

West Virginia University School of Dentistry  
Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure  
Revised June 2013

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## **I. INTRODUCTION**

Academic and professional performance reviews at the West Virginia University School of Dentistry (“SOD”) go beyond a narrow periodic review process for promotion and/or tenure purposes. As important as these latter decisions are, faculty are also reviewed annually to establish a basis for merit salary adjustments and for professional development purposes. Properly administered, this faculty evaluation system will permit recognition of achievement, allow for professional growth and development, and assure retention of the faculty who demonstrate a high level of achievement in the areas of teaching, research and/or scholarly activity,<sup>1</sup> and service. The evaluation of faculty must be guided by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness and equity. This document broadly outlines these principles and is in accordance with the “West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure.” This latter document is distributed by the Provost’s office early in the first semester of each academic year and can be found on the website of the Provost.

## **II. GENERAL PRINCIPLES OF FACULTY EVALUATION**

The primary responsibility for presenting a faculty member’s accomplishment for evaluation rests with that individual. However, a meaningful level of assistance is expected from the Department Chair and the Administration. The legal authority and responsibility of the Department Chair, Dean and the Health Sciences Center (HSC) Chancellor also enter into the determination of academic personnel decisions as do the needs and circumstances of the departments and the SOD.

Faculty members are expected to contribute to each of the missions of the SOD. The extent to which a faculty member’s responsibilities relate to each mission area will vary. Collectively, faculty members within a department, teach, engage in research and scholarly activity, and provide public, professional and institutional service. Faculty evaluation is to occur in relation to that person’s particular roles within the Department and SOD. Accomplishments of faculty members are judged in the context of these roles. The details of a faculty member’s specific assignment will be subject to joint consultation, but are to be determined by the Department Chair and Dean. Adjustments in the expectations for faculty members may occur in keeping with changing priorities of the SOD, the Department and personal interests.

The faculty evaluation process has three distinct components: (a) the annual

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<sup>1</sup> The term “research and/or scholarly activity” is used in this document to include appropriate professional activities such as research, scholarly writing, artistic performance, and creative activities and is defined in more detail in Section IV, b.

evaluation; (b) evaluation for promotion in rank; and (c) evaluation of tenure-track faculty for tenure.

## **A. Annual Evaluations**

Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for annual merit salary raises and other rewards. Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition. These written evaluations, which are required for all types of faculty members, provide individuals with a written record of past performance, accomplishments and continuing expectations. They are an ongoing critique of strengths and weaknesses, and support recommendations and decisions concerning reappointment, retention, promotion, and tenure as well as program assignments, sabbatical and other leaves of absence, and performance-based salary increases. The primary purpose of these annual evaluations is to assist individual faculty members in developing their talents and expertise to the maximum extent possible, and in promoting continuing productivity over the course of their careers, consistent with the role and mission of the appointment.

Annual evaluation for all faculty, whether tenure-track, tenured, clinical-track or part-time will be conducted at the departmental level by the Chair based on documentation in the faculty evaluation file. It should be related to one's assignments, should summarize one's accomplishments and performance, and offer suggestions for future development and set goals for the next review period. The review is not limited to events of the previous one-year period, but, also a review of annual evaluations since the last promotion, tenure, or salary enhancement, in order to assess achievements or whether suggestions for improvement have been addressed. The annual assessment will provide the opportunity to identify and recommend changes in responsibilities that accommodate the needs of the SOD and reflect strengths of the individual. In addition, it should serve to point out where improvement in the mission areas is required. Once completed, the faculty member will sign the evaluation in agreement or disagreement and a copy will be provided. If a conflict is apparent, a review by the Promotion and Tenure (P & T) Committee of the School of Dentistry may be requested by that faculty member. Written evaluations will be forwarded to the Dean.

### **1. Faculty types**

There are five types of faculty within the SOD: tenure-track faculty, tenured faculty, not fully promoted, tenured faculty fully promoted, clinical-track faculty, and part-time faculty.

#### **a. Tenure-Track Faculty**

Tenure-track faculty members are those who are in a six-year probationary period (see University Policies and Procedures) tenure-track appointment but are not

yet tenured. For these individuals, the annual evaluation provides an assessment of performance and develops information concerning the faculty member's progress toward promotion and tenure. It communicates areas of strength and alerts the faculty member to performance deficiencies at the earliest possible time. Any concerns held by the evaluators regarding the faculty member's performance should be stated in the written evaluation, which is intended to enhance the faculty member's chances of achieving promotion and tenure.

Faculty transferring from other institutions may receive credit toward tenure. The amount of credit would be subject to review by the P&T Committee, to ascertain that credit from another institution would meet the same standards as held at WVU. The awarding of tenure upon hiring, or maximum amount of credit allowed would be identified in the letter of appointment, and must be approved in advance by the Dean and HSC Chancellor.

Annual and short-term (up to five year) performance milestones (CCC suggestion) should be established for each faculty upon hiring; this should be a joint effort by the Department Chair and individual, and should be approved by the Dean. In the first annual review, limited evidence of the faculty member's progress may be available. For that review, material in the faculty evaluation file, such as reports by colleagues on one's teaching, and information on one's activities in research and service are useful in order to assess progress. As one moves through the tenure-track period, annual evaluations will focus increasingly on the successful outcomes of achieving one's milestones rather than simply on the activities performed.

Annual evaluations will indicate whether or not progress toward promotion and/or tenure is occurring in a positive manner and the specific justifications for this conclusion. While the absence of negative annual evaluations does not guarantee the granting of tenure, these evaluations should apprise tenure-track faculty members of performance deficiencies. Occasionally, evaluations result in termination of the individual's appointment, sometimes before the critical year, and when appropriate, termination of contracts. In these cases, notice shall be given in accord with the applicable Board of Governors policy.

All tenure-track faculty will be reviewed by the P & T Committee at mid-term (after the third year); this is intended to ascertain that the individual is on-target for successful achievement of promotion and/or tenure. If not, corrective measures and career counseling to re-direct the individual will be made. It is the responsibility of the Department Chair to forward the review at mid-term to the P & T Committee, providing the individual is continuing to pursue tenure at the SOD. Once completed, the Committee's assessment will be forwarded to the individual, the Chair, and the Dean.

#### b. Tenured Faculty Not Fully Promoted

The annual evaluation of faculty, who are tenured, but not fully promoted, will specifically emphasize both quantitative and qualitative progress toward the rank of the professor. While not all faculty may attain the highest possible rank, annual evaluations should guide and encourage faculty toward that achievement. All tenured faculty not

fully promoted will be reviewed by the P & T Committee every three years from the last promotion to the next as above.

#### c. Tenured Faculty Fully Promoted

Promotion to the highest rank requires a consistent record of achievement at a level that indicates many strengths and few weaknesses. Guidelines for the consistent record can be located on pages 9-14 of this document. Consequently, the primary purpose of evaluating faculty at these ranks is to describe their performance in the context of appropriate expectations, an important factor in performance-based salary enhancements and reappointment. The annual evaluation process is also used to encourage faculty members to continue to perform at exemplary levels. Annual performance goals for faculty in this category will be set by the Department Chair, and annual assessment of whether the goals have been achieved or not will be determined.

#### d. Clinical-Track Faculty

Clinicians who select clinical emphasis, non-tenure track, will be primarily assigned to clinical and pre-clinical activities. Those in the clinical-track are not subject to the six-year probationary period of the tenure track; promotion to senior ranks is not a requirement for institutional commitment and career stability. Individuals in the clinical-track have voting rights in their respective departments and in the SOD, and are eligible for appointment to any administrative office, including Department Chair and Dean. Clinical-track faculty have all rights and privileges of academic freedom and responsibility.

Annual evaluation of clinical-track faculty will be based on assignments as described in the letter of appointment and in subsequent annual documents that identify departmental responsibilities in teaching, service, and scholarly activity. Clinical-track faculty are not expected to, but may elect to perform scholarly activities, as defined under "Research and Scholarly Activity" on page 10 of these Policies and Procedures. Annual performance goals for clinical track faculty will be set by the Department Chair. Further, the Department Chair will make an annual assessment of whether the goals have or have not been achieved. The annual evaluation will focus on specific recommendations for improvement and professional development. The annual evaluation of a promotable faculty member will generally emphasize quantitative and qualitative progress toward the next appropriate rank. While not all promotable faculty may attain promotion, annual evaluations should assist them toward that goal. Clinical-track faculty may also request, in writing, a mid-term review by the P & T Committee to further assist them in evaluation toward promotion.

#### e. Part-Time Faculty

Evaluation of part-time faculty, less than 1.00 FTE, will be based on assignments as described in the letter of appointment, subsequent documents, and annual Professional Activity Summary. Evaluation will focus primarily on strengths and weaknesses, on the best use of one's talents to meet the unit's needs, and on specific recommendations for improvement and professional development. Part-time faculty

(0.1 FTE or less) should receive periodic reviews that are appropriate to their assignment.

## 2. Descriptors for Annual Evaluations

The annual review of one's performance in each of the mission areas to which one 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, would not qualify for promotion or tenure.

The assessments provided by annual reviews should be a basis for those periodic recommendations forwarded to the Chancellor which relate to promotion, tenure or negative action. Positive recommendations for promotion and/or tenure should be supported both by (a) a series of annual reviews at the "Good" or "Excellent" level, and (b) performance which is judged to meet the more rigorous standard of significant contributions, which is defined as those contributions which meet or exceed those of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure. Tenure recommendations should go beyond a recommendation for promotion and justify a long-term commitment to the faculty member. (See below and Section V as appropriate).

### **B. Criteria for Promotion in Rank and/or Tenure**

Promotion in rank recognizes exemplary performance of a faculty member. The evaluation for promotion in rank provides the opportunity to assess a faculty member's growth and performance since the initial appointment or since the last promotion. For an award of tenure, tenure-track faculty face a particularly rigorous evaluation involving an assessment of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained or increased.

Successful teaching is an expectation for all faculty who are assigned to teach. In order to be recommended for promotion or tenure, a tenured or tenure-track faculty member will be expected to demonstrate significant contributions in two of the following areas: teaching in the classroom or other settings, research and/or scholarly activity, and service. In the other areas of endeavor, the faculty member will be expected to make reasonable contributions. The areas of significant contribution in which each faculty member is expected to perform, will be identified in the letter of appointment, or modified and set forth in a subsequent document.

In the teaching context, significant contributions are normally those which meet or exceed those of peers recently (normally, within the immediately previous two-year period) achieving similar promotion and/or tenure who are respected for their contributions in teaching at West Virginia University. External reviews of teaching contributions may be appropriate. A dental or dental hygiene faculty member must be

(or have been) an effective program director, course director for at least one course, Hygiene Clinical Supervisor, or Team Leader during the time period in consideration for promotion to have made significant contributions.

Significant contributions in research means performance which meets or exceeds those of peers at similar land grant universities that have a comprehensive academic health science center or division with a dental school recently achieving similar promotion and/or tenure and respected for their contributions in research, including achieving of grant funding from extramural sources, publication in peer-reviewed scientific journals, and presentations at national/international meetings, as well as other types of contributions. Peer research universities are determined by the Department, subject to approval by the Dean. A candidate for tenure normally will be expected to demonstrate reasonable contributions (satisfactory) in service.

The decision to accept a recommendation for or against retention or the awarding of tenure shall rest on the strengths and limitations of the faculty member as established in the annual evaluation process.

For faculty who have service as an area of significant contribution, service activities provided which benefit of the citizens of the state will receive primary emphasis when reviewed for promotion purposes. This normal practice may occur when a faculty member provides extraordinary and extended service to the university, profession, or on a national or international level. Such service by the individual should be identified in the letter of appointment or subsequent documents.

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 in which the focus of tenure resides; however all SOD administrative positions should be expected to provide some level of teaching, research, and service to the SOD and beyond. Such an agreement must be approved by the Dean and by the HSC Chancellor.

After a faculty member achieves tenure, the process for post-tenure review will utilize the same criteria as required to achieve tenure; as such, faculty will be required to have made significant contributions in two of the three main areas (teaching, research/scholarship, and service) with reasonable contributions in the third area. The modification of these categories must be agreed to by the faculty member, the Department Chair and the Dean and must be stipulated in subsequent letters of agreement. The modification must also be approved by the HSC Chancellor. In most cases, service will be directed toward patient care, the needs of the citizens of West Virginia, the United States and international locations and will go far beyond the kinds of service which are expected in order for one to achieve good university citizenship.

### **III. GUIDELINES FOR CHANGING BETWEEN TENURE AND CLINICAL TRACKS**

New faculty appointees, with advice and support from their Chairperson and the Dean, are expected to consider very carefully which academic track is most appropriate to their training and probable assignments as faculty members. Careful selection of track at the time of initial appointment should obviate the need for subsequent changes. Individuals who decide that their initial choice of track was inappropriate will be permitted one opportunity to cross over to the other track. To do so, they must meet the following requirements (1,2,&3 or 1,2,&4 as applicable):

1. All criteria for appointment at the same rank to the other track, and a series of annual reviews that are collectively judged to be good or excellent.
2. Approval of the Department Chair (or for joint appointees, relevant Chairs), the P & T Committee, the Dean and the HSC Chancellor by December 1st of the academic year in which the request is made.
3. Change from clinical-track to tenure-track at a rank of Associate Professor or Professor requires review and approval as described in #2 above. Tenure may or may not be granted at the time of the change. Years spent in the clinical-track may be included as part of the probationary period in the tenure-track provided that there is written recommendation from the Department Chair, and approval of the P & T Committee and the Dean. The faculty member would enter the typical six-year probationary period based on the aforementioned agreement. The faculty member would apply for award of tenure by the usual P & T process, including both internal and external evaluation.
4. Change from tenure-track to clinical-track at the rank of Assistant or Associate Professor requires review and approval as described in #2 above. After such a change, the faculty member would wait two full years minimum, beginning with the next contract year, before applying for promotion by the usual process.

#### **IV. GUIDELINES FOR ANNUAL EVALUATION, PROMOTION IN RANK AND/OR THE AWARD OF TENURE. FULL-TIME FACULTY.**

##### **A. Introduction**

Recommendations for promotion and/or tenure are based upon performance in the three categories of primary University concern (i.e., teaching, research and/or scholarly activity, and service) as they relate to the objectives of the SOD. These guidelines reinforce the annual evaluation process in monitoring progress toward the next promotion or a tenure decision. Such performance will be documented by presenting evidence of accomplishment using the criteria presented below. Annual evaluation will focus on the current year's activities and also include a review of previous years. P & T decisions will be based on accomplishments since the last promotion or the initial appointment, whichever is

appropriate. Merit pay will be based on annual evaluations as directed by the Dean. These guidelines will be considered in the perspective of the individual's opportunities and assigned responsibilities as described annually in the Professional Activity Summary. These guidelines will be used for all full-time faculty.

Four types of criteria will be used for annual evaluation:

1. A number of criteria are required for all faculty performing at the satisfactory rating or better in that category; faculty are expected to meet these criteria every year. Those not meeting these criteria, based on documentation in the file or its absence, should be given an "unsatisfactory" performance evaluation in that category.

2. Some accomplishments listed below are of such significance that they will be considered at all evaluation levels. These accomplishments would include, but not be limited to:

- completion of specialty training
- advanced educational degrees
- specialty board certification
- significant national or international awards.

3. Multiple individual criteria in a category may be evidence of a significant contribution. They must be met by faculty with time or assigned responsibilities in that category every one to three years. Peer reviewed publications of research are expected of all tenured/tenure-track faculty. Scholarly activity is expected of all clinical-track faculty. (See definitions of Research and Scholarly Activity below.) Those not meeting these criteria, based on documentation in the file or its absence, should be given an "unsatisfactory" performance evaluation in that category.

4. Faculty who have a major component of their time / effort devoted to research and scholarship will be assessed on their ability to secure extra-mural funding to support their research initiatives. Their productivity in securing extramural funding will be evaluated using metrics established by other units at the Robert C. Byrd Health Sciences Center, and in consultation with the Vice President for Research and Graduate Studies for the Health Sciences Center, and Associated Dean for Research for the School of Dentistry.

The quality of each item is to be given the primary consideration. Faculty being evaluated for promotion must have a prevalence of yearly performance ratings of "good" or "excellent" in their current academic rank in their designated areas, to be deemed as having made a significant contribution for promotion to the next rank. Therefore, tenured/tenure-track faculty should have a prevalence of "good" or "excellent" in the areas of teaching (or service) and research, whereas clinical track faculty should have a prevalence of "good" or "excellent" in the areas of teaching and service. For the third area, all faculty should demonstrate activity rated as "satisfactory" or higher. The



Department Chair will also utilize these categories and levels to evaluate an individual being considered for merit salary increases. An overall evaluation of the faculty member's performance should be given that is assessed as a weighted-average of the assigned and evaluated categories.

**B. Criteria for each category**

## **TEACHING**

Teaching is to be evaluated in terms of quality and quantity of teaching efforts. All faculty members are expected to inspire students to learn; respond to student inquiries in a positive manner; interact with students in a professional and collegial manner at all times; receive annual student evaluations of "good" or higher; follow and enforce appropriate SOD, OSHA, quality assurance and patient care guidelines; be punctual and prepared for all assigned teaching and clinical responsibilities and remain engaged with students until all tasks are complete; demonstrate course content competence; incorporate sound, contemporary educational principles in teaching; maintain appropriate licenses necessary for clinical teaching responsibilities; annually attend professional meetings, continuing education courses, and workshops or symposia.

In the teaching context, effectiveness is measured by quality, innovation, impact on students, and degree of responsibilities. Specifically, teaching criteria pertinent to all promotion and/or tenure decisions are as follows:

- Effective pre-clinical or clinical teaching as evidenced by such things as: supporting other SOD faculty's courses or seminars by giving guest lectures; positive peer, supervisor and/or education specialist evaluations; and teaching awards.
- Effective management of assigned teaching responsibilities as evidenced by management of course content and schedule as documented by the Course Director or Chair.
- Design and development of innovative instructional materials and/or strategies such as resource material, computer-based and/or audiovisual material; new preparation or notable revision of syllabi, manuals, study guides, self-instructional packages.
- Documented effectiveness as student academic advisor.
- Formal assignment of effectiveness as a mentor for faculty of the SOD.
- Effective educational administration as documented by the appropriate administrator. Examples of this include supervising team leaders; supervising or

directing clinical curriculum (i.e., clinic supervisor, clinic course director, team leader); directing a program, division, or department.

- Obtains a notable extramural grant to support an educational program as principal investigator.
- Indirect contributions to the quality of teaching efforts through educational development as evidenced by such things as: pursuance of specialty board where appropriate, board eligibility, advanced university-based course-work related to professional responsibilities, significant (more than 18 hours/year) continuing education focusing on a specialty area; attainment of specialty board where appropriate, fellowship status in a professional organization, and completion of a degree program related to professional responsibilities.
- Teaching efforts outside of the dental school curriculum, including development and presentation of courses in the SOD Continuing Education Program and presentation of lectures and/or seminars for other units within the University.
- Professional presentations to groups outside WVU including presentation of lectures, workshops, symposia, and other scholarly presentations to local dental or other professional societies, regional, state, and national dental or other professional societies.
- Other special efforts which can be shown to assist in realizing the educational objectives of the SOD, such as the supervision of student table clinics, presentations and other efforts.

## **RESEARCH<sup>2</sup> AND SCHOLARLY ACTIVITY**

Research efforts are to be evaluated in terms of quality and faculty member's involvement. Further, research is defined as the generation of knowledge using the scientific method and can be independent or in collaboration with other investigators. It involves defined significant literature review, hypothesis, data collection, and statistical analysis. Importantly, if research is one of the categories of significant contribution, funding and external evaluation/peer review is required.<sup>3</sup>

Scholarly Activity is broader in scope than research and includes systematic reviews, clinical case reports, technique articles, educational methodology, etc. Dissemination of results may be either in publication form or as oral presentations.

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<sup>2</sup> If research is one of the categories of significant contribution, external evaluation is required. See University guidelines for conducting external reviews. Research is defined as the creation and synthesis of knowledge typically using the scientific method or a theoretical model. Usually research involves the collection and analysis of data.

<sup>3</sup> Refer to West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion and Tenure, External Evaluations.

All faculty members are expected to follow appropriate OSHA, IRB and other research guidelines; maintain CITI certification; and maintain annual OSHA updates.

In evaluating research and/or scholarly activity for promotion and/or tenure, attention shall be directed to the time the faculty member had for research and/or scholarly activity. However, specific numbers of publications in each case are not as important as the quality and significance of the work. In all instances, the quality of the research and/or scholarly activity, as judged by the authorities in the field, will be the critical measure. The quality of research can be most readily measured through two peer review mechanisms: publication in refereed journals and the acquisition of grant funds from sources that evaluate proposals using a quality peer review system. In addition, a minimum of four (4) external reviews of the quality/relevance of the research in that field will ordinarily be obtained as part of the promotion to Associate Professor with tenure process. The Associate Dean for Research at the School of Dentistry will assist the Department Chair in determining the appropriate individuals to contact for said external review.

Additional research and/or scholarly activity criteria pertinent to all promotion and/or tenure decisions are as follows:

- Relevant Publication(s), which should focus on whether the publication was in: abstract form, a literature review resulting in a publication, a chapter in a textbook, case studies, surveys, clinical techniques or innovative educational strategies, a review of scholarly manuscripts for a professional journal, a combination of publications of chapters, case studies, surveys, clinical techniques or innovative educational strategies, and/or a publication of a textbook as author or editor.
- Research involving the creation and synthesis of knowledge by: assisting other faculty with research project headed by others, implementing one research project as principal investigator, mentoring (with documentation) other faculty members with research project implementation and design, implementing one or more research projects as co-investigator, and implementing multiple research projects as principal investigator.
- Peer reviewed publication of research efforts, including: publication of abstracts, acknowledgement of assistance of others with research, publication of research in a textbook or chapter therein<sup>4</sup>, publication of manuscripts<sup>3</sup>, and a record of peer reviewed publications focused on a specialized area that make a significant contribution to dentistry.
- Peer reviewed presentation of research efforts to the SOD or other units both inside and outside WVU, invited presentation of research programs to national dental or other professional organizations.

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<sup>4</sup> If research is an area of significant contribution, one of the items marked with this footnote should be periodically (every 1-3 years) accomplished for promotion, tenure, or merit salary adjustments. If not already in print, letters that unconditionally accept manuscripts, book chapters, etc. will be counted.

- Obtains research support with grants and contract for: a research protocol approved for intramural or extramural funding, a notable research protocol (so designated by the Associate Dean for Research) submitted for extramural funding, a notable extramural research grant as principal investigator<sup>3</sup>, and a record of significant national or international funding for research.
- Supervises student research and attains or maintains appointment on Graduate Faculty; consults or assists with graduate student research; serves on a masters thesis committee of the SOD; supervises the graduate student research as chair of committee; and serves on master's or doctoral committee of other units of WVU or other universities.
- Service and administrative responsibilities related to research, including review of research manuscripts or abstracts for a peer reviewed journal or national meeting; administrative duties related to research or research space; service on an external grants review committee; and service on a NIH study section.

## **SERVICE<sup>5</sup>**

In service, those activities that would be acceptable when a faculty member is expected to make contributions characterized as reasonable should be differentiated from those activities which are viewed as significant. Reasonable service, expected of all faculty includes participating in school committees, participating in division, department and SOD programs and meetings, and completing assigned division and departmental tasks. Significant contributions in this area shall be evaluated in terms of quality and quantity of the service and may include the following:

- Documented consultative services to health practitioners of the state, region, country, and world. This may include, but not be limited to, the provision of Continuing Dental Education (CDE) within the School of Dentistry, nationally, or internationally, treatment of patients referred from outside the School of Dentistry, or service as a consultant to other organizations or corporate entities.
- Special contributions such as: notable service on school committees as documented by committee chair, service and type of service on HSC and university committees, providing advisory services to university student organizations, notable service on school committee as chair as documented by Dean, notable performance of delegated administrative responsibilities as evaluated by supervisor; an extramural service grant.
- Professional leadership outside WVU including: participating in local, regional, state and national dental and other health-related groups, publishing book

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<sup>5</sup> A record of satisfactory annual evaluations in service shall be evidence of reasonable contributions. A record of good or better evaluations in service shall be evidence of significant contributions.

reviews or editorials in peer reviewed journals, holding office of a local, state, regional, national, dental or other health-related groups, receiving state recognition of service activities, reviewing abstracts, grants or other consultations for a professional organization, publishing more than one book review or editorial in peer reviewed journal, receiving national recognition of service activities, and reviewing grants or other consultations for a federal organization.

## **PATIENT CARE<sup>6</sup>**

With respect to direct patient service (if assigned), all faculty members are expected to provide patient care in the faculty practice, University Hospitals and other HSC clinics, participate in clinical professional development, maintain West Virginia Dental or Dental Hygiene License and Hospital Privileges, maintain West Virginia Specialty License when appropriate, follow appropriate OSHA and patient care guidelines; and use 75% of allotted chair time.<sup>7</sup>

Patient care will be measured in terms of quality and productivity by the Chair and the Quality Assurance Committee. Meeting every criterion listed under "Direct Patient Services" will result in a performance evaluation of satisfactory. Criteria for good and excellent performance will be developed in each department by the chair, published annually and approved by the P&T Committee and the Dean.

### **C. Note**

Special activities, awards and peer recognition in a professional field and its associations will be recognized in all categories. Further, these are not intended to be exhaustive lists of the only items that may be considered when conducting the evaluation. Faculty members should list any other activities not set forth above and provide documentation of successful outcomes. The Department Chair will give appropriate credit at his/her discretion in consultation with the faculty member. Contributions not listed in these guidelines but of equivalent value to the SOD or the University to one of those listed will be given equivalent weight.

## **V. INSTRUCTIONS FOR THE APPLICATION OF THE GUIDELINES FOR ANNUAL EVALUATION, PROMOTION AND/OR TENURE, FULL-TIME FACULTY**

1. Promotion to the Rank of Associate Professor:
  - a) Evaluations begin at the start of one's sixth year at the rank of Assistant Professor in this institution.

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<sup>6</sup> Patient Care is a separate area for annual evaluation. Patient Care is a subcategory of Service for Promotion and Tenure evaluations.

<sup>7</sup> New Faculty will be exempt for their first year.

- b) Requires a predominance of excellent annual evaluations, as assessed by the Department Chair, in consultation with the Dean.
- c) For tenure-track faculty, requires documented evidence of significant contributions in research and teaching or service, and reasonable contributions in service.
- d) For clinical-track faculty, requires documented evidence of significant contributions in teaching and service and reasonable contributions in scholarly activity.
- e) For faculty performing research, ordinarily requires a minimum of four (4) external letters of support evaluating the candidate's research from non-colleagues in the field. These letters will be solicited by the Department Chair, in collaboration with the Associate Dean for Research. These letters should clearly define whether the candidate has a focused area of research, his/her contributions in advancing the field, as well as commentary on the quality of the publications provided..

2. Promotion to the Rank of Professor:

- a) Evaluation occurs in at least in one's fifth year at the rank of Associate Professor in this institution.
- b) Requires a predominance of good or excellent annual evaluations in recent years.
- c) For tenure-track faculty, requires documented evidence of significant contributions in research and teaching or service, and reasonable contributions in service or teaching, unless officially modified.
- d) For clinical-track faculty, documented evidence of significant contributions in teaching and service and reasonable contributions in scholarly activity.
- e) For faculty performing research, requires a minimum of five (5) external letters of support evaluating the candidate's research. These letters should clearly define whether the candidate has a focused area of research, his/her contributions in the field, as well as commentary on the quality of the research/publications provided. The Associate Dean for Research will assist the Department Chair in identifying non-colleague individuals in the field of research to evaluate the candidate's research and publications.

## **VI. GUIDELINES FOR ANNUAL REVIEW AND PROMOTION IN RANK: NON-TENURE TRACK, PART-TIME SALARIED FACULTY**

### **A. Part-time faculty members who are being recommended for promotion:**

1. The result of the Department and the SOD annual peer evaluation of individuals in this category shall go to the Office of the Dean. Written notification of the promotion will then be issued over the signature of the Dean.
2. For part-time faculty the following equivalencies for service may be granted:
  - a.  $\leq .5$  FTE would require 2 years service to equal one year full time.
  - b.  $\geq .6$  FTE is equivalent to one year full time

This action must be approved by the appropriate departmental chairperson, the School of Dentistry Faculty Evaluation Committee and the Dean.

3. The guidelines for promotion recommendations are as follows:
  - a) Promotion to the Rank of Clinical Assistant Professor:
    - (1) At least 4 years at the rank of Clinical Instructor in this institution at the time of the evaluation cycle, and
    - (2) Meritorious performance in contributing to the goals and objectives of the Department as determined by the chairperson (with assistance from the departmental committee if appropriate) in concurrence with the Faculty Evaluation Committee and the Dean.
    - (3) Meets reasonable criteria in categories of assigned responsibilities, teaching (and for some part-time faculty, service and/or patient care).
  - b) Promotion to the Rank of Clinical Associate Professor:
    - (1) At least 6 years at the rank of Clinical Assistant Professor in this institution at the time of the evaluation cycle, and
    - (2) Meritorious performance in contributing to the goals and objectives of the department as determined by the chairperson (with assistance from the departmental

committee if appropriate) in concurrence with the Faculty Evaluation Committee and the Dean.

c) **Promotion to the Rank of Clinical Professor:**

- (1) At least 10 years at the rank of Clinical Associate Professor in this institution at the time of the evaluation cycle, and
- (2) Meritorious performance in contributing to the goals and objectives of the department as determined by the chairperson (with assistance from the departmental committee if appropriate) in concurrence with the Faculty Evaluation Committee and the Dean.
- (3) Meets reasonable criteria in categories of assigned responsibilities, teaching (and for some part-time faculty, service and/or patient care).

**B. Part-time faculty members not being recommended for promotion:**

Individuals in this category shall be subject to annual evaluation by the Department Chair. Notification, in writing, of the outcome of this review shall be made to the individual over the signature of the chairperson with a copy to the Dean. Such notification will serve as the only notice of intent to renew the individual's contract for the subsequent year.

**C. Courtesy Faculty being recommended for promotion:**

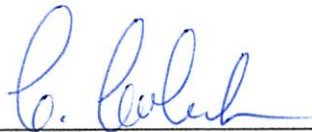
Courtesy faculty members who precept students in their practices for the students' rural rotations are given a professorial title, but are uncompensated except in services generated by the student patient base. They are not subject to annual evaluation, but are reviewed in order to provide standardized promotional opportunities. Once the following guidelines are met, their names may be submitted for promotion by the Chair of the Department of Community Dentistry to the P & T Committee:

1. Service for a minimum of 10 years;
2. Mentor a minimum of 2 students per year, or 20 students over 10 years;
3. Mentoring less than 2 students per year would require additional years in service until the 20 student minimum is reached;

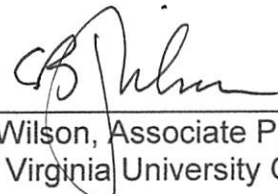


4. Adherence to all school policies in regards to use of dental dam, accurate impressions, well-made provisionals, etc., as monitored by the Chair of the Department of Community Dentistry;
5. Adherence to OSHA infection control, HIPAA, and other SOD guidelines as monitored by the Chair of the Department of Community Dentistry; and
6. Average student rating of 7 or above over the 10 year period.

It is to be noted that this document, once accepted by the Office of the Provost, is applicable to all faculty hired within a year of the effective date and those beginning a new cycle of promotion and/or tenure.

Approved:  Date: 6/13/13  
Christopher C. Colenda, MD, MPH  
Chancellor for Health Sciences

Approved:  Date: 6/14/13  
David A. Felton, DDS, MS  
Dean, School of Dentistry

Approved:  Date: 6-27-13  
C.B. Wilson, Associate Provost for Academic Personnel  
West Virginia University Office of the Provost