

WOMEN'S STUDIES PROGRAM

Guidelines for Annual Faculty Evaluation, Merit Determination, Promotion and Tenure

Approved by the Dean of the Eberly College of Arts and Sciences on 18 October 1999
Approved by the Office of the Provost of West Virginia University on 23 January 2001

Please Note: This document is based on the idea that evaluations now are being done for non-tenure track faculty (those with appointments in Women's Studies) and tenured or tenure-track faculty (the director for 2000-01, for instance). The goal is to set up a structure that will also work for faculty who will have tenure-track lines in Women's Studies.

I. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS:

The Women's Studies Program affirms that a faculty member's quality of performance in teaching, in research (or equivalent scholarly activity), and in service shall be the primary basis for annual evaluation, promotion in rank, and the awarding of tenure. Faculty responsibilities are usually defined in terms of activities undertaken in each of the three areas; therefore, faculty evaluation of regular full-time faculty is based upon a review of performance in each of these areas. Evaluations should also take into account the program, mission, and expectations of faculty within the framework of the Center for Women's Studies and the Eberly College of Arts and Sciences, and the individual's assignment within that framework as specified in the initial letter of appointment and any subsequent changes to this appointment document.

The mandate of the Center for Women's Studies, as specified in the June 23, 1993, Memorandum of Understanding for the West Virginia University Center for Women's Studies, which transferred the Center from the Office of the Provost to the Eberly College of Arts and Sciences, also notes the "out-of-classroom educational functions currently being performed at the Center for Women's Studies, e.g., faculty development; management of course offerings, including the certificate program; and cultural and scholarly programming such as the Dickinson Symposium" as being within the Center's areas of responsibility. This mandate recognizes that the Center, while housed within the Eberly College of Arts and Sciences, has a unique role in faculty and curriculum development and mentoring of faculty that reaches throughout the University. This same document also confirms that the Center for Women's Studies has a "university-wide role." Therefore, it is appropriate that Women's Studies faculty may participate in the activities and university-wide functions illustrated in this document and that they may be evaluated on this participation.

A. Teaching

Teaching involves the dissemination of knowledge, the stimulation of critical thinking,

and the development of artistic expression. Teaching includes not only traditional modes of instruction, such as the classroom lecture, but also modes such as computer-assisted instruction; clinical, laboratory, and practicum instruction; thesis and dissertation direction; various forms of continuing education and non-traditional instruction; advising, which is a special dimension of teaching, the success of which is essential to the educational process; evaluation; and critique of student performance. In Women's Studies, classroom discussion and individual student-teacher consultations are particularly important parts of teaching and learning.

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.

The Program will avoid sole reliance on student evaluations and consider multiple indices of successful teaching and, therefore, encourages faculty to include such multiple indices in their personnel files. These materials can include

- ◆ course syllabi
- ◆ course materials such as bibliographies and innovative assignments
- ◆ WVU Senate Student Evaluation of Instruction forms
- ◆ additional course evaluation forms from the Women's Studies Program
- ◆ other documents that provide evidence drawn from such sources as the collective judgement of students and advisees
- ◆ letters from students or alumnae/i about teaching effectiveness
- ◆ peer evaluations
- ◆ analyses of course content
- ◆ evaluation of products produced by the instructor such as textbooks or videotapes
- ◆ evidence of the development or use of instructional technology and computer-assisted instruction
- ◆ pedagogical scholarship in refereed publications and media of high quality
- ◆ studies of success rates of students taught
- ◆ other items that document the faculty member's preparation for classroom teaching and the effectiveness of all teaching
- ◆ documentation of preparation of new courses and successful evaluation thereof
- ◆ documentation of participation in panels and workshops related to teaching
- ◆ awards and testimonials
- ◆ other evidence deemed appropriate and proper by the Program and College.

B. Research

Research is a critical component of the mission of the University, contributing to the general body of knowledge and thus infusing instruction and public service with rigor and relevance. The Center for Women's Studies accepts the National Women's Studies Association's

1999 definition of feminist scholarship, as expressed in "Defining Women's Studies Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards" as its definition of women's studies scholarship: "scholarship, both within the disciplines and across disciplinary borders, is research or creative work that raises new questions and/or formulates theory that furthers our understanding of science, social science, history, the humanities and arts, education, public and social policy, and paradigms of knowledge in applied and professional fields. It does so in such a way that girls and women, and theories and analyses of their social and historical treatment, are brought to the center of the scholarship and the classroom instead of remaining ignored, marginalized, or relegated to footnotes. In evaluating women's studies scholarship, evidence of feminist thinking, indeed of the plurality of 'feminisms' in women's studies work that recognizes the contributions of scholars and theorists across racial, cultural, economic, and sexual differences, is both a salient and desirable feature."

In Women's Studies, publications in media of high quality are expected as evidence of scholarly productivity. Quality is considered more important than mere quantity. Significant evidence of scholarly merit may be either a single work of considerable importance or a series of studies constituting a program of worthwhile research. More specific expectations may be found in Section III below. Faculty members who hold appointments which specify that research/scholarship is an expectation of the appointment are expected to undertake a continuing program of scholarly research and publication.

The Women's Studies Program's policy is that professional publications and grants reflecting research efforts should always be evaluated for their individual significance, although the individual contributions may also be part of a series of work. Writing, receiving, and administering research grants should also be considered as evidence of scholarly activity.

As a general policy, the following list includes the kinds of scholarly activities that are representative of our discipline. The items in the list that follows are not of equivalent weight and all need to be documented in the personnel file. If any published work is co-authored, the collaborators must document the percentage of their contribution to determine how their publications is evaluated:

Books

- ◆ books written for a scholarly audience
- ◆ books written for a general audience
- ◆ books composed of a series of essays authored by the candidate, a significant percentage (at least 50%) of which has not been published before
- ◆ monographs (a short scholarly book or pamphlet that focuses on a specific and usually limited topic)
- ◆ edited collections of solicited or reprinted scholarly or creative work, with substantial contributions by the editor
- ◆ textbooks may be considered on the same basis as scholarly books if the project presents major original contributions to the discipline and coherent focus, and whose intent and

focus is clearly anticipated and discussed in prior annual review letters.

Articles or Chapters

- ◆ articles in scholarly or critical publications where acceptance depends on peer-review
- ◆ articles in scholarly or critical publications where acceptance depends upon the recommendation of the editors alone
- ◆ chapters in books

Other Scholarly Activity

- ◆ book reviews in professional journals in one's area of expertise
- ◆ entries in reference books
- ◆ invitations to review manuscripts for professional journals and/or academic presses. The Program encourages faculty to review manuscripts for publishers of books and journals and to review grant applications for funding agencies. While the Program recognizes the invitation to perform this work as evidence of the faculty member's reputation as a researcher, teacher, or member of the profession, as appropriate, the work itself is best counted as evidence of service.
- ◆ preparation or significant assistance in preparation of large grant applications
- ◆ work in progress, including books, articles, and other scholarly papers, clearly documented in the file
- ◆ participation in international, national, regional, state, and local meetings (presenting a paper, chairing a panel, serving as a discussant or respondent). The Program encourages faculty to present their research at regional, national, and international professional meetings, and to submit copies of the papers presented for inclusion in their files. These papers may be considered as evidence of research, but, as unpublished research, alone they cannot be sufficient for promotion or tenure to any rank regardless of quantity.

The Center for Women's Studies recognizes the wide range of disciplines which have publications related to Women's Studies and the difficulty of ranking journals as appropriate venues of publication for each faculty member. Because it is not possible to publish a definitive list of publishers or journals for this multifaceted discipline, the faculty evaluation committee will use the following procedures to evaluate the merit of scholarship: 1) the subject matter must be relevant to the faculty member's letter of appointment and any subsequent modifications to that document; 2) letters from external evaluators, who are experts in the areas of expertise of candidates for tenure and promotion, who will be asked to evaluate the significance of presses and journals in which candidates have published, as well as the merit of the material the faculty has published therein; 3) published reviews of the faculty member's work; 4) citations to the faculty member's work in other publications; 5) committee members' knowledge of the quality of the outlets of publication; 6) rejection rates of the journals in which the faculty member's work is published; and 7) committee members' personal assessments of the quality of research published. The National Women's Studies Association's "Defining Women's Studies Scholarship" task force report referenced above includes a list of journals that might be useful in determining the relevance of a journal, but it is important to recognize that women's studies

scholarship may also appear in other appropriate outlets.

Faculty must document their research and scholarship. Documentation must include copies of publications and may include:

- ◆ reviews of published works
- ◆ evidence of grant support for research
- ◆ evidence of service on editorial boards
- ◆ copies of papers presented at scholarly meetings
- ◆ letters by outside reviewers
- ◆ other means as appropriate for that specialization

C. Service

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

Service activities involve the application of the benefits and products of teaching and research to address the needs of society, the profession, and the State of West Virginia. These activities include service to the university, state, region, and at national and international levels. Service to the university includes contributions to the efficiency and effectiveness of the Women's Studies Program and college.

The evaluation of service should include assessments of the degree to which the service yields important benefits to the university, the State of West Virginia, society, or the profession. Especially relevant is the extent to which the service meets the needs of the organizations or individuals served, induces positive change in the organizations or individuals served, improves performance, or has significant impact on societal problems or issues.

Service can include such activities as

- ◆ organizing symposia and panels
- ◆ delivering talks and lectures outside of one's teaching assignment
- ◆ development of programs that provide service to the public, profession, university, or State of West Virginia
- ◆ administration of grants which benefit the Program for Women's Studies, recognizing that the time commitment needed to do this administration may be significant
- ◆ participation, committee memberships, offices, and administrative activities in professional organizations
- ◆ serving on editorial boards

- ◆ reviewing book or journal manuscripts for publication, reviewing published works, and reviewing for granting agencies, although the Program also recognizes the invitations to do such reviewing as evidence of a member's reputation as a researcher in her or his areas of expertise
- ◆ participating in or serving as chair of committees within the Program, college, and university, as well as advising student organizations
- ◆ participation in the governance system of the university.
- ◆ other activities deemed appropriate.

Performance in service can be demonstrated by appointment letters, acknowledgment letters, or other means as appropriate for that activity.

Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member, and performed with one's university affiliation identified.

II. ANNUAL EVALUATIONS:

The performance of individual faculty members is evaluated annually throughout their career at West Virginia University. These written evaluations, which are required for all full-time and part-time faculty members, provide individuals with a written record of past performance, accomplishments, and continuing expectations, serve as an ongoing critique of strengths and weaknesses, and document support of recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as program assessments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the university. The specific nature and purpose of a faculty member's annual review may vary, however, in accord with the type of appointment, rank, and where appropriate, tenure status.

The annual evaluation will be related to one's assignment and performance, and will be both formative and summative. The review is not limited to events of the immediately-previous one-year period; it is also to be a review of annual evaluation statements from previous years, in order to assess whether suggestions for improvement have been addressed. The resultant annual assessment will be used to guide the faculty member in areas in which improvement may be needed, and if positive, as a basis for merit salary adjustment. The annual evaluation also provides the opportunity for developmental changes in responsibilities that reflect the strengths of the individual and the needs of the university. For tenured faculty, changes in areas of significant contribution must be negotiated prior to the review year in which promotion will be requested and approved by the Dean and Provost. See University Guidelines for specific applications for varied appointment, rank, and status types.

All faculty are encouraged to include a self-evaluation with the Program's standard annual productivity report. Faculty with assignments in more than one academic unit may use the productivity report form from a unit outside the Women's Studies Program and may provide photocopied materials for their personnel file in the Women's Studies Program if the other unit requires original materials in its files.

A. Descriptors for Annual Review

The annual review of performance in each of the mission areas to which a faculty member is assigned shall be assessed as Excellent (characterizing performance of high merit), Good (characterizing performance of merit), Satisfactory (characterizing performance sufficient to justify continuation but not necessarily sufficient to justify promotion or tenure), or Unsatisfactory. Based on these descriptors, a faculty member with a preponderance of "satisfactory" or "unsatisfactory" ratings, particularly in an area in which a significant contribution is required for promotion and tenure, would not qualify for promotion or tenure.

The assessments provided by annual reviews will be a basis for those periodic recommendations forwarded to the Provost which relate to promotion, tenure, or negative action. Positive recommendations for promotion and/or tenure will be supported both (a) by a series of annual reviews above the "satisfactory" level, and (b) beyond those reviews, by performance which is judged to meet the more rigorous standard of "significant contributions" (see below). Additionally, all appropriate College and University guidelines must be met.

Evaluations, conducted by the Women's Studies faculty evaluation committee (see below for details on composition and appointment) and the Program Director, shall be based on guidelines consistent with the program's commitment to excellence and consistent with one's appointment letter as identified in the appropriate documents.

The Women's Studies faculty evaluation committee renders substantive and professional judgments on matters of retention and, for those faculty with responsibilities in both Women's Studies and another academic unit, the committee renders those same judgements on promotion and tenure matters. The judgments of the committee are arrived at by a thorough study of the faculty member's personal data sheet and personnel file and materials generated in the review process. For the protection of individuals concerned, the committee is expected to act in a confidential manner.

B. Merit Pay Policies

Both the Women's Studies Program faculty evaluation committee and the Program director's annual evaluations must be considered when awarding merit pay. The intent of the merit pay is to recognize those who are exceeding the normal expectations associated with their position and have been rated good or excellent in their areas of assignment.

In awarding merit pay, the assignment of a faculty member and her or his performance in that assignment should guide the amount of the award. A faculty member, for example, whose primary assignment is in teaching and whose performance in that area is exemplary should receive a merit increase comparable to that of a faculty member whose primary assignment is research and whose performance is comparatively exemplary, assuming that the performance in other areas is also comparable.

The receipt of merit pay in one or several years does not guarantee that a faculty member will be promoted and/or tenured. If an exemplary record in teaching is not matched by an appropriate record in research or service, such a faculty member would not be promoted or tenured although she or he may have received merit pay in each of several years. Thus, it is possible to reward behaviors that may be important to the Program for Women's Studies but that, without other equally important behaviors, may not justify promotion and tenure. Final merit pay decisions by the Dean will not be made until faculty members have been given reasonable opportunity for appeal and rebuttal of annual evaluations.

The Center for Women's Studies will base its merit pay recommendations on separate assessments of research, teaching, and service in proportion to one's assignment. The faculty evaluation committee and Center director will make separate assessments, but the Center director will be responsible for reconciling any differences in these assessments when presenting the recommendations to the dean. Those faculty who exceed expectations for the year will be awarded high merit for the year in any or all areas in which they have so performed. Those who meet expectations will receive merit in any or all areas in which they have so performed. Those who do not meet expectations in any or all areas will receive no merit. It is possible for faculty members to have different evaluations for each area of research, teaching, and service if they do not have equal achievements in each area during the year. Faculty who have been at rank for short periods of time will not be expected to have the same record of achievement in a year as faculty who have been at rank for longer periods of time.

C. Procedures for Faculty with Responsibilities in Units Outside Women's Studies

Faculty whose files will be reviewed by faculty evaluation committees in a unit outside Women's Studies must specify in their files the specific materials they wish the Women's Studies faculty evaluation committee to consider, especially if they are using the same productivity report for two different reviewing units. The chair of the Women's Studies faculty evaluation committee and the Women's Studies program director must forward the evaluation letters for these faculty to the department chair and faculty evaluation committee chair of the other units in a timely fashion, and these letters must be considered by that department chair and faculty evaluation committee chair in writing their respective letters. The faculty evaluation committee and department chair in the other unit also reserve the right to evaluate these same materials IF they are also appropriate to the mission of that unit and to render their own independent judgement on these materials.

III. Criteria for Tenure and Promotion

In order to be recommended for tenure and promotion in rank, a WVU faculty member normally will be expected to demonstrate significant contributions in research and in teaching, and reasonable contributions in service. The Women's Studies Program ordinarily expects significant contributions in research and teaching and reasonable contributions in service for promotion and/or tenure.

The term "significant contributions" in research means performance which meets or exceeds that of peers recently achieving tenure who are respected for their contributions in research at peer research universities. Peer universities are determined by the Program, subject to approval by the Dean. Successful teaching (described as "good" or "excellent" in annual evaluations) is an expectation of all faculty who are assigned to teach. As a criterion for tenure, significant contributions must be made in teaching. In the teaching context, "significant contributions" are normally those which meet or exceed those of peers recently achieving tenure who are respected for their contributions in teaching at West Virginia University. In some cases, external reviews of teaching contributions may be appropriate. In service, a candidate for tenure normally will be expected to demonstrate reasonable contributions. In this context, for Women's Studies, "reasonable contributions" include participating in Women's Studies Program committees and activities such as presentations to community organizations, assisting community organizations, advising student organizations, and participating in college and university committees and councils.

A. Criteria for Promotion

In order to be considered for promotion, eligible faculty members normally will be expected to make significant contributions in the areas of their assignment as outlined in the letter of appointment or as modified in a subsequent document.

The Women's Studies faculty evaluation committee and Program director consider promotion and tenure as separate issues.

Consideration of a faculty member for advancement in rank is initiated by the faculty member, per the procedures set out by WVU for discretionary personnel actions.

For promotion from assistant to associate professor, or for the granting of tenure, the Program ordinarily expects scholarly publication. The candidate will present high-quality published work as evidence of an on-going research agenda and of continuous production of research. The Program also recognizes that there is a fixed period of time (usually six years) during which faculty members may produce the publications needed for promotion to associate professor and the granting of tenure in the critical year. The Program expects assistant professors to have a book published (or in press) by a reputable press or five scholarly articles or equivalents that have appeared (or are in press) in peer-reviewed journals (or the equivalent) of

national or international reputation. The Program expects the same record of scholarship for a discretionary promotion and granting of tenure before the critical year, as permitted by university and college guidelines. It is understood that the above quantities are the minimum qualifications for consideration for promotion, and are not to be construed as necessarily sufficient for promotion. The candidate must give evidence of a pattern of significant scholarly activity. Please reference the section on research expectations above for further information about the weight of different types of publications and methods to be used to evaluate these publications.

For promotion from the rank of associate professor to professor, the Program expects continued evidence of scholarly publication. Faculty are usually expected to have written a book or equivalent in addition to what has been written for promotion to associate professor. In the absence of a book, at least five scholarly articles should be presented representing a significant and coherent body of work as determined by peers in the field. However, continued emphasis is again on quality, as well as the number of publications. In addition, for promotion to professor, faculty must demonstrate that they have a national reputation in their area(s) of research specialization as designated in their initial letter of appointment or any subsequent modifications to that letter. Ordinarily, the Program expects a continuous career of excellence in teaching and satisfactory performance in service. For this promotion, the evaluation of quality in scholarship is again a shared decision between the members of the Faculty Evaluation Committee and the Program director. External reviewers help make such a decision but are not the sole determinant of quality. A positive recommendation for promotion and/or tenure should be supported by annual reviews at or above the level of "satisfactory," with a preponderance of good or excellent ratings, and by a performance that is judged to meet the more rigorous standard of significant contributions as outlined above.

The Program criteria requiring significant contributions in research, significant contributions in teaching, and reasonable contributions in service may be modified on an individual basis to require significant contributions in a different pair of these categories, with reasonable contributions required in the third. Such a modification must be stipulated in documents such as the initial letter of appointment or subsequent letters of agreement and must be agreed to by the faculty member, Women's Studies Program director in consultation with the Women's Studies Program faculty evaluation committee, and the Dean. The modification also must be approved by the Provost.

Recommendations on tenure and promotion are based on materials in the faculty files, including, for these purposes, the external evaluation letters. Access to the file and responsibility for maintaining it are defined by university regulations. Faculty members are encouraged to supplement their data sheets with supporting materials such as copies of publications, reviews, teacher evaluations, and evidence of service.

The Program follows university and college procedures in seeking external evaluations of research for those faculty members being considered for promotion or tenure.

Any faculty member may request that the Women's Studies program director or members of the Women's Studies faculty evaluation committee visit the faculty member's classroom to provide a peer review. Written comments will be placed in the faculty member's personnel file, and the faculty evaluation committee and program director will consider these comments in their annual assessment of the faculty member's teaching.

The decision to accept a recommendation for or against retention or the awarding of tenure shall rest on both the current and projected program needs and circumstances of the Women's Studies Program and college and on the strengths and limitations of the faculty member as established in the annual evaluation process.

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

IV. PROCEDURES

A. Composition and Selection of Women's Studies Faculty Evaluation Committee

The Women's Studies faculty evaluation committee consists of three individuals, all of whom must be Women's Studies faculty associates or faculty in the Women's Studies Program. All members must hold regular full-time appointments, and at least two must be tenured at the rank of associate professor or professor. At least one of the committee members must be a faculty member in the Eberly College of Arts & Sciences. If possible, at least two members should have had prior experience on faculty evaluation committees within other units of WVU. No member of this committee may also serve as a member of a departmental faculty evaluation committee that would be reviewing a Women's Studies faculty member who might also hold an appointment in that department.

The Program director will recommend committee members to the Dean of the Eberly College of Arts & Sciences, and all members are appointed by the Dean of the Eberly College of Arts & Sciences. These appointments should be made by no later than September 15 of each academic year.

Committee members will serve two-year rotating terms to the extent possible. One year, two members will complete their terms, and, the next year, one member will complete her/his term. The members choose their own chair, who serves as a liaison with the dean of the Eberly College of Arts & Sciences, the Program director, and the chair of any department in which a faculty member under review may hold another appointment. A member may serve consecutive terms as chair.

B. Promotion and Tenure Procedures

The Women's Studies Program will adhere to University and College procedures and deadlines for faculty evaluation. A copy of these evaluations is provided to each faculty member each year by the University and Eberly College and will be considered to be an official part of this document, particularly as they document administrative procedures.

V. MISCELLANEOUS

A. EMERITAE/I FACULTY

The Women's Studies Program follows the university's guidelines for eligibility for emeritus/a status for retiring faculty and uses the university's guidelines for nominating faculty for this recognition.

B. SABBATICAL LEAVE

The Women's Studies Program follows the university's guidelines for eligibility for sabbatical leaves and for the process of applying for sabbatical leaves.

C. ADJUNCT APPOINTMENTS

The Women's Studies Program follows university guidelines for eligibility for adjunct appointments and for the process of appointing adjuncts.

EFFECTIVE DATE

These guidelines will be effective for all faculty who accept tenure-line appointments that begin on or after the dean of the Eberly College of Arts and Sciences and Provost approve the guidelines, regardless of when those faculty accepted appointments at WVU.