

**Davis College of Agriculture, Natural Resources, and Design Procedures for Faculty
Appointment, Annual Evaluation, Promotion, and Tenure**

Davis College of Agriculture, Natural Resources and Design

West Virginia University

(Approved by the Office of the Provost 10/11/21)

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

The College recognizes that all faculty members have responsibilities for high-quality performance in three areas: teaching, research or other creative and scholarly activities, and service. Evaluations for continued professional growth, promotion, and tenure consider the faculty member's performance in all three areas, with the weight of each being dependent on the type of appointment, job description, and faculty workload plan. The College adopts and follows the University guidelines, criteria, and calendar concerning the evaluation process. Those guidelines are outlined in "West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure," distributed by the Office of the Provost. The College has an array of academic programs and activities that require fair and equitable treatment of its diverse faculty. Thus, this document provides the evaluation requirements for College faculty and clarifies procedures for situations unique to the College.

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

The situation's complexity is exemplified by integrating the Davis College of Agriculture, Natural Resources and Design with the West Virginia Agricultural and Forestry Experiment Station (Experiment Station). The College's research arm, the Experiment Station, is funded through Hatch grants (agriculture), McIntire-Stennis funding (forestry), and matching state funds.

Several DCANRD faculty members have joint appointments with the WVUES but hold tenure-track appointments in DCANRD. Typically, these are partial research appointments for individuals whose primary responsibilities are State Extension Specialists, but appointments may be split between DCANRD and WVUES, research, teaching, and service.

Extension Specialist functions usually include informal instruction, service, and applied research. Their duties typically include developing programs to implement research findings and the publication of popularized research summaries for use by county agents and the general public. Promotion and tenure evaluations for those with WVUES appointments and tenure-track appointments in DCANRD will consider their primary areas of significant contribution and adjust the requirements according to those areas and workload effort allocated. DCANRD makes these evaluations with supporting documentation from the WVUES administration. The primary source of the promotion and tenure decisions is the purview of the home unit, which is where more than 50% of the faculty effort is contained.

I. Areas of Significant Contributions

Collectively, the faculty teach, engage in research and creative scholarship, as well as further our land grant mission through service. The Schools/Divisions within DCANRD vary in purpose, degrees offered, teaching loads, terminal degree requirements, and research opportunities for individual faculty members. Faculty contribute to this College's missions, specific schools/divisions, or other academic units, and faculty members are judged in the context of their particular roles at the institution. Tenure-track/tenured faculty must show documented evidence of significant (good/excellent) contributions in two of three areas (typically teaching and research) and reasonable (satisfactory) contributions in the third to be promoted or awarded tenure, with these areas being specified in the Offer Letter and possibly further clarified in Memos of Understanding (MOU). Teaching-track, Research-track, and Service-track faculty may be able to be promoted with documented evidence of significant (good/excellent) contributions in one of the three areas.

In the approved letter of appointment, the Dean of DCANRD will define the general terms of the faculty member's major responsibilities and identify the year by which tenure must be awarded, if applicable. This appointment's terms are to be reviewed periodically and may change consistent with University guidelines. In terms of this general apportionment of responsibilities, the details of a faculty member's specific assignments should be subject to joint consultation but are to be determined by the appropriate administrator, generally the School/Division Director.

Significant contributions for tenure and promotion are normally teaching and research or other creative scholarly activity. However, service may also be considered an area of significant contribution. The Plan of Work is developed and approved annually by the faculty member and the Director or appropriate administrator will guide, on an individual basis, the evaluation of the faculty member's detailed activities in the areas of significant contribution for tenure and/or promotion.

A. Annual Plan of Work

The Plan of Work recognizes that faculty members may contribute in different ways to DCANRD's mission and serves as a basis for evaluating the faculty member's efforts during the period. The Plan of Work is developed annually via discussion between the faculty member and School/Division Director and contains annual assignments. During the Plan of Work discussion,

the faculty member and the School/Division Director set goals and expectations for one year for the upcoming evaluation period, which will be used to review the progress made in the previous evaluation period. After being signed by both, the document is submitted to the Dean for final approval and uploaded to the faculty member's Digital Measures record. A mid-year or an end-of-year review of the document may be requested by the faculty member or the School/Division Director, and modifications may be implemented.

B. Teaching

Teaching (instruction) involves disseminating knowledge, stimulating critical thinking, imparting skills and procedures that enable students to solve problems, and developing artistic, design, and other creative capacities. Teaching activities include instruction, advising, development of course materials, curriculum development, peer evaluation of classroom instruction, and developing teaching skills and techniques. Contributions through all of these activities are not required to demonstrate meritorious performance in teaching. However, as evidenced through Student Evaluations of Instruction (SEI) and other forms of instructional review, for instance, peer evaluations, the instructional achievement is an essential basis for demonstrating significant teaching contributions.

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

Advising includes guiding undergraduate and graduate students to develop and implement their degree works and plans of study, helping assure compliance with graduation requirements, including capstone or internship opportunities, and counseling students concerning career choices and professionalism. It includes serving as a major professor or committee member for graduate students and preparing and evaluating their written and oral examinations. For units with graduate programs, participation in graduate research and thesis or dissertation supervision is expected of all faculty members with graduate faculty status.

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

The development of teaching skills and techniques includes taking courses, attending teaching workshops and conferences, and other formal activities. It can consist of self-study, colleague evaluations, videotaping or recording classes, and related but less formal approaches individuals might use to enhance their teaching skills. Imparting skills to others, either formally or

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

Teaching evaluations should take into account the enrollments and types of courses taught. For example, teaching studio, design, and laboratory courses require large numbers of student contact hours in relation to credit hours. This should be considered along with assignments or homework, term papers, projects/portfolios, and other time-intensive practices (i.e., extended training, review sessions) in evaluating a person's teaching program.

Increasingly, online and off-campus teaching are becoming standard components of faculty teaching. Online and off-campus courses taught during the summer for nine-month faculty represent teaching activities that are generally considered above the normal workload specified by a faculty member's Plan of Work. Nevertheless, summer teaching should be reported by each faculty member in the annual productivity report because this teaching contributes to the curriculum and generates financial resources for both faculty and Schools/Divisions.

C. Research and Creative Scholarship Activities

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

Persons for whom research is an area of significant contribution should give evidence of having developed a strong and continuing research program with a clear focus that expresses his, her, or their professional interests and training and University, College, School/Division, and program goals and objectives. Evidence of appropriateness will include the Plan of Work and letters of appointment outlining the applicant's research or other creative responsibilities, annual evaluations, and other documentation indicating expectations. Performance will be measured in areas including; scholarly programs developed and carried out, publications showing a focus on the applicant's work, grants and contracts obtained, federal formula funds, inventions resulting in patents awarded, graduate student research and theses, dissertations, or creative works supervised, professional presentations (papers, posters, exhibits, etc.), juried exhibitions of

creative scholarship, or other evidence of scholarly accomplishments. A faculty member does not need to contribute in all areas to demonstrate meritorious performance in research; the approved annual Plan of Work will guide the areas to be evaluated. Publications in journals and evidence of the vigorous pursuit of external funding are important to the candidate achieving tenure and/or promotion.

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

Peer review is a commonly recognized measure of research accomplishment. Thus, the publication of results in peer-reviewed books, journals, or other media of high quality as judged by the discipline is considered essential for promotion and tenure. Other peer-reviewed creative activities or non-traditional forms of research should be presented in media or other high-quality formats as judged by the discipline. However, there should be an equivalent quality of peer-reviewed publications. Juried competitions and professional exhibits, and juried presentations of creative works are at least an equivalent accomplishment for creative scholarship. In cases of joint authorship, the applicant should document their role in their narrative or on their vitae as appropriate within the discipline. In general, a faculty member's publications for whom research is an area of significant contributions should include several cases of sole or senior authorship. The Plan of Work document will guide the specific details. However, it is recognized that publication with graduate students may be the equivalent of senior authorship, although the student's name may be listed as the first author. Graduate student thesis or dissertation research in DCANRD is usually a part of the major Professor's research program. Involvement with graduate and undergraduate student research or other creative activities can result in scholarly publications that contribute positively to the promotion and/or tenure and annual evaluations.

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

Obtaining research funding is an increasingly important activity for College faculty as the amount and relative values of Federal formula and State matching funds have declined. Thus, evidence of having sought external grants and contracts successfully when available in the

discipline is an expectation for promotion and/or tenure as stated in the offer letter and MOU. However, because outside funds availability varies considerably from one discipline to another, obtaining such funds should not necessarily be considered a requirement for promotion and/or tenure unless identified in the letter of appointment or subsequent documents. Intra-university funding through such sources as Senate Research Grants is essential, especially for newer faculty members establishing research programs. The productivity of Hatch or McIntire-Stennis projects also is evidence of research accomplishments and should be documented in the faculty member's evaluation file (Digital Measures).

Evidence of the quality of research and other creative accomplishments may consist of awards for achievements from professional and other organizations (including University awards); presentations at professional meetings; and the development of intellectual property such as patents, educational media materials (e.g., simulations, tutorials, etc.), research-based development of software, or other products that have a broad disciplinary impact. The Plan of Work should guide the importance of this work in the general evaluation.

D. Service

Significant service to the local community, state, region, nation, or the world is essential for all DCANRD faculty. As the State's land-grant University, WVU has a special responsibility to provide expert assistance to improve the quality of life of its citizens and institutions of the State. The College faculty is exceptionally qualified and responsible for providing meaningful service to the State in agriculture, natural resource utilization, management and conservation, plant and animal sciences, forestry, wildlife, and design and community development.

Each applicant for promotion and/or tenure is expected to perform service that is, at the very least, typical of a faculty member of the applicant's rank at WVU and its peer institutions. Reasonable contributions in service are defined as similar to that of peers promoted to the desired rank in recent years. At a minimum, this will involve carrying out assigned University service functions in an effective and timely manner, plus evidence of valuable and constructive service to the individual's profession or the public, especially to the State. As described below, substantially more outstanding achievements that benefit the State will be expected of those with service as one of their areas of significant contribution. Service contributions to be considered in promotion and/or tenure evaluations are those within a person's professional expertise as a faculty member and performed with the University affiliation identified. Documentation should include evidence that the service has produced beneficial results recognized by the applicant's peers and others involved in, or affected by, the activities.

Public service activities include participation in community activities as professional service to governmental units and agencies at all levels, service to the industry, service to private individuals and client groups, and the creation and direction of service-learning projects directed to the citizens of West Virginia. Service to a profession includes active participation and leadership in professional organizations and societies, including serving as a committee member, serving as an organization official, organizing and carrying out seminars, workshops, and conferences, and being selected to serve as journal editors, editorial board members, or as a peer

reviewer for journal articles. These contributions can be provided to international, national, regional, and State organizations. Service to the University includes committee work at the Program, School/Division, College, and University levels, serving on hearing panels, participation in University governance, and administrative support work. A faculty member does not need to serve in all of those capacities to demonstrate reasonable performance. However, it is expected that faculty members will develop an excellent quantitative balance of service activities and be good University citizens. The dossier narrative can include a brief description of the activities to be included in Digital Measures.

The evaluation of service will examine the full-service functions of the individual. It will rate them with the performance of others who have recently been promoted to the rank under consideration or awarded tenure in the context of their workload agreement and position. Reasonable contributions for promotion should involve, at least, appropriate (as determined with the Director in the annual Plan of Work) Service at the University, College, and School/Division levels and public or professional services performed at a National, State, regional, or local levels. The emphasis in evaluating service activities should be on the impact and effectiveness of the service activities.

Following University criteria, a faculty member who has service as an area of significant contribution should be documented in the Plan of Work significant service activities, which primarily includes service to society, the institution, and the profession as previously defined. Especially relevant to the mission of DCANRD is the extent to which the service meets stakeholders' needs, induces positive change, improves performance, or has a significant impact on commodity or societal problems and issues.

Significant contributions in service involve a substantial amount of service widely recognized as valuable and reflect favorably on the individual and University. The faculty member will need to document both an adequate and effective service program or set of service activities during the period since their appointment or last promotion. The Plan of Work will provide details about the expectation in each case.

Non-technical publications such as Experiment Station or WVUES bulletins and proceedings of professional, extension, and industry conferences are essential for faculty with service as an area of significant contribution. Other service products could include such things as consultant's reports, reports to clients, plans, drawings, or maps. While the quantitative aspects can vary with the individual's appointment, the qualitative aspects must be superior to those required for a reasonable service contribution. Thus, the individual will need to document that their service activities have had substantial, positive impacts.

II. Procedures for Annual Evaluation

A. General Description

All full-time and continuing part-time faculty are evaluated annually on a calendar year and require submission of productivity reports before the new year. Annual reviews provide a record

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

The faculty member's Director conducts annual reviews following review by the school/division or school evaluation committee. The Director transmits these reviews to the Dean and the faculty member. The Dean forwards the reviews for first- and second-year faculty and faculty seeking promotion, tenure, or are recommended for non-continuation to the College evaluation committee. The annual reviews at all levels are uploaded to the faculty evaluation file (Digital Measures).

The annual evaluation will be related to one's performance in assigned areas of responsibility. It is strongly recommended that the Plan of Work is the basis or guide for the faculty performance evaluation. The annual review is not limited to events of the preceding year. It will also be a review of past performance, as reflected in the summary evaluation form and the personnel file. It should also outline the recommended specific goals and objectives for the following year.

B. Specific Applications by Faculty Status

Tenure-Track Faculty

Tenure-track faculty are those who are in a tenure-track appointment but are not yet tenured. For these persons, the annual evaluation provides an assessment of performance and develops information concerning the faculty member's progress toward promotion and/or tenure. The annual review communicates areas of strength and alerts the faculty member to performance deficiencies. Any concerns held by the evaluators regarding the faculty member's performance should be stated in the written evaluation, intended to provide the faculty member with direction towards achieving promotion and/or tenure.

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

Tenured Faculty Not Fully Promoted

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

Tenured Faculty, Fully Promoted

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

Other Full-Time Faculty Not Eligible for Tenure

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

Part-Time Faculty

Evaluation of continuing part-time (less than 1.00 FTE) faculty will be based on assignments described in the letter of appointment and subsequent documents (e.g., Plan of Work or modified agreement). It will focus primarily on strengths and weaknesses on the best use of one's talents to meet the unit's needs and specific recommendations for improvement and professional development. Occasional part-time faculty should receive annual reviews appropriate to their assignment – (this would include certain "Adjunct Faculty" who hold courtesy appointments without pay).

C. The Annual Review Dossier

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

- College Faculty Productivity Report (i.e., the "DCANRD Inquiry Regarding Tenure and Promotion" Summary Form") identifying professional activities for the year under review.
- Current curriculum vitae, providing the faculty member's professional history.
- The Summary Evaluation Form, giving a history of the faculty member's performance evaluations.
- Other items are outlined in Section VII of the most recent issue of the West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion, and Tenure.
- A faculty member is encouraged to provide a narrative description of ongoing teaching, research, and service activities to supplement required documents.

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

The assessments provided by the annual review will be a basis for recommendations forwarded to the Provost, which relate to promotion, tenure, or negative actions. Positive recommendations for promotion and/or tenure should be supported both (a) by a series of annual reviews above the "satisfactory" level, (b) by the performance which is judged to meet the more rigorous standard of "significant contributions, and (c) positive external evaluations. The assessments of Excellent, Good, Satisfactory, or Unsatisfactory are recorded in Digital Measures. It is the Director's responsibility to ensure the annual reviews, ratings, and recommendations are keyed into Digital Measures. A preponderance of Good and Excellent evaluation ratings for teaching, research, and service for their pre-tenure period does not guarantee promotion and/or tenure.

- Faculty Preparing for Promotion and Tenure - Faculty members who have not yet reached their critical year for promotion and tenure should supplement their annual review dossiers to conform as closely as possible to the Dossier for Promotion and Tenure recommendations. This is essential to prepare faculty for the development of the dossier (listed below).
- Faculty Who Have Been Tenured but Have Not Yet Received a Promotion to Professor - Faculty members who anticipate promotions in the future should supplement their annual review dossiers to conform as closely as possible to the Dossier for Promotion and

Tenure recommendations. This is essential to prepare faculty for the development of the Dossier for Promotion.

- Faculty Who Have Reached the Rank of Professor - Professors should supplement their necessary Annual Review Dossier with those materials judged to provide evidence that they continue to function at an exemplary level.

Annual Narrative

The purpose of the annual narrative is to allow the faculty member the opportunity to summarize, highlight, and explain his/her/their work activity over the past reporting period. The objective is to complement (not repeat) and describe activities performed during the evaluated year that are not explicitly listed in Digital Measures. This document will help evaluators to understand better the faculty activities related to their discipline and responsibilities.

This annual narrative differs from a cumulative narrative for promotion and/or tenure, including multiple years of record. The length of the annual narrative document depends on the information that the faculty would like to provide. One or two paragraphs for each section described would be recommended resulting in a two-page single-spaced document. Tables and graphs can be used if deemed necessary. A narrative should help write the annual letter by a review committee or School/Division director.

The suggested format for the annual narrative can be found in Appendix B. This is only a suggested format, and faculty members can construct an Annual Narrative in the format that fits their needs.

D. The Cumulative/Critical Review Dossier

The suggested format for a critical review narrative can be found in Appendix C.

IV. Evaluation Process for Promotion and Tenure

- A. A person under consideration for promotion or the award of tenure may not serve on the School/Division or College committee reviewing his/her personnel file. A majority of those voting on tenure recommendations must be tenured faculty. It is recommended that the College committee be composed of fully tenured professors. However, the School/Division may decide to vote for representation on the College committee by a tenured but not a fully promoted professor. The ultimate method of selection of members is at the discretion of the Dean. No faculty member may serve on both a School/Division and College committee, and College administrators may not serve on the College or School/Division committees.
- B. The college faculty committee will review School/Division evaluations. The committee will prepare a written evaluation in each case, together with an unequivocal recommendation for or against retention, tenure, or promotion, as applicable. The written evaluation must be signed by all committee members, dated, and forwarded to the Dean. The total number of positive and negative votes must be recorded. Committee members may include a minority statement in the evaluation narrative.

- C. The Dean will review evaluations and recommendations from the Director and the School/Division and College faculty committees and make an assessment, in writing, with unequivocal recommendations for each faculty member. The faculty member shall be informed, in writing, by the Dean of the evaluations and recommendations of both the College committee and the Dean. Copies of all written statements shall be placed in the faculty member's evaluation file.
- D. If either the College faculty committee or the Dean supports a positive recommendation for a faculty member, a copy of the faculty evaluation file, including both School/Division and College recommendations together with external evaluations, is forwarded to the Provost.
- E. When a recommendation for tenure, promotion, or termination of appointment has been made, a faculty member may include a rebuttal to the School/Division-level and/or the college-level recommendations for review at the next level. A rebuttal at the School/Division level must be forwarded to the Dean within five (5) working days of receipt of the recommendations. A rebuttal at the college level must be forwarded to the Provost within five (5) working days of receipt of the recommendations.
- F. A faculty member may petition the Dean to review negative recommendations from the School/Division level (i.e., when the School/Division committee and the Director make adverse decisions). The petition should reach the Dean within five (5) working days of receipt of the notification by the Director of negative recommendations at the School/Division level.
- G. A faculty member may petition the Provost to review negative recommendations from the College level (i.e., when both the College committee and the Dean render adverse decisions). The petition should reach the Provost within five (5) working days of receipt of the notification by the Dean of negative recommendations at the College level.
- H. The Dean is responsible for determining whether all committee evaluations have been conducted fairly within the College and assuring that comparable norms are applied in like units.
- I. Recommendations by the Dean for tenure must be accompanied by a statement indicating how the proposed tenuring of a probationary faculty member will affect the long-range staffing pattern of the School/Division or College, taking into account expected attrition, accreditation, affirmative action goals, budgetary limitations, and the need for flexibility.

V. Criteria for Promotion and Tenure

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

To be recommended for tenure, a faculty member in his/her/their critical year must have demonstrated significant (good/excellent) contributions in the areas identified in their offer letter

or MOU, and have made reasonable (satisfactory) contributions in the other area. The demonstration of significant contributions will be based on the annual evaluations of all prior years and the critical year as described previously. Candidates for promotion and/or tenure also must meet all appropriate University, School/Division, and College guidelines. The evaluations of teaching, research, and service will be made relative to the annual Plan of Work, the offer letter, and subsequent MOU's according to the criteria applied by WVU. The research evaluations will be made relative to research contributions of persons with a similar appointment at peer institutions. A faculty member with service as an area of significant contribution will be expected to demonstrate significant contributions in teaching or research, service, and reasonable contributions in the third area.

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

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

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

VI. Outline of Promotion and Tenure Dossier To Be Included In Digital Measures

A. Cover Page (DCANRD Inquiry Regarding Tenure and Promotion)

- Name, rank, and title of the applicant
- Appointment percentage for teaching, research/creative scholarship, and extension

- Date of initial appointment at West Virginia University
- Date appointed to the current rank
- Date of award of tenure
- Plan of Work(s)
- Action(s) being requested

B. Letter of appointment and other documents describing the assignment

C. Current Curriculum Vitae

D. Teaching and Instructional Activities

Courses Taught: A listing and brief description, in reverse chronological order, of all formal, classroom undergraduate, and graduate courses taught. Include the number and title of the course, credit hours, when taught, official course enrollment, percentage of course for which the applicant was responsible (for team-taught courses), and the demonstration of success in meeting the courses' learning objectives. (this is especially important for accredited programs), teaching assistant participation (if any), and any detailed information about the course. Course syllabi should be included in the supplemental material of the applicant.

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

Preparation of Teaching Materials: Provide a class syllabus and summary information related to relevant class activities and evaluations.

Extension Teaching Activities: A reverse-chronological listing of extension instructional activities, including workshops, non-credit courses, etc., which the applicant has conducted or in which they have participated. Indicate the number and type of participants and the role played by the applicant in the activity.

Other Teaching, Course Development & Curriculum Development: Provide specific information on the candidate's participation in developing new courses, revising existing courses, improving curricula or implementing curricular changes, improving instructional methods, etc. ordered as follows:

- Other Teaching Activities (Guest lectures, workshops, accreditation, etc.)
- Program Proposed (Major, Minor, Certificate, etc.)
- Courses Proposed (GEC, Special Topic, On-Line, etc.)
- Other Curriculum Development Activities

Teaching/Training Grants: List all grants or awards received specifically for teaching-related activities

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

Graduate Student Advising: Provide a listing of advisees.

	Completed Programs	Current Advisees
Doctoral: Major Professor (names)		
Committee Member (number)		
Masters: Major Professor (names)		
Committee Member (number)		

Teaching Improvement – Faculty Development: List and describe all activities and training the applicant has undertaken to improve their teaching skills and effectiveness.

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

Accredited Programs: Demonstration of success in meeting the learning objectives of the courses taught.

E. Research, Creative and Scholarly Activities, and Engaged Scholarship

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

- Refereed journal articles
- Other refereed publications (Proceedings, etc.)
- Other publications (Experiment Station bulletins and circulars, etc.)
- Books and book chapters

Presentations (abstract, poster, paper, etc.):

- Academic/Scholarly: Provide a reverse-chronological listing of presentations completed, accepted, or submitted during the evaluation period and indicate whether each is invited, refereed/peer-reviewed, etc. State location, date, audience, etc.
- Professional: Provide a reverse-chronological listing of lectures/papers, posters, presentations at professional meetings, etc. State location, date, audience, etc.

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

- Creative Scholarship: Juried/Refereed exhibitions , and Non-juried/Non-refereed exhibitions
- Other creative scholarship (indicate whether juried/refereed or not): Patents received, and Products developed
- Other

Extension Research Activities

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

Research/Creative Scholarship Faculty Development: List research-focused professional meetings, seminars, workshops, etc., attended.

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

F. Service Activities

Public/Professional Service: List and describe all professional service activities indicating the type of organization (educational, government, foundation or non-profit organization, local, state, national or international organization or agency, industry, etc.); dates, duration, and purpose of the activity, the role of the applicant in the activity (e.g., committee membership, offices held, manuscripts reviewed, conferences organized, etc.); and importance of the activity.

University Service: List and describe all University, College, and School/Division committees, administrative positions, panels, senate membership, and related service functions.

Other Service: List and describe any other service activities related to your profession performed during the evaluation period.

Extension Service Activities

Service Improvement – Faculty Development

Awards and Honors: Service

Consulting (Optional)

VI. Checklists

A. Teaching Ability and Effectiveness Checklist

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

B. Research and Creative Scholarship Accomplishments Checklist

- Research Publications
 - o Refereed Journal Articles
 - o Other Refereed Publications (e.g., Proceedings, Reviews, Abstracts, Creative scholarship)
 - o Other Publications
 - o Books and Book Chapters
 - o Experiment Station/Extension Publications
 - o Professional Presentations
 - o Extension Research Activities
- Outreach research activities (i.e., outreach publications and presentations.
- Research and other creative scholarly activities completed or in progress
 - o Research/Grant Proposals
 - o Juried Exhibition of Creative Works
 - o Patent Disclosures or Approvals Received
 - o Products Developed
- Other Creative Activities
- Research Grants and Contracts
- Research/Creative Scholarship Improvement Activities

- Research Awards, Prizes, and Honors

C. Service Accomplishments Checklist

- Public service (e.g., Government, Educational Institutions, Industry, Professional Organizations, Foundations, Publishers, Citizen Organizations, etc.)
 - o National/International
 - o State/Regional
 - o Local
- University Service (Committee, Governance, Administration, & Experiment Station Contributions)
 - o University
 - o College
 - o School/Division
 - o Program
- Other Service Activities
- Consulting (Optional)
- Extension Service Activities
- Service Improvement Activities
- Service Awards, Prizes, and Honors

APPENDIX A. Faculty Definitions

Teaching Instructors/Assistant Professors/Associate Professors/Professors (TAPs):

The WVU Procedures document describes faculty appointments with the prefix "teaching" as renewable term appointments of up to 3/6/9 years depending on the rank in which the principal assignment is instructional (generally at least 80%), and the balance of the assignment depends on the needs of the department and the interests of the faculty member. The balance would address the needs of the faculty member's unit or interests as they relate to the institutional mission. In Davis College, the assignment is typically defined as at least 80% teaching. An 80% teaching load is eight courses (or equivalent) per nine-month academic year.

Research Assistant Professors/Associate Professors/Professors (RAPs):

The primary assignment is engagement as the principal investigator in externally funded research. A Research faculty assignment usually is at least 80% research, and the balance of the assignment would address the needs of the faculty member's unit or interests related to the institutional mission. Alternatively, a portion of the assignment could be allocated to teaching or service. Following Board of Governors Faculty Rule 4.2, classroom instruction or other assignments must be secondary. If teaching is part of the assignment, it must be supported separately on internal funding and restricted to the extent allowable by funding agencies.

Service Instructors/Assistant Professors/Associate Professors/Professors (SAPs):

The WVU Procedures document describes faculty appointments with the prefix "service" as renewable term appointments of up to 3/6/9 years depending on the rank in which the principal assignment is service (generally at least 60%), and the balance of the assignment depends on the needs of the department and the interests of the faculty member. This service emphasis will be heavily committed to service as well as teaching.

Visiting Assistant Professors/Associate Professors/Professors (VAPs):

Visiting faculty appointments typically are limited to a total of 3 years. At 1.0 FTE, a Visiting Professor assignment is intended to allow time for scholarship. appointment normally carries a teaching load of six (6) courses (or equivalent) per nine-month academic year.

APPENDIX B.

Sample Annual Faculty Narrative (non-critical years)

The Annual Narrative is to be submitted in Digital Measures with Annual Report. The purpose of the annual narrative is to allow the faculty member the opportunity to summarize, highlight, and explain his/her work activity over the past reporting period. The objective is to complement (not repeat) and describe activities performed during the evaluated year that are not explicitly listed in digital measures. This document will help evaluators to better understand the faculty activities related to their discipline and responsibilities.

This annual narrative differs from a cumulative narrative for tenure and/or promotion, including multiple years of record. The length of the annual narrative document depends on the information that the faculty would like to provide. Two to five pages are suggested with summary tables and graphs if deemed necessary. A suggestion is to provide a narrative that will help write the annual letter provided by a review committee or School/Division director.

The suggested format for the annual narrative is listed below. Please know this is only a suggestion and that the contents of an annual narrative should be highly influenced by how the individual faculty wishes to explain their last year's activity.

Introduction

- Note the School/Division committee in which the narrative is being submitted.
- Report the year in which the narrative is covering.
- Provide the date of initial appointment and whether 9 or 12 months assignment with assigned
- responsibilities listing percentages in teaching, research, and service as agreed upon in the offer letter.

Teaching

- Note the number of undergraduate and graduate offerings with the size of the classes.
- Summer teaching that is not part of the Plan of Work should not be listed.
- Summarize SEI scores for all courses on effectiveness, overall course learning, and overall course rating. The faculty could consider adding a summary table. See the text for an example.
- Note any unique comments provided by students and plans to address issues noted by the students.
- Summarize the advising activity for undergraduate and graduate students.
- Note other teaching curricular activities.
- Add and discuss information not evident in the digital measures that could clarify the faculty performance regarding teaching activities.
- Provide an introspective reflection of overall teaching contribution, including but not limited to what you learned, what you have done differently, what you will change or continue to do.

Research

- In one or two sentences, explain your research program and how research activities in the past year contributed to your overall research.
- Summarize the written proposals and indicate if they were internal or external, submitted, funded, rejected, and the amounts. The faculty could consider adding a summary table. See the text for an example.
- Indicate which proposals were submitted as principal or co-investigator and any continuing funding worked upon during the year.
- Provide any other collaborative research activities during the year.
- Note output in research as manuscripts written, in review, accepted, published, and the first author or with graduate students.
- Include artistic/professional performances, exhibits, and design work.
- Also, note any other reviewed work and participation in conference presentations.
- Describe any research activity that has not been listed in Digital Measures, and you consider important in your evaluation (e.g., short experiments to generate preliminary data to write grants).
- You may address any problems or limitations in resources that impact research efforts.
- Add and discuss information not evident in the digital measures that could clarify the faculty performance regarding any other research activities.
- Provide an introspective reflection of the overall research contribution.

Service

- Service activity should be summarized at all levels when appropriate to include national, regional, State level, University, College, and the community.
- Unique leadership positions should be explained or specific projects and efforts that were most rewarding and impactful.
- Add and discuss information not evident in the digital measured that could clarify the faculty performance regarding the characteristics and efforts dedicated to service.
- Describe the importance of your service in your annual activities (e.g., time spent vs achievements).
- The faculty could consider adding a summary table. See the text for an example.

Example of a basic faculty narrative

This narrative is submitted to the ___Peer Review Committee of the Davis College of Agriculture, Natural Resources and Design to introduce my annual productivity report for the ___year of evaluation. I was initially hired in _____ and have a nine-month academic-year appointment with responsibilities of ___% teaching, ___% research, and ___% service.

My teaching this year included _____ classes at both the undergraduate and graduate level to _____ total students. These included _____ classes in the Spring (_____, _____), _____ in the summer (_____, _____) and _____ courses in the Fall (_____, _____). My SEI scores for all these courses ranged from ___to_____ in teaching effectiveness, _____to_____ in overall course rating, and ___to_____ in overall learning.

The exception to these scores was the _____ course in which scores were _____, _____ and _____ for the previously mentioned criteria. I also provided a Graduate Seminar to _____ students in which SEIs were not counted. Based on student comments, it is apparent that students appreciate _____ and _____ in my classes while the feedback regarding _____ provides me the opportunity to improve _____. My plan to address this next time is to _____. Unique to my teaching this year was the inclusion of _____ in my course(s), which was designed to provide _____. I feel these updates were appreciated by students and reflected in the ratings.

I also took advantage of _____ training offered by the Teaching and Learning Commons and several Davis College workshops to improve my teaching. This year I advised a total of _____ undergraduates in the _____ major. I also served on _____ graduate committees in which I chaired MS and _____ Ph.D. students. What I learned from teaching this year that will be used to improve future offerings is _____.

Table #. Summary of SEI averages for critical instructional questions for courses taught in XXXX.

Course	# of Students	Instructor Effectiveness	Overall Course	Overall Learning
XXXX 202 (Spring)				
XXX 405 (Fall)				

Table #. Summary of teaching and advising in XXXX.

Total student credit hours	# of undergraduate students advised	# of graduate students supervised as chair	# of graduate students advised as a committee member

My research program focuses on _____. During this year, I submitted proposals for external funding in which _____ were submitted as PI. I successfully secured \$ _____ in new funding and continued to work on the _____, _____, _____ funded projects during the year to support my research. My outputs for this year as the first author included _____ manuscripts, which _____ were published, and _____ were submitted and in various stages of review. Additional peer-reviewed work includes _____ proceeding papers and book chapters. I was the invited presenter at _____ conferences that attracted international, national, and regional audiences. Of note was my leadership within the _____ research lab where my students included _____, _____ and _____. The students and I collaborated to produce _____. Overall, I feel this year was an important step toward understanding _____.

Table #. Summary of significant research accomplishments during XXXX.

# of Refereed Publications	# of Presentations	External Funding as PI, \$	External Funding as Co-PI, \$	Total Obtained Funding, \$	\$ of Existing On-going Projects

Service complements my research and teaching activities, and this year was no different as my service occurred at all__levels (national, regional, University, College, and the community). Of note was my work on_which was a satisfying experience and will lead to_.

Table #. Summary of the number of significant service activities in XXXX.

Division	College	University	Public/Region/State	Professional/National/International