

West Virginia University
GUIDELINES FOR FACULTY ANNUAL EVALUATION, PROMOTION, AND TENURE
Benjamin M. Statler College of Engineering & Mineral Resources
Approved by the Statler College Faculty May 18, 2015
Approved by the Office of the Provost July 9, 2015

The Statler College Guidelines follow all the University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure (Procedures) approved by the Faculty Senate on May 12, 2014 and accepted by the President on August 25, 2014. This document along with other pertinent information and documents are available at the following site: <http://wvufaculty.wvu.edu/policies>. The Statler College Guidelines expand and build upon the University Procedures; specifically the Professional Expectations of Faculty Members (Section III) by defining key activities the College considers important faculty contributions to be successful in annual evaluation and in achieving promotion and tenure in the Statler College. These Statler College Guidelines further specify and define the expectations in the University Procedures for maintaining the Faculty Evaluation File (Section VII). To support the preparation of files for review the College provides four Supplements (A, B, C, D) to the Statler College Guidelines that define the format for annual reporting of Teaching, Research, and Service activities.

The review period for annual evaluation of productivity is a calendar year, and evaluation for promotion and tenure is based on cumulative contributions since appointment or since the file closed for promotion to the current rank. The evaluation file is closed on the last working day of each year. Faculty performance is evaluated according to the assigned workload during the evaluation period as described in the annual workload assignment letter and/or the Memorandum of Understanding (MOU). These Guidelines apply to all faculty ranks within the Statler College for annual evaluation, promotion and/or tenure purposes.

Section III. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

The University Procedures document stresses the importance of annual evaluation and Section III (pgs. 3-5) define the types of activities that constitute the heart of the mission of the University in teaching, research, and service. The Statler Guidelines specifically identify the expectations and categories of emphasis in teaching, research and service that are important to meeting this mission. As stated in the University Procedures, Statler College faculty members are expected to stay current in their fields. The expectations in the Statler Guidelines are that normally over time, faculty must instruct (category I and II under teaching), publish, obtain funding, supervise and mentor graduate students to degree completion (categories I, II, and III under research), and provide service to the profession and university (categories I and II under service).

A. Teaching (Learning)

Faculty members seeking promotion and tenure are required to make *significant* contributions in teaching. At a minimum, the college requires evidence on the following teaching activities.

Category I: Instruction

- T1. Significant and demonstrable contributions to instruction
- T2. Effective advising, mentoring, and supervision of undergraduate, graduate, and/or postdoctoral students

Category II: Instructional Material Development

- T3. Significant and demonstrable contribution to instructional material development
- T4. Significant and demonstrable contribution to educational program development

Category III: Other Teaching Activities

T5. Other teaching activities

It is not necessary for a faculty member to make contributions to all of the above areas every year, but over time should demonstrate significant contributions in Categories I and II. An important element of providing evidence of significant contributions in teaching is the completion of WVU Student Evaluations of Instruction (SEI) for all courses taught. SEIs are an indication of student satisfaction. However, SEIs are not the sole factor in determining significant contributions to teaching. Other factors, such as, peer evaluation of teaching, improving methods of presenting material, ability to simulate and cultivate intellectual interest, adhering to course syllabus, and developing challenging course content, class size, undergraduate vs. graduate courses are also considered. Guidelines for reporting teaching activities are as described in Supplement A.

B. Research (Discovery)

Faculty members seeking promotion and tenure are required to make *significant* contributions in research. The University and College value collaborations and interdisciplinary research by faculty that involves activities as PI or co-PI. The College defines *significant* contributions as research that meets or exceeds that of peers recently achieving similar promotion and/or tenure in the College. At a minimum, the College requires evidence of the following research activities.

Category I: Publications

- R1. Articles published in peer-reviewed journals
- R2. Articles published in peer-reviewed conference proceedings (full paper reviewed)
- R3. Articles published in peer-reviewed conference proceedings (only abstract reviewed)
- R4. Publication of peer-reviewed books or book chapters
- R5. Other publications or presentations

Category II: Funding

- R6. Externally funded research grants or contracts (including research projects on teaching)
- R7. Internally funded research grants or contracts (including research projects on teaching)
- R8. Research proposals submitted

Category III: Graduate Student Supervision

- R9. Effective advising and guiding of Ph.D. or MS (thesis or problem reports) students to timely degree completion (refers to students who graduated)
- R10. Advising graduate students in progress

Category IV: Other Research and Scholarly Activities

- R11. Research resulting in inventions, patents, or other entrepreneurial activities
- R12. Effective advising, mentoring, and supervision of undergraduate, graduate, or postdoctoral students
- R13. Other research and scholarly activities

It is not necessary for a faculty member to make contributions to all of the above areas every year, but over time should demonstrate significant contributions in Categories I, II, and III. Peer-reviewed publications in well-respected journals or venues (as defined by the discipline), and acquisition of external funds to support graduate student research are very important to being successful in achieving promotion and tenure. Guidelines for reporting research activities are as described in Supplement B.

C. Service (Engagement)

Typically, service is an area in which a faculty member must demonstrate at least *reasonable* contributions. At a minimum, the college requires evidence on the following service activities.

Category I: Service to Professional Societies/Agencies

- S1. Reviewing technical papers or proposals
- S2. Serving on professional society or agency committees

Category II: Service to external organizations and/or the university

- S3. Service to international, national, state, or local organizations/agencies
- S4. Serving on university, college, or department committees
- S5. Service to alumni

Category III: Other Service Activities

- S6. Special assigned administrative duties
- S7. Other service activities

It is not necessary for a faculty member to make contributions to all of the above areas every year, but over time should demonstrate at least reasonable contributions in Categories I and II. Guidelines for reporting service activities are described in Supplement 3.

Section VII. FACULTY EVALUATION FILE

Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the faculty member's evaluation file. Also included are the professional judgments at each level of review as to the quality and impact of the faculty member's teaching, research, and service, as applicable.

The Statler College Guidelines establish formats for documenting teaching, research, and service activities as outlined in the WVU Procedures document. The department chairperson and the faculty member are responsible for proper maintenance, organization, and integrity of the faculty evaluation file. Typically, the evaluation file contains three sections: I) Teaching, II) Research and III) Service. The evaluation file and/or the documents typically are maintained in hardcopy form but electronic form may be used if approved a priori at all levels. All supporting documents must follow a consistent Document IDentification (DID) number as described in the four Supplements attached to these Guidelines. A key point is that the File must document results (output as contributions) as opposed to effort alone (input).

The Department can assign weights to individual items or have additional items as approved by the College and University. Each item claimed by the faculty member must provide a reference to supporting document or documents via the DID number. The activities forms to be completed annually for teaching, research, and service are shown in Supplements A, B, and C, respectively. Guidelines for maintaining P&T documents are shown in Supplement D. While the Supplements describe what needs to be done and how to document what has been done, the quality and quantity of the contributions will be judged by peers (department and college committees) and administrators (chairs and dean).

Note. *The four supplements to the Statler College Guidelines specify the official Statler College format for preparation of review materials for annual review as well as for promotion and/or tenure consideration for the types of activities specified in Section III.*