

WVUSON FRPT Guidelines

Preamble

This document sets forth the guidelines for annual review of tenure-track faculty for retention, promotion, and tenure as specified by West Virginia University School of Nursing. These guidelines are to be used in conjunction with the West Virginia University Policies and Procedures for Faculty Evaluations, published annually by the Office of the Provost. These documents specify the guidelines which govern the recommendations for retention, promotion and/or tenure made by the School and Department Faculty Retention, Promotion and Tenure Committees, Chairpersons, and the Dean. The School of Nursing policies related to appointment, promotion and tenure are grounded in three basic assumptions as follows: 1) All faculty members should hold the highest ethical and professional standards in their efforts to support the tripartite mission of the School of Nursing. 2) Criteria for appointment, promotion, and tenure provide a cumulative foundation to guide academic career progression over time. 3) Annual evaluation is based on the extent to which the faculty member has met the criteria for his or her current rank.

Annual evaluation of each area of a faculty member's performance is weighted based on the faculty's negotiated workload. Toward this purpose, each tenure track faculty member will develop a plan for progressing through the tenure-track and will clearly specify their negotiated workload in annual self-evaluations (both summative and formative). Faculty seeking promotion and tenure should demonstrate that *over time* they have met a preponderance of the criteria at the rank to which they aspire. For example, the application of the guidelines for annual review of faculty in the area of research/scholarly activity are considered in the context of the allocation of workload to research and in the context of the stage of development of guidelines at their rank or at a specified level of performance if their workload is such that it precludes scholarly pursuits. Rather, decisions about performance and merit are judged by reviewers according to what would be reasonable expectations given the faculty member's appointment letter, workload, and the stage of development of his or her research program.

The two areas of significant contribution for each faculty member will be identified in the initial letter of appointment and/or the annual contract. Teaching is a designated area of significant contribution for all faculty. In order to be recommended for promotion and/or tenure, a faculty member normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings and in research. Policies and procedures of West Virginia University direct that any modification of a faculty agreement regarding areas of expected significant contribution must meet the approval of the faculty member, chairperson of the department, in consultation with the departmental promotion and tenure committee, and the dean of the School, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Chancellor for Health Sciences.

Faculty will submit annual self-evaluations in which they provide evidence of effective performance in each area. The review of each of the mission areas shall be assessed as excellent (characterizing performance of high merit); good (characterizing performance of merit); satisfactory (characterizing performance sufficient to justify continuation but not to justify promotion or tenure); or unsatisfactory. Based on these descriptors, a faculty member should earn an evaluation of “excellent” or “good” for each area. 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.

Within the criteria for teaching, research, and service outlined below, possible sources of evidence are provided for each rank. These sources are not all-inclusive, and no individual is expected to accomplish everything listed in the guidelines. Annual review is summative and formative. Evaluation is based on the quality of a faculty member’s performance and ability to meet a preponderance of the expectations over time. Although the School of Nursing values multidisciplinary and teamwork, documentation of any collaborative contributions must make clear the individual faculty’s contributions to joint products.

TEACHING GUIDELINES

Expectations for exemplary teaching are based in the understanding that faculty members hold the highest ethical and professional standards in their efforts to support the tripartite mission of the School of Nursing.

Teaching involves the dissemination of knowledge, the stimulation of critical and creative thinking, the capacity to excite interest and evoke response in students, and the cultivation of skills required by the profession. Boyer (1990) suggest that teaching is a *scholarly* enterprise that begins with teachers who are “steeped in the knowledge of their field,” widely read, and intellectually engaged. Teaching is a dynamic endeavor that involves building bridges between the teacher’s understanding and the student’s learning as teachers stimulate active learning and encourage students to be critical, creative thinkers. Excellent teachers are able to invent, devise, envisage, and improvise as they approach each teaching task as a novel situation (Glassick, Huber, & Maeroff, 1997). The usual expectation is that the nature of the teaching role changes with increasing rank.

Prime Requisites of Teaching

The prime requisites of any effective teacher are intellectual competence, integrity, independence, a spirit of scholarly inquiry, a dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences and diversity, and above all, the ability to stimulate and cultivate the intellectual interest and enthusiasm of students.

Evaluation of Teaching

Evaluation of the broad category of teaching involves examination of the teacher's performance in regard to the prime requisites of teaching in three major areas: **scholarship of teaching, mentoring, and leadership**:

I. Scholarship of Teaching

A. Content

1. **Criteria:** The teacher must possess current knowledge and expertise in a designated content area. This knowledge must be evidence and experience based and must fit within the curriculum.
2. **Supporting evidence:** Supporting documentation for the evaluation of the instructor's mastery of content might include evidence drawn from such sources as the collective judgment of students, student advisors, and colleagues. It might also include analyses of course content and a current curriculum vitae.

B. Instruction

1. **Criteria:** The teacher must possess knowledge of and be able to use sound educational principles and educational research in teaching. The teacher plans and implements a broad variety of innovative teaching strategies, including educational technology, which acknowledges different learning styles. Instruction includes instructional design, delivery, evaluation, and revision, and integration of content-specific theory, practice, and research. In both classroom and clinical/laboratory settings, the teacher present content with skill, engenders an atmosphere conducive to active learning, and promotes critical and creative thinking. The teacher establishes positive direct communication with students, promotes and optional learning environment, and provides feedback to students at frequent intervals. The teacher encourages scholarly inquiry, accountability, and responsibility among students, and supports and models professional standards of practice and ethical behavior. Appropriate to rank, the teacher is increasingly acknowledged for public and professional activities that disseminate the scholarship of education.

2. **Supporting Evidence:** Documentation of collaborative contributions must make clear the individual faculty's contributions to joint products. Supporting documentation for the evaluation of instruction might include:
 - a. **Instruction Materials:** course syllabi, representative handouts, videotapes, and other materials employed in instruction
 - b. **Student Evaluation:** representative exams, quizzes, papers with instructor comments, and other materials employed in the assessment of student performance.
 - c. **Course Evaluation:** student, peer and curriculum committee evaluations and studies of student success rates, including NCLEX and national certification pass rates, if appropriate.
 - d. **Other Products of Teaching:** samples and evaluation of products produced by the instructor and related to teaching such as textbooks, learning modules, instructional media, the development of original instructional technology and computer assisted instruction, pedagogical scholarship in refereed publications and media of high quality.

II. Mentoring

1. **Criteria:** Mentoring is demonstrated through academic advising (which includes guiding students in academic progression and career goals and encouraging students to gain as much as possible from their educational program), guiding capstone projects and dissertations, and assisting other faculty in developing skills in teaching, mentoring, and leadership.
2. **Supporting Evidence:** Supporting evidence for the evaluation of performance in mentoring might include:
 - a. **Student Mentoring:** number of advisees, representative sample of advising notes, student and peer feedback or evaluation of advising, list of capstone projects/dissertations faculty has guided and role in each, representative sample of abstracts and feedback to students related to projects and dissertations one has guided, student and faculty peer evaluation of effectiveness in this role.
 - b. **Peer Mentoring:** representative example of mentoring role with other faculty, feedback from faculty and chair related to mentoring role with peers.

III. Leadership

1. **Criteria:** Leadership is demonstrated through course management (which includes coordination and team building), curriculum development (both involvement in and coordination of), consultation related to teaching (local, state, national, international), and grant development and external funding related to

teaching. Track coordinators should document administrative responsibilities related to these items in this section of the self-evaluation.

2. **Supporting Evidence:** Supporting evidence for the evaluation of performance leadership might include:
 - a. **Course Leadership:** list of courses taught with description of role as team member or course coordinator, representative samples of course syllabi one has coordinated, peer and chair evaluation
 - b. **Curriculum Development:** role in curriculum development, representative samples of contributions to curriculum development, peer and chair evaluations
 - c. **Programs and Consultation:** list of programs presented or other consultation with description of role in each, representative sample of program outline or other materials used in consultation efforts, feedback or evaluation of programs from participants
 - d. **Grant Funding:** list of grants submitted and funded, representative sample of grant abstracts, brief description of grant proposal, letters of support, communication from funding source, outcomes

TEACHING

TEACHING – SATISFACTORY (characterizing performance sufficient to justify continuation but not to justify promotion or tenure)							
Instructor	T-1	Assistant Professor	T-4	Associate Professor	T-7	Professor	T-10
1. Scholarship of Teaching		1. Scholarship of Teaching		1. Scholarship of Teaching		1. Scholarship of Teaching	
a. Demonstrates competence in a designated content area		a. Maintains a preponderance of the behaviors cited in T-2 and T-3.		a. Maintains a preponderance of the behaviors cited in T-5 and T-6.		a. Maintains the behaviors cited in T-8 and T-9.	
b. Uses standard teaching strategies							
2. Mentoring		2. Mentoring		2. Mentoring		2. Mentoring	
a. Begins to advise and guide students in academic progression and career development		a. Maintains a preponderance of the behaviors cited in T-2 and T-3.		a. Maintains a preponderance of the behaviors cited in T-5 and T-6.		a. Maintains the behaviors cited in T-8 and T-9.	
3. Leadership		3. Leadership		3. Leadership		3. Leadership	
						a. Maintains the cited behaviors in T-8 and T-9.	

<p>a. Participants as a member of the teaching team</p>	<p>a. Maintains a preponderance of the behaviors cited in T-2 and T-3.</p>	<p>a. Maintains a preponderance of the behaviors cited in T-5 and T-6.</p>	
<p>TEACHING – GOOD (Significant contribution characterizing performance of merit)</p>			
<p>Instructor T-2</p>	<p>Assistant Professor T-5</p>	<p>Associate Professor T-8</p>	<p>Professor T-11</p>
<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Begins to demonstrate the prime requisites of teaching. b. Incorporates sound educational principles in teaching. c. Demonstrates competence in a designated content area. d. Uses standard teaching strategies. <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development <p>3. Leadership</p> <ul style="list-style-type: none"> a. Expands role and responsibilities to include course management. 	<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Uses the results of peer, student, and chair evaluation to expand repertoire of teaching strategies that demonstrate the prime requisites of teaching. b. Uses appropriate educational technology. c. Integrates theory, practice, and research into teaching. <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development <p>3. Leadership</p> <ul style="list-style-type: none"> a. Assumes primary responsibility for course development, implementation, and evaluation. 	<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Demonstrates a preponderance of the prime requisites of teaching. b. Develops implements and evaluates innovative learning experiences. <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development b. Guides students’ capstone projects or begins to mentor doctoral students’ capstone projects and/or dissertations c. Serves as consultant to faculty colleagues in course development and teaching skills <p>3. Leadership</p> <ul style="list-style-type: none"> a. Assumes leadership role in curriculum development b. Expands influence on program effectiveness 	<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Consistently demonstrates the prime requisites of teaching b. Produces innovative and effective educational technology c. Recognized institutional or regional authority for expertise in content area and instructional methodology d. Produces scholarly products related to the scholarship of education <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development b. Chairs student capstone projects or dissertations c. Serves as consultant to faculty colleagues in course development and in developing teaching skills and innovative technology <p>3. Leadership</p> <ul style="list-style-type: none"> a. Continues to lead in curricular development for currency in the discipline and own specialty area b. Serves as a consultant at state, regional or national levels c. Participates in the development of program grant applications

TEACHING – EXCELLENT (Significant contribution characterizing performance of merit)

Instructor	T-3	Assistant Professor	T-6	Associate Professor	T-9	Professor	T-12
<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Demonstrates many of the prime requisites of teaching b. Bases teaching on sound educational principles in education c. Demonstrates increasing depth of knowledge of content d. Uses innovative teaching strategies e. Demonstrates skill in instructional design, delivery, evaluation, and revision in content area f. Incorporates content-specific research findings in teaching <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development <p>3. Leadership</p> <ul style="list-style-type: none"> a. Demonstrates effective course management 		<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Demonstrates most of the prime requisites of teaching b. Applies relevant educational research to course development c. Develops, implements, and evaluates innovative learning experiences <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development b. Guides BSN or MSN student capstone projects c. Assists others in development of teaching skills <p>3. Leadership</p> <ul style="list-style-type: none"> a. Assumes leadership role in course development 		<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Consistently demonstrates the prime requisites of teaching b. Produces appropriate educational technology <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development b. Serves as mentor to students c. Effectively mentors MSN or Doctoral student capstone projects or dissertations d. Serves as consultant to faculty colleagues in course development and teaching skills, and use of instructional technology <p>3. Leadership</p> <ul style="list-style-type: none"> a. Exerts major influence on curriculum development 		<p>1. Scholarship of Teaching</p> <ul style="list-style-type: none"> a. Consistently demonstrates the prime requisites of teaching b. Recognized international or national authority for expertise in content area and instructional methodology c. Disseminates scholarly products related to the scholarship of education d. Provides opportunities for students to integrate research, theory, and practice by participating in own research or practice <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Advises and guides students in academic progression and career development b. Effectively chairs MSN or Doctoral student capstone projects or dissertations c. Serves as consultant to faculty as they develop skills in teaching, mentoring and leadership <p>3. Leadership</p> <ul style="list-style-type: none"> a. Leads faculty in producing significant curricular development outcomes b. Leads faculty in the dissemination of the scholarship of education 	

Approved by the Provost office 9/30/2021

RESEARCH GUIDELINES

“Research is a critical component of the mission of the school (university), contributing to the general body of knowledge and thus infusing instructions and public service with rigor and relevance “(Provost’s memo, 2007, p.4)

The contribution of a faculty member to the research mission of the school is determined at the time of the initial appointment letter. All tenure track faculty will make some contribution to the research mission of the school and university. Most tenure faculty will have research as an area of significance requiring a preponderance of yearly evaluations at the good and excellent level over a period of time for tenure and promotion. Those tenure track faculty with service as an area of significance will be expected on yearly evaluation to achieve at the research satisfactory level. The traditional faculty member will have a 40-40-20 distribution of workload with emphasis on Teaching and Research. Some faculty will have a higher percentage assigned to research. The expectations for production of research publication and funding should be proportionately increased for faculty with a greater percentage of commitment. Faculty with a higher commitment to research will still be expected by the time of review for tenure/promotion to Associate Professor to achieve “TEACHING-EXCELLENT (Significant contribution characterizing performance of high merit.) and a reasonable contribution (SATISFACTORY evaluation) in Service. Determination of faculty workload in order to meet school needs is a factor that impacts upon faculty production in the assigned areas of significance and thus is a consideration in the determination of faculty performance and subsequent evaluation.

RESEARCH

As defined by the University, “research involves the creation and synthesis of knowledge, the creation of new approaches to understanding and explaining phenomena, the development of new insights, the critical appraisal of the past, artistic creation and performance, and the application of knowledge and expertise to address needs in society and in the profession”. (Provost’s memo)

Accordingly, research involves the scholarship of discovery which is viewed as the pursuit of knowledge that contributes to the discipline. Furthermore, research encompasses the scholarship of integration which is “disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research” (Glassick, Huber, and Maeroff, 1977, p.9). As such these two types of scholarship “reflect the investigative and synthesizing traditions of academic life” (Boyer, 1990, p.21)

Evaluation of Research

Evaluation of the broad category of research involves examination of the faculty's performance in three major areas: **scholarship of discovery and/or integration, mentoring, and leadership:**

I. Scholarship of Discovery/Integration

A. Description

The faculty must demonstrate works that contribute to the advancement/generation of knowledge, the integration of knowledge, or to the development of theoretical insights, paradigms, or models.

B. Supporting evidence

Scope, originality, potential impact on the field, evidence of favorable peer review, extensiveness and size of projects are included as, but not limited to, considerations in evaluating research endeavors. Quality is considered more important than mere quantity. It is understood that the nature of evidence in this area may extend beyond one's review period and be counted in more than one review year. Such as projects that are funded for more than one year and publications that require longer than one year for development. The burden is on the faculty member to include and to demonstrate consideration of the value of the work during more than one review period.

Supporting documentation for the scholarship of discovery and or integration might include the following) Note: research evidence can take many forms and may evolve in ways beyond those included below):

1. Research Projects

- Evidence of a program of research (required of all tenure track faculty when research is one of 2 areas of significant contribution)
 - Articulation of major questions to be answered, publications and other written works expected to be generated, progress to date in the program, and a time frame that is updated appropriately
- Grants
 - Funded research
 - Intramural
 - Extramural
 - Other
 - Funding amounts
- Unfunded projects

- Role in research projects
 - Interdisciplinary
 - Principal investigator, co-investigator, other
- Reports of research, research in progress
- Synthesis of research
- Generation of theory, models, patents

2. Publications

- Published articles in refereed journals (see guidelines regarding publications for promotion in rank and/or tenure below)
- Note: in publications where the faculty is not 1st author, a description of the faculty's role in either the generation or the writing of the publication must be provided
- Books
- Other publications
 - Published articles in non-refereed journals
 - Publication in lay journals
 - Edited books
 - Chapters in books
 - Edited journals
 - Published abstracts
- Policy documents
- Position papers
- Editorials
- Papers, reports and work in progress
 - Completed writing submitted and under review
 - Writing in progress (drafts not yet submitted)
 - Reports

Publications for promotion in rank and/or tenure will be based on reputable journals only. Reputable journals adhere to ethical research and publishing standards, follow best practices for publishing organizations, and clearly state peer review processes.¹

A growing number of journals are advertising themselves as “scholarly journals,” yet do not follow practices and policies of reputable journals, and thus may be of low-quality. It is the author’s responsibility to confirm the journal they are submitting to is reputable. Characteristics of journals that do not follow best practices promoted by professional scholarly publishing organizations may include:

- Journals not listed in the Directory of Open Access Journals.
- Journals seeking contributions via e-mail with a subsequent levied fee for publication.
- Journals with author fees noticeably outside the industry standard (\$1,000 to \$5,000).
- Journals with unpublished editorial boards or credentials incongruent with the subject area.
- Journals with inadequate peer-reviewed processes (i.e., short turn-around time, provision of only general comments for improvements, concerns or do not address specific problems).
- The title/publisher’s name is generic or is very close to a well-known journal/organization.

Authors have an ethical responsibility to ensure their written scholarly work is disseminated in reputable journals. Faculty should use the following resources when preparing manuscripts and considering target journals for publication:

- [NOT-OD-18-011: Statement on Article Publication Resulting from NIH Funded Research](#)
- [Principles of Transparency and Best Practice in Scholarly Publishing | COPE: Committee on Publication Ethics](#)
- [Think. Check. Submit. \(thinkchecksubmit.org\)](#)
- [ICMJE | Recommendations | Responsibilities in the Submission and Peer-Review Process](#)
- Directory of Open Access Journals: <https://doaj.org/>.
- International Academy of Nurse Editors: <https://airtable.com/shrjqveaKHtS9xku8/tblNXTxmTr18CC1lf>.
- WVU Health Sciences Center resource librarian: <https://library.wvu.edu/about/open-access>.

Only publications that adhere to the guidelines above will be considered for promotion in rank and/or tenure.

1. National Institutes of Health, Office of Extramural Research. Published November 3, 2017. Accessed June 21, 2021. <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-011.html>.

3. Professional Presentations

- Dissemination of research at conferences
 - Podium presentations or poster presentations
 - Invited or peer reviewed: selection process for accepted presentations should be indicated
 - Visibility

- National/international
- Regional or state
- Local
- Intramural

4. Indices of Quality and Impact

- Invited and peer-reviewed publications
- Invited and peer-reviewed presentations
- Authors scholarly works in publications outside the discipline
- Work is recognized by citations in the works of others, references in published literature, or on the Internet
- Research awards or honors

I. Research Mentorship

A. Description

Research mentorship is demonstrated through activities that assist others in developing or acquiring skills related to research activities including articulating a program of research; the design or conduct of research studies; publication; and scholarly dissemination of research. These activities can be with students, faculty, or other colleagues at the university or outside the university.

B. Supporting evidence

Supporting evidence for research might include documentation of activities such as:

- Participates as an invited collaborator or consultant in the inception, design, or analysis or research studies
- Provides statistical consultation to others
- Assist and/or mentors others in grant writing
- Assists and/or mentors others in writing research papers
- Assists students in the inception, design or conduct of research studies
- Assists students in efforts of scholarly papers or presentations
- Review research grants, papers, or presentations for submission
- Sits as a member and/or chairs doctoral committees

- Sits as a member and/or chairs qualifying examination committees

II. Research Leadership

A. Description

Research leadership is demonstrated through activities that manage, build, or guide research and scholarship.

B. Supporting evidence

- Promotes scholarly work for students, faculty, the department or university
- Generates enthusiasm for research
- Organizes international, national, regional or local meetings
- Serves as reviewers for granting agencies or institutions
- Serves as reviewer for refereed journals
- Serves on editorial boards
- Participates in the development or dissemination of clinical, practice, system or policy guidelines
- Provides leadership in defining, promoting or disseminating scholarly work that changes thinking at a regional or national level
- Serves as principal investigator or co-investigator on an externally funded project
- Develops research priorities or policies for local, regional, or national/international institutions

Application of Research Guidelines

Application of guidelines for promotion and tenure

A faculty member seeking promotion and tenure should demonstrate over time that they have met a preponderance of guidelines at the rank to which they aspire.

Application of guides for annual review and merit.

The application of the guidelines for annual review of faculty in the area of research/scholarly activity are considered in the context of the stage of development of the research program or plan. Thus, in a given year, a faculty member is not expected to meet a majority (preponderance) of guidelines at their rank or at a specific level of performance. Rather, decisions about performance and

met are judged by reviewers according to what would be reasonable expectations given their memoranda of understanding, workloads and the stage of development of their research program.

Provost's Memo: Annual Faculty Evaluation

Boyer, E.I., (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Glassick, C.E., Huber, M. T., & Macroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.

RESEARCH

RESEARCH-STATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or tenure)							
Instructor	R-1	Assistant Professor	R-4	Associate Professor	R-7	Professor	R-10
N/A		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Proposes a plan for scholarly activity. b. Submits abstract for publication of dissertation or other research. c. Submits abstracts for presenting findings of dissertation or other research. 2. Mentoring <ol style="list-style-type: none"> a. Promotes research interest/participation in students and faculty. 3. Leadership <ol style="list-style-type: none"> a. Generates enthusiasm for research. 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Maintains a preponderance of the behaviors cited in R-5 and R-6. 2. Mentoring <ol style="list-style-type: none"> a. Maintains a preponderance of the behaviors cited in R-5 and R-6. 3. Leadership <ol style="list-style-type: none"> a. Maintains a preponderance of the behaviors cited in R-5 and R-6. 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Maintains the behaviors cited in R-8 and R-9. 2. Mentoring <ol style="list-style-type: none"> a. Maintains the behaviors cited in R-8 and R-9. 3. Leadership <ol style="list-style-type: none"> a. Maintains the behaviors cited in R-8 and R-9. 	
RESEARCH-GOOD (Significant contribution characterizing performance of merit)							
Instructor	R-2	Assistant Professor	R-5	Associate Professor	R-8	Professor	R-9
N/A		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Presents a plan for a program of research. b. Submits grant applications. c. Successful in obtaining fiscal and other resources from intramural and extramural sources to support research endeavors. d. Publishes research or other scholarly works. e. Presents findings or scholarly products to professional audiences at the local, state or regional level. 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Defines a sustained, focused program of research. b. Documents significant contribution to an extramurally funded research project [private foundation, industry, or federal level] c. Continues to publish scholarly works in media with defined impact. d. Presents findings of scholarly work to state, national, or international audiences. 2. Mentoring 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Sustains and advances a defined program of research. b. Sustains a record as the principal or co-investigator of a research program with external funding [Private foundations, industry, or federal level]. c. Sustains a record of high-quality peer reviews and invited publications/presentations to regional, national and international audiences. d. Recognized institutional or regional authority for expertise in research. 	

	<ol style="list-style-type: none"> 2. Mentoring <ol style="list-style-type: none"> a. Serves as mentor to students or others. 3. Leadership <ol style="list-style-type: none"> a. Participates in activities that encourage research or that furthers the research mission of the School. b. Promotes scholarly work for students or faculty. 	<ol style="list-style-type: none"> a. Serves as mentor to students, faculty or health care professionals in the development of research plans or activities. <ol style="list-style-type: none"> 3. Leadership <ol style="list-style-type: none"> a. Exerts influence in the development of research within the School. 	<ol style="list-style-type: none"> 2. Mentoring <ol style="list-style-type: none"> a. Advises and guides graduate student capstone projects or dissertations. b. Serves as a resource/consultant to students and faculty or others in the development of research. 3. Leadership <ol style="list-style-type: none"> a. Leads the faculty in research development. b. Reviews research grants, papers or presentations for submission.
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RESEARCH-EXCELLENT (Significant contribution characterizing performance of high merit)

Instructor	R-3	Assistant Professor	R-6	Associate Professor	R-9	Professor	R-12
N/A		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Present a well defined plan for a continuing and sustainable program of research. b. Serves as a principal investigator or co-investigator on extramurally funded research project focused on developing research derived theoretical conceptions or analyzing phenomena from new perspectives. c. Builds a record of peer reviewed publications in media with defined impact. d. Presents findings and scholarly products to regional and national audiences. 2. Mentoring <ol style="list-style-type: none"> a. Attains graduate faculty status. 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Presents a defined, sustained plan of a program of research. b. Serves as a principal investigator or co-principal investigator of an extramurally funded research project [federal level, industry or private foundation]. c. Presents a record of peer reviewed and invited publications in media with high impact. d. Presents invited or peer reviewed presentations to regional, national and international audiences. e. Is recognized through awards for scholarship within or outside the School or University. f. Demonstrates impact of publications or presentations through citations by others. 2. Mentoring 		<ol style="list-style-type: none"> 1. Scholarship of Discovery/Integration <ol style="list-style-type: none"> a. Serves as a principal investigator or co-principal investigator of an externally funded program of research. b. Recognized in the nation and/or internationally for research that has an influence on healthcare practice and/or policy. c. Disseminates research through scholarly presentations, publications, and other media. 2. Mentoring <ol style="list-style-type: none"> a. Serves as a resource to students and faculty in the development of research. b. Participates as a consultant or collaborator in recognized area of expertise. 	

	<ul style="list-style-type: none"> b. Serves as a mentor to students or others. c. Sits as a member of student qualifying examination or other-doctoral committees. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Sits as a member of graduate faculty. b. Participates in School, University, and other committees related to research. c. Participates as a reviewer for research publication and/or presentation. 	<ul style="list-style-type: none"> a. Maintains graduate faculty status. b. Chairs student doctoral committees. c. Serves as a resources to students or faculty in the development of research funding grant proposals, papers, publications, and/or presentations. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Participates in School, University and other committees related to research. b. Serves as reviewer for refereed journals. c. Publishes non-empirical scholarly contributions (example: editorials, book reviews). d. Promotes scholarly work for the department or School. e. Develops or leads local or state research focused meetings. 	<ul style="list-style-type: none"> c. Participates as a member of graduate faculty assuming appropriate leadership roles. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Participates as a consultant or collaborator for local, regional, national/international. b. Leads the faculty in development and dissemination of research. c. Serves on editorial boards. d. Serves as reviewer for granting agencies or institutions. e. Develops or leads regional or national research focused meeting.
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Approved by the Provost office 9/30/2021

SERVICE GUIDELINES

Service

Evaluation of service will include an assessment of the degree to which the service cited yields important benefits to the university, profession, state, nations, and/or world. Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member and are performed with one's university affiliation identified. (Provost's memo)

Evaluation of Service

Evaluation of the broad category of service involves examination of the faculty member's performance in three major areas: **scholarship of application, mentoring and leadership.**

I. Scholarship of Application

A. Content

1. **Criteria:** The faculty member must demonstrate current knowledge and expertise in a designated practice/service area.
2. **Supporting evidence:** Supporting documentation for the evaluation of the service provided might include evidence presented in a practice portfolio that would include a description of the types of practice-related scholarly products provided and a self-evaluation of these activities that would include outcomes of the service provided.
 - a. **Scholarly publication/presentations/workshops/conference:** These would describe the practice-related service or demonstrate expertise in the area of service and could include evidence of the development of unique or innovative service activities
 - b. **Obtaining and or submission of grants, contracts, or other funding to support service activities:** This includes both competitive and noncompetitive funding and is of greater significance for faculty with service as an area of significant contribution. Documentation should include the type of funding received, the agency providing the funding, the amount received, the percent effort, and a description of the faculty member's role in obtaining the funding.
 - c. **Other products of the scholarship of service:**
 - a. Surveys that provide evidence of the important benefits that service activities have provided clients
 - b. Measures of attitudinal change or improved performance of clients as a result of the service activities
 - c. Documentation of any service-related honor or award
 - d. Service on committees and task forces within the School of Nursing or University community
 - e. Participation in a **professional capacity** in a community or other public organization
 - f. Professional consultation
 - g. Advisor to professional associations, honorary organizations, and other student organizations

- h. Providing administrative services
- i. Membership in professional organizations

II. Mentoring

- A. **Criteria:** Mentoring is demonstrated through professional development mentoring of other faculty, students, and professional career goals
- B. **Supporting Evidence:** supporting evidence for the evaluation of performance in mentoring might include:
 - 1. **Student Mentoring:** faculty advisor to professional associations, honorary organizations, and other student organizations advising of students in areas other than instructional matters
 - 2. **Peer Mentoring:** examples of mentoring roles with other faculty, feedback from faculty and administrators related mentoring role with peers, feedback from professionals outside the school related to mentoring role

III. Leadership

- A. **Criteria:** Leadership is demonstrated through development, management, or consultation related to professional service at local, state, national, and international levels.
- B. **Supporting Evidence:** Supporting evidence for the evaluation of performance in leadership might include:
 - 1. Professional consultation to public and private agencies
 - 2. Development and direction of special educational programs for the public
 - 3. Participating in creating, developing, and operating special programs/ projects within the University or any of its active units
 - 4. Submission and/ or acceptance and or implementation of funded grants to support service to the University and/or
 - 5. Providing administrative service to the University or any of its academic units
 - 6. Involvement in programs and curriculum development
 - 7. Serving in leadership roles on committees and task forces

SERVICE

SERVICE-SATISFACTORY (characterizing performance sufficient to justify promotion or tenure unless service is a designated area of significant contribution.) Service means a reasonable contribution and is a requirement for all faculty. A reasonable contribution for each rank is identified in S-1, S-4, S-7, and S-10. When service is identified as one of the two areas of significant contribution, a preponderance of good and excellent behaviors are required for promotion and tenure. In this case, the primary focus of the service is the integration of theory and practice directed toward Scholarship of application utilizes this integration to impact society problems in a way that benefits the people of West Virginia, the nation, and the world and will be governed by the language in the University Policies and procedures for annual faculty evaluation, promotion, and tenure.

Instructor S-1	Assistant professor S-4	Associate Professor S-7	Professor S-10
<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Contributes to the effectiveness of the academic department. b. Participates in activities within one’s professional expertise that benefit the citizens of the state/society, the institution or profession. 2. Mentoring 3. Leadership <ol style="list-style-type: none"> a. Applies the products of teaching and research in activities that benefit the citizens of the state, society, institution, or profession. 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Contributes to the effectiveness of the academic department and school with service on committees, academic advising, and/or other special project assignments b. Participates in service initiatives that yield benefits to the participants c. Proposes a plan for service. 2. Mentoring <ol style="list-style-type: none"> a. Serves as a mentor to students in service-learning projects. b. Maintains a preponderance of the behaviors in S-3. 3. Leadership <ol style="list-style-type: none"> a. Takes a leadership position in a service initiative benefitting the citizens of the state/society, the institution, or the profession. 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Contributes to the effectiveness of the academic department, school, and University. Maintains a preponderance of the behaviors cited in S-5 and S-6. 2. Mentoring <ol style="list-style-type: none"> a. Maintaining a preponderance of the behaviors in S-5 and S-6. 3. Leadership <ol style="list-style-type: none"> a. Sustains a leadership role in selected service program(s) that yield benefits to the citizens of the state/ society, the institution or profession. b. Maintains a preponderance of the behaviors in S-5 and S-6. c. Contributes to the effectiveness of the academic department, school, and University. d. Sustains a leadership role in selected service programs that yield benefits to the 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Contributes to the effectiveness of the academic department, School and University. Maintains the behaviors cited in S-8 and S-9. 2. Mentoring <ol style="list-style-type: none"> a. Maintains a preponderance of the behaviors in S-8 and S-9. 3. Leadership <ol style="list-style-type: none"> a. Maintains the behaviors cited in S-8 and S-9. Presents a record of leadership in a selected service program(s) that yields important benefits to citizens of the state/society, the institution or profession. b. Contributes to the effectiveness of the academic department, school and University. c. Presents a record of leadership in a select service program(s) that yields important benefits to the citizens of the state/society, the institution, or profession.

			citizens of the state/ society, the institution or profession.				
SERVICE-GOOD (Significant contribution characterizing performances of merit)							
Instructor	S-2	Assistant Professor	S-5	Associate Professor	S-8	Professor	S-11
<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Contributes to activities within one’s professional expertise that yield important benefits to the citizens of the state and to the profession. 2. Mentoring 3. Leadership <ol style="list-style-type: none"> a. Formulates goals to meet identified needs of the citizens in the state, institution, or profession 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Develops a leadership role in selected initiatives that yield benefits to the citizens of the state/ society and the institution or the profession. b. Assumes a leadership role in a planned program(s) benefitting the citizens of the state/ society, the institution, or the profession. <ol style="list-style-type: none"> a. 1.b.i. Identifies goals and outcome indicators of a service program. b. 1.b.ii. Presents reports of service program goal attainment to professional Audiences at local, state, or regional levels. c. 1.b.iii. Presents a plan for a program of service. 2. Mentoring 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Augments a record of service program development and leadership that meets the needs of the citizens of the state/society/nation/ world and the institution or profession. b. Sustains a record of scholarly products and evidence-based practice that demonstrate a significant contribution to the citizens of the state/nation/world and institution or profession through service. c. Provides evidence of the benefits that service activities have provided clients. d. Benefits to clients include meeting needs, fostering positive change, and improving performance. 2. Mentoring 	<ol style="list-style-type: none"> 1. Scholarship of Application <ol style="list-style-type: none"> a. Benefits to clients include meeting needs, fostering positive change, and improving performance. Sustains and advances a defined program of service. b. Maintains a record of extra-mural funding for service programs. c. Presents a record of peer reviewed and invited publication/presentations to regional national and international audience. 2. Mentoring <ol style="list-style-type: none"> a. Serves as a mentor in an institutional and/or regional level for the development of service programs. 3. Leadership <ol style="list-style-type: none"> a. Augments a record of service program development and leadership that meets the needs of the citizens of a state/ nation/ world, institution, or profession. b. Recognized nationally for service program(s) that benefit clients 				

	<ul style="list-style-type: none"> a. Serves as a mentor to faculty in the development of service activities. b. Serves as a mentor to students in service-learning projects. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Assumes a leadership role in a planned program(s) benefitting the citizens of a state, the profession, and the institution. 	<ul style="list-style-type: none"> a. Serves as a mentor to faculty in the development of service activities. b. Serves as a mentor to students in service-learning projects. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Obtains funding for service programs. b. Participates in practice-based research. 	
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SERVICE- EXCELLENT (significant contribution characterizing performance of high merit)

Instructor	S-3	Assistant Professor	S-6	Associate Professor	S-9	Professor	S-12
<ul style="list-style-type: none"> 1. Scholarship of Application <ul style="list-style-type: none"> a. Takes a principal role in a service initiative benefitting the citizens of the state. 2. Mentoring <ul style="list-style-type: none"> a. Serves as a mentor to students in service-learning projects. 3. Leadership <ul style="list-style-type: none"> a. Leads a group in a service imitative benefitting the citizens of the state, the profession, or the institution. 		<ul style="list-style-type: none"> 1. Scholarship of Application <ul style="list-style-type: none"> a. Assumes a leadership role in a planned program(s) benefitting the citizens of the state, the profession, and the institution. b. Coordinates programs to achieve goals and outcome indicators. c. Presents a record of goal attainment for service program(s) planned and coordinate that yield important benefits to the citizens of the state/society and the institution or profession. Benefits to client include meeting needs, fostering positive change, and improving performance. 		<ul style="list-style-type: none"> 1. Scholarship of Application <ul style="list-style-type: none"> a. Acknowledged as a leader in service endeavors (awards, special recognition). b. Presents a record of service that substantiates a significant impact on a health-related problem or issue. c. Presents a record of extra-mural funding for service projects. 2. Mentoring <ul style="list-style-type: none"> a. Serves as a mentor to faculty in the development of service-learning projects. b. Serves as a mentor to faculty in the development of funded service activities. 3. Leadership 		<ul style="list-style-type: none"> 1. Scholarship of Application <ul style="list-style-type: none"> a. Sustains major contributions in service program(s) benefitting the citizens of the state/society/national/world and the institution or profession. b. Disseminates information on service program through scholarly presentation publications, and other media regionally, nationally, and internationally. 2. Mentoring <ul style="list-style-type: none"> a. Serves as a mentor for faculty on an institutional or regional level for the development of funded service programs. 3. Leadership <ul style="list-style-type: none"> a. Achieves recognition for significant contributions that make 	

	<ul style="list-style-type: none"> d. Recognized in the region for expertise in service program. e. Presents a record of publications, scholarly products, and evidence-based practice that demonstrate a significant contribution to the citizens of the state/society, institution, or profession through service. <p>2. Mentoring</p> <ul style="list-style-type: none"> a. Serves as a mentor to faculty in the development of service activities. b. Serves as a mentor to student in service-learning projects. <p>3. Leadership</p> <ul style="list-style-type: none"> a. Sustains a leadership role in planned program(s) benefitting the citizens of the state, the profession, and the institution. b. Coordinates programs to achieve goals and outcome indicators 	<ul style="list-style-type: none"> a. Generates service programs based on state/ society and institutional or professional needs. b. Sustains a record of publications and presentations at the regional and national level of service outcomes. c. Initiate's practice- based research. 	<ul style="list-style-type: none"> a significant impact at the national level and/or international level. b. Participates as a consultant or collaborator for local/regional/national/international organizations.
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The guidelines take effect in January 2012 for evaluation in Spring 2013) for all faculty except two: current tenure-stream faculty would be evaluated under old guidelines until a tenure decision has been made, and employees hired after June 30, 2011 would immediately fall under the new guidelines at the date of their employment.

Approved by the School of Nursing Faculty _____ Approved the Chancellor HSC on _____
 _____ and accepted by the Provost on Approved by the Provost office 9/30/2021

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

Guidelines for Clinical Track Faculty Retention and Promotion

Preface

This document sets forth the guidelines for annual review of clinical-track faculty for retention and promotion as specified by the West Virginia University School of Nursing. These guidelines are to be used in conjunction with the West Virginia University Policy and Procedures for Faculty Evaluations published annually by the Office of the Provost. As members of the University faculty, individuals in the clinical track will have the same rights in their respective departments as tenure track faculty. They will have all rights and privileges of academic freedom and responsibility, with access to the grievance procedures of the University. Faculty members in the clinical track will be subject to annual review. Appointments to the clinical track are for one year, with reappointment contingent upon availability of funding and, at a minimum, satisfactory performance according to the guidelines herein elaborated.

Appointment to the rank of instructor in the **clinical practice track** requires a Master's degree in nursing. Appointment to the rank of assistant professor in the **clinical practice track** requires a Master's degree in Nursing, national certification in advanced practice, and a license to practice as an advanced practice nurse in West Virginia or in another state according to the legislative rules that govern Registered Professional Nurses in that state. Appointment at the clinical practice associate professor rank requires enrollment in a doctoral program in nursing or a related field. Appointment at the rank of clinical practice professor requires a doctorate in nursing or related field.

For faculty in the **clinical education track**, appointment to the rank of instructor requires meeting minimum WVU, WVBOERP, and accreditation standards. Appointment to the rank of assistant professor requires a Master's degree in nursing and three years of clinical education experience. Appointment at the clinical education associate professor rank requires a Master's degree in nursing and either enrollment in a doctoral program in nursing or related field or Certification in Nursing Education (CNE). Faculty must have a Master's degree in nursing, a doctoral degree in nursing or a related field, and seven years of clinical education experience to be appointed to the clinical education professor rank.

All clinical faculty will be evaluated on an annual basis in the mission areas of teaching, practice/service and scholarship. Generally, the areas of significant contribution will be teaching and practice/service, with scholarship being an area of at least reasonable contribution.

Clinical faculty are responsible for providing evidence of effective performance in each area. The annual review of one's performance in each of the mission areas to which one is assigned is based on the faculty's negotiated workload. For instance, if there is little or no formally assigned workload for scholarly activities, a faculty member would not necessarily be expected to meet a preponderance (majority) of the guidelines at a specified level of performance in their rank (a minimum satisfactory performance), but the faculty would need to meet at least some criteria in the satisfactory category for the rank in scholarly activities. However, he/she would be expected to meet a preponderance specified in the rank for mission areas (teaching and practice/service). Quality works of considerable importance are considered to be more significant than mere quantity. Performance ratings fall into one of the following categories: Excellent (of high merit), Good (of merit), Satisfactory (sufficient, to justify reappointment but not promotion or merit), and Unsatisfactory (insufficient).

Publications for Promotion in Rank and/or Tenure Guidelines

Publications for promotion in rank and/or tenure will be based on reputable journals only. Reputable journals adhere to ethical research and publishing standards, follow best practices for publishing organizations, and clearly state peer review processes.¹

A growing number of open access journals are advertising themselves as “scholarly journals,” yet do not follow practices and policies of reputable journals, and thus may be of low-quality. It is the author’s responsibility to verify the journal they are submitting to is reputable. Characteristics of journals that do not follow best practices promoted by professional scholarly publishing organizations may include:

- Journals not listed in the Directory of Open Access Journals.
- Journals seeking contributions via e-mail with a subsequent levied fee for publication.
- Solicitations for manuscripts may be poorly written, overly complimentary, and/or a mismatch between the scope of the journal and the subject of the author’s research.
- Journals with author fees noticeably outside the industry standard (\$1,000 to \$5,000).
- Journals with unpublished editorial boards or credentials of board member incongruent with the subject area.
- Journals with inadequate peer-reviewed processes (i.e. brief review period reported from submission to acceptance, provision of only general comments for improvements, concerns or do not address specific problems).
- The title/publisher’s name is generic or is very close to a well-known journal/organization.

Authors have an ethical responsibility to ensure their written scholarly work is disseminated in reputable journals. Faculty should use the following resources when preparing manuscripts and considering target journals for publication:

- [NOT-OD-18-011: Statement on Article Publication Resulting from NIH Funded Research](#)
- [Principles of Transparency and Best Practice in Scholarly Publishing | COPE: Committee on Publication Ethics](#)
- [Think. Check. Submit. \(thinkchecksubmit.org\)](#)
- [ICMJE | Recommendations | Responsibilities in the Submission and Peer-Review Process](#)
- Directory of Open Access Journals: <https://doaj.org/>.
- International Academy of Nurse Editors: <https://airtable.com/shrjqveaKHtS9xku8/tblNXTxmTr18CC1f>.
- WVU Health Sciences Library Open Access Resources: <https://library.wvu.edu/about/open-access>.
- HSC librarians are available for individual consultation about appropriate journals in which to publish.

Only publications that adhere to the guidelines above will be considered for promotion in rank and/or tenure.

1. National Institutes of Health, Office of Extramural Research. Published November 3, 2017. Accessed June 21, 2021. <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-011.html>.

In order to be recommended for promotion, a clinical track faculty member will be expected to demonstrate significant contributions (at a level of good or excellent) in teaching in the classroom or other settings and in practice/service over time (areas of significant contribution). The clinical track faculty member will need to demonstrate at least satisfactory performance in scholarly activity (area of reasonable contribution). The University provides further guidance that

promotion decisions be based on contributions of peers who achieved a similar promotion within the previous two-year period. Ordinarily, the interval between promotions at West Virginia University will be at least five years.

In consideration of both annual reviews and promotion reviews, faculty are expected to present evidence in their file of meeting the preponderance (majority) of criteria for the rating they document in the areas of significant contribution. They are expected to submit evidence of productivity among the criteria for a desired rating (meet one or more of the criteria listed) in the area of reasonable contribution. Satisfactory ratings for an area of reasonable contribution are sufficient for promotion. Policies and procedures of West Virginia University direct that any modification of a faculty agreement regarding areas of expected significant contribution must meet the approval of the faculty member, chairperson of the department, in consultation with the departmental promotion and tenure committee, and the dean of the College, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Provost.

These guidelines are based on the following assumptions:

- The guidelines provide broad direction to faculty as they assume the responsibility of documenting their contribution in the areas of teaching, practice/service, and scholarship. They are not all inclusive, and are not intended to be used as a checklist during the evaluation process. Faculty are not expected to meet all of the criteria for the rating they are documenting. They are expected to meet a preponderance of criteria for an area of significant contribution, and one or more of the criteria for an area of reasonable contribution.
- The annual review establishes the bases for merit salary adjustments and serves as a tool for faculty development at all ranks.
- Faculty are responsible for understanding the basic tenets of University and School guidelines.
- University standards for establishing and maintaining the official faculty personnel file will be followed.
- Responsibility for faculty evaluation is shared by members of the university community. Primary responsibility for evidence in evaluation file (Digital Measures) of the quality and presentation of an individual's work in the evaluation file rests with the particular faculty member.
- Teaching, practice, service, and scholarly activity goals of faculty are shaped by the University, School, and Departmental missions.
- Faculty goals lead to work effort which integrates the tripartite clinical faculty role (practice/service, teaching, and scholarly work).
- Faculty workload will be negotiated with and approved annually by the departmental chairperson.
- Growth in faculty role is demonstrated through increasing responsibilities in depth and breadth that leads to integration of clinical service and teaching/research of faculty performance.
- Quality teaching emanates from meeting the prime requisites of teaching, which include but not limited to intellectual competence, integrity, independence, a spirit of inquiry, dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences, and diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students.
- The WVU School of Nursing adopts Boyers Model of Scholarship (1990) to frame faculty achievements in scholarship, and these evaluation guidelines include criteria in the scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. Scholarship activities listed in this document are meant to serve as a guide; however, activities of similar vigor that align with this model and the faculty's rank may be considered in consultation with the department chairperson and/or the dean of the college.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

TEACHING

INSTRUCTOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-1	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-2	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-3
<p>Manages assigned teaching responsibilities</p> <p>Obtains student and peer evaluations of instruction</p> <p>Demonstrates competence in a designated content area.</p> <p>Uses standard teaching strategies.</p>	<p>Begins to demonstrate prime requisites of teaching</p> <p>Expands teaching responsibilities to include contributions to course revision or refinement</p> <p>Uses appropriate educational resources in instruction</p> <p>Incorporates sound educational principles in teaching.</p> <p>Examines student and peer evaluation of instruction</p>	<p>Demonstrates increasing depth of knowledge in content area</p> <p>Begins to use Evidence-based teaching strategies</p> <p>Demonstrates progress toward attaining the prime requisites of teaching</p> <p>Documents continuing education that supports development in teaching responsibilities</p> <p>Contributes to course revision or refinement</p> <p>Synthesizes student and peer evaluation of instruction</p>
ASSISTANT PROFESSOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-4	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-5	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-6
<p>Demonstrates competence in instructional design, delivery, and/or revision</p> <p>Demonstrates progress toward attaining the prime requisites of teaching</p> <p>Evaluates teaching effectiveness through student, peer and chair evaluations</p>	<p>Contributes to course development, implementation and evaluation</p> <p>Uses the results of peer, student, and chair evaluation to expand repertoire of teaching strategies to accomplish the prime requisites of teaching.</p> <p>Seeks out educational resources to promote student learning</p> <p>Uses Evidence-based instruction strategies</p> <p>Participates in course management/oversight</p> <p>Supports peers in assuming/developing their faculty roles</p>	<p>Documents a record of achieving the prime requisites of teaching</p> <p>Implements and evaluates evidence-based learning opportunities</p> <p>Assists others in development of teaching skills</p> <p>Documents teaching excellence.</p> <p>Assumes leadership role in course development, implementation and evaluation</p> <p>Demonstrates effective course management.</p> <p>Develops, implements and evaluates innovative learning experiences.</p>

ASSOCIATE PROFESSOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-7	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-8	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-9
<p>Documents teaching excellence</p> <p>Assumes leadership role in course development, implementation and evaluation</p> <p>Documents evidence-based content or instruction changes resulting from results of student, peer, and chair evaluations</p> <p>Guides students in career development</p>	<p>Demonstrates a record of achieving the prime requisites of teaching</p> <p>Assumes an active role in curriculum evaluation and refinement</p> <p>Expands influence on program effectiveness</p> <p>Analyzes, implements and evaluates course changes based on student, peer, and chair evaluations</p> <p>Develops, implements and evaluates innovative learning experiences</p> <p>Serves as content and/or instruction consultant to faculty colleagues.</p> <p>Provides examples of instruction methodologies based on personal philosophy of teaching</p>	<p>Documents teaching excellence</p> <p>Exerts a leadership role in curriculum evaluation and refinement</p> <p>Serves as mentor to students</p> <p>Produces educational resources to promote student learning.</p> <p>Demonstrates skill in instructional design, delivery, evaluation, and revision in content area.</p> <p>Integrates theory, practice, and research into teaching.</p> <p>Formally mentors faculty in a content expertise area or in pedagogy</p> <p>Consulted as a resource for interpreting accreditation standards and program essentials</p>

PROFESSOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-10	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-11	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-12
<p>Documents teaching excellence</p> <p>Mentors students</p> <p>Exerts major influence on curriculum development</p> <p>Analyzes, implements and evaluates course changes based on student, peer, and chair evaluations</p> <p>Personal philosophy of teaching guides teaching practices</p>	<p>Maintains a record of excellence in teaching</p> <p>Continues to lead in curricular development (both content and instructional methodologies)</p> <p>Serves as a consultant at state, regional or national levels.</p> <p>Effectively mentors undergraduate or graduate students on an ongoing basis</p> <p>Documents improved course outcomes from changes based on scholarly evidence, peer, chair, and/or student evaluations</p>	<p>Documents sustained teaching excellence</p> <p>Recognized international or national authority for expertise in content area and/or instructional methodology.</p> <p>Provides opportunities for students to integrate research, theory and practice by participating in own research or practice.</p> <p>Sustains a record of leading curricular or programmatic revision or development</p> <p>Guides students in research.</p>

Approved by the Provost office 9/30/2021

SCHOLARSHIP

SCHOLARSHIP OF TEACHING/PRACTICE

INSTRUCTOR		
SCHOLARSHIP OF TEACHING/PRACTICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) SC-1	SCHOLARSHIP OF TEACHING/PRACTICE- GOOD (Significant contribution characterizing performance of merit.) SC-2	SCHOLARSHIP OF TEACHING/PRACTICE - EXCELLENT (Significant contribution characterizing performance of high merit.) SC-3
<p>Begins to implement learning and/or practice activities based on best evidence</p> <p>Identifies sources for evidence-based teaching and/or evidence based practice, along with a plan on use of these references</p>	<p>Incorporates EBP in teaching and/or practice, monitoring impact of activities.</p> <p>Evaluates the use of evidence-based teaching strategies</p>	<p>Plans systematic incorporation of evidence-based teaching and/or practice.</p> <p>Plans for dissemination of outcomes related to evidence based teaching or practice activities</p>

ASSISTANT PROFESSOR		
SCHOLARSHIP OF TEACHING/PRACTICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) SC-4	SCHOLARSHIP OF TEACHING/PRACTICE- GOOD (Significant contribution characterizing performance of merit.) SC-5	SCHOLARSHIP OF TEACHING/PRACTICE - EXCELLENT (Significant contribution characterizing performance of high merit.) SC-6
<p>Develops learning or practice opportunities that promote integration of clinical evidence and practice</p> <p>Develops and implements a plan for translating teaching or practice expertise into scholarly works</p> <p>Presents teaching or practice scholarship at local or state programs.</p> <p>Submits manuscripts for publication.</p>	<p>Applies relevant educational theory, research and standards in course development</p> <p>Presents at competitively reviewed local or regional conferences or meetings.</p> <p>Presents evidence of publication.</p> <p>Contributes to the development of evidence based/data driven education or practice policy changes within the school</p>	<p>Contributes to the development of evidence based/data driven education or practice policy changes within the university or state</p> <p>Recognized locally for contributions to the scholarship of teaching and/or practice</p> <p>Presents evidence of publication in peer reviewed journals or texts as first or second author</p> <p>Presents at competitively reviewed regional or national conferences or meetings</p> <p>Supports others (students or faculty) in developing scholarship activities</p> <p>Supports others in development of evidence-based scholarship or practice</p>

ASSOCIATE PROFESSOR		
SCHOLARSHIP OF TEACHING/PRACTICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) SC-7	SCHOLARSHIP OF TEACHING/PRACTICE- GOOD (Significant contribution characterizing performance of merit.) SC-8	SCHOLARSHIP OF TEACHING/PRACTICE - EXCELLENT (Significant contribution characterizing performance of high merit.) SC-9
<p>Implements and evaluates innovative learning opportunities based on content specific clinical evidence</p> <p>Develops a record of regional and/or national presentations to professional and lay audiences.</p> <p>Develops a record of publication of abstracts, manuscripts, or text components</p> <p>Mentors others (faculty and/or students) in the scholarship of teaching or practice</p>	<p>Develops, implements and evaluates innovative learning opportunities or practice changes</p> <p>Leads or contributes significantly to the development of new education programs or practice initiatives</p> <p>Serves as mentor to faculty, students, and other health care professionals in the development of practice or educationally based research or scholarly products.</p> <p>Sustains a record of peer reviewed presentations at regional and national levels.</p> <p>Continues to Present a record of publications in peer reviewed media.</p> <p>Contributes to development/submission of proposals for funding related to evidence-based practice or teaching.</p>	<p>Creates original instructional technology</p> <p>Articulates a program of practice or education-based nursing research that makes a significant contribution to nursing or the health profession</p> <p>Disseminates practice or education-based research findings/scholarly products that make a significant contribution to the practice of nursing or nursing education through high quality presentations and publications</p> <p>Serves as a reviewer for scholarly manuscripts or an editor for texts/publications</p> <p>Participates as an item writer for national examinations</p> <p>Obtains funding for practice or education-based research.</p>

PROFESSOR		
SCHOLARSHIP OF TEACHING/PRACTICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) SC-10	SCHOLARSHIP OF TEACHING/PRACTICE- GOOD (Significant contribution characterizing performance of merit) SC-11	SCHOLARSHIP OF TEACHING/PRACTICE - EXCELLENT (Significant contribution characterizing performance of high merit) SC-12
<p>Regularly disseminates innovative educational practices or clinical practices</p> <p>Documents a record of presentations at the regional level or higher.</p> <p>Continues to document publications in peer-reviewed media.</p> <p>Formally mentors others (faculty/students) in the scholarship of teaching/practice through serving on DNP Project team, dissertation committee, research teams, etc.</p> <p>Obtains funding for practice or education-based research</p>	<p>Maintains a record of extra-mural funding for clinical or educationally focused programs or projects</p> <p>Continues to provide evidence-based education or practice research mentoring for faculty, students or other health care professionals</p> <p>Recognized in the region or nation for practice or educationally based programs or other scholarly products that have an important influence on theory, policy, or practice</p> <p>Has a record of high-quality refereed presentations and publications in print or electronic media</p>	<p>Continues to be recognized in the region or nation for practice or educationally based programs or other scholarly products that have an important influence on theory, policy, or practice</p> <p>Formally serves as an outside consultant for practice or education/instruction or participates as an accreditation reviewer</p> <p>Maintains a record of high-quality refereed presentations and publications in print or electronic media</p> <p>Continues to provide evidence-based education or practice research mentoring for faculty, students, and other health care professionals</p>

Approved by the Provost office 9/30/2021

PRACTICE/SERVICE

PRACTICE/SERVICE

INSTRUCTOR		
<p>PRACTICE/SERVICE - SATISFACTORY Satisfactory service is a requirement for all faculty. When service is identified as an area of significant contribution, ratings of good and excellent are required for promotion.</p> <p style="text-align: right;">S-1</p>	<p>SERVICE - GOOD (Significant contribution characterizing performance of merit.)</p> <p style="text-align: right;">S-2</p>	<p>PRACTICE/SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.)</p> <p style="text-align: right;">S-3</p>
<p>Attends department and SON meetings including Dean's Retreat Contributes to the effectiveness of the academic department. Participates in activities⁴ within one's professional expertise that benefit the citizens of the state/society, the institution, or profession. Participates as a member of a professional organization. Demonstrates competence in clinical practice through national certification. Proposes a plan for evidence-based practice. Documents continuing education activities related to clinical specialty area or in teaching/learning, such as self-study, regular attendance at grand round or other local activities.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets a majority of individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Contributes to activities within one's professional expertise that yield benefits to the citizens of the state and the profession Formulates goals to meet identified needs of the state, institution or profession Demonstrates continuing education in education or specialty area Holds membership in a professional organization (local or regional) related to practice specialty or education</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Takes a role in a service initiative benefitting the citizens of the state. Presents a record of educational presentations to lay groups. Holds membership in national professional organization related to education or practice specialty. Documents excellence in care of clients in clinical specialty area.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all and exceeds some individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>

Note: faculty who are part of the School practice plan must meet individually established practice criteria for the practice/service mission at the rating that is desired for the assigned rank

ASSISTANT PROFESSOR		
PRACTICE/SERVICE - SATISFACTORY Satisfactory service is a requirement for all faculty. When service is identified as an area of significant contribution, ratings of good and excellent are required for promotion. S-4	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-5	PRACTICE/SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-6
<p>Attends department and SON meetings including Dean's Retreat</p> <p>Contributes to the effectiveness of the academic department and school.</p> <p>Identifies goals & outcomes of participation in service.</p> <p>Contributes to effectiveness of professional organization.</p> <p>Generates interest/enthusiasm in others for evidence-based practice or teaching.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets a majority of individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Takes a principle role in planned program(s) benefitting the citizens of the state, the profession, and the institution</p> <p>Leads a group in a service initiative benefitting the citizens of the state, the profession or the institution.</p> <p>Locally presents continuing education programs in specialty area.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Assumes a leadership role in a planned program(s) benefitting the citizens of the state, the profession, and the institution. Presents continuing education programs at a regional level.</p> <p>Role models evidence-based teaching or practice.</p> <p>Assumes leadership role in clinical practice area.</p> <p>Assumes leadership role at the local or regional level in professional organization related to education or specialty area.</p> <p>Assumes a leadership role on school-wide committees</p> <p>Presents continuing education programs at a regional level</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all and exceeds some individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>

Note: faculty who are part of the School practice plan must meet individually established practice criteria for the practice/service mission at the rating that is desired for the assigned rank

ASSOCIATE PROFESSOR		
PRACTICE/SERVICE - SATISFACTORY Satisfactory service is a requirement for all faculty. When service is identified as an area of significant contribution, ratings of good and excellent are required for promotion. S-7	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-8	PRACTICE/SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-9
<p>Attends department and SON meetings including Dean's Retreat</p> <p>Sustains contributions to the effectiveness of the academic department, school and University.</p> <p>Seeks a leadership role in a professional organization.</p> <p>Recognized for teaching or clinical practice expertise, e.g. referrals, requests for consultation, participation in forums for discussion of issues related to instruction or clinical problems.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets a majority of individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Obtains funding for service or clinical programs</p> <p>Holds a leadership position in a professional organization</p> <p>Holds a leadership position in a clinical or service project</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Recognized as a leader in service endeavors.</p> <p>Generates service programs based on state/society and institutional or professional needs.</p> <p>Presents a record of service that substantiates a significant impact on a health-related problem or issue.</p> <p>Presents a record of funding for service program(s).</p> <p>Presents a record of presentations of service outcomes to lay or professional audiences at the regional and national level.</p> <p>Provides leadership in promoting or developing education or clinical practice activities in the School, University or other professional organizations that address needs in society and the profession.</p> <p>Analyzes systems of care or health care, or education delivery models.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all and exceeds some individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>

Note: faculty who are part of the School practice plan must meet individually established practice criteria for the practice/service mission at the rating that is desired for the assigned rank

PROFESSOR		
PRACTICE/SERVICE - SATISFACTORY Satisfactory service is a requirement for all faculty. When service is identified as an area of significant contribution, ratings of good and excellent are required for promotion. S-10	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-11	PRACTICE/SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-12
<p>Attends department and SON meetings including Dean's Retreat</p> <p>Actively participates in state, regional or national organizations</p> <p>Sustains contributions to the effectiveness of the academic department, school and University.</p> <p>Presents a record of leadership in a selected service program(s) that yields important benefits to the citizens of the state/society, the institution or profession.</p> <p>Sustains leadership role in professional organizations.</p> <p>Recognized in the region for instruction or practices models or other products that influence theory, changes in professional or public policy, or changes in practice</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets a majority of individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Recognized nationally for service program/s that benefit clients.</p> <p>Maintains a record of service program development and leadership that meets the needs of the citizens of the state/society and the institution or profession.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>	<p>Sustains major contribution in service program(s) benefitting the citizens of the state/society and the institution or profession.</p> <p>Achieves recognition for significant service contributions that make a significant impact at the state or national level.</p> <p>Acknowledged as a national leader in service area.</p> <p>Achieves national leadership in a professional organization.</p> <p>Contributes significantly to health policy or nursing education policy development at the regional or national level.</p> <p>For faculty in the SON Practice Plan with workload assignment to practice: meets all and exceeds some individually established practice outcomes (developed in collaboration with Asst. Dean for Practice and Chair)</p>

Note: faculty who are part of the School practice plan must meet individually established practice criteria for the practice/service mission at the rating that is desired for the assigned rank

Document approved by faculty 9/9/2019

Document approved by HSC Associate Vice President of Academic Affairs and WVU Provost 10/10/19

Approved by the Provost office 9/30/2021

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

Guidelines for Teaching Track Faculty Retention and Promotion

Preface

This document sets forth the guidelines for annual review of teaching-track faculty for retention and promotion as specified by the West Virginia University School of Nursing. These guidelines are to be used in conjunction with the West Virginia University Policy and Procedures for Faculty Evaluations published annually by the Office of the Provost. Faculty members appointed to the teaching track will be identified by their rank preceded by “teaching”. As members of the University faculty, individuals in the teaching track will have the same rights in their respective departments as tenure track faculty. They will have all rights and privileges of academic freedom and responsibility, with access to the grievance procedures of the University. Faculty members in the teaching track will be subject to annual review. Appointments to the teaching track are term appointments in response to program needs with reappointment contingent upon availability of funding and, at a minimum, satisfactory performance according to the guidelines herein elaborated.

Appointment to faculty rank in the teaching track requires a Master’s degree in Nursing, a doctoral degree in nursing or related discipline (faculty without a Master’s degree in Nursing can fulfill appointment requirements with a doctorate in nursing), and at least three years of teaching experience in nursing education. Appointment at the teaching associate professor ranks requires the same academic credentials as an assistant professor but at least five years of teaching experience in nursing education. Appointment to the teaching professor rank also requires that faculty meet the guidelines for promotion according to this document.

All teaching faculty will be evaluated on an annual basis in the mission areas of teaching and service. Typically, a teaching track assignment will be at least 80% teaching with a balance to address the needs of the unit. Teaching will be considered the area of significant contribution, and service will be considered an area of reasonable contribution.

Teaching faculty are responsible for providing evidence of effective performance in each assigned area. The annual review of one’s performance in each of the mission areas to which one is assigned is based on the faculty’s negotiated workload. For instance, if there is little or no formally assigned workload for service activities, a faculty member would not necessarily be expected to meet a preponderance (majority) of the guidelines at a specified level of performance in their rank. Quality works of considerable importance are considered to be more significant than mere quantity. Performance ratings fall into one of the following categories: Excellent (of high merit), Good (of merit), Satisfactory (sufficient, to justify continuation but not promotion or merit), and Unsatisfactory (insufficient).

Publications for Promotion in Rank and/or Tenure Guidelines

Publications for promotion in rank and/or tenure will be based on reputable journals only. Reputable journals adhere to ethical research and publishing standards, follow best practices for publishing organizations, and clearly state peer review processes.¹

A growing number of open access journals are advertising themselves as “scholarly journals,” yet do not follow practices and policies of reputable journals, and thus may be of low-quality. It is the author’s responsibility to verify the journal they are submitting to is reputable. Characteristics of journals that do not follow best practices promoted by professional scholarly publishing organizations may include:

- Journals not listed in the Directory of Open Access Journals.
- Journals seeking contributions via e-mail with a subsequent levied fee for publication.
- Solicitations for manuscripts may be poorly written, overly complimentary, and/or a mismatch between the scope of the journal and the subject of the author’s research.

- Journals with author fees noticeably outside the industry standard (\$1,000 to \$5,000).
- Journals with unpublished editorial boards or credentials of board member incongruent with the subject area.
- Journals with inadequate peer-reviewed processes (i.e. brief review period reported from submission to acceptance, provision of only general comments for improvements, concerns or do not address specific problems).
- The title/publisher's name is generic or is very close to a well-known journal/organization.

Authors have an ethical responsibility to ensure their written scholarly work is disseminated in reputable journals. Faculty should use the following resources when preparing manuscripts and considering target journals for publication:

- [NOT-OD-18-011: Statement on Article Publication Resulting from NIH Funded Research](#)
- [Principles of Transparency and Best Practice in Scholarly Publishing | COPE: Committee on Publication Ethics](#)
- [Think. Check. Submit. \(thinkchecksubmit.org\)](#)
- [ICMJE | Recommendations | Responsibilities in the Submission and Peer-Review Process](#)
- Directory of Open Access Journals: <https://doaj.org/>.
- International Academy of Nurse Editors: <https://airtable.com/shrjqveaKHtS9xku8/tblNXTxmTr18CC1If>.
- WVU Health Sciences Library Open Access Resources: <https://library.wvu.edu/about/open-access>.
- HSC librarians are available for individual consultation about appropriate journals in which to publish.

Only publications that adhere to the guidelines above will be considered for promotion in rank and/or tenure.

1. National Institutes of Health, Office of Extramural Research. Published November 3, 2017. Accessed June 21, 2021. <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-011.html>.

In order to be recommended for promotion, a teaching track faculty member normally will be expected to demonstrate significant contributions (at a level of good or excellent) in teaching in the classroom or other settings and meet WVU requirements. The teaching track faculty member will need to demonstrate at least satisfactory in service. The University provides further guidance that promotion decisions be based on contributions of peers who achieved a similar promotion within the previous two-year period. Ordinarily, the interval between promotions at West Virginia University will be at least five years.

In order to attain the rank of professor, a successful candidate must demonstrate academic achievement as a distinguished authority in his/her field. Professional colleagues, both within the university and nationally and/or internationally recognize the professor for his/her contributions to the discipline. This will require external reviews of teaching.

In consideration of both annual reviews and promotion reviews, faculty are expected to present evidence in their file of meeting the preponderance (majority) of criteria for the rating they document in the areas of significant contribution. They are expected to submit evidence of productivity among the criteria for a desired rating (meeting one or more criteria) in the area of reasonable contribution. Satisfactory ratings for an area of reasonable contribution are sufficient for promotion. Policies and procedures of West Virginia University direct that any modification of a faculty agreement regarding areas of expected significant contribution must meet the approval of the faculty member, chairperson of the department, in consultation with the departmental promotion and tenure committee, and the dean of the College, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Vice President for Health Sciences. The modification also must be approved by the Provost.

These guidelines are based on the following assumptions:

- The guidelines provide broad direction to faculty as they assume the responsibility of documenting their contribution in the areas of teaching and service. They are not all inclusive, and are not intended to be used as a checklist during the evaluation process. Faculty are not expected to meet all of the criteria for the rating they are documenting. They are expected to meet a preponderance of criteria for an area of significant contribution, and one or more of the criteria for an area of reasonable contribution.
- The annual review establishes the bases for merit salary adjustments and serves as a tool for faculty development at all ranks.
- Faculty are responsible for understanding the basic tenets of University and School guidelines.
- University standards for establishing and maintaining the official faculty personnel file will be followed.
- Responsibility for faculty evaluation is shared by members of the university community. Primary responsibility for evidence in evaluation file (Digital Measures) of the quality and presentation of an individual's work in the evaluation file rests with the particular faculty member.
- Teaching and service goals of faculty are shaped by the University, School, and Departmental missions.
- Faculty goals lead to work effort which integrates the tripartite teaching faculty role (teaching, service, and scholarly work).
- Faculty workload will be negotiated with and approved annually by the departmental chairperson.
- Growth in faculty role is demonstrated through increasing responsibilities in depth and breadth that leads to integration of teaching and service/scholarship of faculty performance.
- Quality teaching emanates from meeting the prime requisites of teaching, which include but not limited to intellectual competence, integrity, independence, a spirit of inquiry, dedication to improving methods of presenting material, the ability to transfer knowledge, respect for differences, and diversity, and the ability to stimulate and cultivate the intellectual interest and enthusiasm of students.
- The WVU School of Nursing adopts Boyers Model of Scholarship (1990) to frame faculty achievements in scholarship, and these evaluation guidelines include criteria in the scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. Scholarship activities listed in this document are meant to serve as a guide; however, activities of similar vigor that align with this model and the faculty's rank may be considered in consultation with the department chairperson and/or the dean of the college.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

TEACHING AND SCHOLARSHIP OF TEACHING

TEACHING/SCHOLARSHIP OF TEACHING

INSTRUCTOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-1	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-2	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-3
<p>Manages assigned teaching responsibilities. Obtains student and peer evaluations of instruction Demonstrates competence in a designated content area. Uses standard teaching strategies. Begins to implement learning activities based on best evidence. Identifies sources for evidence based teaching, along with a plan on use of these references.</p>	<p>Begins to demonstrate prime requisites of teaching. Expands teaching responsibilities to include contributions to course revision or refinement. Uses appropriate educational resources in instruction. Incorporates sound educational principles in teaching. Examines student and peer evaluation of instruction Incorporates EBP in teaching, monitoring impact of activities.</p>	<p>Demonstrates increasing depth of knowledge in content area. Demonstrates progress toward attaining the prime requisites of teaching. Documents continuing education that supports development in teaching responsibilities. Contributes to course revision or refinement. Synthesizes student and peer evaluation of instruction.. Plans systematic incorporation of evidence based teaching Plans for dissemination of outcomes related to evidence based teaching.</p>

ASSISTANT PROFESSOR

TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-4

Demonstrates competence in instructional design, delivery, and/or revision.
Demonstrates progress toward attaining the prime requisites of teaching.
Evaluates teaching effectiveness through student, peer and chair evaluations.
Implements learning opportunities based on content specific clinical evidence.
Evaluates the use of evidence based teaching strategies.
Develops learning opportunities that promote integration of clinical evidence and practice.
Develops and implements a plan for translating teaching expertise into scholarly works.
Presents teaching or practice scholarship at local or state programs.

TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-5

Contributes to course development, implementation and evaluation.
Uses the results of peer, student, and chair evaluation to expand repertoire of teaching strategies to accomplish the prime requisites of teaching.
Seeks out educational resources to promote student learning
Uses Evidence-based instruction strategies.
Participates in course management/oversight
Supports peers in assuming/developing their faculty roles
Submits abstracts for presentation at local or state programs.
Submits manuscripts for publication.
Applies relevant educational theory, research and standards in course development.
Presents at competitively reviewed local or regional conferences or meetings.
Contributes to the development of evidence based/data driven education policy changes within the school.

TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-6

Documents a record of achieving the prime requisites of teaching.
Implements and evaluates evidence-based learning opportunities.
Assists others in development of evidence based teaching skills.
Documents teaching excellence.
Assumes leadership role in course development, implementation and evaluation.
Demonstrates effective course management.
Develops, implements and evaluates innovative learning experiences.
Applies relevant educational theory, research and standards in course development
Presents at competitively reviewed conferences or meetings.
Presents evidence of publication.
Recognized locally for contributions to the scholarship of teaching.
Contributes to the development of evidence based/data driven education policy changes within the school or university.
Contributes to the development of evidence based/data driven education policy changes within the university or state.
Presents at competitively reviewed regional or national conferences or meetings.

ASSOCIATE PROFESSOR

<p>TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-7</p>	<p>TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-8</p>	<p>TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-9</p>
<p>Documents teaching excellence. Assumes leadership role in course development, implementation and evaluation. Documents evidence based content or instruction changes resulting from results of student, peer, and chair evaluations. Guides students in career development. Implements and evaluates innovative learning opportunities based on content specific clinical evidence. Applies educational research to course development or refinement. Evaluates effectiveness of learning opportunities Develops a record of regional presentations to professional and lay audiences. Presents evidence of publication in peer reviewed sources. Mentors others (faculty and/or students) in the scholarship of teaching.</p>	<p>Meets a preponderance of guidelines for T-7. Demonstrates a record of achieving the prime requisites of teaching. Assumes an active role in curriculum evaluation and refinement. Expands influence on program effectiveness. Analyzes, implements and evaluates course changes based on student, peer, and chair evaluations. Develops, implements and evaluates innovative learning experiences. Provides examples of instruction methodologies based on personal philosophy of teaching. Serves as content and/or instruction consultant to faculty colleagues. Develops, implements and evaluates innovative learning opportunities. Leads or contributes significantly to the development of new education programs. Serves as mentor to faculty, students, and other health care professionals in the development of educationally based research or scholarly products. Sustains a record of peer reviewed presentations at regional and national levels. Submits funding applications for clinical or education programs or projects. Contributes to development of proposals for funding related to evidence based practice or teaching. Develops, implements and evaluates innovative learning opportunities or practice changes. Leads or contributes significantly to the development of new education programs or practice initiatives. Continues to Present a record of publications in peer reviewed media. Contributes to development/submission of proposals for funding related to evidence based practice or teaching.</p>	<p>Documents teaching excellence. Exerts a leadership role in curriculum evaluation and refinement. Serves as mentor to students. Produces educational resources to promote student learning. Integrates theory, practice, and research into teaching. Formally mentors faculty in a content expertise area or in pedagogy. Consulted as a resource for interpreting accreditation standards and program essentials. Creates original instructional technology. Articulates a program of education based nursing research that makes a significant contribution to nursing. Presents evidence of extra-mural funding. Disseminates education based research findings/scholarly products that make a significant contribution to the practice of nursing or nursing education through high quality presentations and publications. Serves as a reviewer for scholarly manuscripts or an editor for texts/publications. Participates as an item writer for national examinations. Obtains funding for education based research.</p>

PROFESSOR		
TEACHING - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or merit.) T-10	TEACHING - GOOD (Significant contribution characterizing performance of merit.) T-11	TEACHING - EXCELLENT (Significant contribution characterizing performance of high merit.) T-12
<p>Documents teaching excellence. Mentors students. Exerts major influence on curriculum development. Analyzes, implements and evaluates course changes based on student, peer, and chair evaluations. Effectively mentors undergraduate or graduate students on an ongoing basis. Personal philosophy of teaching guides teaching practices. Regularly disseminates innovative educational or clinical practices. Documents a record of presentations at the regional level or higher. Continues to Document publications in peer-reviewed media. Formally mentors others (faculty/students) in the scholarship of teaching through serving on DNP Project team, dissertation committee, research teams, etc. Obtains funding for practice or education based research.</p>	<p>Meets a preponderance of guidelines for T-10. Maintains a record of excellence in teaching.. Continues to lead in curricular development (both content and instructional methodologies). Serves as a consultant at state, regional or national levels. Maintains a record of extra-mural funding for educationally focused programs or projects. Documents improved course outcomes from changes based on scholarly evidence, peer, chair, and/or student evaluations. Recognized in the region or nation for educationally based programs or other scholarly products that have an important influence on theory, policy, or practice. Has a record of high quality refereed presentations and publications in print or electronic media. Continues to provide evidence based education or practice research mentoring for faculty, students or other health care professionals.</p>	<p>Meets a preponderance of guidelines for T-10 and T-11. Documents sustained teaching excellence. Recognized international or national authority for expertise in content area and/or instructional methodology. Provides opportunities for students to integrate research, theory and practice by participating in own research or practice. Guides students in research. Sustains a record of leading curricular or programmatic revision or development. Continues to be recognized in the region or nation for educationally based programs or other scholarly products that have an important influence on theory, policy, or practice. Formally serves as consultant for education or participates as an accreditation reviewer. Maintains a record of high quality refereed presentations and publications in print or electronic media. Continues to provide evidence based education research mentoring for faculty, students or other health care professionals.</p>

Approved by the Provost office 9/30/2021

SERVICE

SERVICE

INSTRUCTOR		
SERVICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) S-1	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-2	SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-3
Attends department and SON meetings including Dean's Retreat. Contributes to the effectiveness of the academic department. Participates in activities within one's professional expertise that benefit the citizens of the state/society, the institution, or profession. Participates as a member of a professional organization. Documents continuing education activities related to clinical specialty area or in teaching/learning, such as self-study, regular attendance at grand round or other local activities.	Contributes to activities within one's professional expertise that yield benefits to the citizens of the state and the profession. Formulates goals to meet identified needs of the state, institution or profession. Demonstrates continuing education in education or specialty area. Holds membership in a professional organization (local or regional) related to practice specialty or education.	Takes a role in a service initiative benefitting the citizens of the state. Presents a record of educational presentations to lay groups. Holds membership in national professional organization related to education or practice specialty.

ASSISTANT PROFESSOR		
SERVICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) S-4	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-5	SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-6
Attends department and SON meetings including Dean's Retreat. Contributes to the effectiveness of the academic department and school. Identifies goals & outcomes of participation in service. Contributes to effectiveness of professional organization. Generates interest/enthusiasm in others for evidence based practice or teaching.	Takes a principle role in planned program(s) benefitting the citizens of the state, the profession, and the institution. Leads a group in a service initiative benefitting the citizens of the state, the profession or the institution. Locally presents continuing education programs in specialty area.	Assumes a leadership role in a planned program(s) benefitting the citizens of the state, the profession, and the institution. Presents continuing education programs at a regional level. Role models evidence based teaching. Assumes leadership role at the local or regional level in professional organization related to education or specialty area. Assumes a leadership role on school-wide committees Presents continuing education programs at a regional level.

ASSOCIATE PROFESSOR		
SERVICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) S-7	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-8	SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-9
<p>Attends department and SON meetings including Dean's Retreat.</p> <p>Sustains contributions to the effectiveness of the academic department, school and University.</p> <p>Seeks a leadership role in a professional organization.</p> <p>Recognized for teaching or clinical expertise, e.g. requests for consultation, participation in forums for discussion of issues related to instruction or clinical problems.</p>	<p>Obtains funding for service programs.</p> <p>Holds a leadership position in a professional organization.</p> <p>Holds a leadership position in an educational or service project.</p>	<p>Recognized as a leader in service endeavors.</p> <p>Generates service programs based on state/society and institutional or professional needs.</p> <p>Presents a record of service that has a significant impact on an educationally focused or health related problem/issue.</p> <p>Presents a record of funding for service program(s).</p> <p>Presents a record of presentations of service outcomes to lay or professional audiences at the regional and national level.</p> <p>Provides leadership in promoting or developing education activities in the School, University or other professional organizations that address needs in society and the profession.</p> <p>Analyzes systems of care or health care, or education delivery models.</p>

PROFESSOR		
SERVICE - SATISFACTORY (Characterizing performance sufficient to justify continuation and promotion, if an area of reasonable contribution.) S-10	SERVICE - GOOD (Significant contribution characterizing performance of merit.) S-11	SERVICE - EXCELLENT (Significant contribution characterizing performance of high merit.) S-12
<p>Attends department and SON meetings including Dean's Retreat.</p> <p>Actively participates in state, regional or national organizations.</p> <p>Sustains contributions to the effectiveness of the academic department, school and University.</p> <p>Presents a record of leadership in a selected service program(s) that yields important benefits to the citizens of the state/society, the institution or profession.</p> <p>Sustains leadership role in professional organizations.</p>	<p>Recognized nationally for service program/s that benefit clients.</p> <p>Maintains a record of service program development and leadership that meets the needs of the citizens of the state/society and the institution or profession.</p>	<p>Sustains major contribution in service program(s) benefitting the citizens of the state/society and the institution or profession.</p> <p>Achieves recognition for significant service contributions that make a significant impact at the state or national level.</p> <p>Acknowledged as a national leader in service area.</p> <p>Achieves national leadership in a professional organization.</p> <p>Contributes significantly to health policy or nursing education policy development at the regional or national level.</p>

Recognized in the region for instruction models or other products that influence theory, changes in policy, education systems, or changes in practice.		
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Document approved by faculty 9/9/2019

Document approved by HSC Associate Vice President of Academic Affairs and WVU Provost 10/10/19

Approved by the Provost office 9/30/2021