WEST VIRGINIA UNIVERSITY EXTENSION SERVICE
PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION,
PROMOTION, AND TENURE
Approved by the Provost's Office, 10/16/2018

Statement of Intent:
The West Virginia University Extension Service (WVUES) values faculty who perform with distinction in teaching, research, and service. These guidelines encourage and expect scholarship in all three areas. In extension, we view service as a significant integrator of scholarship that brings real world problems and scholarly knowledge together to create benefits for people, communities, and academe. The selection of research and teaching or of service and teaching as designated areas of significant contribution are valued equally. Such selections are determined individually in the context of relevance to the university, extension and program missions, and the faculty members' specialized abilities and roles.

Extension is organized to address four primary areas of statewide need and legislative mandate: agriculture and natural resources development; community, economic, and workforce development; 4-H and youth development; and families and health. Among the strategies employed to achieve excellence, extension faculty are expected to engage in interdisciplinary, team and collaborative efforts. Among the indicators of success in this work are learner outcomes, community benefits, societal impacts, and the perceptions of key stakeholders, clients and peers.

The Extension Service Mission:
WVU Extension Service educators and volunteers build and help sustain collaborations and partnerships with people and organizations in West Virginia to improve their lives and communities.

Our programs and services strengthen leaders of all ages, youth, and families. We develop and teach best practices for sustainable agriculture, for responsible use of renewable resources, and stewardship of natural resources. We work to improve our state's communities, workforce, and the economy.

The Extension Service Vision Statement:
WVU Extension Service meets the changing lifelong learning needs of people, organizations, and communities by putting knowledge to work.

I.   INTRODUCTION

The ability of the West Virginia University Extension Service (WVUES) to function, progress, develop excellence, and serve society depends on both the individual performance of each faculty member and the collective performance of the faculty as a whole. Thus, the success and reputation of WVUES are highly dependent upon the talents that exist among its faculty and how effectively those talents are marshaled to accomplish the organizational mission.   To achieve and maintain high quality, a comprehensive faculty evaluation system is essential. Properly administered, this system encourages professional growth of individual faculty members, assures retention of those faculty members who demonstrate high level scholarship and academic performance, and permit appropriate recognition of achievement.

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

WVUES is a part of West Virginia University, the State's comprehensive, doctoral degree granting, land-grant institution with a tripartite mission of teaching, research, and service. Accomplishing this mission in an environment of respect for diversity requires a creative, collective intermingling of individual faculty talents. Annual evaluation, promotion in rank, and the granting of tenure are acts of critical importance both to members of the WVUES academic community and for the welfare of the organization and the University. The annual evaluation process contributes to the improvement of faculty members and WVUES and is both evaluative and developmental. Retention, tenure, and promotion decisions reward individual achievement; they also shape WVUES and the University for decades.

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

A. The Faculty Evaluation Process

The faculty evaluation process at WVUES is designed to assist the organization in attracting promising faculty members, helping them reach their potential, rewarding their proficiency, continuing their productivity and professional development throughout their careers, and retaining only those who are outstanding. The process is both evaluative and developmental and has three distinct components:

1) Annual Evaluation
Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition. An important aspect of the annual evaluation is an assessment of one's progress toward tenure and/or the next promotion, as appropriate. Once tenure is awarded, post-tenure review occurs as part of the annual review process. These reviews can support subsequent promotion in rank and the Salary Enhancement for Continued Academic Achievement. They might also lead to a more rigorous review process which could result in a remediation plan, as determined by the unit.

2) Evaluation for Promotion in Rank

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

3) Evaluation of Tenure-Track Faculty for Tenure

For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation involving an assessment of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained. A more comprehensive assessment of one's progress toward tenure will normally begin no later than mid-way through the tenure-track period.

Responsibility for faculty evaluation is shared by members of the WVUES community. Primary responsibility for evidence of the quality and presentation of an individual's work in the evaluation file rests with the particular faculty member. Faculty colleagues participate in annual evaluation and review for promotion and/or tenure through membership on program unit and WVUES central peer review committees and on the University Promotion and Tenure Advisory Panel. Independent reviews at the program unit and central levels assure fairness and integrity in the application of appropriate standards and procedures among the program units. The legal authority and responsibility of Program Unit Directors, the Dean and Director, and the Provost also enter into the determination of academic personnel decisions as do the needs and circumstances of the program unit, Extension, and WVU.

B. Criteria

Faculty members are expected to contribute to the missions of specific program units and WVUES and their work is to be evaluated in that context. 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, which may change over time; such changes normally are identified in an annual faculty plan of work.

Collectively, members of the faculty teach, advise, mentor, engage in research and creative activity, publish and disseminate their research findings and new knowledge, and provide public, professional, and institutional service and outreach. The extent to which a faculty member's responsibilities emphasize the areas of the WVUES mission will vary. All faculty members have an obligation to foster the quality, viability, and necessity of their programs. [1]

In the faculty member's approved letter of appointment, the Dean and Director 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. 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.

These broad criteria shall be applied to all faculty members in ways which equitably reflect the particular responsibilities and assignments of each. How the criteria apply to a faculty member's own set of duties should be clear at the time of appointment and reviewed in the annual evaluation.

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

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[1] WVU Board of Governors' Policy 2, Section 2.4

III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

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

A. Teaching (Learning)
Teaching involves the stimulation of critical thinking, the dissemination of knowledge, and the development of creative 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; evaluation and critique of student performance; various forms of continuing education, non-traditional instruction and practical demonstrations; and advising (mentoring) of undergraduate and graduate students.

Extension faculty are practitioners who develop teaching programs to meet the needs of non-credit learners. Program development is a process used by WVUES to assess needs, mobilize resources, and create and organize educational initiatives to address the needs of citizens. In these programs, which should include content that is evidence-based or research-informed, WVUES faculty help form the curriculum, engage in direct teaching, and evaluate learner outcomes and impacts and they work with volunteers who serve as co-creators and as teachers. Extension teaching includes the use of demonstrations, workshops, camps, and other means of disseminating knowledge and stimulating critical thinking and often involves the creation and development of teaching-learning systems in off-campus environments. Because Extension students are diverse in age, knowledge level, and cultural experience, a significant part of scholarship in Extension teaching is creating and modifying curricula that will work in specific teaching assignments.

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, learners or clients. Supporting documentation for the evaluation of effective performance in teaching might include evidence drawn from such sources as the assessment of student learning outcomes and of peer and director evaluations of instructional performance. It might also include analyses of curricula or course content, evaluation of products related to teaching such as workbooks 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, or other evidence deemed appropriate and proper. See Appendix E for more details. Regardless of the activities defined as "teaching" assigned to a faculty member, faculty who teach are expected to show measurable impacts in their explicit teaching assignments. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

A significant contribution in teaching is defined as a contribution that would meet or exceed that of peers recently promoted to the same rank at West Virginia University Extension Service.

B. Research (Discovery)

WVUES values academic research activities that increase fundamental knowledge within the discipline and applied research activities that yield tangible benefits to society. Therefore, the impact of an activity is part of the measure of its quality. Historically, the measure of academic research and scholarly activities has been well-defined by each discipline, often through peer-reviewed publications. The significance of translational or applied research that results in public-private partnerships, patents, licensing, and/or other forms of commercialization and entrepreneurial activity should also be part of the evaluation of research.

Extension faculty are practitioners in their fields who interpret and bring new insight to bear on potential applications of research and scholarly activity. Extension research/scholarly activity involves the discovery, identification, and utilization of knowledge that informs and guides teaching and service and moves the faculty and the learner to decision making and action. It addresses critical issues that affect West Virginia; it may take place off campus and in community environments where learners often become partners in the research/scholarly activity. WVUES faculty bring to these environments a grounding in the knowledge systems of the university, while local learners bring knowledge from and about the community engaged in application. WVUES faculty can use the interaction of these knowledge systems, academic and community, to create new knowledge useful to both the community and the academy.

Research is a critical component of the mission of WVUES, contributing to and expanding the general body of knowledge, thus infusing instruction and public service with rigor and relevance. It validates the concept of the teacher-scholar. Research may be discipline-focused and individual, or it may be interdisciplinary and collaborative. Interdisciplinary and collaborative assignments should be identified in the appointment letter when possible, or in annual plans of work as assignments change. It should be noted that the advising of doctoral students has elements of both teaching and research.

Research/scholarly activity for county agents and specialists with the expectation of at least a reasonable contribution in research should include dual goals of increasing their proficiency through strategic professional development activities and directly guiding and informing their teaching and service activities, and must include peer-reviewed Extension publications.

Professional development activities to be used to address a research requirement for faculty merit or promotion and tenure must be more than attendance at a conference sponsored by a professional association. Each faculty member, with the approval of the program unit director, should identify her/his own gaps in knowledge and skills and create an annual professional development plan to address specific areas of desired development (See Appendix E, Distinguishing Faculty Merit).

Research/scholarly activity that directly guides and informs teaching and service activities may include significant curricular or program development, creation of peer-reviewed teaching materials, and systematic assessment and evaluation of processes and outcomes to measure program effectiveness and will enhance the relevance and rigor of Extension educational programs (See Appendix E, Distinguishing Faculty Merit).

For tenure and/or promotion, specialists and agents who have research as an area of significant contribution must establish a track record of refereed publications (print or electronic) and peer-reviewed Extension publications of high quality as evidence of scholarly productivity. For specialists and agents who have research as an area of at least reasonable contribution, peer-reviewed Extension publications of

high quality are required for tenure and/or promotion. Entrepreneurial and commercialization activities related to intellectual property and patents which benefit the organization and stakeholders also demonstrate scholarly output.

While quantity of effort and output must be sufficient to demonstrate an active and peer-recognized presence in the discipline, quality of research is clearly of great value in determining the level of performance. Important evidence of scholarly merit may be either a single work of considerable importance (such as a book or monograph) or a series of smaller, high quality products such as refereed journal articles, published conference proceedings, and peer-reviewed Extension publications constituting a program of worthwhile research. Faculty members are expected to undertake a continuing program of studies, investigations, or creative works. Criteria for the evaluation of research can be found in Appendix E. Performance evaluations should be based on a holistic assessment of evidence provided in the file.

A significant contribution in research/scholarship/creative activity would have goals related to "creation and synthesis of knowledge" and carry quality standards comparable to faculty engaged in similar scholarship including the expectation that the scholarly activity will lead to refereed publications (print or electronic) of high quality and peer-reviewed Extension publications for Extension clientele. A significant contribution in research meets or exceeds that of colleagues at peer institutions and at WVU recently achieving similar promotion and/or tenure.

C. 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, and service to individuals, groups, and organizations at the community, county, state, regional, national and international levels. Service to the University includes contributions to the efficiency and effectiveness of the unit to which the faculty member is assigned, key collaborating agencies, and to WVUES and WVU in general.

Service is a critical component of the mission of the University, contributing to the general body of knowledge taught and thus informing the direction of knowledge creation. In keeping with its tradition as part of a land-grant institution, WVUES 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 WVUES mission.

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

A significant contribution in service includes the successful development and implementation of programs which address critical issues that impact society. Such programs are planned efforts to meet the

needs of clients; induce positive change in behavior or practice; impact societal problems and issues; effect policies or systems change; or lead to economic, civic, social, or environmental improvements. Programs may be on-going such as a county youth development program, organizational initiatives which may be carried out over a few years, or relatively short-term programs carried out over a few weeks or months.

A significant contribution in service meets or exceeds that of colleagues in peer institutions and at WVU recently achieving similar promotion and/or tenure. An at-least reasonable contribution in service includes activities which benefit society or the organization.

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

A faculty member is usually appointed without tenure.[2] Appointments can be made without or with credit toward tenure for previous experience.

A.   Without Credit

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

B.   With Credit

It is not uncommon for a new appointee to have had full-time experience at another institution of higher learning where he or she was engaged in teaching, research, and service. Depending upon the amount of successful experience in these mission areas at the intended rank or the equivalent, up to three years credit toward tenure could be allowed, unless the candidate does not wish such credit. The maximum amount of credit that could be allowed, and a tentative critical year, shall be identified in the letter of appointment. In such a circumstance, by the end of the second academic year the faculty member could accept the identified critical year, or all or part of the possible allowable credit to be applied in his or her instance, at which point the critical year would be confirmed by the Dean and Director. If credit is awarded, evidence supporting such credit should be added to the evaluation file. If no credit is accepted, during the fourth year the faculty member may petition the Dean and Director to bring the critical year forward by one year (to year five).

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

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

V. REQUIRED PERSONNEL ACTIONS/TIMELY NOTICE FOR TENURE-TRACK FACULTY

A personnel action is required each year for each faculty member. Such personnel actions include, but may not be limited to reappointment, promotion, tenure, or non-renewal.

A tenure-track faculty member in the sixth year, or in the year determined to be the "critical" year, must be reviewed for tenure and must either be awarded tenure or given notice of termination of appointment and a one-year terminal contract. If a faculty member petitions successfully to bring the critical year forward and tenure is not awarded in that year, a one-year terminal contract will be issued. Such notice of non-retention shall be mailed "Certified Mail-Return Receipt Requested", by first class mail, and

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[2] Occasionally, appointment with tenure is possible. To be appointed with tenure, or to the rank**s** of Associate Professor or Professor, the individual must have been interviewed by an official in the office of the Provost during the interview process; the individual's curriculum vitae must be reviewed in that office; and a recommendation for tenure must be submitted by the department and college to that official.

electronic mail. Under certain circumstances the critical year may be extended. See WVU Board of Governors Policy 51.[3]

In the case of a tenure-track full-time faculty member holding the rank of Extension Instructor, Extension Assistant Professor, Extension Associate Professor, or Extension Professor, the Dean and Director shall give written notice concerning retention or non-retention for the ensuing year by letter post-marked and mailed no later than March 1.

Time spent on a leave of absence or in an assignment less than 1.00 FTE normally shall not count when calculating years of service toward tenure for a tenure-track faculty member. The faculty member may request that such time spent on scholarly activities apply toward years of service. The WVUES Dean and Director shall determine in advance of the leave whether such time will apply, and will make a recommendation to the Provost. Written notification of the decision to modify the critical year will be forwarded both to the faculty member and to the Program Unit Director and will be added to the faculty member's evaluation file.

VI.   DISCRETIONARY PERSONNEL ACTIONS

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

- Promotion in rank when the critical year does not apply;

- Renewal of appointment for a non-tenure-track faculty member;

- Nonrenewal of appointment for a non-tenure-track faculty member;

- Termination of the appointment of a tenure-track faculty member prior to the critical year;

- Termination of the appointment of a tenured faculty member for cause, reduction or discontinuance of an existing program, or financial exigency (as defined in WVU Board of Governors Policy 2).

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

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

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

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[3] See also: http://wvufaculty.wvu.edu/policies, "Work-Life Integration."

However, for discretionary promotion to Extension Associate Professor or Extension Professor, special weight will normally be placed on work completed in the most recent five- or six-year period. A long-term Extension Assistant Professor or Extension Associate Professor will not be penalized for an extended period of limited productivity, as long as more recent quantitative and qualitative productivity has been regularly achieved and maintained in an appropriate disciplinary area. Holding the rank of Extension Professor designates that the faculty member's academic achievement merits recognition as a distinguished authority in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the Extension Professor for his/her contributions to the discipline. An Extension Professor sustains high levels of performance in his/her assignments and responsibilities in all mission areas. The record of a successful candidate for Extension Professor must have shown evidence of high-quality productivity over an extended period of time.

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

VII.   FACULTY EVALUATION FILE

Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty member's evaluation file. To it are added professional judgments at each level of review as to the quality and impact of the faculty member's teaching, research, and service, as applicable.

An official faculty evaluation file shall be established and maintained for each faculty member in electronic format using Digital Measures Activity Insight. In principle, the record in the evaluation file should be sufficient to document and to support all personnel decisions. WVUES uses an annual reporting form (" Faculty Productivity Report") appropriate to the work assignments for use by all faculty members, including the Program Unit Director. The Faculty Productivity Report without supporting documentation is not in itself sufficient for evaluation purposes. Evaluation file materials will be in electronic form in Digital Measures so that the integrity of the information and the date of entry in the file is maintained.

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

1.   The letter of appointment, annual plan of work, and other documents which describe, elaborate upon or modify one's assignment, including position description, memoranda of understanding, annual reviews, and subsequent letters of agreement.

2.   An up-to-date curriculum vitae and bibliography containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of publications (or the equivalent) with complete citations including research disseminated by other than publication, grants and contracts, and/or other evidence of research, scholarship, and/or creative work; c) a list of service programs *and* activities.

3.   For year since appointment or last promotion, a list of Extension teaching activities that includes the name of the program, number of youth and adult participants, number of sessions, and learner

outcomes, committee assignments, a record of classes taught and enrollments in each, graduate students supervised if appropriate, and other aspects of the faculty member's plan of work.

4. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance to the home department. In such cases the home department's evaluation should reflect the relative proportion of each dimension of the total assignment.

5. A copy of past annual evaluations and any written responses.

6. Other information and records that the Program Unit Director and/or WUVES Dean and Director may wish to add. Faculty members should be notified of such additions, and may respond to the additions within ten working days after the closing date.

7. All other information that bears upon the quality of the faculty member's performance in all pertinent areas. This information may include, but need not be limited to, teaching evaluations, professional presentations, published materials, grant applications and awards, research in progress and the preparation of unpublished materials, other creative scholarship, and service to the university, the citizens of West Virginia, and the profession. Program Accomplishment Narratives for teaching, research and service and an Executive Summary and Self-evaluative Statement by the faculty member that supports the evidence in the file are expected.

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

VIII.   COMPLETION OF AND ACCESS TO THE FILE

The faculty evaluation file shall be updated in a timely manner according to the calendar that is circulated annually. On the appropriate deadline date, the file shall be closed for the review period. Only such materials generated as a consequence of the annual faculty evaluation shall be added to the file after the deadline date.

Faculty members have the right of access to their electronic evaluation files at any time. All others shall have access to the file only on the basis of a need to know. Members of a faculty evaluation committee or administrative officers responsible for personnel recommendations are assumed to have a need to know. When otherwise necessary, the appropriate administrative officer or the Dean shall determine whether an individual has a need to know and what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all evaluation files is to be assured. The confidentiality of each file is to be respected. Disclosure of file materials to those outside the evaluation process shall occur only under valid legal process or order of a competent court jurisdiction.

IX.   ANNUAL EVALUATIONS

A. General Description
The performance of individual faculty members is evaluated annually throughout their career at West Virginia University. These written evaluations, which are required for all full-time and continuing part-

time faculty members,[4] provide individuals with a written record of past performance, accomplishments and continuing expectations, an ongoing critique of strengths and weaknesses, and documents that support recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the university. The specific nature and purpose of a faculty member's annual review may vary, however, in accord with the type of appointment, rank, and tenure status.

The evaluation procedures may be found in Section XIII, below. Annual evaluation for all faculty, whether tenure-track, tenured, term, or not eligible for tenure will be conducted at the program unit level by the program unit director and the faculty evaluation committee based on documentation in the evaluation file (see Section VIII). Written evaluations will be placed in the evaluation file and forwarded to each faculty member and to the Dean, who may provide an evaluative statement.

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

The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, paying particular attention to one's cumulative progress toward and expectations for tenure and/or the next promotion and, if positive, as a basis for merit salary adjustments and Salary Enhancements for Continued Academic Achievement. The annual evaluation also provides the opportunity to develop changes in responsibilities that reflect the strengths of the individual and the needs of the university.

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

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

In one's first review, limited evidence of the faculty member's progress will be available. For that review, material in the file such as reports by colleagues on one's teaching and information on one's activities in research and service are useful in order to assess progress.

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[4] Occasional or clinical-track part-time faculty should receive periodic reviews that are appropriate to their assignment.

As one moves through the tenure-track period, annual evaluations will focus increasingly on the successful outcomes of one's activities rather than simply on the activities themselves.

While the absence of negative annual evaluations does not guarantee the granting of tenure, these evaluations should apprise tenure-track faculty members of performance deficiencies and should call attention to expectations for subsequent consideration for promotion and/or tenure, and the extent to which they must enhance their productivity. Occasionally, the evaluations will result in termination of the individual's appointment, sometimes prior to the critical year, and, where appropriate, terminal contracts; in these cases, notice shall be given in accord with WVU Board of Governors Policy 2.

2) Tenured Faculty, Not Fully Promoted
The annual evaluation of faculty who are tenured but not fully promoted will generally emphasize both quantitative and qualitative expectations and progress toward the rank of Extension Associate Professor (highest rank for a faculty member without a terminal degree) or Extension Professor (highest rank for a faculty member with a terminal degree). Evaluation of Extension faculty in the rank and tenure system will generally emphasize progress toward the next appropriate rank. While not all faculty may attain the highest possible rank, annual evaluations should guide faculty toward that achievement.

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

4) Term Faculty
Renewable term appointments, in which the principal assignment is teaching, are designated with the prefix "Extension Teaching," accompanying a traditional rank. Term faculty are hired to respond to program needs. These positions focus on education in all of its manifestations, including but not limited to teaching, advising, or educational program development.

Normally, a term faculty assignment will be primarily teaching; the balance might address needs of the unit, the community, and/or interests of the faculty member, as they relate to the WVUES mission. As noted elsewhere in this document, "Faculty members are expected to undertake a continuing program of studies, investigations, or creative works." For WVUES term faculty, this will be defined as expectation that the annual file includes systematic assessment of instructional processes/outcomes and application of findings to enhancing program effectiveness and documentation of continuing professional education that enhances the term faculty member's skills as an Extension educator.

Term appointments may be continued indefinitely, contingent upon need, performance, and funding. No number of appointments at any term faculty rank/title shall create presumption of the right of continued appointment or transition to another type of position.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in a term faculty appointment. However, subject to reappointment, a term faculty member and her/his Program Unit Director may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. For term faculty who wish to stand for promotion, in addition to a sustained record of teaching excellence, the file is expected to show evidence of significant curricular and/or programmatic development and professional development that leads to greater knowledge in her/his field. Such evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, and evidence of ongoing contribution to solving problems and addressing unit-defined needs, priorities, and initiatives.

Promotion to the rank of Extension Teaching Professor designates that the faculty member's achievement merits recognition in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her instructional contributions to the discipline.

7) Full-Time Faculty Not Eligible for Tenure
Evaluation of faculty who are not eligible for tenure may emphasize different criteria from those applied to other faculty. This classification includes but is not limited to full-time faculty with prefixes of "teaching" or "clinical." Annual evaluations will be based on assignments as described in the letter of appointment and subsequent documents, and will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. If the faculty member is promotable, their annual evaluation will generally emphasize quantitative and qualitative expectations and 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 appointments in spite of positive evaluations. These faculty members hold appointments which are not subject to consideration for tenure, regardless of the number of, nature of, or time accumulated in such appointments. Such 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.

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

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

The assessments provided by annual reviews are the primary basis for performance-based salary adjustments in years when such adjustments are available, and for the program of Salary Enhancement for Continued Academic Achievements available to faculty at the rank of Extension Professor. They should be a basis for those periodic recommendations which relate to promotion, tenure, or negative action that are forwarded to the Provost. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) beyond those reviews, by performance and output which are judged to meet expectations identified in the appointment letter and subsequent documents, as well as the more rigorous standard of "significant contributions" (see below).

X.   CRITERIA FOR PROMOTION OR TENURE

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

In the teaching context, "significant contributions" are normally those that meet or exceed those of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in teaching at WVUES. The term "significant contributions" in research means performance in research which meets or exceeds that of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in research at peer or aspirational peer research universities and at West Virginia University. The program unit, subject to approval by the Dean and Director, determines peer or aspirational peer research universities. Candidates for tenure and/or promotion who are expected to make significant contributions in teaching and research are expected to demonstrate at least reasonable contributions in service. Candidates for tenure and/or promotion who are expected to make significant contributions in teaching and service are expected to demonstrate at least reasonable contributions in research. Service activities that would be acceptable when one is expected to make contributions characterized as at least reasonable should be differentiated from those activities which are viewed as significant. See Appendix E for characteristics of significant contributions in service.

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

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

In order to be considered for promotion, faculty members who are not eligible for tenure but are eligible for promotion normally will be expected to make significant contributions in the area(s) of their assignment as outlined in the letter of appointment or as modified in a subsequent document. For faculty who have a title with the prefix "clinical" (as differentiated from faculty in the "clinical-track"), service will normally be the area in which significant contributions are expected.

For faculty who have service as an area of significant contribution, service activities provided for the benefit of the citizens of the state will receive primary emphasis when reviewed for promotion purposes. While service to the university and professions are worthy of consideration in this context, normally a faculty member must have significant service activities, which can include the creation and direction of service-learning projects, directed to the citizens of West Virginia. Exceptions to this normal practice may occur when a faculty member provides extraordinary and extended service to the university, profession, or on a national or international level. Such exceptions should be identified in the letter of appointment or subsequent documents.

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

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

Provost. An administrative assignment will be evaluated by the immediate supervisor rather than by the unit committee.

XI.   CHANGING AREAS OF SIGNIFICANT CONTRIBUTION

When a faculty member achieves tenure, the criteria requiring significant contributions in teaching and research, and at least reasonable contributions in service may be modified on an individual basis to require significant contributions in a different pair of these categories, with reasonable contributions required in the third. Such a modification should be initiated by the program unit primarily to assist the program unit or WVUES in achieving its mission and goals, as it addresses the three areas of university concern. The request would be supported by a rationale that links the change to achieving program unit mission and goals and a transition plan. The transition plan should address the faculty development needed to succeed in the new area. It is appropriate to establish a certain time period which must elapse after the approval of the request before the individual could be considered for promotion using the new expected areas of significant contribution. Such a modification must be agreed to by the faculty member, director of the program unit, and the Dean and Director, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Provost.

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

XII.   EXTERNAL EVALUATIONS

In years when a faculty member who has research or service as an area of significant contribution is being considered for tenure or for promotion, the evaluation file must contain evaluations of the quality of the faculty member's research or service from persons external to the University. WVUES shall have the option to determine if such external evaluations are required if the faculty member is to make at least reasonable contributions in the areas of research or service. External evaluations are among the many factors to be considered when evaluating the faculty member.

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

The names of persons who will be asked to provide external reviews must be selected with participation by the faculty member who is to be evaluated and from the persons in the unit who conduct the evaluation. The suggested method for identifying external evaluators is for the unit peer evaluation committee (either with or without participation by the Program Unit Director) and the faculty member each to propose a list of names of appropriate evaluators, selected for their professional competence in the discipline. Each list should contain from four to six names. A paragraph describing each evaluator

should be submitted indicating qualifications to serve in this capacity. Any personal or professional relationship the faculty member has or has had with the evaluator should be identified. The Program Unit Director, with approval from the Dean should select a sufficient number of names from each list to result in evaluations from two or more persons on each list. A minimum of four external evaluations ordinarily is required.

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

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

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

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

XIII. EVALUATION PROCESS

Evaluations of the achievements of faculty normally will be carried out at three levels of university organization: program unit (peer committee and director), Extension Service (central committee and Dean), and University (advisory committee and Provost). Typically, a judgment is made at each of these levels both by the faculty committee and by the administrative officer of the unit. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, annual evaluation, promotion, salary, leave of absence, etc.) to members of their immediate family or household or other qualified adults, and should not participate in any other promotion and tenure decisions in a year in which a case so described is under consideration.

Each level of review will consider the material in the candidate's evaluation file, which, when combined with reviews from previous years, will form the basis for the evaluation statements and

recommendations. All recommendations for tenure-track faculty in their critical year will be forwarded through the complete review process. Recommendations for non-retention or a terminal appointment of a tenured or tenure-track faculty member automatically receive review at all levels, including that of the Provost. Participants at each level of review will exercise professional judgment regarding their assessment of the record in the evaluation file in arriving at a recommendation or a decision.

A.   Program Unit Level in WVUES

1. Evaluation committees at the program unit level are engaged in two specific activities: annual reviews, typically with a recommendation regarding continuation, and reviews for purposes of promotion, tenure, or non-continuation. Each program unit shall have a faculty evaluation committee, normally consisting of a minimum of five members, a majority of whom must hold tenure. Exceptions must be approved by the Provost. Preferably, membership should reflect the diversity of the unit. The method of selection of members is left to the discretion of the program unit, but the Program Unit Director shall not be a member of the committee. If needed, a program unit may supplement committee membership with faculty members from a related discipline. A person who is under consideration for promotion and/or tenure is not eligible to serve on any committee reviewing his/her evaluation file. The program unit committee will review and evaluate materials in the faculty member's evaluation file. Based on this evidence, the committee will prepare a written evaluation for each faculty member, together with an unequivocal recommendation for or against retention, the award of tenure, and/or promotion, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. The written evaluation must be signed by all members of the committee, dated, and forwarded to the Program Unit Director. The total number of positive and negative votes or abstentions must be recorded. If desired, committee members may include minority statements, which should be included in the body of the evaluation, without separate signatures.

2. The Program Unit Director will review the evaluation file as well as the committee's evaluation statement and recommendation regarding each faculty member, and will make an assessment, in writing, with unequivocal recommendations for each faculty member, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. In a recommendation for tenure, the director shall take into account the long-range staffing pattern of the program unit. The faculty member shall be informed in writing by the director of the evaluative comments and recommendations of both the unit committee and the director. Copies of all written statements shall be placed in the faculty member's evaluation file.

3. If the faculty member receives a positive recommendation for promotion or tenure from either the program unit committee or director, the file is submitted for review at the WVUES central level. If both such recommendations are negative, the file is submitted to the Dean for information, except in the critical year, when the file is reviewed by the central committee and the Dean.

4. When a recommendation for tenure, promotion, or termination of appointment has been made, the faculty member may include a rebuttal to the program unit evaluations for review at the WVUES Dean's level. The rebuttal must be forwarded to the Dean within five (5) working days of receipt of the evaluations and the Dean will forward it to the WVUES Central Committee.

5. A faculty member may petition the Dean for a review of negative program unit recommendations for promotion (i.e., when both the program unit committee and the director render negative recommendations). The petition should reach the Dean within five (5) working days following receipt of notification of the negative recommendations. The Dean shall forward the petition to the WVUES central evaluation committee as a matter of course for its recommendation. Negative

program unit reviews of tenure cases are automatically reviewed by the central committee and the Dean.

6.   Responses to annual reviews may be submitted at any time, and will be added to the faculty member's evaluation file. Errors of fact should normally be corrected by the Program Unit Director with an additional memo to the file. If the faculty member disagrees or otherwise takes issue with the evaluations or the assignment of descriptors the faculty member may work informally with the Program Unit Director or ask the Dean to review the evaluation and descriptors. However, any informal efforts to resolve any such issue will not serve to suspend or otherwise delay the statutory time requirements set forth in the West Virginia Public Employees Grievance Procedure for the filing of grievances. After considering the faculty member's request, the Dean may direct the Program Unit Director or committee to reconsider their action, based on a written justification that would be placed in the faculty evaluation file. Any subsequent adjustments would be documented in an additional memo to the file.

B.   Extension Dean and Director Level

1.   WVUES shall have a central faculty evaluation committee. A person who is under consideration for promotion and/or the award of tenure should not serve on the central committee reviewing his/her personnel file. Membership should be restricted to tenured faculty; exceptions must be approved by the Provost. The method of selection of members is at the discretion of the Dean and Director. No faculty member should serve on both the program unit and central committee and no Program Unit Director should serve on the central committee.

2.   The central faculty committee will review program unit evaluations of the candidates, as well as their evaluation files, as forwarded by the Dean. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, and/or promotion, as applicable, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. Normally the committee will review cases in which promotion, tenure or termination are recommended at the program unit level, although, at the Dean's discretion, annual reviews may also be considered. 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 body of the evaluation, without separate signatures.

3.   The Dean will review evaluations and recommendations from the program unit and the central faculty committees and make an assessment, in writing, with unequivocal recommendations for each faculty member, indicating, when appropriate, the faculty member's progress toward and expectations for tenure and/or the next promotion. The faculty member shall be informed, in writing, by the Dean of the evaluations and recommendations of both the central committee and the Dean. Copies of all written statements shall be forwarded to the faculty member and also placed in the faculty member's evaluation file.

4.   If either the central faculty committee or the Dean supports a positive recommendation for promotion and/or tenure, the faculty evaluation file, including both program unit and WVUES recommendations together with external evaluations, is forwarded to the Provost. If a request for discretionary promotion receives negative recommendations by both the central committee and the Dean, the faculty evaluation file normally would not be forwarded to the next level.

5.   A faculty member may include a rebuttal to the WVUES-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.

6. A faculty member may petition the Provost for a review of negative recommendations for discretionary promotion from the WVUES level i.e., when both the central 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 WVUES level.

7. Deans have the responsibility for determining whether all committee evaluations have been conducted fairly within the central committee and for assuring that comparable norms are appropriately applied in program units.

8. Recommendations by the Dean for tenure must be accompanied by a statement indicating how the proposed awarding of tenure of a probationary faculty member will affect the long-range staffing pattern of the program unit and/or WVUES, taking into account expected attrition, accreditation, budgetary limitations, and the need for flexibility.

C.   University Promotion and Tenure Advisory Panel

1. The Provost will consult with the University Promotion and Tenure Advisory Panel, consisting of at least five faculty members selected by the University Faculty Senate Executive Committee. No person who has reviewed faculty at the program unit or central WVUES level during the current cycle, or who is being considered for promotion or tenure may serve on the University Promotion and Tenure Advisory Panel.

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

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

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

(c) Is each recommendation consistent with university and unit policies and objectives?

(d) Are the recommendations consistent with the WVUES and university criteria for promotion and tenure?

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

D.   Provost Level

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

2. Decisions on promotion and tenure recommendations will be made by the Provost after review of the recommendations by the program unit peer review committee, WVUES central committee, and their administrators and the findings of the Advisory Panel.

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

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

E.   Negative Decisions

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

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

WVU Board of Governors Policy 2 and W.Va. Code §6C-2 are available in the offices of the dean and program unit directors, and may be obtained from the offices of the Provost, the Chancellor for Health Sciences, the Campus Provosts, and the Wise, Evansdale, and Health Sciences Center Libraries. They are accessible on-line at http://bog.wvu.edu/r/download/7515, and http://pegboard.state.wv.us/. Faculty may wish to check with the Division of Human Resources (Morgantown) to assure that they have access to the most recent copy of the procedures.

APPENDIX A

Extension Faculty File Content
2018

Archived Reports and Documents
Review Promotion and Tenure (Uploaded by Program Director)

1. Appointment letter
2. Faculty Plan of Work (POW)
3. Annual reviews
4. Letter granting promotion and tenure, if applicable
5. Other documents that affect faculty assignment
6. Executive Summary / Self-Evaluative Statement (Placed by Faculty Member)

Supporting Documentation (Uploaded by Faculty Member)

1. Report narrative (Executive Summary and Self-evaluative Statement)
2. Current CV
3. Report appendices (Program Accomplishment Narratives)

Annual Faculty Productivity Report (Uploaded by Faculty Member)

1. Faculty Productivity Report generated by Digital Measures

Teaching/Extension Events (all material place by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member or uploaded from WVU records
2. Teaching Program Accomplishment Narratives (2-4 pages, up to 2 narratives to demonstrate teaching quality)
3. Selected teaching documentation of significance

Scholarship/Research (all material place by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member or uploaded from WVU records
2. Scholarship/Research Program Accomplishment Narratives (2-4 pages, up to 2 narratives to demonstrate research/scholarly accomplishments)
3. Selected scholarship/research documentation of significance

Service (All material placed by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member
2. Service Program Accomplishment Narratives (2-4 pages, up to 2 narratives to service accomplishments)
3. Selected service documentation of significance
4. WVU Extension Service Faculty File Format

Archived Documents

Items Included:

1. **Appointment Letter, Documentation of Leave Time**
   (Placed by Program Director)

The Program Director places a copy of the appointment letter issued by the
Dean and Director in the Digital Measures file. All references to salary are to be blacked out. If
any modifications in assignment are made, they are added to the file here.

Documentation of extended leave taken during the year including medical leave, study leave,
FMLA (family medical leave), or personal leave would be placed in file here.

2. **Plan of Work** (placed by Program Director)

The faculty member, in consultation with the Program Director, prepares the Plan of Work (POW).
It includes:
> 1. Program Goals and Objectives
> 2. Major Responsibilities
> 3. Faculty Development Plan

The plan of work should clearly indicate a faculty member's areas of significant contribution and
clearly indicate a person's rank, whether the person is tenure or non-tenure track, or if tenured,
when.

A copy of the signed POW is placed in the file by the Program Director.

3. **Executive Summary / Self Evaluative Statement** (placed by Faculty Member)

The faculty member creates this annual summary. The primary purpose is to explain the context of
their work, major program efforts, and how the faculty member met the POW goals and objectives.
Summaries could also highlight any multi-year activities, and any cross-unit, innovative, or multi-
disciplinary work. The faculty member should make the case for how the year's work
demonstrates an appropriate level of achievement for the rank. The summary includes:

> 1. Situation statement explaining pertinent information that impacts work such as
>   current assignment, geographical and financial information, special
>   circumstances.
> 2. Programming efforts related to POW goals and objectives
> 3. Self-evaluation of year's accomplishments

Suggested length 2-3 pages, no smaller than 12 pt font.

4. **Current Curriculum Vitae as generated by Digital Measures**

An up-to-date curriculum vitae contains:

a) Critical dates:
   education (degree, institution & date),
   employment (beginning & ending date, title),
   change in status,
   promotion,
   tenure status,
   leaves of absence, etc.

b) List of completed research:
   formal research publications with citations,
   other disseminated research,
   significant grants and contracts which were based on scholarly efforts,
   other evidence of significant scholarship in research.

c) List of major service programs, activities, memberships, and grants and contracts that support programming (i.e. county budget memorandums)

d) Awards, honors, recognitions

Annual Reviews
(Placed by Program Director)

It is the responsibility of the Program Director to upload letters reviewing past files from the Unit Peer Review Committee, the Program Director, the Central Peer Review Committee, and the Dean in this section. Review letters accumulate in the file during the probationary period and during periods between promotions.

Faculty With Multiple Reporting Lines
(Placed by Program Director)

When a faculty member has responsibility in more than one college, the Program Director will request a letter from the other Dean, Department Chair, or supervisor which explains responsibilities including time involved. The letter will be uploaded in this section of the file.

This section should also be used when a faculty member receives supervisory leadership from someone other than the Program Director. This may occur when the principal investigator in grants and contracts provides day-to-day supervision or when a faculty member works under a program leader. In either case that supervisor should place a letter in this part of the file detailing the faculty member's role and evaluating the faculty member's efforts.

Other Information Placed by Administrators
(Placed by Program Director)

The Program Unit Director and the Dean may place letters and other information of a positive or negative nature in a faculty member's file in this section. The faculty member will be informed of this and will have the right to place a response in this section. Administrators should notify faculty early enough to allow faculty to respond prior to the closing date.

Teaching
(All material entered into Digital Measures by Faculty Member)

Yearly Teaching Activities

Yearly teaching activity should be reported in Digital Measures under Teaching or Extension Events and include:
- Activity / program / course title
- Description of audience
- Number of participants
- Length of activity / program / course
- Role of the faculty member (instructor, facilitator)
- Date(s) of activity / program / course
- Assessment / evaluation / impact

Teaching Program Accomplishment Narratives *1-2 Narratives Suggested*

Selected teaching accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Teaching Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work. It must be uploaded into Digital Measures with the appropriate activity so that the link appears in the faculty productivity chart.

Teaching Accomplishment Narrative

Table for Developing Teaching Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Teaching Activities	Appropriate Documentation: Examples of activity which could be used to demonstrate merit in the quality and impact of the teaching.
Background / Rationale / Preparation: Needs assessment, description of situation or audience **Clear Goals:** Defined goals and objectives **Methods**: Teaching strategies, procedures, approaches, presentation **Evaluation:** What was done to assess learner outcomes **Significant Results**: Learner outcomes/ success in meeting goals, objectives **Effective Communication / Presentation/ Dissemination:** Sharing innovative methods, instructional materials / teaching evaluation **Reflective Critique and Program Recommendations:** Personal reflection on what worked, what didn't, how results can be improved. Assessment of the impact of the teaching and potential for future impact. **Role, Time and Personnel** **Collaborators and Funding Sources**	**Direct Teaching**: • Workshops • Seminars • Classes • Courses • Long-term or On-going Consultation in a particular subject • Student Intern / Master's or Doctoral Student On-going Consultation (may also be Research if you are guiding the student's research project) **Program Development:** The development of major teaching programs – needs assessment, program development and development of resources, implementation, evaluation and reimplementation of program. Following the program development cycle. **Program Coordination / Facilitation***:* This area is considered teaching only when a faculty member is directly involved in content presentation. Support activities such as logistics and marketing are service rather than teaching activities. **Development of Media Teaching Materials**: Content-Specific Newsletters, Videos, Project Books, Curricula, Garden Calendars, Manuals	• Participant evaluation summary • Pre/Post evaluation results • Peer reviews of teaching • External peer review of curricula developed for teaching. • Teaching outlines, lesson plans, handouts, etc. • Presentation of teaching programs at state/national conferences • Articles published on pedagogy or teaching programs • Awards and recognition received as a result of involvement in teaching program • Agreements between student, academic unit and Extension faculty • Educational needs assessment results • Evidence of resource acquisition for teaching • Program evaluation • Analysis of groups' meetings • Survey results • Case study • Internally published teaching materials *May also be Research.* • Videos developed *May also be Research* • Sample Copy of newsletters developed

*** Teaching is not just measured by the number of activities or the number of people taught. The <u>impact and innovation, replication, and/or dissemination</u> of the teaching are keys to demonstrating significance and merit. (See Distinguishing Merit in Teaching.)**

Research/Scholarship
(Some material will be entered into Digital Measures by Faculty Member; Grants and Sponsored Research will be uploaded by WVU)

Yearly Scholarship/Research Activity

Yearly research activity should be reported in a format that lists these when appropriate:
- research, creative, or scholarly activity,
- faculty member's role in the research,
- publication, dissemination, presentation of research,
- amount of award for grants or contracts that include scholarly efforts,
- documentation

Scholarship/Research Program Accomplishment Narratives *2 Narratives Suggested*

Selected research accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Selected Scholarship/Research Documentation of Significance

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work.

Research/ScholarshipAccomplishment Narrative

Table for Developing Research Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Research Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate merit in the quality and impact of the research
Background / Rationale / Preparation: Needs assessment, review of current existing literature **Clear Goals and Objectives:** Defined research question **Methods:** Scientifically sound research methods, adequate methodology and design. **Evaluation:** What you did to evaluate the results of the research project. **Significant Results:** Outcomes and impacts; knowledge created; research findings **Effective Communication/Presentation:** Publication, presentation, dissemination **Reflective Critique and Program Recommendations:** Personal reflection on what worked, what didn't, how results can be improved. Assessment of the impact of research and potential for future impact. **Role, Time and Personnel** **Collaborators and Funding Sources**	**Traditional Research:** • Needs assessments • Literature reviews (not annotated bibliographies) • Meta-analysis of research studies • Case studies • Survey research • Research involving interviews • Research involving focus groups • Grants awarded with an element of review denoting scholarship involved (not contracts) • Program evaluation *(different from program evaluations which support Teaching)* • Comparative studies of teaching pedagogy • Technical reports **Creative and Scholarly Activity** • Educational publications • Chapters in books • Program manuals developed • New curriculum developed in response to a need and tested	• Published articles in refereed journals or conference proceedings • Presentation of research findings at state/national conferences • Research grant awards • Technical reports required by external funding body • Report and analysis of focus group findings • Awards received as a result of research efforts • Educational publications • Chapters in books • Program manuals developed • Curricula developed and tested • External peer reviews of research proposals or materials developed • Awards received for quality of creative and scholarly work • Published fact sheets • Research findings disseminated in newsletters • Report and analysis of needs assessment results • Report and analysis of survey results

* Data Collection by itself is not considered research. It may be part of total research program. It may also be a way to demonstrate effectiveness in Teaching, or it may be Service to a research project. The <u>impact and innovation, replication, and/or dissemination</u> of the research / scholarly activity are keys to demonstrating significance and merit. (See Distinguishing Merit in Research.)

Research/Scholarly Professional Development
(All material placed by Faculty Member)

This section applies to faculty who were hired with teaching and service as areas of significant contribution and research as an area of at least reasonable contribution. Yearly professional development activity should be reported in Digital Measures under Faculty Development Activities Attended. When appropriate activities would highlight:
- Activity type and title
- Sponsoring organization
- Dates of activity and number of hours spent
- Brief description of how the professional development activity relates to your goals
- Documentation

Professional Development Accomplishment Narratives *2 Narratives Suggested*

Selected professional development accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Reflective Critique related to your learning and how it will impact your programming and Future Plans.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work and may include significant outcomes, changes, and application to faculty assignment and goals.

Professional Development Accomplishment Narrative

Table for Developing Professional Development Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Professional Development Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate excellence in the quality and impact of professional development
Background / Rationale / Preparation: Needs assessment or background information to document need, resources and capacity to realize program **Clear Goals and Objectives:** Defined professional development outcomes and benefits to the organization **Methods:** Professional development activities, strategies, approaches **Evaluation:** What you did to evaluate the outcomes of your professional development activities **Significant Results:** Outcomes, benefits, impacts, contributions, accomplishments, dissemination **Reflective Critique and Future Plans:** Personal reflection on new skills developed or knowledge acquired and how it will be used to enhance your programming and your plans for future development in that area.	**Professional Development Activities to Enhance Teaching Skills:** • Workshop or course in adult educational methods or learning styles • Participating in certification program that allows one to teach a specific course or workshop. Some examples might be getting certified to teach ServSafe or ATV safety. • Workshop or course in age-appropriate experiential learning activities or learning styles • Workshop or course in best practices in on-line teaching **Professional Development Activities to Increase Faculty Expertise:** • For-credit courses leading to a degree or certificate program in a discipline relevant to faculty responsibilities or Extension priorities • Professional education course, conference, workshop, or self-study modules in an area related to faculty responsibilities or Extension priorities **Professional Development Activities to Support Organizational Advancement** • Extension-wide and unit-wide meetings, workshops and conferences • State, regional, and national meetings related to organizational programs	• College or continuing professional education credit for an approved course • Earned certification to teach a specific course • Formal assessment of faculty knowledge or skills related to workshop or course content • Dissemination to peers • New programs or significant update to existing programs that occurred because of professional development activities

Professional Development should not be measured just by the number of professional development activities a faculty member participates in. The outcomes and impacts of the professional development activities are keys to demonstrating significance and merit (See Distinguishing Merit in Professional Development).

Service
(All material placed by Faculty Member)

Yearly service activity should be reported in Digital Measures under Service. When appropriate activities would highlight:
- name of service activity
- faculty member's role in the service activity,
- dates of activity,
- note impact that occurred as a result of the service activity
- amount of award for grants and contracts that support programming
- documentation

Service Program Accomplishment Narratives *2 Narratives Suggested*

Selected service accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work and may include significant outcomes and changes, research and findings, publication and dissemination of information resulting from the service.

Service Accomplishment Narrative

Table for Developing Service Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Service Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate excellence in the quality and impact of the service
Background / Rationale / Preparation: Needs assessment or background information to document need, resources and capacity to realize program **Clear Goals and Objectives:** Defined service program outcomes and benefits **Methods:** Program development, strategies, approaches **Evaluation:** What you did to evaluate the outcomes of your service activities **Significant Results:** Outcomes, benefits, impacts, contributions, accomplishments **Effective Communication / Presentation / Dissemination:** Publication or presentation, quality of materials produced **Reflective Critique and Program Recommendations:** Personal reflection on what worked, what didn't, how results can be improved Assessment of the impact of the service and potential for future impact. **Role, Time and Personnel** **Collaborators and Funding Sources**	*Work with service programs often takes an extended duration to achieve significant outcomes.* **Service Programs Benefiting Public:** • Distributing newsletter series • Collecting data for a research project • Special activities where faculty member doesn't teach so much as organize: Energy Express County Contact, Pesticide Recertification, Master Gardener, Dining with Diabetes Contact • Serving on foundations or boards (FRN, Farm Bureau, Community Development Authority, Fair Board, Health Clinic Board) • Grants and contracts awarded that support programming or community organizations **Service Program Benefiting the Organization - WVU/Extension:** • Role as CPC, supervisor, • Faculty Senate • Membership on standing committees, special committees/task forces **Service Programs Benefiting the Profession:** • Leadership in a professional organization at state or national level • Organizing conferences • Reviewing submissions to a journal or conference • Serving as an external peer reviewer for promotion and tenure files • Serving as a peer reviewer of educational materials/curricula	• Evidence of benefits such as community resources generated, grants, contracts, improved conditions, policy changes, etc. • Analysis of groups' meetings and progress toward stated service objectives • Program evaluations • Participant evaluation – collective judgments of participants regarding the quality of the program and impact of the service • Peer reviews of the service program • Presentation of service programs to relevant community groups, state/national conferences • Awards and recognition received by/for service program • Sample of materials developed

*Service should not be measured just by the number of service roles and activities a faculty member is involved with. The <u>impact and innovation, replication, and/or dissemination</u> of the service activity are keys to demonstrating significance and merit. (See Distinguishing Merit in Service.)

Glassick Model

The following information is provided since the Glassick Model is a central tool used in the development of a faculty file

Ernest L Boyer in <u>Scholarship Reconsidered</u> presented four different kinds of scholarship.

1. The scholarship of discovery
2. The scholarship of integration
3. The scholarship of application
4. The scholarship of teaching

Charles E. Glassick et al. in <u>Scholarship Assessed</u> presented six criteria for assessing scholarship:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

These criteria can be applied to the four kinds of scholarship and in three mission areas of teaching, research and service.

The context for Extension education presents opportunities for flexibility and challenges for establishing order for file documentation. Teaching is not always done in a classroom under an assigned course number. Research is seldom done in a laboratory, and service is more than a list of activities.

The Extension requirement is that scholarship be documented according to assignment. This provides assurance to the individual faculty member that they are documenting in the mission area(s) against which they will be evaluated.

As a guide to the development of assignments and to maintain consistency with WVU POLICIES AND PROCEDURES, it should be noted that the results/benefits of research are contributions to the body of knowledge (scholarly), while the results/benefits of service are to meet the needs of clients, induce positive change, improves performance, or have a significant impact on societal problems or issues.

The task of preparing a faculty file is to document clearly and concisely the quality of scholarship and quantity of benefit of the work performed. This includes:

1. **Preparation:** Problem/situation statement summarized from Plan of Action (identify target audience, partners, resources, etc.).
2. **Goals and Objectives:** State the program's goals and objectives. Explain the program's overall significance to the target audience(s) and to the county, region, or state.
3. **Methods:** Describe the steps taken or activities completed to address the problem.

4. **Evaluation:** Describe your evaluation strategy and list all applicable indicators and their quantities.
5. **Outcomes and Impacts:** Describe discoveries made and changes in indicators. Use numbers or percentages to quantify changes in indicators if applicable. If possible, illustrate the changes with anecdotes.
6. **Presentation and Dissemination:** List how and with what audiences your findings were shared (publications, reports, presentations, etc.). At the very least, county faculty should be sharing their findings with their Extension Services Committees.
7. **Reflective Critique and Program Recommendations:** Discuss your perceptions of what is working and what isn't working. Provide specific recommendations, if any, that would you make.
8. **Role, Time and Personnel:** Describe your role and clearly explain what you did. List the names of other Extension faculty and staff who worked with you on this program. Estimate the total amount of time you spent on this program.
9. **Collaborators and Funding Sources**: List your funding sources and other external collaborators.

APPENDIX B.

***WVU EXTENSION FACULTY FILE FORMAT FOR
PROMOTION AND/OR TENURE CANDIDATES***

This document describes the faculty file format that should be used for faculty members being considered for promotion and/or tenure. This file is different from a faculty member's regular annual review file. It contains a special section for external review, a cumulative compilation for the years under review, and a review of the current year. During this year, a faculty member is evaluated both for the cumulative years under review and for the current year.

External Review Section. This section is sent to the faculty member's Unit Director by **September 12.** The Director then sends the section to a minimum of four and preferably six external reviewers. The material in this section is **cumulative**, representing the time covered from the last promotion to the current time period. The section focuses on either Research or Service depending on the assigned area of significant contribution. This section should contain:

- Up-to-date *Curriculum Vitae*.
- An overview of the faculty member's unit, position, and responsibilities which also briefly highlights the faculty member's other area of significant contribution and area of reasonable expectation.
- Productivity chart for the area being reviewed by the external reviewer which spans the time from the last promotion to current time period and lists **major** activities and outcomes.
- Narrative overview of the major effort accomplished during the time period in the area being evaluated by the external reviewer. The narrative is a summary of   programming areas that demonstrate ongoing, high quality work.
- Some (not all) of faculty member's most important Program Accomplishment Narratives which document impact and excellence in the area being evaluated by the external reviewer.
- Documentation which supports and demonstrates the quality of major accomplishments in the area being evaluated by the external reviewer.
- In cases where a faculty member's research is being reviewed externally, the published manuscripts, written curriculum, etc., should be included in the external file.

(Also part of the external section but NOT the responsibility of the faculty member is a letter from the Unit Director which explains key things the reviewer should take into consideration when making the review including the WVU Extension requirements for promotion and/or tenure.)

Cumulative File. This file represents the time covered from the last promotion to the current time period, and is still turned in by the December 15th deadline. This file should follow the current Faculty File Format, though the emphasis is on cumulative work over a given time period. For example, the file should have:
- Productivity charts which span the time period covered from the last promotion to the current time period and list **major** activities and outcomes. This productivity chart is generated by running a Faculty Productivity Report in Digital Measures with appropriate dates.

- Narrative overviews of the major efforts accomplished during the time period for each mission area, teaching, scholarship/research and service. The narratives are summaries of programming areas that demonstrate ongoing, high quality work.
- Some (not all) of faculty member's most important Program Accomplishment Narratives which document impact and excellence in each area.
- Documentation which supports and demonstrates the quality of major accomplishments.
- Cumulative plans of work are not included.

Current Year File. This file focuses on the current year and is turned in by December 15. Because the Cumulative File also covers the current year, this file can reference narratives and documentation which are part of the cumulative file. This file does, though, need to explain efforts done during the current year and should make a strong case for merit in the current year. The evaluation of the current year is needed to establish a faculty member's efforts which in turn affect potential performance based salary increases.

Internal File Review Parameters. Internally, for the Promotion and/or Tenure Year Review, a faculty member's reviewers will evaluate all three areas [teaching, scholarship/research and service] for the total time period under review as well as for the current year.

Seeking Promotion after Being Denied Promotion. If a faculty member seeks promotion and is denied, the person must wait one year from the point of denial before applying again. So if a person tells her supervisor that she wants to go up for promotion in May of 2017, completes the process, then hears in June of 2018 that she has been denied promotion, she must wait until May of 2019 before requesting again to be considered for promotion.

APPENDIX C

General Characteristics for Initial Appointment of Extension Faculty and Subsequent Promotion to Each Higher Rank:

Current employees entering the rank and tenure system will have their curriculum vitae evaluated by the program unit director who will propose a rank assignment to the Dean and Director. The Dean and Director will evaluate the CV and recommendations and assign initial rank to the faculty member with the approval of the Provost. Factors considered in initial rank assignments are: documented evidence of accomplishment; academic attainment; years of experience in higher education; and rank of peers within the extension system with similar training, experience, and productivity.

Promotion in rank will be based upon a documented record of meritorious accomplishment over a period of years. Thus, individuals receiving a promotion will not normally be considered for promotion to the next higher rank in less than five years. Seniority, as such, is not a criterion for promotion. Nevertheless, as a rule, an interval of at least five years should elapse between promotions so that there is due time for the faculty member, however gifted and productive, to exhibit his/her capabilities.

<u>TITLES AND MINIMUM QUALIFICATIONS FOR EACH RANK</u>:

<u>Extension Instructor</u>
Minimum of master's degree in a relevant professional field.

<u>Extension Assistant Professor</u>
Terminal degree in a relevant professional field or qualifications of the previous rank plus a significant contribution*, demonstrated competence and skill in extension teaching and the faculty member's designated area of significant contribution (research or service) and at least a reasonable contribution the faculty member's designated area of reasonable contribution (research or service) with evidence of continuing professional growth through study, membership in professional organizations, and scholarly activity.

<u>Extension Associate Professor</u>
Qualifications of the previous rank plus evidence of a significant contribution*, innovative and creative activity in extension teaching and the faculty member's second designated area of significant contribution (research or service) and at least a reasonable contribution in the faculty member's designated area of reasonable contribution (research or service); significant participation in relevant professional organizations; continuing professional development from an accredited institution or equivalent continuing learning experience; and successful involvement in state or national programs. If research is designated as an area of significant contribution, scholarly or research activity must result in refereed publications. If research is designated as an area of at least reasonable contribution, scholarly or research activity must result in peer-reviewed Extension publications and include evidence of continuing professional development that enhances job-related knowledge and skills.

<u>Extension Professor</u>
Qualifications of the previous rank plus continued evidence of significant contribution*, innovative and creative activity in extension teaching and a faculty member's second designated area of significant contribution (research or service) and at least a reasonable contribution in a faculty members designated area of reasonable contribution (research or service); minimum of a terminal degree in a professional field from an accredited institution; achievement of full maturity as an excellent extension educator; demonstrated service on relevant professional regional or national committees; evidence of high quality refereed journal articles and/or peer-reviewed Extension publications; respected and esteemed by clientele and colleagues; outstanding record of educational assistance in community, state, or nationwide activities; and evidence of a planned personal continuing education and renewal process to retain and/or increase professional competence.

*If a faculty member's areas of significant contribution have been modified, the faculty member is expected to show evidence of a significant contribution in the two areas identified in the modification agreement and at least a reasonable contribution in the third.

APPENDIX D

General Characteristics for Initial Appointment of Extension Clinical Faculty and Extension Term Faculty and Subsequent Promotion to Each Higher Rank:

The Extension Clinical appointment is used for individual faculty appointed in a program unit (or support unit) and assigned scholarly work involving teaching, research, and service. The Extension Term faculty appointment is used for individual faculty appointed in a program unit and assigned scholarly work focused on teaching, service, and professional development. Neither appointment would apply to academic professionals who are engaged in work that is not appropriately evaluated as teaching, scholarship/research, and service, or to academic professionals who do not meet the minimum degree requirements.

Employees entering the clinical rank or term rank system will have their current curriculum vitae reviewed by the program unit director, who will propose a rank assignment to the Dean and Director. The Dean and Director will evaluate the CV and recommendations and assign initial rank to the faculty member with the approval of the Provost. Factors considered in initial rank assignments are documented evidence of significant contributions; academic attainment; years of experience in higher education (teaching, research, or service); rank of peers within the Extension system with similar training, experience, and productivity.

Promotion in rank will be based upon a documented record of meritorious activity over a period of years. Thus, individuals receiving a promotion will not normally be considered for promotion to the next higher rank in less than five years. Seniority, as such, is not a criterion for promotion. Nevertheless, as a rule, an interval of at least five years should elapse between promotions so that there is due time for the faculty member, however gifted and productive, to exhibit his/her capabilities.

In order to be recommended for promotion, an Extension clinical or term faculty member normally will be expected to demonstrate significant contributions in two of the following areas; teaching in the classroom or other settings, scholarship/research, and service. In the third area of endeavor, the faculty member will be expected to make at least reasonable contributions. The areas of significant contribution in which each faculty member is expected to perform will be identified in the letter of appointment or modified in a subsequent document.

FACULTY TITLES AND MINIMUM QUALIFICATIONS FOR EXTENSION CLINICAL:

Extension Clinical Instructor
Minimum of master's degree in a relevant professional field.

Extension Clinical Assistant Professor
Terminal degree in a relevant professional field or qualifications of the previous rank plus a demonstration of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. In the third area of endeavor, the faculty member will be expected to make at least a reasonable contribution with evidence of continuing professional growth through study, membership in professional organizations, and creative activity.

Extension Clinical Associate Professor
Qualifications of the previous rank plus evidence of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. The faculty member will be expected to make at least a reasonable contribution in the third area of endeavor. In addition, evidence of significant participation in relevant professional organizations; continuing professional development from an accredited institution or equivalent continuing learning experience; creative or research activity resulting in publications; successful involvement in state or national programs; and reputation among colleagues for capacity to accomplish further significant intellectual and professional achievements will be expected.

Extension Clinical Professor
Qualifications of the previous rank plus continued evidence of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. The faculty member will be expected to make a reasonable contribution in the third area of endeavor. In addition, minimum of a terminal degree in a professional field from an accredited institution; achievement of full maturity as an excellent Extension educator; demonstrated service on relevant professional regional or national committees; evidence of high quality refereed and peer-reviewed Extension publications; respected and esteemed by clientele and colleagues; outstanding record of educational assistance in community, state, or nationwide activities; and evidence of a planned personal continuing education and renewal process to retain and/or increase professional competence.

APPENDIX E

Distinguishing Faculty Merit

The Extension faculty is part of the Land Grant University and contributes to the tripartite mission of teaching (learning), research/scholarly/creative activity (discovery) and service (engagement) with a special emphasis on meeting the needs of non-traditional learners throughout the state. Extension faculty members are expected to teach content that is evidence-based or research-informed; to engage in a continuous program of investigation or scholarly activities that address critical issues that affect West Virginia; to engage in scholarly service that applies knowledge and University resources to impact societal issues; and to remain current in their fields through continuing professional development.

Distinguishing Meritorious Teaching

Meritorious activity in teaching is defined as two or more of the following:

1. **Demonstrated impact and/or public value**
   Examples of short term impacts that may be considered include:
   - Measurable increases in content-area knowledge
   - Ability to demonstrate new skill

   Examples of medium or long term impacts that may be considered include:
   - Changes in behavior
   - Changes in practices
   - Policies effected
   - Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
   - Economic, civic environmental, or social improvements
     (Refer to logic model:
   http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

2. **Work occurs in a significant state, regional, or national arena** (Teaching at major state, regional or national events)
3. **Quantity meets or exceeds expectations based on agreed-upon plan of work**
4. **Teaching reaches a new or previously underserved audience**
5. **New, cutting edge content or innovative teaching or program delivery methods**
6. **New program adopted statewide or outside of the state**
7. **External funding is granted to support an educational program**
8. **Pedagogical scholarship in refereed publications**
9. **Success rate of students taught**
10. **Clear evidence that the teaching effort has led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Research

Meritorious activity in research is defined by two or more of the following:

1. **Generates data that guides and informs teaching and service activities**
2. **For faculty with research as an area of significant contribution, results in refereed journal articles or conference proceedings in addition to practical, peer-reviewed Extension publications. For faculty with research as an area of at least reasonable contribution, results in practical, peer-reviewed Extension publications and presentations at national conferences and may result in refereed journal articles.**
3. **Results in public/private partnerships, or patent, license or commercialization of a product of research**
4. **Results in a tangible benefit to a group or an organization**
5. **Quantity of effort and output is sufficient to demonstrate an active and peer-recognized presence in the discipline**
6. **Clear evidence that the research effort has led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Professional Development

To receive meritorious ratings in professional development the quantity and quality of professional development activities must meet or exceed that agreed upon in the plan of work and the *utilization of professional development* must result in one or more of the following:

1. **Teaching or service program with demonstrated impact and/or public value**
   Examples of short term impacts that may be considered include:
   - Measurable increases in content-area knowledge
   - Ability to demonstrate new skill

   Examples of medium- or long-term impacts that may be considered include:
   - Changes in behavior
   - Changes in practices
   - Policies effected
   - Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
   - Economic, civic environmental, or social improvements
     (Refer to logic model:
     http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

2. **Expertise that is recognized at the state, regional, or national level**
3. **Teaching or service activities that reach new or previously underserved audiences**
4. **New, cutting edge content or innovative teaching or program delivery methods**
5. **New program adopted statewide or outside of the state**
6. **New external funding granted to support programming**
7. **Clear evidence that the professional development activities have led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Service

Meritorious activity in service is defined as two or more of the following:

1. **Demonstrated impact and/or public value**
   Examples of medium- or long-term impacts that may be considered include:
   - Changes in behavior
   - Changes in practices
   - Policies effected
   - Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
   - Economic, civic, environmental, or social improvements
   (Refer to logic model:
   http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

2. **Work occurs in a significant state, regional, or national arena**
   - Leadership roles in major state, regional or national organization
   - Committee service in a national organization
   - Significant service to the university or the state that results in measurable accomplishments.

3. **Quantity meets or exceeds expectations based on agreed-upon plan of work**
4. **Clear evidence that service efforts have led to more relevant and rigorous Extension programs**
5. **Yields important, tangible benefits to the University, society, or the profession**
6. **External funding is granted to support a service or outreach program**

APPENDIX F

Where to Find Information about Relevant Policies and Procedures

Requesting Emeritus Status

Those faculty members whose retirement is announced and who meet the requirements of meritorious contributions to WVUES shall be considered for Emeritus status. Emeritus appointments are normally considered for faculty members and administrators who have served the University for at least 10 years. The review of faculty candidates begins with the program unit and ends with the President. Retiring faculty members who wish to be considered for Emeritus status should notify their program unit director of their intent to apply for Emeritus status at the time they announce their retirement. The faculty candidate shall submit an updated *curriculum vitae* and a three- to five-page career summary that gives an overview of the faculty member's accomplishments during his/her tenure at WVU. These documents should be submitted to the program unit director on or before December 15th. The request will go through the same process for review and recommendations that a request for promotion would go through. The peer review committee will begin the process and prepare a written review and recommendation for or against the awarding of Emeritus status, which will be sent to the candidate and forwarded to the program unit director. At each level, peer review committee, program unit director, central review committee, and dean, the materials will be reviewed and a written assessment with recommendation for or against the awarding of Emeritus status will be prepared and sent to the candidate and forwarded to the next level and finally to the Provost.

See the WVU Board of Governors Policy 38 on Emeritus Status here: < http://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/emeritus-status>

Salary Enhancement for Continued Academic Achievement

Salary enhancement for continued academic achievement is an incentive plan for faculty members at the rank of Extension Professor. As such, it is not a promotion and not subject to peer review. Information about the policy and the application form are available at this website http://faculty.wvu.edu/policies-and-procedures/salary-information/salary-enhancement

Sabbatical and Development Leave

Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing, or other activity calculated to contribute to professional development and his/her value to West Virginia University. The sabbatical leave policy and application is available here http://faculty.wvu.edu/policies-and-procedures/sabbatical-and-development-leave/sabbatical-leave-policy>

West Virginia University recognizes the benefits of professional development and encourages such development among its employees. WVU and WVUES maintain various programs to assist in professional development efforts. The formal Professional Development Program for Faculty and Non-classified Staff is one such program. Find more information and an application form at this link

http://faculty.wvu.edu/policies-and-procedures/sabbatical-and-development-leave/professional-development-program>