WVUSON FRPT Guidelines

Preamble

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

Appointment to a tenure-track faculty rank requires a bachelor’s or master’s degree in nursing, a doctorate in nursing or equivalent field, practice competencies, and professional experience commensurate with faculty responsibilities. All faculty members will be evaluated on an annual basis in the mission areas of teaching, research and service. The obligation of tenure track faculty in the School of Nursing includes education, research/scholarship, and service. Individual faculty member and administration collaboratively negotiate these components of faculty workload (see current faculty workload document). The most common tenure-track faculty workload allocation is 40% teaching, 40% research/scholarship, and 20% service. However, meeting the mission and goals of the School of Nursing requires that faculty be representative of diverse skills and functions. Therefore, individual faculty members and School of Nursing administrators may negotiate a modified time allocation based on the individual’s expertise and school needs. Each faculty member’s workload will provide a reasonable opportunity to meet the expectations delineated in these guidelines.

Annual evaluation of each area of a faculty member’s performance is weighted based on the faculty’s negotiated workload. Toward this purpose, each tenure track faculty member will develop a plan for progressing through the tenure-track and will clearly specify their negotiated workload in annual self-evaluations (both summative and formative). Faculty seeking promotion and tenure should demonstrate that over time they have met a preponderance of the criteria at the rank to which they aspire. For example, the application of the guidelines for annual review of faculty in the area of research/scholarly activity are considered in the context of the allocation of workload to research and in the context of the stage of development of the research program or plan. Thus, in a given year, a faculty member is not necessarily expected to meet a majority (preponderance) of the guidelines at their rank or at a specified level of performance if their workload is such that it precludes scholarly pursuits. Rather, decisions about performance and merit are judged by reviewers according to what would be reasonable expectations given the faculty member’s appointment letter, workload, and the stage of development of his or her research program.

The two areas of significant contribution for each faculty member will be identified in the initial letter of appointment and/or the annual contract. Teaching is a designated area of significant contribution for all faculty. In order to be recommended for promotion and/or tenure, a faculty member normally will be expected to demonstrate significant contributions in teaching in the classroom or other settings and in research. Policies and

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

[Signature]
procedures of West Virginia University direct that any modification of a faculty agreement regarding areas of expected significant contribution must meet the approval of the faculty member, chairperson of the department, in consultation with the departmental promotion and tenure committee, and the dean of the School, and must be stipulated in subsequent letters of agreement. The modification also must be approved by the Chancellor for Health Sciences.

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

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

Approved by the School of Nursing Faculty Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
TEACHING GUIDELINES

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

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

Prime Requisites of Teaching

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

Evaluation of Teaching

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

I. Scholarship of Teaching

A. Content

1. Criteria: The teacher must possess current knowledge and expertise in a designated content area. This knowledge must be evidence and experience based and must fit within the curriculum.

2. Supporting evidence: Supporting documentation for the evaluation of the instructor’s mastery of content might include evidence drawn from such sources as the collective judgment of students, student advisors, and colleagues. It might also include analyses of course content and a current curriculum vitae.

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
B. Instruction

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

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

II. Mentoring

1. **Criteria:** Mentoring is demonstrated through academic advising (which includes guiding students in academic progression and career goals and encouraging students to gain as much as possible from their educational program), guiding capstone projects and dissertations, and assisting other faculty in developing skills in teaching, mentoring, and leadership.

2. **Supporting Evidence:** Supporting evidence for the evaluation of performance in mentoring might include:
   a. **Student Mentoring:** number of advisees, representative sample of advising notes, student and peer feedback or evaluation of advising, list of capstone projects/dissertations faculty has guided and role in each, representative sample of abstracts and feedback to students related to projects and dissertations one has guided, student and faculty peer evaluation of effectiveness in this role
   b. **Peer Mentoring:** representative example of mentoring role with other faculty, feedback from faculty and chair related to mentoring role with peers

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

[Signature]
III. Leadership

1. **Criteria**: Leadership is demonstrated through course management (which includes coordination and team building), curriculum development (both involvement in and coordination of), consultation related to teaching (local, state, national, international), and grant development and external funding related to teaching. Track coordinators should document administrative responsibilities related to these items in this section of the self-evaluation.

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

## TEACHING - SATISFACTORY
(Characterizing performance sufficient to justify continuation but not to justify promotion or tenure)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>T-1</th>
<th>Assistant Professor</th>
<th>T-4</th>
<th>Associate Professor</th>
<th>T-7</th>
<th>Professor</th>
<th>T-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a. Demonstrates competence in a designated content area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b. Uses standard teaching strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. Begins to advise and guide students in academic progression and career development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Participates as a member of the teaching team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>T-2</th>
<th>Assistant Professor</th>
<th>T-5</th>
<th>Associate Professor</th>
<th>T-8</th>
<th>Professor</th>
<th>T-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a. Begins to demonstrate the prime requisites of teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b. Incorporates sound educational principles in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.c. Demonstrates competence in a designated content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.d. Uses standard teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. Advises and guides students in academic progression and career development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Expands role and responsibilities to include</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

3/8/12
<table>
<thead>
<tr>
<th>Instructor</th>
<th>T-2</th>
<th>Assistant Professor</th>
<th>T-5</th>
<th>Associate Professor</th>
<th>T-8</th>
<th>Professor</th>
<th>T-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>course management.</td>
<td></td>
<td>implementation and evaluation.</td>
<td></td>
<td>development and teaching skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.a. Assumes leadership role in curriculum development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.b. Expands influence on program effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>T-3</th>
<th>Assistant Professor</th>
<th>T-6</th>
<th>Associate Professor</th>
<th>T-9</th>
<th>Professor</th>
<th>T-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship of Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a. Demonstrates many of the prime requisites of teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b. Bases teaching on sound educational principles in education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.c. Demonstrates increasing depth of knowledge of content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.d. Uses innovative teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.e. Demonstrates skill in instructional design, delivery, evaluation, and revision in content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.f. Incorporates content-specific research findings in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. Advises and guides students in academic progression and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty_______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
<table>
<thead>
<tr>
<th>Instructor</th>
<th>T-3</th>
<th>Assistant Professor</th>
<th>T-6</th>
<th>Associate Professor</th>
<th>T-9</th>
<th>Professor</th>
<th>T-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>career development</td>
<td></td>
<td>course development.</td>
<td></td>
<td>3.a. Exerts major influence on curriculum development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Demonstrates effective course management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.b. Effectively chairs MSN or Doctoral student capstone projects or dissertations.
2.c. Serves as consultant to faculty as they develop skills in teaching, mentoring and leadership.
3. Leadership
3.a. Leads faculty in producing significant curricular development outcomes.
3.b. Leads faculty in the dissemination of the scholarship of education.

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
RESEARCH GUIDELINES

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

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

Research

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

Accordingly, research involves the scholarship of discovery which is viewed as the pursuit of knowledge that contributes to the discipline. Furthermore, research encompasses the scholarship of integration which is “disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research” (Glassick, Huber, and Maeroff, 1997, p.9). As such these two types of scholarship “reflect the investigative and synthesizing traditions of academic life” (Boyer, 1990, p.21)

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
Evaluation of Research

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

I. Scholarship of Discovery / Integration

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

B. Supporting evidence
   Scope, originality, potential impact on the field, evidence of favorable peer review, extensiveness and size of projects are included as, but not limited to, considerations in evaluating research endeavors. Quality is considered more important than mere quantity. It is understood that the nature of evidence in this area may extend beyond one’s review period and be counted in more than one review year, such as projects that are funded for more than one year and publications that require longer than one year for development. The burden is on the faculty member to include and to demonstrate consideration of the value of the work during more than one review period.
   Supporting documentation for the scholarship of discovery and or integration might include the following (Note: research evidence can take many forms and may evolve in ways beyond those included below):

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

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

[Signature] 3/8/12
2. Publications

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

3. Professional Presentations

- Dissemination of research at conferences
  - Podium presentations or poster presentations
  - Invited or peer reviewed: selection process for accepted presentations should be indicated
  - Visibility
    - National / international
    - Regional or state
    - Local
    - Intramural

Approved by the School of Nursing Faculty _________ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
4. Indices of Quality and Impact

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

I. Research Mentorship

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

B. Supporting evidence
Supporting evidence for research might include documentation of activities such as:
- Participates as an invited collaborator or consultant in the inception, design, or analysis of research studies
- Provides statistical consultation to others
- Assists and/or mentors others in grant writing
- Assists and/or mentors others in writing research papers
- Assists students in the inception, design or conduct of research studies
- Assists students in efforts of scholarly papers or presentations
- Reviews research grants, papers, or presentations for submission.
- Sits as a member and/or chairs doctoral committees
- Sits as a member and/or chairs qualifying examination committees

II. Research Leadership

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

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

3/8/12

[Signature]
B. Supporting evidence

Supporting evidence for research leadership might include documentation of the following activities:

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

Application of Research Guidelines

Application of guidelines for promotion and tenure

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

Application of guidelines for annual review and merit.

The application of the guidelines for annual review of faculty in the area of research / scholarly activity are considered in the context of the allocation of workload to research and in the context of the stage of development of the research program or plan. Thus, in a given year, a faculty member is not expected to meet the a majority (preponderance) of guidelines at their rank or at a specified level of performance. Rather, decisions about performance and merit are judged by reviewers according to what would be reasonable expectations given their memoranda of understanding, workloads and the stage of development of their research program.

Provost’s Memo: Annual Faculty Evaluation.

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

## RESEARCH

### RESEARCH - SATISFACTORY (Characterizing performance sufficient to justify continuation but not to justify promotion or tenure)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>R-1</th>
<th>Assistant Professor</th>
<th>R-4</th>
<th>Associate Professor</th>
<th>R-7</th>
<th>Professor</th>
<th>R-10</th>
</tr>
</thead>
</table>
| N/A        |     | 1. Scholarship of Discovery / Integration  
1.a. Proposes a plan for scholarly activity.  
1.b. Submits abstract for publication of dissertation or other research.  
1.c. Submits abstracts for presenting findings of dissertation or other research.  
2. Mentoring  
2.a. Promotes research interest / participation in students and faculty.  
3. Leadership  
3.a. Generates enthusiasm for research. |     | 1. Scholarship of Discovery / Integration  
1.a. Maintains a preponderance of the behaviors cited in R-5 and R-6.  
2. Mentoring  
2.a. Maintains a preponderance of the behaviors cited in R-5 and R-6.  
3. Leadership  
3.a. Maintains a preponderance of the behaviors cited in R-5 and R-6. |     | 1. Scholarship of Discovery / Integration  
1.a. Maintains the behaviors cited in R-8 and R-9.  
2. Mentoring  
2.a. Maintains the behaviors cited in R-8 and R-9.  
3. Leadership  
3.a. Maintains the behaviors cited in R-8 and R-9. |

### RESEARCH - GOOD (Significant contribution characterizing performance of merit.)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>R-2</th>
<th>Assistant Professor</th>
<th>R-5</th>
<th>Associate Professor</th>
<th>R-8</th>
<th>Professor</th>
<th>R-11</th>
</tr>
</thead>
</table>
| N/A        |     | 1. Scholarship of Discovery / Integration  
1.a. Presents a plan for a program of research.  
1.b. Submits grant applications.  
1.c. Successful in obtaining fiscal and other resources from intramural and extramural sources to support research endeavors.  
1.d. Publishes research or other scholarly works.  
1.e. Presents findings or scholarly products to professional audiences at the local, state or regional level. |     | 1. Scholarship of Discovery / Integration  
1.a. Defines a sustained, focused program of research.  
1.b. Documents significant contribution to an extramurally funded research project [private foundation, industry, or federal level]  
1.c. Continues to publish scholarly works in media with defined impact.  
1.d. Presents findings of scholarly work to state, national, or international audiences. |     | 1. Scholarship of Discovery / Integration  
1.a. Sustains and advances a defined program of research.  
1.b. Sustains a record as the principal or co-investigator of a research program with external funding [Private foundations, industry, or federal level]  
1.c. Sustains a record of high quality peer reviewed and invited publications / presentations to regional, national and international |

Approved by the School of Nursing Faculty ______  Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

\[Signature\]
<table>
<thead>
<tr>
<th>Instructor</th>
<th>R-2</th>
<th>Assistant Professor</th>
<th>R-5</th>
<th>Associate Professor</th>
<th>R-8</th>
<th>Professor</th>
<th>R-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Mentoring</td>
<td></td>
<td>2. Mentoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.a. Serves as mentor to students or others.</td>
<td></td>
<td>2.a. Serves as mentor to students, faculty or health care professionals in the development of research plans or activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Leadership</td>
<td></td>
<td>3. Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.a. Participates in activities that encourage research or that furthers the research mission of the School.</td>
<td></td>
<td>3.a. Exerts influence in the development of research within the School.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.b. Promotes scholarly work for students or faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH - EXCELLENT** (Significant contribution characterizing performance of high merit.)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>R-3</th>
<th>Assistant Professor</th>
<th>R-6</th>
<th>Associate Professor</th>
<th>R-9</th>
<th>Professor</th>
<th>R-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.a. Present a well defined plan for a continuing and sustainable program of research.</td>
<td></td>
<td>1.a. Presents a defined, sustained plan of a program of research</td>
<td></td>
<td>1.a. Serves as a principal investigator or co-principal investigator of an externally funded research project [federal level, industry or private foundation]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.b. Serves as a principal investigator or co-investigator on extramurally funded research project focused on developing research derived theoretical conceptions or analyzing phenomena from new perspectives.</td>
<td></td>
<td>1.b. Serves as a principal investigator or co-principal investigator of an extramurally funded research project [federal level, industry or private foundation]</td>
<td></td>
<td>1.b. Recognized in the nation and/or internationally for research that has an influence on healthcare practice and/or policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.c. Builds a record of peer reviewed publications in media with defined impact.</td>
<td></td>
<td>1.c. Presents a record of peer reviewed publications in media with high impact.</td>
<td></td>
<td>1.c. Disseminates research through scholarly presentations, publications, and other media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.d. Presents findings and scholarly products to regional and national audiences.</td>
<td></td>
<td>1.d. Presents invited or peer reviewed presentations to regional, national and international audiences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

3/8/12
<table>
<thead>
<tr>
<th>Instructor R-3</th>
<th>Assistant Professor R-6</th>
<th>Associate Professor R-9</th>
<th>Professor R-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a. Attains graduate faculty status.</td>
<td>2.a. Maintains graduate faculty status.</td>
<td>2.a. Serves as a resource to students and faculty in the development of research</td>
<td></td>
</tr>
<tr>
<td>2.b. Serves as mentor to students or others.</td>
<td>2.b. Chairs student doctoral committees.</td>
<td>2.b. Participates as a consultant or collaborator in recognized area of expertise</td>
<td></td>
</tr>
<tr>
<td>2.c. Sits as a member of student qualifying examination or other doctoral committees.</td>
<td>2.c. Serves as a resource to students or faculty in the development of research funding grant proposals, papers, publications, and/or presentations.</td>
<td>2.c. Participates as a member of graduate faculty assuming appropriate leadership roles</td>
<td></td>
</tr>
<tr>
<td>3.a. Sits as a member of graduate faculty.</td>
<td>3.a. Participates in School, University, and other committees related to research.</td>
<td>3.a. Participates as a consultant or collaborator for local, regional, national/international institutions</td>
<td></td>
</tr>
<tr>
<td>3.b. Participates in School, University, and other committees related to research.</td>
<td>3.b. Serves as reviewer for refereed journals.</td>
<td>3.b. Leads the faculty in development and dissemination of research</td>
<td></td>
</tr>
<tr>
<td>3.c. Participates as a reviewer for research publication and/or presentation.</td>
<td>3.c. Publishes non-empirical scholarly contributions (example: editorials, book reviews).</td>
<td>3.c. Serves on editorial boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.d. Promotes scholarly work for the department or School.</td>
<td>3.d. Serves as reviewer for granting agencies or institutions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.e. Develops or leads local or state research focused meetings.</td>
<td>3.e. Develops or leads regional or national research focused meetings.</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty. Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12.
Service
Evaluation of service will include an assessment of the degree to which the service cited yields important benefits to the university, profession, state, nation, and/or world. Service contributions considered for evaluation are those which are within a person's professional expertise as a faculty member and are performed with one's university affiliation identified. (Provost's memo)

Evaluation of Service

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

I. Scholarship of Application

A. Content

1. Criteria: The faculty member must demonstrate current knowledge and expertise in a designated practice/service area.

2. Supporting evidence: Supporting documentation for the evaluation of the service provided might include evidence presented in a practice portfolio that would include a description of the types of practice-related scholarly products provided and a self-evaluation of these activities that would include outcomes of the service provided.
   a. Scholarly publications/presentations/workshops/conferences: These would describe the practice-related service or demonstrate expertise in the area of service and could include evidence of the development of unique or innovative service activities.

   b. Obtaining and or submission of grants, contracts, or other funding to support service activities: This includes both competitive and noncompetitive funding, and is of greater significance for faculty with service as an area of significant contribution. Documentation should include the type of funding received, the agency providing the funding, the amount received, the percent effort, and a description of the faculty member's role in obtaining the funding.

   c. Other products of the scholarship of service:
      a. Surveys that provide evidence of the important benefits that service activities have provided clients.

Approved by the School of Nursing Faculty _______ approved the Chancellor IISC on 3/8/12 and accepted by the Provost on 3/8/12.
b. Measures of attitudinal change or improved performance of clients as a result of the service activities
c. Documentation of any service related honor or award
d. Service on committees and task forces within the School of Nursing or University community.
e. Participation in a professional capacity in a community or other public organization
f. Professional consultation
g. Advisor to professional associations, honorary organizations and other student organizations
h. Providing administrative services
i. Membership in professional organizations

II. Mentoring

A. Criteria: Mentoring is demonstrated through professional development mentoring of other faculty, students and professionals toward career goals,

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

III. Leadership

A. Criteria: Leadership is demonstrated through development, management, or consultation related to professional service activities at local, state, national, and international levels.

B. Supporting Evidence: Supporting evidence for the evaluation of performance in leadership might include:
   1. Professional consultation to public and private agencies
   2. Development and direction of special educational programs for the public
   3. Participating in creating, developing, and operating special programs/projects within the University or any of its academic units
   4. Submission and/or acceptance and or implementation of funded grants to support service to the University and/or College
   5. Providing administrative service to the University or any of its academic units
   6. Involvement in programs and curriculum development
   7. Serving in leadership roles on committees and task forces

Approved by the School of Nursing Faculty _______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12

[Signature] 3/8/12
**SERVICE**

**SERVICE - SATISFACTORY** (Characterizing performance sufficient to justify promotion or tenure unless service is a designated area of significant contribution.)

Satisfactory service means a reasonable contribution and is a requirement for all faculty. A reasonable contribution for each rank is identified in S-1, S-4, S-7, and S-10. When service is identified as one of the two areas of significant contribution, a preponderance of good and excellent behaviors are required for promotion and tenure. In this case, the primary focus of the service is the integration of theory and practice. Directed toward Scholarship of application utilizes this integration to impact societal problems in a manner that benefits the people of West Virginia, the nation, and the world and will be governed by the language in the University Policies and procedures for annual faculty evaluation, promotion, and tenure.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-1</th>
<th>Assistant Professor</th>
<th>S-4</th>
<th>Associate Professor</th>
<th>S-7</th>
<th>Professor</th>
<th>S-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Contributes to the effectiveness of the academic department.</td>
<td></td>
<td>1.a. Contributes to the effectiveness of the academic department and school with service on committees, academic advising, and/or other special project assignments.</td>
<td></td>
<td>1.a. Contributes to the effectiveness of the academic department, school and University, Maintains a preponderance of the behaviors cited in S-5 and S-6</td>
<td></td>
<td>1.a. Contributes to the effectiveness of the academic department, school and University, Maintains the behaviors cited in S-8 and S-9.</td>
<td></td>
</tr>
<tr>
<td>1.b. Participates in activities within one's professional expertise that benefit the citizens of the state/society, the institution, or profession.</td>
<td></td>
<td>1.b. Participates in service initiatives that yield benefits to the participants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b. Maintains a preponderance of the behaviors in S-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Applies the products of teaching and research in activities that benefit the citizens of the state, society, institution, or profession.</td>
<td></td>
<td>3.a. Takes a leadership position in a service initiative benefitting the citizens of the state/society, the institution, or the profession.</td>
<td></td>
<td>3.a. Maintains the behaviors cited in S-8 and S-9. Presents a record of leadership in a selected service program(s) that yields important benefits to the citizens of the state/society, the institution or profession.</td>
<td></td>
<td>3.a. Presents a record of leadership in a selected service program(s) that yields important benefits to the citizens of the state/society, the institution or profession.</td>
<td></td>
</tr>
<tr>
<td>3.b. Maintains a preponderance of the behaviors in S-5 and S-6.</td>
<td></td>
<td>3.b. Maintains a preponderance of the behaviors in S-8 and S-9.</td>
<td></td>
<td>3.b. Contributes to the effectiveness of the academic department, school and University.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.c. Contributes to the effectiveness of the academic department, school and University.</td>
<td></td>
<td>3.c. Contributes to the effectiveness of the academic department, school and University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.d. Sustains a leadership role in selected service program(s) that yield benefits to the citizens of the state/society, the institution</td>
<td></td>
<td>3.d. Sustains a leadership role in selected service program(s) that yield benefits to the citizens of the state/society, the institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty

Approved the Chancellor IISC on 3/8/12 and Accepted by the Provost on 3/8/12
<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-1</th>
<th>Assistant Professor</th>
<th>S-4</th>
<th>Associate Professor</th>
<th>S-7</th>
<th>Professor</th>
<th>S-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>or profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SERVICE - GOOD (Significant contribution characterizing performance of merit.)**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-2</th>
<th>Assistant Professor</th>
<th>S-5</th>
<th>Associate Professor</th>
<th>S-8</th>
<th>Professor</th>
<th>S-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship of Application</td>
<td>1. Scholarships of Application</td>
<td>1. Augments a record of service program development and leadership that meets the needs of the citizens of the state/society/nation/world and the institution or profession.</td>
<td>1. Benefits to clients include meeting needs fostering positive change, and improving performance. Sustains and advances a defined program of service.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a. Contributes to activities within one's professional expertise that yield important benefits to the citizens of the state and to the profession.</td>
<td>1.a. Develops a leadership role in selected initiatives that yield benefits to the citizens of the state/society and the institution or the profession.</td>
<td>1.b. Sustains a record of scholarly products and evidence based practice that demonstrate a significant contribution to the citizens of the state/nation/world and institution or profession through service.</td>
<td>1.b. Maintains a record of extramural funding for service programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b.i. Identifies goals and outcome indicators of a service program.</td>
<td>1.b. Identifies goals and outcome indicators of a service program.</td>
<td>1.c. Provides evidence of the benefits that service activities have provided clients.</td>
<td>1.c. Presents a record of peer-reviewed publication/presentations to regional national and international audiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b.ii. Presents reports of service program goal attainment to professional audiences at local, state or regional levels.</td>
<td>1.b.ii. Presents reports of service program goal attainment to professional audiences at local, state or regional levels.</td>
<td>1.d. Benefits to clients include meeting needs, fostering positive change, and improving performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.b.iii. Presents a plan for a program of service.</td>
<td>1.b.iii. Presents a plan for a program of service.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a. Serves as a mentor to faculty in the development of service activities</td>
<td>2.a. Serves as a mentor to faculty in the development of service activities</td>
<td>2.a. Serves as a mentor to faculty on an institutional and/or regional level for the development of service programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b. Serves as a mentor to students in service learning projects</td>
<td>2.b. Serves as a mentor to students in service learning projects</td>
<td>2.b. Serves as a mentor to students in service learning projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.a. Formulates goals to meet identified needs of the citizens of the state, institution, or profession.</td>
<td>3.a. Assumes a leadership role in a planned program(s) benefitting the citizens of the state, the profession, and the institution.</td>
<td>3.a. Obtains funding for service programs.</td>
<td>3.a. Augments a record of service program development and leadership that meets the needs of the citizens of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty on 3/8/12 and Accepted by the Provost on 3/8/12
<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-2</th>
<th>Assistant Professor</th>
<th>S-5</th>
<th>Associate Professor</th>
<th>S-8</th>
<th>Professor</th>
<th>S-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SERVICE - EXCELLENT** (Significant contribution characterizing performance of high merit.)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-3</th>
<th>Assistant Professor</th>
<th>S-6</th>
<th>Associate Professor</th>
<th>S-9</th>
<th>Professor</th>
<th>S-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Takes a principal role in a service initiative benefitting the citizens of the state.</td>
<td>1.a. Assumes a leadership role in a planned program(s) benefitting the citizens of the state, the profession, and the institution.</td>
<td>1.a. Acknowledged as a leader in service endeavors (awards, special recognition).</td>
<td>1.a. Sustains major contribution in service program(s) benefiting the citizens of the state/society/national/world and the institution or profession.</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mentoring</td>
<td>2.a. Serves as a mentor to students in service learning projects</td>
<td>1.b. Coordinates programs to achieve goals and outcome indicators.</td>
<td>1.b. Presents a record of service that substantiates a significant impact on a health related problem or issue.</td>
<td>1.b. Disseminates information on service program through scholarly presentations, publications, and other media regionally, nationally, and internationally.</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Leadership</td>
<td>3.a. Leads a group in a service initiative benefitting the citizens of the state, the profession or the institution.</td>
<td>1.c. Presents a record of goal attainment for service program(s) planned and coordinated that yield important benefits to the citizens of the state/society and the institution or profession. Benefits to clients include meeting needs, fostering positive change, and improving performance.</td>
<td>1.c. Presents a record of extra-mural funding for service program(s).</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the School of Nursing Faculty Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
<table>
<thead>
<tr>
<th>Instructor</th>
<th>S-3</th>
<th>Assistant Professor</th>
<th>S-6</th>
<th>Associate Professor</th>
<th>S-9</th>
<th>Professor</th>
<th>S-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>the development of service activities</td>
<td></td>
<td>the development of service learning projects</td>
<td></td>
<td>level for the development of funded service programs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.b. Serves as a mentor to students in service learning projects</td>
<td></td>
<td>2.b. Serves as a mentor to faculty in the development of funded service activities</td>
<td></td>
<td>2.b. Participates as a consultant or collaborator in recognized area of expertise.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.a. Sustains a leadership role in a planned program(s) benefiting the citizens of the state, the profession, and the institution.</td>
<td></td>
<td>3.a. Generates service programs based on state/society and institutional or professional needs</td>
<td></td>
<td>3.a. Achieves recognition for significant service contributions that make a significant impact at the national level and/or international level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.b. Coordinates programs to achieve goals and outcome indicators.</td>
<td></td>
<td>3.b. Sustains a record of publications and presentations at the regional and national level of service outcomes</td>
<td></td>
<td>3.b. Participates as a consultant or collaborator for local/regional/national/international organizations.</td>
<td></td>
</tr>
</tbody>
</table>

The guidelines take effect in January of 2012 (for evaluation in Spring 2013) for all faculty except two groups: current tenure-stream faculty would be evaluated under old guidelines until a tenure decision has been made, and employees hired after June 30, 2011 would immediately fall under the new guidelines at the date of their employment.

Approved by the School of Nursing Faculty ______ Approved the Chancellor HSC on 3/8/12 and Accepted by the Provost on 3/8/12
Hi, Chris,

The way this has worked in the past is that you, as Chancellor, would "approve" the document, and then our office would "accept" it. So the approval line at the bottom of each page (in this case; or, just the first page could reflect this) the indication would be "Approved by the HSC Chancellor, 3/7/12," and "Accepted by the Provost's Office, 3/8/12." [The reference to CBW should be removed.]

We should get a final copy with the above adjustments for our files, and the final document should then be circulated to the SoN faculty with a cover memo indicating that it was fully approved and accepted and would be effective (as I recall) for the 2012-13 cycle (however that is reflected in the document).

By the way, Georgia described for me the suggestions from you that had been incorporated, and we are good to go.

That's about it, I guess. But let me know if you have further questions.

Thanks,

CB.

C. B. Wilson
Associate Provost for Academic Personnel
West Virginia University
210 Stewart Hall, PO Box 6203
Morgantown, WV 26506-6203
Phone: (304) 293-2021, FAX: (304) 293-7554
<cbwilson@mail.wvu.edu>

>>> "Colenda, Christopher" <ccolenda@hsc.wvu.edu> 3/7/2012 3:26 PM >>>
CB:

Good afternoon. I have reviewed, discussed and made suggestions to Dean Narsavage with reference to the newly proposed SoN P/T guidelines. As you know, these have been fully vetted in the SoN prior to my review. I have accepted them as written in the attached document.

With that acceptance, what is next. This is the first time P/T guidelines have been revised during my tenure at WVU.

Your guidance is appreciated.

Chris

Christopher C. Colenda, MD, MPH
Chancellor for Health Sciences
Robert C. Byrd Health Sciences Center
West Virginia University
Suite 1000 HSC South
PO Box 9000
Morgantown, WV 26506-9000

ccolenda@hsc.wvu.edu
304-293-1024

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.
To: School of Nursing Faculty

From: Christopher C. Colenda, MD, MPH.
Chancellor for Health Sciences

Date: March 8, 2012

Re: P/T Guidelines for the School of Nursing

I have fully reviewed and approved the Promotion and Tenure Guidelines for the School of Nursing that have been approved by the full faculty of the SON. The guidelines take effect in January of 2012 (for evaluation in Spring 2013) for all faculty except two groups: current tenure-stream faculty would be evaluated under old guidelines until a tenure decision has been made, and employees hired after June 30, 2011 would immediately fall under the new guidelines at the date of their employment. The document sets forth the guidelines for annual review of tenure-track faculty for retention, promotion, and tenure as specified by West Virginia University School of Nursing. These guidelines are to be used in conjunction with the West Virginia University Policies and Procedures for Faculty Evaluations, published annually by the Office of the Provost. These documents specify the guidelines which govern the recommendations for retention, promotion and/or tenure made by the School and Department Faculty Retention, Promotion and Tenure Committees, Chairpersons, and the Dean. The School of Nursing policies related to appointment, promotion, and tenure are grounded in three basic assumptions as follows: 1) All faculty members should hold the highest ethical and professional standards in their efforts to support the tripartite mission of the School of Nursing. 2) Criteria for appointment, promotion, and tenure provide a cumulative foundation to guide academic career progression over time. 3) Annual evaluation is based on the extent to which the faculty member has met the criteria for his or her current rank.

If you have any questions or concerns, please contact Loretta Reckart at 304-293-6521 in the School of Nursing Deans office.