the equivalent of senior authorship although the student's name may be listed as senior author.

An important mission of the College is providing research results in forms useable by its clientele groups. This requires that many CAFCS faculty members publish non-refereed works such as Experiment Station bulletins, nontechnical reports, extension publications and in proceedings of professional and industry meetings. While these are not considered equivalent to peer-reviewed publications nor complete substitutes for them, they will be given relative weight and considered essential for persons with Extension appointments and desirable for those with research/creative scholarship and teaching appointments. Documentation for annual evaluation and promotion and tenure should include the faculty member's publications and/or creative presentations, classified by type, for the time period under consideration.

Obtaining research funding is an increasingly important activity for College faculty as the amount and relative values of Federal formula and State matching funds have declined. Thus, evidence of having successfully sought grants and contracts when available in the discipline is an expectation for promotion and tenure. However, because the availability of outside funds varies considerably from one discipline to another, obtaining such funds should not necessarily be considered a requirement for promotion and tenure unless so identified in the letter of appointment or subsequent documents. Intra-university funding through such sources as Senate Research Grants is important, especially for newer faculty members who are establishing research programs. Productivity of Hatch and/or McIntire-Stennis projects also is evidence of research accomplishments although these projects do not directly bring additional funds to the College.

Involvement with both graduate and undergraduate student research or other creative activities can contribute to scholarly accomplishments for both promotion and tenure and annual evaluation purposes. For units with graduate programs, the participation in graduate research and thesis or dissertation supervision generally is expected of all faculty with graduate faculty status.

Graduate student thesis or dissertation research in the CAFCS is usually a part of the major professor's research program.

Evidence of the quality of research and other creative accomplishments may also consist of awards for achievements from professional and other organizations (including intra-University awards); presentations at professional meetings; participation in organizing and carrying out seminars, workshops, and conferences; and being selected to serve as journal editors, editorial board members, or as a peer reviewer for journal articles.

## **SERVICE**

Significant service to the local community, State, region, nation and/or world is important and necessary for all CAFCS faculty. As the State's land-grant university, WVU has a special responsibility to provide expert assistance to improve the quality of life of its citizens and institutions of the State. The College is particularly qualified and responsible to provide meaningful service to the State in the areas of agriculture, natural resource utilization, management and conservation, plant and animal sciences, forestry, wildlife, and family and consumer sciences.

Each applicant for promotion and/or tenure is expected to perform service that is, at the very least, typical of a faculty member of the applicant's rank at WVU and its peer institutions. Substantially greater achievements that are a benefit to the State will be expected of those with service as one of their areas of significant contribution. Service contributions to be considered in promotion and tenure evaluations are those which are within a person's professional expertise as a faculty member and which are performed with the University affiliation identified.

Public service activities include participation in community activities as professional service to governmental units and agencies at all levels, service to industry, and service to private individuals and client groups. Also included is the creation and direction of service learning projects directed to the citizens of West Virginia. Service to a profession includes active participation and leadership in professional organizations and societies, including serving as a committee member, serving as an organization official, editing a professional journal, and serving as a peer reviewer for publications and presentations. These can include international, national, regional, and State organizations; greater weight will be given to international and national organizations. Service to the University includes committee work at the Program, Division, College, and University levels, serving on hearing panels, participation in University governance, and administrative support work.

Service activities involve the application of knowledge to the needs of society and the professions represented by the College. Quantitative and qualitative assessments of service activities as described below are essential to determine a faculty member's service program to the public, University, and the profession. Evaluations of service will be based on the following criteria. First, the listing and description of service activities in each of the subcategories (public, profession, University) will be used to evaluate the quantitative extent and breath of the individual's service functions. Second, evaluations will be made to determine the impact and quality of the service

activities. Evidence of quality and impact can include evaluative letters from, or surveys of, client groups or direct recipients of the services; measures of impacts such as revisions in laws, regulations, or procedures; a greater public understanding of issues as evidenced by press coverage of the activities; measures of attitudinal changes resulting from the activities; statements from informed sources (not direct recipients of the services) about the importance of activities; products (such as reports or popular publications); or statistics (such as number of participants in meetings) on the activities; and awards or honors received by the applicant as a result of her or his service activities. External appraisals, such as those used for research, will be solicited to help evaluate service impacts, where service is one of the areas of significant contribution.

Reasonable contributions in service are defined as similar to that of peers who have been promoted to the desired rank in recent years. At a minimum this will involve the carrying out of assigned University service functions in an effective and timely manner plus evidence of useful and constructive service to the individual's profession and/or the public, especially to the State. Documentation should include evidence that the service has produced beneficial results recognized by the applicant's peers and others involved in, or affected by, the activities listed as service functions.

The evaluation of service will examine the total service functions of the individual and will rate them in relation to the performance of others who have recently been promoted to the rank under consideration or awarded tenure. Reasonable contributions for promotion should involve, at least, appropriate service at the University, College, and Division levels and public or professional services performed at National, State, regional and/or local levels. Emphasis in evaluating all service activities should be on impact and effectiveness of the service activities.

In accordance with University criteria, a faculty member who has service as an area of significant contribution must have significant service activities which primarily include service to society, as well as to the institution and the profession, as previously defined. Especially relevant to the mission of the CAFCS is the extent to which the service meets the needs of clients, induces positive change, improves performance or has significant impact on commodity and/or societal problems and issues.

Significant contributions in service involves a substantial amount of service that is widely recognized as effective and that reflects favorably on the individual and University. The faculty member will need to demonstrate and document both an adequate and effective service program or set of service activities during the period since the original appointment or last promotion. Non-technical publications such as Station or Extension bulletins and proceedings of professional, extension, and industry conferences are essential for faculty with service as an area of significant contribution. Other products of service could include such things as consultant's reports, other reports to clients, plans, drawings and maps. While the quantitative aspects can vary with the individual's appointment, the qualitative aspects must be superior to those required for a reasonable contribution in service. Thus, the individual will need to document that his or her service activities have had substantial, positive impacts.

## **PROCEDURES FOR ANNUAL EVALUATION OF TENURED OR TENURE TRACK FACULTY**

### **1) General Description**

All full-time and continuing part-time faculty are evaluated annually. These written evaluations provide a record of past performance and an ongoing assessment of strengths and weaknesses. The annual reviews provide documentation to support decisions concerning reappointment, retention, promotion, tenure, program assignments, sabbatical and other leaves of absence, and merit salary increases. The primary purpose of these annual evaluations is to assist faculty members in developing their talents and expertise to the maximum extent possible and to promote continuing and regular productivity throughout their careers in a way that is consistent with the role and mission of the College and University. The specific nature and purpose of a faculty member's annual review may vary in accordance with the type of appointment, rank, and, where appropriate, tenure status.

Annual reviews are conducted by the faculty member's Division Director following review by the division evaluation committee. These reviews are transmitted by the Division Director to the Dean and the faculty member. The reviews for first and second year faculty and for faculty seeking promotion and tenure, and for others in certain instances are forwarded by the Dean to the College evaluation committee.

The annual evaluation will be related to one's performance in assigned areas of responsibility. The annual review is not limited to events of the preceding year. It will also be a review of past performance as reflected on the summary evaluation form and the personnel file. It should also outline specific goals and objectives for the following year.

### **2) Specific Applications**

#### **a) Tenure-Track Faculty**

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

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



Annual evaluations should apprise tenure-track faculty members of performance deficiencies. Occasionally, the evaluations will result in termination of the individual's appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases, notice shall be given in accord with Board of Trustees Series 36. The absence of negative annual evaluations does not guarantee the granting of tenure.

b) Tenured Faculty. Not Fully Promoted

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

c) Tenured Faculty. Fully Promoted

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

d) Full-Time Temporary Faculty

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

e) Part-Time Faculty

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

### 3) The Annual Review Dossier

The Dossier for Annual Review is the responsibility of the faculty member. It should reflect the accomplishments of the faculty member and document contributions. The dossier should reflect the goals of the annual review and the ongoing development of the faculty member as described in the University Guidelines. The Annual Review must be related to the faculty member's assignment, which may vary over the course of employment at the University. Every Annual Review Dossier becomes part of the personnel file and should include the following:

#### **ANNUAL REVIEW DOSSIER:**

1. College Productivity Report identifying professional activities for the year under review.
2. Current *curriculum vitae*, providing the faculty member's professional history.
3. The Summary Evaluation Form, giving a history of the faculty member's performance evaluations.

The College Productivity Report provides an outline for reporting a faculty member's accomplishments. It should contain those activities the faculty member has undertaken to meet the requirements of the appointment as well as those activities undertaken to address suggestions for improvement. The *curriculum vitae* should be prepared as described in the section on the Dossier for Promotion and Tenure. An updated Summary Evaluation Form should be included in the Dossier for the annual review. A faculty member has the option of including and is encouraged to provide a narrative description of ongoing activities in teaching, research, and service to supplement required documents. Annual evaluation will also be based on documentation found in the personnel file.

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

The assessments provided by annual review should be a basis for those recommendations forwarded to the Provost, which relate to promotion, tenure, or negative actions. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) in addition, by performance which is judged to meet the more rigorous standard of "significant contributions". The assessments of Excellent, Good, Satisfactory or Unsatisfactory are recorded on the Summary Evaluation Form. It is the responsibility of the Division Director to keep the original copy of the summary evaluation and provide a copy to the faculty member at the time of annual review.

Faculty preparing for promotion and tenure. Faculty members who have not yet reached their critical year for promotion and tenure should supplement their annual review dossiers to conform as closely as possible to the recommendations for the Dossier for Promotion and Tenure. This is essential to prepare faculty for the development of the dossier.

Faculty who have been tenured but have not yet received promotion to full professor. Faculty members who anticipate promotions in the future should supplement their annual review dossiers to conform as closely as possible to the recommendations for the Dossier for Promotion and Tenure. This is essential to prepare faculty for the development of the Dossier for Promotion.

Faculty who have reached the rank of full professor. Full professors should supplement their basic Annual Review Dossier with those materials judged to provide evidence that they continue to function at an exemplary level.

### **EVALUATION PROCESS FOR PROMOTION AND TENURE**

a) A person who is under consideration for promotion and/or the award of tenure may not serve on the Division or College committee reviewing his/her personnel file. A majority of those voting on tenure recommendations must be tenured faculty. The method of selection of members is at the discretion of the Dean. No faculty member may serve on both a divisional and College committee and College administrators may not serve on the college committee.

b) The college faculty committee will review divisional evaluations. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable. The written evaluation must be signed by all members of the committee, dated, and forwarded to the Dean. The total number of positive and negative votes must be recorded. Committee members may include a minority statement in the evaluation narrative.

c) The Dean will review evaluations and recommendations from the Division Director and the Division and College faculty committees, and make an assessment, in writing, with unequivocal recommendations for each faculty member. The faculty member shall be informed, in writing, by the Dean of the evaluations and recommendations of both the College committee and the Dean. Copies of all written statements shall be placed in the faculty member's personnel file.

d) If either the College faculty committee or the Dean supports a positive recommendation for a faculty member, a copy of the faculty personnel file, including both Divisional and College recommendations together with external evaluations, is forwarded to the Provost.

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

f) A faculty member may petition the Provost for a review of negative recommendations from the College level (i.e., when both the College committee and the Dean render negative decisions). The petition should reach the Provost within five (5) working days of receipt of notification by the Dean of negative recommendations at the College level.

g) The Dean has the responsibility for determining whether all committee evaluations have been conducted fairly within the college and for assuring that comparable norms are applied in like units.

h) Recommendations by the Dean for tenure must be accompanied by a statement indicating how the proposed tenuring of a probationary faculty member will affect the long-range staffing pattern of the Divisional and/or College, taking into account expected attrition, accreditation, affirmative action goals, budgetary limitations, and the need for flexibility.

### **CRITERIA FOR PROMOTION AND TENURE**

Promotion and tenure decisions are based on materials in the applicant's personnel file and on the dossier of materials submitted with the request for promotion and/or tenure including external letters of evaluation.

In order to be recommended for tenure, a faculty member in his/her critical year normally will be expected to have demonstrated significant contributions in teaching in the classroom or other settings and in research or other creative activity, and have made reasonable contributions in service. Demonstration of significant contributions in the critical year will be based on the annual evaluations of all prior years, and the critical year as described previously. Candidates for promotion and tenure must also meet all appropriate University, College and Division guidelines. The evaluations of teaching will be made relative to persons with a similar appointment at West Virginia University. The evaluations of research will be made relative to research contributions of persons with a similar appointment at peer departments. A faculty member with service as an area of significant contribution will be expected to demonstrate significant contributions in teaching or research, and in service, and reasonable contributions in the third area.

Promotion and tenure decisions are independent although generally promotion to Associate Professor and awarding of tenure are considered simultaneously. Tenure track positions include Assistant Professor, Associate Professor, and Professor. Promotion from Assistant to Associate Professor and/or the awarding of tenure requires that the applicant hold the appropriate terminal degree, be rated as making significant contributions in two of the three categories (normally teaching and research) and reasonable contributions in the third (normally service), and that his or her accomplishments be recognized nationally or regionally in fields where only regional venues exist. Promotion to Professor requires holding of an appropriate terminal degree, accomplishments considerably beyond those required for promotion to Associate Professor, and national or international recognition. In rare cases, experience can substitute for the terminal degree where that experience clearly demonstrates training, capabilities, and accomplishments equivalent or superior to

those of terminal degree holders and exceptional contributions at the local, state, or regional level can substitute for national and international recognition.

In evaluating an applicant for promotion and/or tenure, no single requirement such as a certain number of refereed publications or teaching evaluations should be used as a threshold for promotion or the award of tenure, although some factors may carry greater weight than others. Accomplishments in each category are to be evaluated based on activities since the applicant's last promotion at WVU or the initial appointment if the individual has not been promoted previously at WVU.

The Dossier for Promotion and Tenure consists of the material found in the faculty personnel file. Its contents are described in the University Guidelines. The following outline is to be used as a guide for completing the Promotion and Tenure dossier. The faculty member is responsible for compiling the document and assuring that it is complete and accurate. Supporting documents should be included in a separate packet arranged in the same order as the Promotion and Tenure Dossier.

## OUTLINE OF PROMOTION AND TENURE DOSSIER

### **I. Cover Page (CAFCS Inquiry Regarding Tenure and Promotion)**

Name, rank, and title of applicant  
Appointment percentage for teaching, research/creative scholarship, and extension  
Date of initial appointment at West Virginia University  
Date appointed to current rank  
Date of award of tenure  
Action(s) being requested

### **II. Letter of appointment and other documents describing assignment**

### **III. Current Resume (to include the following)**

Name of applicant  
Educational history including any special training, certifications, etc.  
Work history in reverse chronological order  
Work related activities (consult, travel, etc.)  
Professional activities (offices held, committee membership, etc.)  
Awards and honors received

### **IV. Teaching and Instructional Activities**

A. **Courses Taught:** A listing and brief description, in reverse chronological order, of all formal, classroom undergraduate and graduate courses taught. Include number and title of the course, credit hours, term taught, official course enrollment, percentage of course for which the applicant was responsible (for team taught courses), teaching assistant participation (if any), and any special information about the course. Course syllabi should be included in the supplemental material of the applicant.

B. **Other Instruction:** A reverse chronological listing of extension and continuing education instructional activities, including workshops, non-credit courses, etc. which the applicant has conducted or in which she or he has participated. Indicate the number and type of participants (agriculturalists, consumers, homemakers, youth, business persons, etc.) and role played by the applicant in the activity.

C. **Undergraduate Student Advising:** Include the number of undergraduate students for each year, student club or activity advising, and other undergraduate advising activities.

D. Graduate Student Advising: Provide a listing of advisees in tabular form using the format below. Provide other relevant information below the table.

	<u>Completed Programs</u>	<u>Current Advisees</u>
Doctoral: Major Professor (names)	_____	_____
Committee Member (number)	_____	_____
Masters: Major Professor (names)	_____	_____
Committee Member (number)	_____	_____

E. Curriculum and Course Development: Provide specific information on the candidate's participation in developing new courses, revising existing courses, improving curricula or implementing curricular changes, improving instructional methods, etc.

F. Teaching Awards and Honors: Provide information on formal recognition for teaching excellence received by the applicant from his or her University, College, Division, professional associations or other entities.

G. Teaching Grants: List all grants or awards received specifically for teaching-related activities.

H. Teaching Evaluations: Provide summary information about formal evaluations by students, peers, administrators or others during the evaluation period. This should include a summary of student evaluations for all courses for which evaluations were made during the period under consideration. It also should include summaries of peer or administrative evaluations that were made since the last promotion and summaries of evaluations of extension/continuing education programs in which the applicant participated. Note: These should be summaries prepared by the candidate with the actual evaluations included in the supporting documentation rather than in the dossier.

I. Teaching Improvement: List and describe all activities and training the applicant has undertaken to improve his or her teaching skills and effectiveness.

J. Preparation of Teaching Materials:

## **V. Research, Creative, and Scholarly Activities**

**A. Creative/Scholarly Activities Completed or in Progress:** Provide a reverse chronological listing of research/creative/scholarly works, performances, and presentations. Indicate the sponsor, date(s), place, and nature of the performance, presentation, or exhibition.

1. Research projects
2. Juried works
3. Non-juried works
4. Patents received
5. Products developed
6. Other creative activities

**B. Grants and Contracts:** List in reverse chronological order all grants and contracts applied for or received for research and other scholarly activities during the evaluation period. Indicate the type, title, purpose, granting/contracting agency, date received, duration of the award, and amount of grant/contract. For joint activities indicate the faculty member's activity.

**C. Research Publications:** Provide a reverse chronological listing of works published, accepted or submitted for publication during the evaluation period using a standard bibliographic format (Author[s], date, title, publication information). Classify and present the publication list in the following order. For jointly authored works indicate the contribution of the applicant.

1. Refereed journal articles
2. Books and book chapters
3. Other refereed publications
4. Papers in proceedings
5. Reviews and abstracts
6. Experiment Station bulletins and circulars
7. Unpublished presentations at professional meetings
8. Other publications
9. Manuscripts reviewed

**D. Professional Presentations:** Include lectures/papers, posters, presentations at professional meetings, etc. State location, date, audience etc.

**E. Research/Creative Awards:** List all research awards, prizes, honors, editorships, and related distinctions received during the evaluation.

**F. Faculty Development:** List research-focused professional meetings, seminars, workshops, etc. attended.



## **VI. Service Activities**

- A. **Public Service:** List and describe all professional service activities indicating type of organization (educational, government, foundation or non-profit organization, local, state, national or international agency, industry, etc.); dates, duration, and purpose of the activity, role of the applicant in the activity; and importance of the activity.
- B. **Professional Organizations:** List offices held, committee assignments, and other activities. Indicate the type of organization, open or elected membership, honorary, etc. Describe the faculty member's role in the activities listed.
- C. **University Service:** List and describe all University, College and Division committees, administrative positions, panels, senate membership and related service functions.
- D. **Other Service:** List and describe any other service activities related to your profession which were performed during the evaluation period.
- E. **Consulting:** List and describe consulting activities related to your academic profession.

**CHECKLISTS**  
**TEACHING ABILITY AND EFFECTIVENESS CHECKLIST**

- Reverse Chronological Listing of Courses Taught
- Other Instructional Activities
  - Extension Education Programs
  - Workshops and Seminars Presented
  - Non-credit Courses Taught
  - Guest Lectures and Presentations
- Undergraduate Student Advising
- Graduate Student Advising
- Curriculum and Course Development Activities
- Teaching Awards and Honors
- Teaching/training Grants Received
- Teaching Evaluations
- Teaching Improvement Activities
- Preparation of Teaching Materials

**RESEARCH/CREATIVE SCHOLARSHIP ACCOMPLISHMENTS CHECKLIST**

- Research and other creative scholarly activities completed or in progress
  - Research Projects
  - Juried works
  - Non-juried works
  - Patents received
  - Products developed
  - Other creative activities
- Grants and Contracts
- Research Publications
  - Refereed Journal Articles
  - Books and Book Chapters
  - Other Refereed Publications
  - Papers in Proceedings
  - Reviews and Abstracts
  - Experiment Station/Extension Publications
  - Unpublished Presentations
  - Other Publications
  - Manuscripts Reviewed
- Professional Presentations
- Awards, Prizes, and Honors
- Faculty Development

## **SERVICE ACCOMPLISHMENTS CHECKLIST**

- **Public Service**
  - **Government**
  - **Educational Institutions**
  - **Industry**
  - **Foundations and Non-governmental Organizations**
  - **International Agencies**
  - **Private Citizens and Client Organizations**
  
- **Professional Organizations**
  - **Offices Held**
  - **Committee Assignments**
  - **Editorships and Membership on Editorial Boards**
  - **Memberships**
  - **Other Activities**
  
- **University Service**
  - **University Committees**
  - **University Governance**
  - **College Committees**
  - **Division Committees**
  - **Program Committees**
  - **Administrative Offices and Functions**
  - **Professional services provided for the benefit of the Experiment Station**
  
- **Other Service Activities**
  
- **Consulting**

**COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES**  
**COVER PAGE (INQUIRY REGARDING TENURE AND PROMOTION)**

January-December, 199\_\_

Name \_\_\_\_\_ SS No. \_\_\_\_\_

Current Rank and Title \_\_\_\_\_

Assignment: Teaching \_\_\_% Research \_\_\_% Extension \_\_\_%

Date of Initial Appointment \_\_\_\_\_

Date Appointment to Current Rank \_\_\_\_\_

Date of Award of Tenure \_\_\_\_\_

YEARS AT WVU \_\_\_\_\_ REPORT PERIOD FROM JANUARY TO DECEMBER, 19\_\_

1. Do you request a change in academic rank? No\_\_ Yes\_\_

2. Do you request a change in tenure? No\_\_ Yes\_\_

3. Attach documentation to the Productivity Report Form for 2 and 3 and specify the academic rank requested, if applicable.

Academic rank(s) requested \_\_\_\_\_

Return to Division Chair of Promotion and Tenure Committee on or before January 1, 199\_\_.

Date Submitted \_\_\_\_\_ Signature \_\_\_\_\_

## FACULTY PRODUCTIVITY REPORT

Faculty personnel file should contain an up-to-date vita per University guidelines for Faculty Evaluations. **Any activity or product should be reported in one category only. If necessary, list it once and make reference to the listing in a second category. Documentation of activities and outcomes should be provided for each category.** Use the following format, spreading the headings to accommodate your information:

I. **TEACHING:**

- A. **Courses Taught:** Include only credit generating instructional activities for review period in reverse chronological order. Include any special information about a course in a brief narrative.

Course No./Title	Term Taught	Credit Hrs.	Enrollment	% if Team Taught
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- B. **Other Teaching Activities:** Include extension or continuing education instructional activities, workshops, non-credit courses, guest lectures, presentations, in reverse chronological order. Indicate role played on number of and type of participants.

- C. **Undergraduate Advising:**

Number of undergraduate student advisees \_\_\_\_\_

Other undergraduate advising activities:

- D. **Graduate Student Advising:**

	<u>Completed Programs</u>	<u>Current Advisees</u>
Doctoral: Major Professor (names)	_____	_____
Committee Member (number)	_____	_____
Masters: Major Professor (names)	_____	_____
Committee Member (number)	_____	_____

Number of graduate advisees completing degree this year:

Master's	_____	_____			
	Member	Chairperson			
Ph.D.	_____	_____			
	Member	Chairperson			

- E. Curriculum and Course Development: Include development of new courses, revising existing courses, improving curriculum or instructional methods, etc.
- F. Teaching Award and Honors: Include formal recognition of teaching excellence.
- G. Teaching Grants: Grants or awards specifically for teaching activities.
- H. Teaching Evaluations: Include summary information about student evaluations, peer evaluations, participant evaluations, etc.
- I. Teaching Improvement: Include teaching focused seminars, workshops, etc., attended.
- J. Preparation of Teaching Materials:

**II. RESEARCH/SCHOLARLY/CREATIVE ACTIVITY**

- A. Research/Creative/ Scholarly Activities Completed or in Progress:

<u>Title/Description</u>	<u>Date of Completion</u>	<u>Funding Source</u>	<u>Amount of Grant/Contract</u>
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- B. Grants and Contracts: (not included above)

<u>Title</u>	<u>Agency to Which Submitted</u>	<u>Amount</u>	<u>Status</u>
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- C. Publications: Include works published, accepted, or submitted for publication during this reporting period. Indicate type (article in refereed journal, book, chapter in book, monograph, other refereed publications, article in other journal, technical report, etc.). Use correct bibliographical style. Distinguish between published, accepted, or submitted for publication.

<u>Bibliographical Citation</u>	<u>Refereed (Yes/No)</u>	<u>Status</u>
---------------------------------	--------------------------	---------------

- D. Professional Presentations: Include lectures/papers, posters, presentation at professional meetings, etc. Indicate if invited paper. State location, date, audience, etc.
- E. Research/Creative Awards: List all research awards, prizes, honors, editorships and related distinctions.

- F. Faculty Development: Include research-focused professional meetings, seminars, workshops, etc., attended.

**III. SERVICE ACTIVITIES**: Include elected offices, committees, consulting, reviews, etc.

- A. Public Service: List and describe all professional service activities indicating type of organization, dates, duration and purpose and importance of activity.

<u>Activity</u>	<u>Occasion</u>	<u>Role</u>	<u>Date and Place</u>	<u>Type*</u>
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- B. Professional Organizations: List offices held, committee assignments and other activities.

- C. University Service: Include all University, College and Division committees, administrative positions, panels, senate membership and related service functions.

- D. Other Service: Include any other service activities related to your profession.

- E. Consulting: Describe consulting activities related to your academic profession.

**EVALUATION CONFERENCE (TO BE COMPLETED PRIOR TO PERFORMANCE LEVEL RATING)**

A scheduled conference for evaluation will be held between the faculty member and the Division Director. Comments by either may be made to clarify or expand upon any material presented. Overall evaluation should include accomplishment of division goals and objectives, faculty member goals and objectives relevant to those of the department, areas of concern, agreement, disagreement and future expectations of the Division Director and the faculty member.

This conference will assist the Division Director in determining the conference rating.

COMMENTS:

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Division Director's Signature \_\_\_\_\_ Date \_\_\_\_\_



**ASSIGNMENT AND DEVELOPMENT**  
**(Plan of Work)**

The Division Director and the faculty member together will develop goals and objectives and anticipated outcome incorporating in so far as possible the faculty member's plan. Division Directors should be prepared to discuss the division goals and objectives. Faculty members should develop plans to meet the overall division and college mission, giving specific objectives for each course, research project and service activity.

This section may be developed and agreed upon during the Appraisal Conference.

Activity: (Specify specific courses, research project or service activity.)

Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Division Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

