

Faculty Operating Manual



LAST UPDATED DECEMBER 13, 2019

College of Business and Economics
WEST VIRGINIA UNIVERSITY

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I. APPROVALS	<i>Faculty Approval</i>	<i>Dean Approval</i>	<i>Provost Approval</i>
<i>Voting Faculty of the College</i>	8/13/2018	8/13/18	
<i>Promotion and Tenure</i>	8/19/2019	8/19/19	
<i>Graduate Faculty</i>	8/13/2018		
<i>Administrative Positions</i>		8/13/2018	
<i>Standing Committees</i>	12/13/2019	12/13/2019	
<i>Meeting of the College Faculty</i>	8/13/2018		
<i>Faculty Grievances</i>		8/13/2018	
<i>Faculty Recruitment</i>		8/13/2018	
<i>Faculty Emeritus</i>		8/13/2018	
<i>Faculty Mentoring Program</i>	8/13/2018		
<i>Faculty Assignment Guidelines</i>		8/13/2018	
<i>Policies and Procedures for Annual Faculty Evaluation and Promotion and Tenure</i>	8/13/2018	8/13/2018	
<i>Merit</i>		8/13/2018	

COLLEGE OPERATING GUIDELINES

I. INTRODUCTION

College operating guidelines are written to comply with University and State policies and procedures. Any related division or department policies cannot be less rigorous than these guidelines. Sections requiring faculty approval are annotated.

II. ADMINISTRATIVE DEFINITIONS RELATED TO FACULTY

A. FACULTY DEFINED

The College of Business and Economics faculty consists of all those in the College holding academic rank as professor, associate professor, assistant professor, teaching professor or teaching instructor; including all faculty types (e.g. tenure-track, teaching faculty, research, emeriti, and visiting). Other faculty types of titles may be included in the future, subject to University and College guidelines.

B. COLLEGE FACULTY WITH VOTING RIGHTS

	A. Faculty	Dean	Provost Office
Approved by:	8/13/2018	8/13/2018	NA

The Voting Faculty of the College shall generally consist of all benefits eligible faculty members (i.e., 1.00 FTE within the College of B&E), including full-time faculty members on leave of absence. Visiting faculty members of all ranks, adjunct faculty, and Professors Emeriti are not considered to be voting faculty members. In addition, the Voting Graduate Faculty consists of voting faculty (defined herein) who are designated as regular graduate faculty by the College. These voting faculty policies are to be used to determine the Voting Faculty in all business of the College, including at the departmental level.

Departmental policies cannot place further restrictions on this policy.

To become a voting faculty member, candidates must receive the prior recommendation of a majority of the Voting Faculty in their departments or the relevant search committee (whichever system is selected as standard by the voting faculty of the department). Such voting shall be by secret ballot.

C. DEFINITIONS RELATED TO DETERMINING ACADEMIC QUALIFICATION FOR AACSB PURPOSES

The following definitions relate only to AACSB classification and are not related to the promotion and tenure process nor faculty evaluations.

A **“scholarly activity”** is a publication other than a “refereed” journal publication. Examples of scholarly activities include, but are not limited to, the following:

- Conference proceedings publications
- Textbooks adopted by other schools
- Book chapters
- Case studies
- Editorial review journal articles

A **“refereed journal publication”** is defined as a publication in an academic journal or professional (practitioner) journal that has gone through a rigorous “peer review” process prior to publication and is available to the public through means such as subscription, libraries, and electronic databases or is otherwise widely-disseminated. A journal publication is “refereed” through a blind peer review process. The review process must be clearly explained in the journal’s editorial policies and procedures. Publications must be pertinent to the faculty member’s teaching responsibilities or other areas related

to the University's mission. In certain cases, authoring an entire book may be considered equivalent to a single refereed journal publication.

An **"academic engagement activity"** is an accomplishment that faculty members achieve through their knowledge, skill, or ability, and that is sought after by the academic community. Examples of academic engagement activities include, but are not limited to, the following:

- Obtaining a funded grant or contract proposal from a funding agency or external organization as a principal investigator for a minimum of \$25,000 for the year under review. If not the principal investigator, the researcher's share must exceed \$10,000
- Serving as a member of an editorial board of a journal, with significant activity (e.g. 2 or more reviews per year)
- Performing significant paid or un-paid consulting projects (at least 40 or more hours per activity)
- Serving as a member of the Board of Directors of a for-profit or not-for-profit organization, with evidence of significant contribution (at least 40 or more hours per year)
- Serving in a faculty internship with a company for a total of at least 100 hours
- Serving in a fellowship in a major government or private foundation for at least one semester per activity
- Obtaining a Fulbright or comparable fellowship per activity
- Obtaining a significant new professional certification (e.g., CFA, CFE, CPA, etc.) in the faculty member's discipline
- Creating and delivering a scholarly or practitioner education seminar at least three (3) hours in length that is well attended (at least 20 attendees)
- Authoring a sponsored research report that is widely disseminated
- Serving as director of a research center

A **"professional engagement activity"** is an accomplishment that faculty members achieve through their knowledge, skill, or ability, and that is sought after by the business community. Examples of professional engagement activities include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance (e.g. paid or unpaid, 40 or more hours per project).
- Creating and delivering an Executive Education seminar that is material in terms of time and substance (e.g. at least three (3) hours in length that is well attended).
- Significant participation in a business professional association.
- Creating and delivering a professional presentation that is material in terms of time and substance (e.g. at least two (2) hours in length that is well attended).
- Significant participation in a professional event that focuses on the practice of business, management, or related issues.
- Completing a course or professional development workshop to keep current and to assist in upgrading the content and/or delivery of the courses he/she teaches.
- Using your professional expertise to serve as a member of the Board of Directors of a for-profit or not-for-profit organization, with evidence of significant contribution (e.g. 40 or more hours per year).
- Serving in a faculty internship with a company for a total of at least 100 hours.

D. ACADEMICALLY QUALIFIED FACULTY – PARTICIPATING VS. SUPPORTING

As part of the annual review process, each faculty member must complete the sections in Digital Measures that comprise the Productivity Report. Each Department Chair will attest to whether the faculty member has met the requirements for Academically Qualified status (i.e., Participating Faculty vs. Supporting Faculty). This must be completed by December 31 of each year, for annual review purposes.

1. PARTICIPATING FACULTY

Any individual teaching classes in the College of Business and Economics will be considered a participating faculty member if he/she performs any 3 (three) of the following activities on a regular basis and meets the college's HLC requirements:

- a. Engages in academic and/or career advising.
- b. Engages in a "Scholarly Activity", as defined above.
- c. Engages in an "Academic Engagement Activity", as defined above.
- d. Serves on a Department, Division, College or University committee.
- e. Votes in College, Division and/or Department matters.
- f. Directs extracurricular activities.
- g. Is eligible for and participates in faculty development activities, either on or off campus.
- h. Engages in curricular review and development.
- i. Serves as a mentor for junior faculty.

2. SUPPORTING FACULTY

A faculty member will be considered a supporting faculty member if he/she does not meet the minimum definition of participating faculty member and the faculty member has no responsibilities other than teaching.

E. AACSB CATEGORIES AS DEFINED BY COLLEGE OF B&E

1. SCHOLARLY ACADEMIC FACULTY (SA)

A faculty member will be considered scholarly academic (SA) if he/she meets any of the following conditions at the time of hire and subsequent time of evaluation:

Possesses a doctoral or relevant terminal degree in the field in which he or she is teaching (or a closely related field), and

- has three (3) refereed journal publication acceptances within the past five (5) years, or
- two (2) refereed journal publication acceptances and at least two (2) academic engagement activities within the past five (5) years.

Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), and

- currently serves, or has served for at least two (2) semesters during the previous three (3) years, in a position with at least a .51 FTE administrative workload, and has either participated in at least five (5) academic engagement activities within the past five years or
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- has at least one (1) refereed journal publication acceptance within the past five (5) years and has participated in at least three (3) academic engagement activities within the past (5) five years.
-

Has successfully completed, and is within the three (3) year period beyond, the most recent qualifying exam that leads to the dissertation stage and meets the college's HLC requirements.

Has received a doctoral degree or relevant terminal degree in the discipline in which he or she teaches within the past five (5) years.

Has a specialized graduate degree in taxation or a specialized degree and professional certifications in fraud and forensic accounting, and

- has three (3) refereed journal publication acceptances within the past five (5) years, or
 - two (2) refereed journal publication acceptances and at least two (2) academic engagement activities within the past five (5) years.
-

Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), and

- currently serves, or has served for at least two (2) semesters during the previous three (3) years, in a position with more than a .2 but less than a .51 FTE administrative workload, and has at least one (1) refereed journal publication acceptance within the past five (5) years, and has either participated in at least three (3) academic engagement activities within the past five years or
 - has a second refereed journal publication acceptance within the past five (5) years and has participated in at least one (1) academic engagement activities within the past five years.
-

2. SCHOLARLY PRACTITIONER FACULTY (SP)

To be classified as scholarly practitioner (SP), the faculty member must meet the following minimum conditions at the time of hire:

Has at least two years (2) of work experience within the past five (5) years that is relevant to the teaching assignment, and

- possesses a master's degree, doctoral degree or relevant terminal degree in (or related to) the field in which he or she is teaching, or
 - a bachelor's degree in a relevant field and at least five (5) years of prior work experience in the field related to the teaching assignment, or has earned and maintained a recognized
-

professional certification in the field related to the teaching assignment.

To be classified as scholarly practitioner (SP), the faculty member must also meet at least one of the following minimum conditions at the time of evaluation:

Has three (3) refereed journal publication acceptances within the past five (5) years.

Has two (2) refereed journal publication acceptances and at least two (2) academic or professional engagement activities within the past five (5) years, at least one of which must be an academic engagement activity (refereed journal publications may be substituted 1-for-1 for academic engagement activities).

Currently serves, or has served for at least two (2) semesters during the previous three (3) years, in a position with at least a .51 FTE administrative workload, and

- has participated in at least five (5) academic or professional engagement activities within the past five (5) years, at least two (2) of which must be academic engagement activities or
 - has at least one (1) refereed journal publication acceptance within the past five (5) years and has participated in at least three (3) academic or professional engagement activities within the past five (5) years, at least two (2) of which must be academic engagement activities.
-

Currently serves, or has served for at least two (2) semesters during the previous three (3) years, in a position with more than a .2 but less than a .51 FTE administrative workload, and

- has one (1) refereed journal publication acceptance within the past five (5) years, and has either participated in at least three (3) academic or professional engagement activities within the past five (5) years, at least two (2) of which must be academic engagement activities or
 - has a second refereed journal publication acceptance within the past five (5) years and has participated in at least one (1) academic engagement activities within the past five years.
-

3. INSTRUCTIONAL PRACTITIONER FACULTY (IP)

To be classified as instructional practitioner (IP), the faculty member must meet the following minimum conditions at the time of hire:

Has at least two years (2) of work experience within the past five (5) years that is relevant to the teaching assignment, and

- Possesses a master’s degree, doctoral degree or relevant terminal degree in (or related to) the field in which he or she is teaching, or
 - Has a bachelor’s degree in a relevant field and at least five (5) years of prior work experience in the field related to the teaching assignment, or
 - Has a bachelor’s degree and has earned and maintained a recognized professional certification in the field related to the teaching assignment, or
 - Has a bachelor’s degree in a relevant field and has successfully completed at least five (5) professional engagement activities in the past five (5) years.
-

To be classified as instructional practitioner (IP), the faculty member must also meet at least one of the following minimum conditions at the time of evaluation:

Has at least two (2) years of non-teaching work experience within the past five (5) years that is relevant to the teaching assignment.

Has earned and/or maintained at least one recognized professional certification in the field related to the teaching assignment, in the past five (5) years.

Has successfully completed at least five (5) professional engagement activities in the past five (5) years.

4. PRACTICE ACADEMIC FACULTY (PA)

A faculty member will be considered practice academic (PA) if he/she meets any of the following conditions at the time of hire and subsequent time of evaluation:

Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), and

- Has at least two (2) years of non-teaching work experience within the past five (5) years that is relevant to the teaching assignment, and earned and/or maintained at least one recognized professional certification in the field related to the teaching assignment, in the past five (5) years, or
 - successfully completed at least five (5) professional engagement activities in the past five (5) years
-

Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), and

- currently serves, or has served for at least two (2) semesters during the previous three (3) years, in a position with at least a .2 FTE administrative workload, and participated in at least four (4) professional engagement activities within the past five years.

Has a specialized degree and professional certifications in fraud and forensic accounting, and

- Has at least two (2) years of non-teaching work experience within the past five (5) years that is relevant to the teaching assignment, or has earned and/or maintained at least one recognized professional certification in the field related to the teaching assignment, in the past five (5) years, or
 - successfully completed at least five (5) professional engagement activities in the past five (5) years.
-

As part of the annual review process, each faculty member must complete all sections in Digital Measures in which the above-mentioned activities are addressed. Each Department Chair will attest to whether the faculty member has met the requirements for their assigned status. This must be completed by June 30 of each year, for AACSB annual report purposes, and December 31 of each year, for annual review purposes.

F. GRADUATE FACULTY

Graduate Faculty Members play a central role in graduate education. They are responsible for program content, they serve on graduate student committees, they foster University-wide research, scholarship, and creative endeavors, and they assure the quality of preparation of the University's graduates. Current University guidelines state "faculty holding non tenure-track appointments may be considered for graduate faculty membership" with stipulation that they "must meet the same criteria for review, approval, and continuation as do tenure-track faculty" (http://graduatecouncil.wvu.edu/university_graduate_faculty_information). Appointment as graduate faculty occurs at the department level, using the following criteria.

Requirements for Membership

1. REGULAR MEMBERSHIP

- Individuals who hold appointments at West Virginia University in tenure-track faculty positions and are actively engaged in scholarly research or creative activity may be considered for regular membership.
- Regular members must present evidence of continuing scholarly research or creative activity. Criteria usually include one or more of the following: publication in major peer-reviewed journals, publication of books and/or book chapters, invited and/or competitively selected presentations of scholarly work at national and international meetings, and presentations and performance of artistic work at professionally recognized events. Continuing scholarly research

or creative activity will be evaluated by the Departmental Promotion and Tenure Committee's review of the faculty member's scholarly contributions during the past three-year period.

2. ASSOCIATE MEMBERSHIP

- Individuals with ongoing involvement in graduate education at WVU may be considered for associate membership. These individuals may include WVU faculty members who do not meet the criteria for regular membership, are non-faculty professionals with terminal degrees or equivalent expertise, or are faculty members at other institutions.
- Associate members must present evidence of continuing scholarly or creative expertise or involvement in doctoral education. Criteria usually include one or more of the following: research activity, scholarly publications, artistic performances or presentations, doctoral-level teaching, and service on doctoral program committees.

3. EXCEPTIONS

- Graduate faculty members who leave WVU may continue to serve on student committees with their same graduate faculty status established prior to their departure.
- Normally, no candidate for a degree in the College of Business and Economics at WVU may be a regular or associate member of the graduate faculty.
- Emeritus faculty members may remain on the graduate faculty.
- New faculty members may be appointed as regular or associate graduate faculty members.
- Individual exceptions to membership criteria may be approved by the Associate Provost for Graduate Academic Affairs.

4. FUNCTIONS OF GRADUATE FACULTY MEMBERS

- Regular graduate faculty members may serve on and chair students' thesis and dissertation committees.
- Associate graduate faculty members may serve on students' thesis and dissertation committees, but may not chair them.
- Graduate faculty members serve other functions, such as chairing or serving on other types of graduate committees and graduate program committees, and teaching graduate courses, as determined by their department.

5. APPOINTMENT AND EVALUATION OF GRADUATE FACULTY MEMBERS

- Appointment to the graduate faculty for WVU faculty members must be through the college/school in which they hold their primary faculty appointment. Faculty members may request appointment to the graduate faculty in other colleges/schools, but may not be designated a regular graduate faculty member in any college/school if that status is not held in the primary college/school.
- At the time of the annual faculty evaluation, the Department Promotion and Tenure Committee will determine the faculty member's Graduate Faculty status, and the Department Chair will indicate the status on the annual Workload form. An individual whose graduate faculty membership is discontinued or changed from regular to associate status will be permitted to complete current responsibilities, but may only assume additional responsibilities that are consistent with the new status.

6. APPEALS

- Appeals regarding graduate faculty membership classification shall be handled through grievance procedures identified in the West Virginia University Faculty Handbook.

G. NON TENURE-TRACK FACULTY APPOINTMENTS

1. ADJUNCT FACULTY

Adjunct faculty members are hired to address specific teaching needs for a particular semester or year. Compensation is set on a per course basis, not to exceed .80 FTE--four courses a semester or the equivalent. Adjunct Faculty are hired according to the following recommended department procedures:

- The department periodically posts requirements for potential Adjunct Faculty needs.
- Applications are accepted at any time and are kept on file for two years.

Adjunct faculty for whom there is a confirmed expectation of employment across the year at six courses or greater (3:3 or 4:2), must be offered benefits-eligible appointments.

Adjunct faculty without a proven record of teaching ability at WVU will normally be offered only single semester appointments.

Adjunct faculty must update their Digital Measures teaching record before the end of the semester in which they are teaching.

Annualized (benefits-eligible) letters come from the Dean. Letters for one-semester assignments come from the Department Chair. For all classes taught, adjunct faculty are required to conduct Student Evaluations of Instruction (SEI) and will be evaluated accordingly. Additionally, adjunct faculty are required to complete Annual Productivity Reports and annually update their vitae via Digital Measures (DM) by December 31 of each year.

2. VISITING FACULTY

Visiting faculty are 1.0 FTE, non-tenure-track. Visiting faculty may be offered up to three one-year appointments without subsequent authorization by the Provost's Office. With annual approval by the Provost's office, up to three additional one-year appointments are possible, subject to the needs of the unit and the results of annual evaluations, but in no case is a full-time visiting appointment to extend for more than a total of six years. These positions may be used to "hold" open tenure-track lines until a search for a permanent faculty person can be appropriately conducted, or as "teaching post-docs." This title might also be used for an intended tenure-track hire who is ABD at the time of appointment. For all classes taught, faculty members are required to file syllabi and conduct Student Evaluations of Instruction (SEI). Visiting faculty are required to complete Annual Productivity Reports and annually update their vitae via Digital Measures (DM) by December 31 of each year.

3. TERM APPOINTMENT TEACHING FACULTY

Titles: Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor, Teaching Professor

Term appointment faculty are expected to be 1.0 FTE, where the workload normally includes 80% instruction and 20% service and/or research. A 1.0 FTE assignment is normally four three-credit courses per semester. At 1.0 FTE, Teaching Faculty are subject to annual evaluations to determine

reappointment and eligibility for the University merit raise pool. Teaching Faculty are also eligible for an Annual Experience Increment (AEI) after three years of 1.0 FTE employment. An individual may continue in term appointments indefinitely, contingent upon performance, need and available funding. Term Appointment Teaching Faculty receive term appointment letters, defining the responsibilities/expectations for the designated term of appointment.

Term Appointees have the right to vote in department meetings. They are counted in determining Senate representation, and, as full-time faculty members, will be eligible for Senate and Faculty Development Grants.

Term Appointment Teaching Faculty must participate in the general operations of their home departments and the College.

- a. All new/replacement Teaching Faculty positions must be approved by the Dean of the College of Business and Economics and the Office of the Provost.
- b. A formal search process is required for all Teaching Faculty unless exceptions are approved by the Division of Talent and Culture.
- c. Teaching Faculty may be eligible for reappointment. Reappointment will be determined primarily on the faculty member's performance of their assigned duties. However, other factors that may lead to cessation of the appointment include: resource availability, program viability, and the need to staff specific classes. Upon promotion to or appointment at the rank of Teaching Instructor or Teaching Assistant Professor, a faculty member may be eligible to receive an appointment or reappointment not to exceed three years. Upon promotion to or appointment at the rank of Teaching Associate Professor, a faculty member may be eligible to receive an appointment or reappointment not to exceed six years. Upon promotion to or appointment at the rank of Teaching Professor, a faculty member may be eligible to receive an appointment or reappointment not to exceed nine years. No number of term appointments shall create any presumption of a right to appointment as a tenure-track or a tenured faculty member.
- d. The workload for Teaching Faculty is typically 80% instruction and 20% service/outreach. Normally, no research will be assigned. Per the WVU Promotion and Tenure (P&T) document (Part III.B., page 4, 2009-10 version): "Faculty members are expected to undertake a continuing program of studies, investigations, or creative works." For Teaching faculty, this will be defined as expectation that the annual file include evidence of professional development, professional interactions, systematic assessment of instructional processes/outcomes and application of findings to enhancing course and program effectiveness.
- e. All Teaching Faculty will ordinarily be required to serve on a minimum of one Department Committee and one College Committee. Teaching Faculty are not eligible to serve on the Department and College P&T Committees.
- f. Teaching Faculty should also be involved in appropriate professional interactions and outreach in support of the program and College mission.

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- g. For all classes taught, faculty are required to conduct Student Evaluations of Instruction (SEI) and submit to the Department Office syllabi for all classes taught by the end of the 1st week of the semester.
- h. Teaching Faculty are required to keep office hours each week and be accessible to students at other times through email or telephone contact, with the opportunity for students to schedule appointments.
- i. Teaching Faculty are required to complete their Annual Productivity Reports and annually update their vitae via Digital Measures by December 31 of each year. The file should contain at a minimum: the letter of appointment, a copy of the annual workload assignment, a current vita, a completed and signed College Productivity Report, copies of all past annual evaluations, the summary sheets from the Student Evaluations of Instruction (SEI), all course syllabi for courses taught for the year being reviewed, other documentation related to teaching, documentation of all service and outreach activities, and other documentation that the faculty or Chair may want to include. However different or additional information may be required as a part of the workload and performance evaluation process for the Department, College, or University. A backup file of supporting material should be maintained by the faculty member. This backup file should be readily available for review if requested.
- j. Teaching Faculty will meet individually during the Spring Semester with the Department Chair and determine the workload assignments for the coming academic year, if the Teaching Faculty is to be reappointed. Otherwise the meeting will serve as an exit interview.
- k. Criteria for Appointment:

Credentials at Appointment	
Teaching Instructor	Professional experience or professional qualifications related to discipline in which hired to teach as set forth in the college's HLC plan
Teaching Assistant Professor	Terminal degree, or Master's degree and professional experience, in the discipline in which hired to teach or a related discipline as set forth in the college's HLC plan

III ADMINISTRATIVE POSITIONS AND ADMINISTRATION OF THE COLLEGE

A. APPOINTMENT AND TERM

Administrative officers of the College shall be appointed by the Dean and serve in their administrative roles at the Dean's will and pleasure.

B. EVALUATION

The Dean shall provide for a process of annual review of all administrative officers of the College.

C. INTERIM OR ACTING APPOINTMENTS

Interim appointments are those where a person is temporarily filling an administrative officer position when the holder has vacated the position, will not return, and a search for a permanent replacement will occur. Acting appointments are those where a person is filling an administrative position temporarily when the holder is on leave or is temporarily assigned to another position and is likely to return. Should circumstances necessitate the appointment of an interim or acting administrator, such appointment shall be for a term not to exceed twelve months. If an extension beyond twelve months is sought, such a proposed extension must receive the prior approval of the Dean. However, these provisions are not intended to preclude the informal designation of an acting administrator to perform essential duties of the office during an absence for which no formal leave time has been granted.

D. OFFICE OF DEPARTMENT CHAIR

The appointment and role of department chairs is governed by the University protocol:

<https://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/department-chairs-and-faculty-in-other-leadership-positions-protocols-for-appointment-assignment-and-review>

E. MEETING OF THE COLLEGE FACULTY

	Faculty	Dean	Provost Office
Approved by:	8/13/2018	8/13/2018	NA

A meeting of the College faculty shall be held at least once during each of the Fall and Spring Semesters. The Fall semester meeting may be held in the week prior to the start of classes. Additional meetings may be called by the Dean or by petition to the Dean of at least 25 percent of the Voting Faculty. Written notice of these meetings, including an agenda, and related materials to be considered must be given to the faculty (except those on full-time leave) at least one week prior to the meeting. The Dean (or his/her designee) shall preside at all meetings of the College faculties. All faculty members are expected to attend meetings of the College faculty.

Unless otherwise determined by two-thirds of the Voting Faculty, rules of procedure at all faculty meetings shall follow Robert's Rules of Order, latest edition.

An attendance of at least 51 percent of the Voting Faculty of the College shall constitute a quorum. No person at College faculty meetings can cast a vote on behalf of an absent Voting Faculty member. The Dean shall be responsible for seeing that the minutes of College meetings are taken, distributed to the faculty, and retained on file within the College.

F. COMMITTEES AND TASK FORCES

Members of standing committees of the College are appointed by the Dean or the appropriate department Chair. These committees and the method of selecting members are referenced later in this document.

Either the voting faculty or the Dean (or designee) may create ad hoc committees or task forces, as the need arises. Voting faculty may create ad hoc committees or task forces only by majority approval of the voting faculty of the College. A task force is assigned a specific task to complete and is disbanded at the conclusion of the task.

All standing committees of the College shall be constituted by appointment at the beginning of the Fall semester. Ad Hoc committees last as long as determined by their charge. Committees thus constituted will commence their responsibilities on August 16, following their selection, and continue for a term of twelve months.

A committee or task force quorum is defined by a minimum of 51 percent of voting faculty of the committee or task force.

G. COLLEGE STANDING COMMITTEES

1. Executive Committee

Voting Members: Dean, Associate Deans, Chairs of all Departments, Assistant Dean for Finance and Administration
Non-Voting Members: Senior Administrative Assistant to the Dean
Chair: Dean
Charge: Formulate academic policies and coordinate Dean's Office and Division academic program operations

Responsibilities:

- Provide oversight and policy direction for the College's degree programs
- Ensure adherence to University and College policies and academic standards
- Advise the Dean on issues of faculty and staff welfare
- Post minutes of each meeting on the college H: drive
- Facilitate and promote communications among faculty, staff, and students
- Provide coordination and collaboration across College programs, outreach, development, and alumni relations activities
- Participate in College strategic planning
- Provide input and advice into budget planning
- Other tasks as assigned by the Dean

2. Technology Committee

Voting Members: Director of Information Technology, Department Representatives from all departments, Staff Representative, Bureau of Business and Economic Research Representative, and Information Technology Representative

Chair: Director of Information Technology

Charge: Provide guidance for the deployment and management of technologies within the College. This includes, but is not limited to computers, telecommunications, multimedia, and information technologies to support students, faculty, and staff.

Responsibilities:

- Work with College faculty, staff, and students to ensure the availability of appropriate and needed technology, the efficient and effective application of that technology, and the sustainability of that technology in accordance with the mission of the College
- Coordinate informational seminars for College faculty and staff on the use of technology
- Work with the Office of the Provost and University Facilities Planning in the implementation of technology in classrooms in the Business and Economics College building
- Advise the Dean on the adequacy of the College's technology resources
- Post minutes of each meeting on the college H: drive
- Other duties as assigned by the Dean

3. Research and Library Committee

Members: Department Representatives appointed by the Chair of each Departments, Director for information Technology, Representative from the Bureau of Business and Economic Research, and Staff Representative

Voting Members: Tenure Track Faculty

Chair: Appointed by the Dean

Charge: Promote academic and externally funded research among faculty, staff, and students and to ensure that library resources are used to serve the College's Mission

Responsibilities:

- Design and implement programs to support and guide faculty, staff, and students to increase externally funded research in the College
- Advise the Dean on the adequacy of College resources and support for such programs
- Maintain information pertaining to all databases housed in the College, along with their costs and breadth of usage by faculty and staff
- Evaluate current faculty databases, and make recommendations for purchases of additional databases
- Develop a resource plan for providing advisory staffing to handle the maintenance and supervision of all databases in the College for use by the faculty and staff
- Determine College library needs, recommend acquisitions, and coordinate College library activities across the University
- Administer the annual budget of the Committee
- Make recommendations for "College Scholar Summer Research Award" and make selection

- Prepare an annual report for the Office of the Dean on the research and library activities and accomplishments of the College, which includes a summary of database costs and usage by June 30
- Post minutes of each meeting on the college H: drive
- Other duties as assigned by the Dean

4. Undergraduate Programs Committee

Members: Associate Dean for Academic Affairs, Assistant Dean/Director of Undergraduate Advising, Department Representatives from Chairs of all Departments, and Undergraduate Student Representative

Ex Officio: Director for the Center for Career Development,

AOL Subcommittee: Department Representatives appointed by the Chair of each Departments

Chair: Associate Dean for Academic Affairs

Charge: Ensure policies and activities that lead to the provision of the highest quality undergraduate learning experience possible.

Responsibilities:

- Promote continuous improvement in undergraduate programs
- Determine learning goals for all core courses in the BSBA program
- Propose measurable learning objectives for each learning goal
- Work with the Assurance of Learning and Continuous Improvement Committee to measure learning and analyze results of assessment processes
- Evaluate proposals for changes in undergraduate curriculums and make recommendations to the faculty and the Dean
- Review admissions policies and procedures for undergraduate programs and make recommendations to the Dean
- Propose and assist in the implementation of programs to improve student recruitment, retention, advising, and placement for the College's undergraduate programs
- Assist the Associate Dean for Academic Affairs in the planning and coordination of the December Convocation and May Graduation Ceremonies
- Assist the Director for the Office of Undergraduate Programs and Advising in the effective implementation of the Freshman and Sophomore Direct Admit Program
- Work with the College Consultant for Student Recruitment and Retention
- Advise the Dean on all matters related to undergraduate programs
- Prepare an annual report for the Office of the Dean on accomplishments of the College by June 30
- Post minutes of each meeting on the college H: drive
- Other duties as assigned by the Dean

5. Graduate Programs Committee

Members: Associate Dean for Graduate Programs, Director of Masters Programs, Department Representatives from all Departments and/or Coordinators for all Graduate Programs, Graduate Student Representative, Staff Representative from the Office of Graduate

Programs, the College Representative on the University Graduate Council and Administrative Assistant, Dean's Office

Chair: Associate Dean for Graduate Programs

Charge: Promote policies and activities that lead to the provision of high quality graduate programs including all masters and Ph.D. Programs

Responsibilities:

- Promote continuous improvement in graduate programs
- Develop and maintain a Policies and Operations Manual
- Establish the process by which holistic admission decisions are made
- Provide regular reporting to the Office of the Dean regarding data on student applicant and enrollment data in all non-MBA and non-EMBA graduate programs
- Evaluate proposals for changes in graduate curriculums and make recommendations to the faculty and the Dean
- Work with the College Accreditation Committee in the development and assessment of assurances of learning goals for each of the non-MBA graduate programs under the guidelines set forth by AACSB International
- Assist in the planning and coordination of graduation ceremonies for non-MBA and non-EMBA graduate programs
- Advise the Dean on all matters related to graduate programs
- Prepare an annual report for the Office of the Dean on the status of the College's graduate degree programs by June 30
- Post minutes of each meeting on the college H: drive
- Other duties as assigned by the Dean

6. Promotion And Tenure Committee

Members: One qualified tenured full professor from each department, appointed by the Dean. In the case that a full professor is not available to serve from an individual department, a qualified tenured associate professor may be substituted for that department. An associate professor may not vote in the case of a faculty member being considered for promotion to full professor. All members serve three year staggered terms. Members may not serve consecutive terms.

Non-Voting Member: Senior Administrative Assistant to the Dean

Chair: Appointed by the Dean (must be a qualified tenured full professor)

Charge: Oversee promotion and tenure processes of the College

Responsibilities:

- Evaluate performance and make recommendations for faculty for whom action is recommended
- Review College standards for promotion and tenure and recommend changes as appropriate
- Evaluate performance, provide guidance, and make recommendations for all probationary faculty members
- Prepare an annual report for the Office of the Dean on accomplishments of the College by June 30
- Advise the Dean on issues related to promotion and tenure
- Other duties as assigned by the Dean

7. AACSB Accreditation Committee

Members: Associate Deans, Coordinator for the MSIR Program, Coordinator for the MPA Program, Coordinator for the MS Finance Program, Department Chairs from all Departments, Department Representatives from all Departments, and others as deemed necessary.

Chair: Associate Dean for Academic Affairs

Charge: Prepare the College Accreditation Report

Responsibilities:

- Using AACSB guidelines, develop written statements for how the College should define academically and professionally qualified faculty
- Using AACSB guidelines, develop written statements for how the College should define participating and non-participating faculty
- Using these guidelines, evaluate whether or not current College faculty are in compliance with AACSB requirements
- Work with the Dean to complete and file AACSB Annual Reports (Due June 30 each year)
- Work with the Dean and Associate Dean for Academic Affairs to preparing all necessary reports for the AACSB 5 Year Maintenance visit
- Post minutes of each meeting on the college H: drive
- Other tasks assigned by the Dean

8. Academic Standards Committee

Members: Department Representatives appointed by the Chair of each Departments

Chair: Appointed by the Dean

Charge: Review and respond to all charges related to academic integrity for the College of Business and Economics

Responsibilities:

- Meet on an as needed basis as situations arise
- Serve as College respondent to all charges related to academic integrity
- Review and rule on academic probation appeals.

9. Diversity, Equity and Inclusion Committee

	Faculty	Dean	Provost Office
Approved by:	12/13/2019	12/13/2019	NA

Members: Volunteers from the College

Chair: Appointed by the Committee

Charge: To celebrate, champion and embed diversity, equity and inclusion into all facets of the Chambers College of Business and Economics

Responsibilities:

- Recommendations to the Chambers College's leadership in the areas of diversity, equity and inclusion
- Support programming and curriculum that engages the Chambers College is advancing of diversity, equity and inclusion
- Create training opportunities to build awareness and inform practices

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- Support advocacy and connect into other groups at WVU that support the advancement of diversity, equity and inclusion on campus

IV. PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION, PROMOTION, AND TENURE

	Faculty	Dean	Provost Office
Approved by:	12/13/2019	12/13/2019	NA

Faculty members are required to be familiar with the current version of the "West Virginia University Faculty Handbook" and the "West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure 2014-15" [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modifications by the President, 8/25/14] (from here on referred to as "university guidelines"). The latter document is made available each August to all faculty members by the Office of the Provost and provides "University Level" guidance regarding faculty appointment, annual evaluation, promotion, and tenure. College level guidance regarding faculty appointment, annual evaluation, promotion, and tenure may be more restrictive but not less restrictive than the official University documents.

University procedures for faculty appointment, annual evaluation, promotion and tenure are subject to change by the University. Any changes will be distributed to the faculty by the Office of the Provost. Any changes or amendments to the College procedures for faculty appointment, annual evaluation, promotion and tenure described in this document must be voted upon by the College Faculty. Any changes or amendments passed by the College Faculty will be effective for the next review cycle following the Faculty Vote. A copy of the revised document will be distributed to the College Faculty by the Office of the Dean. This document supersedes all previous College of Business and Economics Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure documents and WVU College of Business and Economics Faculty Operating Manuals. Department specific policies related to the university guidelines must be approved by the Dean and the Provost.

A. FACULTY RECRUITMENT AND APPOINTMENT

Recruitment of faculty shall be in accordance with University search and selection procedures (see Provost website). While department selection processes vary, no person may be forwarded to the Dean for consideration without receiving the prior endorsement of a majority of the voting faculty of that department regarding the acceptability of the candidate.

B. APPOINTMENT OF A FACULTY MEMBER WITH TENURE

No faculty candidate to be hired with tenure may be forwarded to the Dean for consideration without receiving the prior endorsement of a majority of the *tenured faculty* of the department hiring the candidate. The tenured faculty of said department will be appointed by the Department Chair to an ad hoc "Tenure Review & Recommendation Committee" and prepare a letter addressed to the Department Chair that provides a vote indicating the number of tenured faculty in favor of hiring the candidate with tenure and the number of tenured faculty opposed to hiring the candidate with tenure. The letter shall be structured similarly to letters written for assistant professors applying for tenure and should address the three mission areas: Teaching, Research, and Service – which will necessarily be based upon information provided by the candidate from their current and/or prior institution(s) of employment.

C. FACULTY EVALUATION FILE – DIGITAL MEASURES

Digital Measures (DM) is a private company that provides a web-based faculty activity reporting service. The university contracts with DM for the digital collection and storage of faculty activity in teaching, research/scholarship, and service, as well as biographical and credential information. All College faculty must use DM. Evidence documented in DM plus evaluations and recommendations made by early reviewers in the review cycle, provide the basis for evaluations done by those evaluators that come later in the review cycle. Evaluations form the basis for recommendations and decisions regarding retention, non-retention, promotion, tenure, program assignments, and provide guidance to faculty regarding areas for improvement. All data uploaded to DM constitutes a faculty member's personnel file. As noted in the document "West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2014-15 [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modification by the President, 8/25/14]," a faculty member should be notified of any changes or additions made to their personnel file (e.g., by a Chair or Dean) and may respond to those changes and/or additions in writing within ten working days (Section VII (6), p. 8).

Evaluations are provided to each untenured tenure-track faculty member annually by their Departmental Committee, Department Chair, the College Promotion and Tenure Committee, and the Dean of the College. Tenured assistant and associate professors are evaluated by their Departmental Committee and Department Chair. Tenured full professors are evaluated by their Department Chair only, but may request to be evaluated by their Departmental Committee if they so desire. Tenured faculty members are not evaluated by the College Promotion and Tenure Committee or the Dean of the College, unless non-retention has been recommended by the Departmental Committee or the Department Chair, or if the faculty member is being considered for a promotion in rank.

Evaluations and recommendations are based on both quantitative and qualitative evidence. Reviewers may only consider documentation contained in a faculty member's DM file during the evaluation process. Professional judgment regarding the quality of the faculty member's teaching, research, and service is an integral part of the evaluation process. The information contained in a faculty member's DM file should provide sufficient documentation to support all recommendations and decisions made during the evaluation process.

All faculty members must update their DM file by December 31st of each year. Materials entered into DM after December 31st or changes made after December 31st will not be considered in the evaluation of the faculty member for the year(s) under review.

1. TIME PERIOD OF DATA NECESSARY FOR EVALUATION

- (a) For all untenured, tenure-track faculty, data for all years to be considered in the tenure decision (until tenure is achieved) must be included in the DM file (i.e. tenure decisions typically require five and one-half years of data).
- (b) For tenured but not fully promoted faculty (e.g., associate professors who wish to be considered for promotion), data for a minimum of the most recent five-year period must be included in the DM file. However, faculty members are encouraged to upload additional prior years' data.
- (c) For tenured and fully promoted faculty, the DM file must contain data beginning January 1, 2017. However, fully promoted faculty that expect to apply for the Salary Enhancement for Continued

Academic Achievement Program must have data in their DM file for at least the immediately preceding five-year period. However, faculty members are encouraged to upload additional prior years' data.

- (d) Non tenure-track faculty that are eligible for promotion (e.g., those holding the rank of Teaching Instructor, Teaching Assistant Professor or Teaching Associate Professor) and expect to apply for promotion must have data in their DM file for at least the immediately preceding five-year period. However, faculty members are encouraged to upload additional prior years' data.

As used above, data refers to all documentation necessary to substantiate entries made in DM have been uploaded into DM for the periods of time noted above.

The following documentation must be uploaded into DM: (a) Syllabi for all courses taught (in-load and overload), (b) Student Evaluation of Instruction (SEI) Summary Pages for all courses taught (in-load and overload), (c) published articles, (d) papers accepted for publication (with acceptance letters), (e) papers under review, and (f) copies of manuscripts that are works-in-progress. Documentation of service activities should be uploaded only if the service activity produces a digital file that can be easily uploaded (e.g., no need to upload documentation for each individual service activity engaged in by the faculty member).

Original appointment letters (if available) and any other documents (e.g., memoranda of understanding, subsequent letters of agreement, etc.) which describe, elaborate upon, or modify one's assignment should be scanned and uploaded as portable document files (pdf). A copy of annual faculty and administrative evaluations (i.e., Department Chair's evaluation; and when appropriate, evaluations by the Department P&T Committee, the College P&T Committee, the Dean of the College, the University P&T Committee, and the Provost as appropriate) and any written responses should be scanned and uploaded for the time periods noted above. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance and evaluations from both supervisors (for the time periods noted above) must be uploaded to the faculty member's DM file.

Evaluations should note if a faculty member's DM file does not contain any evidence for any of the three mission areas (i.e., teaching, research, & service). Furthermore, evaluations should explain that no evidence provided for any of three mission areas will, according to University policy, result in an evaluation of 'unsatisfactory' for that (those) mission area(s) and will impact decisions concerning reappointment, retention, promotion, tenure, program assignments, application for sabbatical and other leaves of absence, and performance-based salary increases. In addition, not following University policy could lead to the dismissal of a faculty member.

2. ACCESS TO THE DM FILES

Faculty DM files shall be updated according to the University calendar. On the appropriate deadline date (e.g., December 31), the file shall be closed for the review period. Only such materials generated as a consequence of the faculty evaluation process shall be added to the DM file after the deadline date.

Faculty members have the right to access their DM files any time. All others shall have access to the DM file on a "need-to-know" basis only. Members of a faculty evaluation committee, hearing panel, or administrative officers charged with making evaluation recommendations or decisions are assumed to have a need to know. The appropriate administrative officer shall determine what material is necessary

to fulfill the need to know. All persons will treat the material contained in faculty DM files as confidential and the security of information contained in a faculty member's DM file must be assured.

D. FACULTY EVALUATION – OVERVIEW

1. EXPECTATIONS OF FACULTY

Faculty members are expected to contribute to the missions and goals of their Department and College and are judged accordingly. Consequently, the evaluation of a faculty member is to occur in the context of the faculty member's particular role(s) within the institution.

Collectively, the faculty teaches, advises, engages in research, publishes and disseminates its research findings and new knowledge, and provides public, professional and institutional service. The extent to which a particular faculty members' responsibilities emphasize the three mission areas (i.e., Teaching, Research, and Service) will vary.

2. DEPARTMENT PROMOTION AND TENURE COMMITTEES

Department P&T Committees normally consist of a minimum of five members. Committee members must be tenured faculty with the majority coming from the department, if possible. If it is not possible for a department to create a P&T Committee from tenured faculty members from their own department, tenured faculty members from other departments will serve on the Department P&T Committee. Deans, Department Chairs, and members of the College P&T Committee cannot serve on Departmental P&T Committees.

3. COLLEGE PROMOTION AND TENURE COMMITTEE

See Section III. Part G. Paragraph 6 of this document.

4. REQUEST TO BE CONSIDERED FOR PROMOTION AND/OR TENURE

The Department Chair must be notified (e.g., Email, Letter, or Memorandum) by the faculty member of his/her request to be considered for promotion and/or tenure by **May 15** of the academic year proceeding the review cycle for promotion and/or tenure.

5. EXTERNAL EVALUATIONS FOR PROMOTION AND/OR TENURE

When a faculty member who has research or service as an area of "significant contribution" applies for promotion and/or tenure, the faculty member's DM file must contain evaluations of the quality of the faculty member's research or service from individuals external to West Virginia University. External evaluations are one of many factors considered when evaluating the faculty member.

Reviews of the quality of teaching may be initiated by the Department P&T Committee or the Department Chair with the approval of the faculty member applying for promotion and/or tenure. Examples of such reviews would be reviews based on peer classroom visitation, reviews of syllabi and reviews of other classroom materials by external reviewers. The procedure for selecting teaching or service reviewers should follow the same process used to select external reviewers of research described below.

External reviewers of research should be at or above the rank to which promotion is sought and should be faculty members at peer institutions. The names of persons to provide external reviews must be selected with input from the faculty member applying for promotion and tenure and the Department P&T Committee. The method for identifying external reviewers is for the Department P&T Committee to provide the names of six potential external reviewers and for the faculty member applying for promotion and/or tenure to provide the names of another six potential external reviewers. The twelve names must be given to the Department Chair by **September 10**. Both the Department P&T Committee and the faculty member applying for promotion and/or tenure must include, for each person listed, the individual's academic rank, a brief statement regarding their professional competence in the discipline. The faculty member applying for promotion and/or tenure must identify any personal and/or professional relationship to the twelve (12) potential external reviewers. The Department Chair will contact and then request reviews from three or more persons from each list. Following the procedures detailed in the University guidelines, the Department Chair shall have that list approved by the Dean. A minimum of four external reviews is ordinarily required for the completion of a proper internal review. If four evaluations are not received by the time the file is closed, the deadline for including such evaluations in the file may be extended through the written consent of the faculty member, Department Chair, and Dean.

Individuals who have been closely associated with the person being evaluated, such as coauthors or doctoral research advisors or advisees, may be asked to be reviewers but, as with all evaluators, should be requested to identify their professional and/or personal relationship with the candidate for promotion and/or tenure. The provost's office maintains a listing of peer schools appropriate for external reviewers. The faculty member has the right to review the list of potential evaluators and comment upon any individuals who may not provide an objective evaluation and may request those individuals be removed from consideration as a potential external reviewer. However, only the Department Chair has the authority to remove a potential external reviewer from consideration. The Department Chair, using a letter approved by the Dean, shall formally request the external reviews, stressing that the standard of "significant contribution in research" means performance in research which meets or exceeds that of peers recently achieving similar promotion and/or tenure at peer research universities. An assessment of whether the quantity of scholarly work is sufficient for promotion and/or tenure is a judgment best left to the internal reviewers at WVU (i.e., Department, College, and University levels). External reviewers should be instructed to forward their evaluations directly to the Dean of the College of Business and Economics.

All external reviews will be maintained in a separate section of the faculty member's DM file that is not accessible by the faculty member. Committees and individuals directly involved in the promotion and tenure review process shall be given temporary "read only" access to this section of the DM file when they have need. The faculty member shall have the right to see a copy of the external reviews after all identifying information has been removed or redacted from copies of the original reviews. All hardcopies provided during the evaluation process shall be returned to the Office of the Dean upon the completion of the review. Upon conclusion of the review process, the external evaluations shall be stored in a secure area of DM that is not accessible to the faculty member and shall not be used in any subsequent evaluation actions.

6. PROCESS AND FLOW OF EVALUATION LETTERS

Department Chairs provide an annual evaluation for all faculty, whether probationary, tenured, or temporary. In addition, faculty who are not yet fully promoted (i.e. do not hold rank of full professor) will also be evaluated by their departmental promotion and tenure committee. Probationary, tenure-track faculty will also be evaluated by the College Promotion and Tenure Committee and the Dean.

Departmental P&T Committee letters shall be addressed to the Department Chair. Department Chair letters shall be addressed to the faculty member or the College P&T Committee as appropriate. College P&T Committee letters shall be addressed to the Dean. The Dean's letter shall be addressed to the faculty member or the Provost as appropriate. All evaluation letters are saved and stored in each faculty member's DM file.

7. REBUTTAL PROCESS

A faculty member disagreeing with an evaluation of his or her performance may include a rebuttal letter as detailed in Section XIII of the document: "West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2014-15 [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modification by the President, 8/25/14]."

E. ANNUAL EVALUATION OF FACULTY

The College of Business and Economics requires an annual evaluation of every faculty member. Evaluations are used to make recommendations and decisions regarding retention, promotion, tenure, program assignment, sabbatical and other leaves of absence, and salary increases. Salary increases are typically based upon merit and the merit policy used by the College is contained in the "Merit" Salary Policy of the College of Business and Economics described in Part V, Sections I and J of this document.

The annual review shall evaluate faculty performance in each of the three mission areas: Teaching, Research, and Service, giving full consideration to the workload percentages assigned to each of the three areas. The typical faculty workload consists of 40% teaching, 40% research, and 20% service. If a faculty member's workload is different from the typical 40% teaching, 40% research, and 20% service, reviewers **must** extrapolate from the evaluation criteria and guidelines to reach appropriate conclusions regarding the evaluation of each of the three mission areas.

The annual review of one's performance in each of the three mission areas must be assessed as **Excellent** [characterizing performance of high merit], **Good** [characterizing performance of merit], **Satisfactory** [characterizing performance sufficient to justify continuation but, when applied to an area in which significant contributions are required, not sufficient to justify promotion or tenure], or **Unsatisfactory**.

Departmental specific procedures for faculty appointment, evaluation, promotion, and tenure may provide additional detail regarding the evaluation of teaching, research, and service appropriate for the discipline and mission of the unit, beyond the guidance contained herein.

1. EVALUATION OF TEACHING

The evaluation of teaching must be based upon evidence contained in the faculty member's DM file. The College requires that Student Evaluations of Instruction (SEI) be conducted for by all faculty members for

all in-load and overload graduate and undergraduate classes taught each semester, including summer sessions. Teaching evaluations (i.e., SEI's) are not required for independent studies or internships.

Evaluations for all classes taught must use the Student Evaluation Instrument (SEI) provided by the Faculty Senate. SEI summary pages, including student comments, must be included in the faculty members DM file. If desired, a faculty member may use a student evaluation instrument of their own design to complement but not replace the faculty senate form.

Other evidence useful to evaluate teaching performance includes, but is not limited to: (a) Department Chair or colleague classroom visitation reports, (b) analysis of course content/syllabi, (c) evaluation of teaching-related products such as textbooks or videotapes, (d) the development or use of instructional technology and computer-assisted instruction, (e) evidence of assessment of student learning, and (f) studies of success rates of students taught. Innovative changes in course content and design should also be described by the faculty member in their DM file. **Any process or procedural changes made during the annual evaluation process shall be implemented during the next year's annual evaluation process.**

2. EVALUATION OF RESEARCH

Research activities result in products that can be evaluated and compared with those of peers at other institutions of higher learning. The College expects publications (or manuscripts accepted for publication) in refereed journals (print or electronic) of high quality to be a primary source of evidence of scholarly productivity, and also highly values research activity that supports the maintenance of Carnegie R1 status for the University. Both quality and quantity are important. Although research is expected to be discipline-focused and individual to some extent, the College also values interdisciplinary and collaborative research. In the case of collaborative research, the contribution of the faculty member (e.g., percentage) must be clear. Research can be categorized as basic or applied. Basic research tends to target the academic community whereas applied research tends to target the practitioner community, including policymakers.

3. EVALUATION OF SERVICE

All faculty members are expected to engage in service activities. When evaluating service, the stage of a faculty member's career will necessarily be brought to bear on the expectation of service activity in terms of amount and level (e.g., department, college, university, academy, profession; community, regional, state, national, international). Typically, service expectation of junior (e.g., untenured) faculty is lower than the service expectation of a tenured associate professor; and the service expectation of a tenured full professor is typically higher than the expectation of a tenured associate professor. Similarly, the level of service would tend to expand from department to college to university to profession and from community to regional to state to national to international as one moves up in academic rank.

F. PROMOTION AND TENURE (P&T) - OVERVIEW

Promotion and tenure recommendations are made based on faculty contributions in the areas of teaching, research, and service. A faculty member is judged on the basis of their contributions relative to the mission of the Department and College. Consideration should be given to the standards applied to recently promoted faculty. The multipurpose nature of the College of Business and Economics, as accredited by the AACSB and offering graduate and undergraduate education in a comprehensive land-grant university environment requires that faculty be evaluated in each of the three mission areas:

teaching, research and service. The existence of a doctoral program in a department requires that the research expectations for faculty engaged in working with doctoral students be higher for promotion and tenure decisions than for faculty not working with doctoral students. Since the promotion and tenure process is critical to the future of the College of Business and Economics, all recommendations and decisions must be made on a rational and objective basis in accordance with the criteria outlined in this document. “Significant contributions” referenced below are normally those contributions that meet or exceed those of peers recently achieving similar promotion and/or tenure.

Promotion and tenure recommendations and decisions shall be made in accordance with the calendar established by the Office of the Provost.

G. PROMOTION TO ASSOCIATE PROFESSOR: TENURE-TRACK FACULTY

A minimum of five and one-half years at the assistant professor level and the appropriate terminal degree are normally required before one may be promoted to associate professor. Prior service at other academic institutions at the rank of assistant professor or higher must be established at the time of appointment or within the first year, using University guidelines for establishing the critical year. Separate guidelines for changing one's critical year are specified in University documents and must be followed. The criteria for promotion to associate professor are:

1. EVALUATION OF TEACHING

The teaching record of the candidate should provide evidence of making “***significant contributions in teaching.***” Faculty must include in their DM file summary sheets of the Student Evaluation of Instruction (SEI), including student comments, for all classes taught during the evaluation period. Evaluation of SEI's is but one factor to consider when evaluating contributions in teaching. Evidence of teaching innovations, changes in course content and/or design, new course development, assessment of student learning, and other teaching related activities shall also be contained in the DM file.

In addition to the above, reviewers will examine other evidence of teaching effectiveness contained in the DM file which may include, but is not limited to: (a) Department Chair or colleague classroom visitation reports, (b) analysis of course content/syllabi, (c) evaluation of teaching-related products such as authoring or coauthoring textbooks or videotapes, (d) the development or use of instructional technology and computer-assisted instruction, (e) **pedagogical scholarship published in refereed journals and media of high quality**, and (f) studies of success rates of students taught.

2. EVALUATION OF RESEARCH

For promotion to associate professor with tenure, the research record should show substantial progress toward becoming a mature and productive scholar within at least one sub-field of the faculty member's discipline. Primary evidence of this progress involves a strong beginning, evidenced by accepted publications in refereed journals of high quality. Research may be discipline-focused or interdisciplinary. Interdisciplinary work is encouraged and valued as part of a faculty member's research stream, since collaborations often yield significant advances in knowledge both within, among and between disciplines.

Additional evidence of importance includes the application for and/or receipt of externally sponsored research, other types of publications (e.g., refereed conference proceedings, scholarly books, scholarly book chapters, book reviews, textbooks, accepted non-refereed journal articles), and papers presented at scholarly meetings. Candidates should balance the institution's expectations for publication, influence, and leadership with the investment required to obtain externally sponsored research. However, sponsored research is primarily a means to enable specific research projects that will ultimately result in publications or other significant deliverables. During the critical-year, reviewers will consider both accepted (i.e., not yet in print) and published (i.e., in print) intellectual contributions. **As noted above in the "Evaluation of Teaching" section, pedagogical scholarship is more appropriately considered part of the teaching mission as opposed to the research mission when evaluating a faculty member for promotion to associate professor.**

3. EVALUATION OF SERVICE

The service record of the candidate for promotion to associate professor should provide evidence of making at least "**reasonable contributions in service.**" The expectations of faculty members with regard to service are described in the "West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2014-15 [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modification by the President, 8/25/14]." The following paragraphs elaborates on service expectations for faculty members in the College of Business and Economics seeking promotion to associate professor.

For promotion to associate professor, service contributions typically include, but are not limited to: (a) serving on departmental committees and to a lesser degree college committees; (b) ad hoc refereeing for academic and/or professional journals; (c) participation in discipline specific academic and/or professional organizations; (d) organizing academic and/or professional meetings; and (d) participation in discipline specific activities that have a positive impact at the local, regional, and/or state level.

Service activities should be related to the faculty member's discipline and his/her university affiliation should be identified with the service activity whenever possible. Service contributions may also consist of outreach to the local community, region, or state in an academic or professional capacity (e.g., supervision of students engaged in service-learning activities).

4. SUMMARY

The DM file of a candidate for promotion to associate professor should provide evidence that the faculty member has made "**significant contributions in teaching, significant contributions in research, and at least reasonable contributions in service.**" In addition, the candidate's record should indicate that he/she is **capable of and willing to assume greater academic and service responsibilities** within the university, community, region, and state that will enhance the reputation and further the mission of their Department and College.

H. PROMOTION TO FULL PROFESSOR: TENURE-TRACK FACULTY

Promotion to the rank of full professor is the highest academic honor that the University awards to its faculty. Standards for achievement and performance are much higher for the promotion to full professor than to associate professor. The candidate must substantially exceed the contributions required to attain the rank of associate professor. A minimum of five years at the associate professor level is

normally required before one may be considered for promotion to full professor. The counting of prior service at other academic institutions at the rank of associate professor or higher shall follow University policy.

Prior to promotion to professor, the individual must demonstrate continuing adherence to all of the standards required for promotion to associate professor with the following additional requirements:

1. EVALUATION OF TEACHING

The teaching record of the candidate for full professor should provide evidence of making "**significant contributions in teaching**" as evidence by continued adherence to the standards required for promotion to associate professor for *the entire period since promotion to associate professor or the time of joining the University whichever is shorter*.

2. EVALUATION OF RESEARCH

The candidate for promotion to professor will have become a mature and productive scholar within at least one sub-field of the faculty member's academic discipline. Evidence will include publications in accepted refereed journals of high quality with secondary importance attached to other outlets for scholarly research. Research and refereed publications will count heavily in the promotion to professor, as will the significance and impact of those contributions. A steady level of research activity is also important. When appropriate, the candidate for promotion should have had responsibility for the supervision of doctoral student research. Serving as the principal investigator or co-principal investigator on significant externally sponsored research could be one indicator of research excellence, particularly if the sponsored research is obtained from a prestigious government agency, corporation, or foundation. However, sponsored research is primarily a means to enable specific research projects that will ultimately result in publications or other significant deliverables. The impact of publications forms an important basis for evaluating the contribution of the sponsored research to the faculty member's research achievement. Sponsored research activity may strengthen a case for promotion but does not by itself supplant the expectations for publication, influence, and leadership outlined above for continued excellence in research.

Reviewers will only consider those intellectual contributions that have not been previously counted toward promotion to associate professor, particularly those that have appeared in print during the most recent five-year period (i.e., acceptances or forthcoming publications will NOT count toward promotion to full professor). If an accepted or forthcoming publications is critical in tipping the scales toward being promoted to professor, the individual is clearly not ready to be considered for promotion to professor. **As noted in the "Promotion to Associate Professor" section, pedagogical scholarship is more appropriately considered part of the teaching mission as opposed to the research mission when evaluating a faculty member for promotion to full professor.**

3. EVALUATION OF SERVICE

The service record of the candidate for promotion to full professor should provide evidence of making at least "**reasonable contributions in service**." The expectations of faculty members with regard to service are described in the "West Virginia University Procedures for Faculty Appointment, Annual Evaluation,

Promotion, and Tenure 2014-15 [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modification by the President, 8/25/14]." The following paragraphs elaborate on service expectations for faculty members in the College of Business and Economics seeking promotion to full professor.

For promotion to full professor a faculty member must demonstrate a strong leadership role in the College, University, and external academic and/or professional community. Service contributions typically associated with promotion to full professor include, but are not limited to: (a) serving on departmental committees, college committees, and university committees; (b) serving on editorial boards of academic and/or professional journals; (c) serving as an editor of an academic and/or professional journal; (d) holding a position of leadership (i.e., officer) in discipline specific academic and/or professional organizations; (d) organizing academic and/or professional meetings; and (d) participation in discipline specific activities that have a positive impact at the local, regional, state, national and/or international level.

Service activities should be related to the faculty member's discipline and his/her university affiliation should be identified with the service activity whenever possible. Service contributions may also consist of outreach to the local community, region, or state in an academic or professional capacity (e.g., supervision of students engaged in service-learning activities).

4. SUMMARY

The DM file of a candidate for promotion to full professor should provide evidence that the faculty member has made "**significant contributions in teaching, significant contributions in research and at least reasonable contributions in service**" as the examples above indicate. In addition, the candidate's record should suggest that he/she is **capable of and willing to assume additional academic and service responsibilities** that will further the mission of department, college, and university.

I. GRANTING OF TENURE

Tenure is designed to ensure academic freedom and to provide professional stability for the experienced faculty member as well as for the College and University. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular peer and administrative evaluation, with feedback to the faculty member regarding progress towards tenure, is essential to the viability of the tenure system. Tenure should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic and service requirements or professional responsibilities.

1. EVALUATION OF TEACHING

A faculty member's teaching record is given much weight when considering the awarding of tenure. The candidate for tenure should provide evidence of making "**significant contributions in teaching.**" Evidence of making significant contributions in teaching is similar to that outlined under the criteria for promotion to associate professor or professor, as appropriate.

2. EVALUATION OF RESEARCH

The high quality of a faculty member's research record in refereed publications is given much weight when considering the awarding of tenure. Evidence of such research is similar to that outlined under the criteria for promotion to associate professor or professor, as appropriate. It is further important for the faculty member to document ongoing research activity in the form of research-in-progress (including sponsored research proposals), working papers submitted to high quality refereed journals, and revise and resubmit requests from journal editors. The candidate for tenure should provide evidence of making **"significant contributions in research."**

3. EVALUATION OF SERVICE

A faculty member's record of service is also important when considering the awarding of tenure. The candidate for tenure should provide evidence of making at least **"reasonable contributions in service."** Such evidence would be similar to that outlined under the criteria for promotion to associate professor or professor, as appropriate.

4. ADDITIONAL CONSIDERATIONS

In reviewing the candidate's record in research, teaching, and service, the granting of tenure should be based not only on the past performance of the faculty member in these three areas, but also on the expectation of a continuation of a high level of performance in the future.

The faculty member applying for tenure must exhibit competence and the ability to work effectively with other faculty members, students, and administrators in furthering the mission of the Department and the College.

In the awarding of tenure, consideration should be given to the impact on the Department and College. Attention should be given to programmatic needs, staffing flexibility, and continued accreditation. Since tenure may be a lifetime obligation, such decisions should be made with careful attention to their impact on all academic programs.

5. CRITICAL YEAR

The identification of a faculty member's critical year shall be established at the date of appointment. For faculty with prior service in tenure-track positions at other institutions the critical year should be established at the time of appointment, but certain modifications can be requested during their first two years at West Virginia University. For faculty without prior service, the critical year may, in exceptional cases, be moved up by one year at a later stage. The University policies regarding critical years are contained in the "West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2014-15 [Approved by the WVU Faculty Senate, 5/12/14; Accepted with modification by the President, 8/25/14]."

Depending on the purpose, time spent on a leave (approved by the Provost's Office) without pay may or may not count when calculating years of service for a probationary faculty member. Whether leave time counts or not must be an explicit part of the agreement between the probationary faculty member and the College.

6. PROMOTION OF TERM APPOINTMENT TEACHING FACULTY

Teaching faculty who wish to apply for promotion must have a sustained record of excellence in the classroom and significant meritorious contributions in service/outreach. The faculty member must also

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have evidence of significant curriculum innovations and assessment results showing evidence of significant programmatic contribution to the University’s teaching mission. Evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, and evidence of ongoing contribution to solving problems and addressing Department-, College-, and University-defined needs, priorities, and initiatives.

External evaluations will not be required for promotion in these teaching-centered positions. It is recommended that the faculty member have regular peer evaluations of their teaching.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in a Teaching Faculty appointment. For these term appointments, the College of Business & Economics follows the same promotion timeline governing tenure-track positions; that is, subject to reappointment, a Teaching faculty member and her/his Chair may choose to initiate consideration for the first promotion during the sixth year (with promotion effectively beginning year seven), or later. A faculty member whose application for promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application. Ordinarily, the interval between promotions at West Virginia University will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion.

	Promotion in Rank	Promotion Limitations
Teaching Instructor	May be promoted to Teaching Assistant Professor and Teaching Associate Professor	May not be promoted to Teaching Professor unless the minimum credentials for appointment to Teaching Assistant Professor are met Will continue as a term appointment
Teaching Assistant Professor	May be promoted to Teaching Associate Professor and Teaching Professor	Will continue as a term appointment

V. FACULTY AFFAIRS

A. PROFESSIONAL EXPECTATIONS OF FACULTY MEMBERS

Teaching, research, and service constitute the mission of the College.

Faculty responsibilities are defined in terms of activities undertaken in each of the above three areas; therefore, faculty evaluation is based upon a review of performance in these areas. Faculty members are expected to stay current in their fields.

B. PROFESSIONAL CONDUCT

1. TEACHING

Faculty are responsible for teaching their courses in a professional manner, setting clear expectations for student performance, maintaining a complete record of student grades, and ensuring that the minimum number of contact hours with students is met for each course. Traditional classroom-based courses are expected to engage in learning, usually face-to-face, but occasionally virtually, following the course schedule. Recognizing that professional responsibilities will occasionally require faculty to miss class time, faculty members who will miss a total number of class sessions beyond the typical number of class sessions in a full week of classes in a semester are required to receive permission from their Chairs. Possible alternatives to cancelling class might include virtual or un-sequenced learning experiences (e.g., University or College speaker, field experience, etc.). All course syllabi must be sent to the appropriate department office by the end of the 1st week of the semester, and posted to the B&E AACSB Data Folder on the H-Drive (H:____AACSB Data\Syllabi).

Faculty should hold regular office hours per week and be reasonably accessible to students at other times through email, eCampus, or telephone contacts, with the opportunity for students to schedule appointments. Office hours should be posted outside the office door and also be included in the syllabi, and sent to the appropriate department office by the end of the 1st week of the semester. Faculty are encouraged to promote engagement and innovation both in and out of the classroom.

If a department chair feels that a faculty member is not meeting the spirit of these criteria, she/he has the right to ask the Associate Dean for Academic Affairs to appoint a committee to investigate and act on the situation.

2. RESEARCH

The reputation and credibility of West Virginia University depends on its faculty engaging in research with the utmost integrity. Thus, all B&E faculty are expected to conduct their research responsibly. The WVU Office of Research Integrity & Compliance provides guidelines for conducting research responsibly. In addition, it offers online courses on the use of human subjects and disclosure of conflicts of interest in research. All faculty who use human subjects in their research (i.e., collect data through surveys, experiments, or observation) must complete this training successfully and renew their training periodically to obtain IRB (Institutional Review Board) approval for their research. IRB approval is necessary to ensure that human subjects are treated appropriately. More information on this topic is available at <http://oric.research.wvu.edu/services/responsible-conduct>.

West Virginia University defines academic misconduct as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for: (a) proposing, conducting, or reporting research; (b) teaching; (c) learning, and (d) providing institutional, community, or professional service. The faculty of the College of Business and Economics will not tolerate such behavior. Those charged with academic misconduct are subject to WVU'S Policy

and Procedures for Responding to Allegations of Academic Misconduct
(<http://www.wvu.edu/~lawfac/mmcidiarmid/aic/Academic%20Misconduct%20Policy%20WVU.pdf>).

3. NEPOTISM/CONFLICT OF INTEREST

Situations in which an individual faculty member has a familial or a significant personal relationship with his/her supervisor or colleagues have the potential of reducing the integrity of the process. Therefore, faculty members are expected to take appropriate measures to avoid a conflict of interest. This means that supervisors should recuse themselves from the decision-making process, when such situations arise. Similarly, faculty members should not serve on promotion and tenure committees that may involve a conflict of interest, and faculty members should recuse themselves in the case of an annual evaluation that may be perceived as a conflict of interest.

Note that “familial or a significant personal relationships” is defined for this purpose to include, but not be limited to, father, mother, sister, brother, spouse, child, stepchild, mother-in-law, father-in-law, legal guardian, son-in-law, daughter-in-law, sister-in-law, brother-in-law, grandparent and grandchild, half-brother, half-sister, great grandchild, great grandparent, aunt, uncle, spouses of relatives, foster children, foster parents, or any individuals who have a “significant personal relationship”. We define supervision to include the activities of discipline, promotion, scheduling, performance appraisal, pay decisions, recommending awards, etc. It does not include work direction or routine assignments. Supervisors can include the dean, associate and assistant deans, department chairs, as well as committee chairs and committee members making decisions pertaining to the faculty member with whom they have a familial or a significant personal relationship.

The Dean’s Office should make alternative arrangements, when issues of nepotism or conflicts of interest may arise in the supervision of personnel and/or in personnel decisions.

Failure to adhere to this policy could result in a grievance filed against the supervisor through the WV Public Employees Grievance Procedure (<http://grievanceprocedure.wvu.edu/>).

C. FACULTY ASSIGNMENT GUIDELINES

1. INTRODUCTION:

The purpose of the WVU College of Business and Economics guidelines on faculty assignments is to provide an atmosphere that enables optimal performance by faculty in meeting the needs and expectations of students and other clientele, and to provide mechanisms that will ensure accountability for that performance. As professionals, faculty work within the expectations and guidelines of West Virginia University and the College of Business and Economics in three principal mission areas: teaching/instruction, scholarship/research, and service.

This policy applies to the following categories of faculty:

- All persons holding tenure-track and non-tenure track positions;
- All persons who hold faculty rank and perform administrative duties; or
- All persons who, while neither tenured or tenure track, are employed full time as instructional faculty (term appointments),

2. OVERARCHING PRINCIPLES:

Typically, the following principles apply:

- 2/2 regular teaching load for tenure-track faculty performing satisfactorily in the areas of research and service
- 4/4 regular teaching load for teaching faculty (with no more than three course preparations per semester)
- No equivalencies for large lectures (student support provided to offset workload), online classes, graduate classes, etc.
- Required courses, MBA courses, and PhD courses must be staffed before electives and non-contractual course releases
- Non-research productive faculty teaching loads will be adjusted to reflect reduced research effort
- A 1 course per academic year release (i.e. a 2/1 teaching load) is typically given to newly hired tenure-track assistant professors for the first two years of employment.
- Number of different preparations - limit to 3 per semester (not including overloads)
- Number of new preparations - limit to 1 per semester (not including overloads)
- Number of large lectures (defined as > 200 students) – limit to 2 per semester.

3. TEACHING

Each Department Chair is limited by the resources available, and the College acknowledges that these resources are not always distributed equally among departments.

NOTES:

- This does not include course releases for administrative appointments, sabbaticals, etc.
- Deviations from the assigned load must be approved by the Associate Dean for Academic Affairs on a case-by-case basis.
- A faculty member cannot be given a course release for deviations from the above and then be paid on an overload basis without the approval of the Associate Dean for Academic Affairs.
- Any course releases provided by a department outside of these guidelines will be funded from the department's budget.

4. RESEARCH

Tenured and tenure-track faculty are also expected to work as scholars in pursuing research, creating original works. Research may be basic research which leads to the discovery of new information, or it may be applied research, which finds ways to use knowledge for practical purposes. Exhibits and presentations of works may fit either of these categories. Faculty engage in research when they integrate or connect knowledge to share with colleagues through accepted professional journals, not necessarily limited to the College journal list, or through presentations at professional meetings and through contributions to the maintenance of the Carnegie R1 status. Depending upon the discipline, entrepreneurial and commercialization activities related to intellectual property and patents, which benefit the university, also demonstrate scholarly output. While quantity of effort and output must be sufficient to demonstrate an active and peer-recognized presence in the discipline, quality of research is clearly of great value in determining the level of performance.

It is expected that each tenured and probationary faculty member will spend time engaged in scholarly activities intended to lead to publications in refereed journals that would satisfy the scholarship standard established in the University and College promotion and tenure policies. Typically, 40% of

workload effort in research is considered the minimum percentage of workload required if the faculty member wishes to be considered for promotion or tenure.

In general, each faculty member's scholarship obligation should be to publish quality research. Factors such as higher than standard teaching or service loads may alter this expectation, as will projects of greater length and complexity. Tenured faculty members whose workload allocation for scholarship exceeds the normal 40% are expected to have greater productivity. Under certain circumstances changes in the percentages of load may have corresponding changes in expected output. Occasionally, it is necessary to assign additional time for research or service activities supported by external funds, such as research or training grants. In these instances, the accompanying reduction of expectations for service or instruction should mirror the replacement of departmental salary support by externally funded salary support.

Assignment of additional time for research activities supported by the department and consequent reduction of expectations for service or instruction should be related to the College's mission. In addition to papers published in peer-reviewed journals, original research in books published by reputable academic and university presses are likely to have impact, especially if favorably reviewed and cited. Textbooks that are purely pedagogical in nature and do not include the author's original research would generally not be considered research, though it would be considered a contribution to teaching scholarship.

Journals targeting practitioners are generally not as likely to have an impact on the academy as are journals targeting the academic community, but certain disciplines, have a particular responsibility to inform practitioners, which must be taken into account.

Other research outlets might include research monographs and book chapters, published proceedings, and conference presentations.

Similarly, if a faculty member is not research productive, the workload distribution will be adjusted proportionately to encompass a higher teaching load of 3/3 or 4/4. **Changes made during the January review are implemented in the next academic year.**

5. SERVICE

Service is broadly defined to include participation in the governing and administrative activities of the department division, college, university, profession, and/or community. It includes working with students and other members of the academic community to fulfill the mission of the College in all of its aspects. It may also include working with the community outside the College or University, provided that work draws upon the professional training of the faculty member.

It is expected that each faculty member will spend his/her time engaged in service to the Department, College, University, Profession, Local Community, Region, State, National, or International constituencies that is consistent with the College's mission, as defined by the school's promotion and tenure policies. In general, a faculty member's normal College and University service load will include participation on department and college committees and outreach activity. Tenured faculty members also may serve on the Department Faculty Promotion, Tenure, and Evaluation Committee. Factors such as the intensity of the agenda of a particular committee or service as committee chair may alter what is considered the

normal service load. Under certain circumstances, changes in the percentages of load may have corresponding changes in output. Evidence of the quality of one's service should be provided in the appropriate sections of Digital Measures.

D. SALARY ENHANCEMENT FOR CONTINUED ACADEMIC ACHIEVEMENT

The University Salary Enhancement for Continued Academic Achievement program establishes a reward and incentive plan for faculty members at the rank of professor and is included in this document by reference.

Salary enhancements provided under this program are in addition to any performance-based increase for which a faculty member may be eligible in the year of application.

E. SABBATICAL LEAVE

All full-time faculty are eligible to apply for sabbatical leave, which can focus on research or professional development. The decision to support, at the department level and above, will include consideration of whether the proposal makes sense, aligns with unit and College priorities, will result in contributing to "the enhancement of the skills of the employee and to the mission and goals of the unit and University," and whether the department can manage coverage of the duties, as is consistent with all leave applications.

Research Faculty are also eligible for the sabbatical leave. However, because these positions are externally funded, approval of such leave is contingent upon continuation of external funding during the period of leave. In the College, professional development activities are normally expected to be written into the Research Faculty member's grant funding.

F. CHAIRS AND PROFESSORSHIPS

The endowment of chairs and related positions provides a means by which West Virginia University can recruit and retain, on a competitive basis, outstanding teachers, scholars, researchers, and creative and performing artists. The University policy is included by reference.

G. FACULTY EMERITUS

Faculty approaching retirement and seeking the designation of emeritus must follow the procedures outlined below, as required by University policy.

REVIEW PROCESS IN COLLEGE

The faculty member should write a memo to the appropriate Department Chair requesting a review and recommendation for the status of emeritus. Supporting materials submitted to the Department Chair should include:

- A memo highlighting the major accomplishments and contributions to the College and University over the candidate's career at WVU. Contributions in teaching, research, and service should be mentioned;
- A current, updated vita; and
- The candidate's current Evaluation file and a printed copy of the faculty member's Productivity Report (current as of the date of the application for emeritus status) should be submitted to the Department Chair who will make the entire set of materials available to the reviewers.

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Emeritus candidates must be reviewed through the normal annual review process with formal recommendations being written by the:

- Department Faculty Promotion, Tenure, and Evaluation Committee;
- Department Chair; and
- Dean

No external reviews are required.

Review deadlines for Emeritus Status in the Next Academic Year:

- Departmental Committee: February 18
- Department Chair: March 1
- Dean: May 1

By May 1, the Dean forwards to the Provost the recommendation on emeritus status for each applicant. Accompanying materials include all review letters, the candidate's initiation memo, accomplishments memo, current vita, and Evaluation file.

H. FACULTY GRIEVANCES

Every effort shall be made to settle faculty concerns at the department or College level. However, grievances shall be handled in accordance with the public employee grievance procedures referenced in the Board of Governors Rules.

I. MERIT

The performance-based (Merit) salary process for the college is based upon the following:

- To reward and encourage faculty performance supporting the mission of the College.
- Base annual merit adjustments on performance.
- Use multiple reviews to ensure a consistent application of evaluation criteria and to reduce personal bias from judgments of performance.

J. CRITERIA FOR MERIT

Characterizations of performance as "excellent," "good," "satisfactory," and "unsatisfactory" will be those used in the annual faculty evaluation with the research characterization based on the characterization of research as stated in the evaluation's three-year roll research assessment. These performance characterizations are turned into a 3, 2, 1, 0 point system with 3 for excellent and 0 for unsatisfactory. A faculty member's score is based on all evaluations of that year. Typically, for untenured faculty there are annual evaluations by the department, the department chair, the College and the Dean. For tenured faculty, typically there are two evaluations, one by the department and one by the department chair. A faculty member's final merit score is a weighted average of his or her workload weights (e.g. 40-40-20) and it accounts for the number of evaluations. For example, Excellent in all categories and all evaluations produces a merit score of 300 while Unsatisfactory in all categories and all evaluations results in a merit score of 0.

The university provides the college with a merit pool that is a percentage of the payroll (measured as of June 30). The college creates a merit salary adjustment pool for each department, faculty administrators, and non-tenure track faculty. The pool is reduced by a percentage (normally up to 5%) of the total pool for college market adjustments. The remaining amount is set aside for the purpose of

merit adjustments on the basis of performance evaluations. By Provost policy, all first year faculty receive a fixed percent merit increase. This further reduces the pool to be used for merit. The available merit pool is arrived at by:

Total Salaries multiplied by the merit percentage

Less: 5% of that amount

Less: 1st year employee's salaries multiplied by the merit percentage

Equals: Merit pool

A conversion to percentage is accomplished by:

1. Convert merit points to percentage scale by multiplying the rating for each category by the faculty profile weight.
2. Total the weighted points for all categories.
3. Multiplying the salary by the weighted points.
4. Dividing the pool available by the result above.
5. Multiplying the result of 3 by the result of 4.

The annual Performance Review process is the basis for the merit salary adjustment. The final recommendations for performance-based salary adjustments are forwarded to the dean by the associate dean for academic affairs. These recommendations may include comments regarding clearly exceptional performances or other special concerns issues. The dean will make the final determination regarding all performance-based salary adjustments, including those referred to as "Dean's Special Concerns." It is understood that final determinations are made by the dean subject to review by the Provost in order to ensure compliance with the University Salary Policy.

Medical and other leaves of absence are not covered by this process. Other policies exist to provide for these situations. Unpaid leaves of absence usually do not include accomplishments for the University and are not relevant for the purpose of the process.

Faculty members on a sabbatical or professional leave for one year or less are considered to have a special work assignment for the leave period. The appropriate annual Productivity Report must include the leave period and should include a statement of the work to be undertaken or that was completed while on leave. The annual performance evaluation will evaluate time and work in residence (i.e., non-leave time) at the College in the normal fashion; accomplishments of the leave time will be judged against the expected accomplishments specified in the leave document.

K. Annual Reviews of Research for Determining Merit-Based Salary Increases - (APPROVED BY EXECUTIVE COMMITTEE 2/6/18)

This guideline outlines the evaluation process for research in the annual review of faculty *for determining merit-based salary increases*. In support of the University's and College's strategic mission, the guideline is intended to encourage, recognize and reward high level research and publication. This guideline expires on December 31, 2022 and must be renewed or replaced by a revised guideline at that time.

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Whenever possible, research will be evaluated based on the prior three years of activity. For example, a faculty member being evaluated in January of 2017 will be evaluated based on research output in calendar years 2014, 2015 and 2016.

In all cases, the appropriate reviewing committees and/or individuals have the ultimate ability to award the rating that they believe to be appropriate. However, the following guidelines are strongly encouraged, and all evaluators are expected to adhere to the guidelines unless extenuating circumstances exist.

A journal publication should be evidence of a significant research contribution. The research contribution of notes, reviews, comments, etc., should be evaluated by the reviewing individual/committee on this basis, as appropriate for the discipline, and not simply on the publication outlet. Reasonable allowance may also be made by the reviewing individual/ committee for factors including but not limited to:

- Non-alphabetical order of authors on a publication
- Reported contribution to a publication
- Impact of publication in the field
- Best paper awards
- Citation counts
- Special issues
- Type of article (note, comment, research article, etc.)
- Awarding of grants related to research

This guideline is independent of any policies regarding the promotion and tenure process and applies only to the annual review process for determining merit-based salary increases. In effect, a “dual rating” system will exist whereby the annual evaluation will consist of a one-year review and the annual review process for determining merit-based salary increases will be over a three year window.

Consider the following example in which the Annual P&T Evaluation and Merit Evaluation would differ:

Calendar Year	Review Date	Research Productivity	Annual Evaluation	Merit Evaluation
2017	January 2018	A+ publication	Excellent	Excellent
2018	January 2019	Submitted 2 articles to scholarly journals	Satisfactory	Excellent
2019	January 2020	Revised a journal for resubmission	Satisfactory	Excellent

1. EVALUATION OF FACULTY MEMBERS WITH THREE YEARS OF EVALUATION MATERIAL:

For faculty members with a research workload of 40%

Excellent:

Evidence of ongoing research during each calendar year and	At least one A+ journal publication on the departmental journal lists (regular article with substantial author contribution) or
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Any combination of A+ journal publications on the departmental journal lists (less substantial author contribution) and/or A journal publications on the departmental journal lists (regular article with substantial author contribution) totaling two

Good:

Evidence of ongoing research during each calendar year and

At least one A journal publication on the departmental journal lists (regular article with substantial author contribution) or at least two A journal publications on the departmental journal lists (less substantial author contribution) or four B journal publications on the departmental journal lists

Satisfactory:

Evidence of ongoing research during each calendar year and/or

At least one B journal publication on the departmental journal lists or at least three refereed journal publications

Unsatisfactory:

Any faculty member not meeting the criteria necessary to be rated Satisfactory in research will receive an unsatisfactory rating. Faculty members receiving a rating of unsatisfactory may have their workload adjusted accordingly.

EVIDENCE OF ONGOING RESEARCH

Examples of evidence of ongoing research include, but are not limited to, documentation of work in progress as required in the P&T file, submissions to high level academic journals of at least B-level on the departmental journal lists, papers under revision for re-submission at least B-level on the departmental journal list, the awarding of grants related to research activities.

FOR FACULTY MEMBERS WITH A RESEARCH WORKLOAD OTHER THAN 40%:

Evaluating committees and individuals are expected to extrapolate the above guidelines and reach appropriate conclusions regarding the evaluation.

NEW TENURE-TRACK FACULTY:

In cases where a new tenure-track faculty member is being credited with two or more previous years of research towards tenure, the guideline will apply as it would to any other faculty member in the College. In the case of a new faculty member with one or no prior years of research credit, the reviewing committee(s) and individual(s) will evaluate the individual as appropriate for the discipline and department, until that time when the faculty member has three years of research productivity

applicable to the annual review process, after which the faculty member will be evaluated as per this guideline.

L. CHANGING AREAS OF SIGNIFICANT CONTRIBUTION

When a faculty member achieves tenure, the criteria requiring significant contributions in teaching and research, and reasonable contributions in service may be modified on an individual basis to require significant contributions in a different pair of these categories, with reasonable contributions required in the third. The requirements for promotion to full professor described in this document must then be adapted as appropriate. A change in areas of significant contribution should be initiated to assist the Department or the College in achieving its mission and goals, as it addresses the three areas of University concern, and must be approved by the faculty member, the Department Chair, the Dean, and the Provost. In all cases, changes in areas of significant contribution must be consistent with University policy as articulated in Section XI of the Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure.

M. CRITICAL DATES

(Dates are approximate deadlines; specific schedules will be released each year by the Dean's Office)

Mid December:	Dean's deadline to Provost for those professors qualifying for Senior Faculty Enhancement.
December 31st:	Last day for faculty to update file.
1st Week in January:	Department Promotion and Tenure Committee deadline for evaluation of 1st year untenured assistant professors. Faculty deadline to Department Chair for requests for sabbatical and professional development leaves for the 1st semester or academic year.
Mid-January:	Department Promotion and Tenure Committee deadline for evaluation of 2nd, 3rd, 4th, 5th, and critical year untenured assistant professors and other candidates for promotion. Department Chairs' deadline for evaluation of 1st year untenured assistant professors. Department Chair's deadline for approval of sabbatical and professional development leave. Department Chair deadline to Dean for requests for sabbatical and professional development leaves for the 1st semester or academic year.
1st Week in February:	Department Chair's deadline for evaluation of 2nd, 3rd, 4th, 5th and critical year untenured assistant professors and other candidates for promotion. Department Chair's deadline for approval of emeritus status. College Promotion and Tenure Committee deadline for evaluation of 1st year untenured assistant professors. Dean's deadline for evaluation of 1st year untenured assistant professors. Dean's deadline for approval of sabbatical and professional development leave.

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	Dean deadline to Provost for requests for sabbatical and professional development leaves for the 1st semester or academic year.
2nd Week in February:	Department Promotion and Tenure Committee deadline for evaluation of all other untenured assistant professors. College Promotion and Tenure Committee deadline for evaluation of 2nd, 3rd, 4th, 5th, and critical year untenured assistant professors and other candidates for promotion.
1st Week in March:	Department Chair's deadline for evaluation of all other untenured assistant professors.
Mid-March:	Department Chair's deadline for approval of emeritus status. Dean's deadline for evaluation of 2nd, 3rd, 4th, 5th, and critical year untenured assistant professors. Deadline for the notice of intent to reappoint for untenured assistant professors.
1st Week in April:	Dean's deadline for evaluation of all other untenured assistant professors.
1st Week in May:	Dean's deadline for approval of emeritus status.
Mid-June:	Department Chair's deadline to Dean for requests for sabbatical and professional development leaves for the 2nd semester.
Mid July:	Department Chair's deadline to Dean for requests for sabbatical and professional development leaves for the 2nd semester.
1st Week in August:	Dean's deadline to Provost for requests for sabbatical and professional development leaves

a. COMPARISON OF GENERAL CRITERIA

	Promotion and Tenure Promotion to Associate	Promotion to Full Professor	Merit	Salary Enhancement Program
Time in Rank	A minimum of six years at the assistant professor level and the appropriate terminal degree.	A minimum of five years at the associate professor level is normally required before consideration of promotion to full professor. The counting of prior service at other academic institutions at the rank of associate professor or higher shall follow University policy as indicated in the annual faculty evaluation guidelines.	Available to all tenure track and non-tenure track faculty,	Only available to full professors that have been full professors at least 5 years.
Teaching	<p>The teaching record of the candidate should provide evidence of significant contribution in the teaching area. The reviewers will examine evidence in the file which should include, but is not limited to the following:</p> <ul style="list-style-type: none"> • Course design, organization and management • Maintenance of high academic standards • Effective instruction • Effective student advising and counseling <p>Evidence of the above must include student evaluations and may include peer and Department Chair Evaluations. Evidence of teaching innovations, new course development, and other appropriate activities shall be contained in the Evaluation file and indicated on the annual productivity report.</p>	Continued adherence to the standards required for promotion to associate professor for the entire period since the previous promotion or the time of joining the University.	Characterizations of performance will be the same as those used in the annual faculty review: “unsatisfactory,” “satisfactory,” “good,” and “excellent.” Faculty receiving a performance rating of “satisfactory,” “good,” and “excellent” will be eligible for performance-based salary adjustments. For a given calendar year, faculty members can normally receive a maximum of 9 points for performance measurement, with 3 points maximum being allocated to teaching, 3 points maximum to research, and 3 points maximum to service. A rating of satisfactory receives 1 point, a rating of good receives 2 points, and a rating of excellent receives 3 points. Those points are then multiplied by the faculty profile percent in each category to arrive at weighted points. A total of 300 weighted points are possible. The university provides the college with a merit pool that is a percentage of the payroll (measured as of June 30). The college creates a merit salary adjustment pool for each department, faculty administrators, and non-tenure track faculty. The pool is reduced by a	Applicants shall be evaluated according to the qualitative expectations now used by the University in judging eligibility for promotion to rank of professor or the equivalent. A faculty member recognized under this program will have performance that continues to make significant and substantial contributions and reflects the qualitative expectations of one at the rank of professor. Additionally, a preponderance of characterizations of “excellent” or “good” in the faculty member’s work assignment(s) will normally be expected as minimal evidence of continued productivity. Ratings for all areas will be considered, whether or not an area is one in which a significant contribution is expected. For purposes of this program, “preponderance” is normally defined as at least 80 percent of the ratings being excellent or good. In no instance will an applicant who has received a rating of “unsatisfactory” in any area in the five full years preceding application be considered.
Research	Research record should show substantial progress toward becoming a mature and productive scholar within at least one sub-field of the faculty member’s discipline. Primary evidence of this progress involves a strong	The candidate for promotion to full professor will have become a mature and productive scholar within at least one sub-field of the faculty member’s academic discipline. Evidence will		

Promotion and Tenure		Merit	Salary Enhancement Program
Promotion to Associate	Promotion to Full Professor		
beginning, evidenced by publications in accepted refereed journals of high quality. Evidence of secondary importance includes other types of publications (such as refereed conference proceedings, book reviews, textbooks, and accepted non-refereed journal articles), research grants and research contracts, and papers presented at scholarly meetings. During the critical year review both accepted and published intellectual contributions are considered.	include publications in accepted refereed journals of high quality with secondary importance attached to other outlets for scholarly research. Research and refereed publications will count heavily in the promotion to professor. A steady level of research activity is also important. When appropriate, the candidate for promotion should have had responsibility for and supervision of graduate students' research. During the review published intellectual contributions are considered.	percentage (normally up to 5%) of the total pool for college market adjustments. The remaining amount is set aside for the purpose of merit adjustments on the basis of performance evaluations. By Provost policy, all first year faculty receive a fixed percent merit increase. This further reduces the pool to be used for merit. The available merit pool is arrived at by: Whenever possible, research will be evaluated based on the prior three years of activity. For example, a faculty member being evaluated in January of 2015 will be evaluated based on research output in calendar years 2012, 2013 and 2014.	For professors who have been at that rank for many years, the review will be on the five full-years immediately preceding application.
Service	The professional expectations of faculty members with regard to service are described in the "West Virginia University Policies and Procedures for Faculty Evaluations." The following items elaborate on these expectations for faculty members in the College of Business and Economics. Contribution includes involvement in international, national, regional, state or area activities with associations related to his/her professional area and with one's university affiliation identified. Such involvement might include refereeing for academic or professional accepted journals, or participation in the organization of professional meetings. Contribution may also consist of outreach to the state and the larger community in a professional capacity, such as service-learning activities. Overall, the consideration for promotion to associate professor must demonstrate significant contribution in research, significant contribution in teaching, and reasonable contribution in service as listed above. In addition, the candidate should be capable of	The candidate must demonstrate a strong leadership role in the College, University, or external community. The professional expectations of faculty members with regard to service are described in the "West Virginia University Policies and Procedures for Faculty Evaluations." Valued professional service activities include, for instance, editorships of accepted academic or professional journals.	
		In all cases, the appropriate reviewing committees and/or individuals have the ultimate ability to award the rating that they believe to be appropriate. However, the following guidelines are strongly encouraged, and all evaluators are expected to adhere to the guidelines unless extenuating circumstances exist. A journal publication should be evidence of a significant research contribution. The research contribution of notes, reviews, comments, etc., should be evaluated by the reviewing individual/committee on this basis, as appropriate for the discipline, and not simply on the publication outlet. Reasonable allowance may also be made by the reviewing individual/ committee for factors including but not limited to: <ul style="list-style-type: none"> • Non-alphabetical order of authors on a publication 	

Promotion and Tenure		Merit	Salary Enhancement Program
Promotion to Associate	Promotion to Full Professor		
assuming the greater academic responsibilities in furthering the mission of the Department or the College, associated with the rank of associate professor.		<ul style="list-style-type: none"> • Reported contribution to a publication • Impact of publication in the field • Best paper awards • Citation counts • Special issues • Type of article (note, comment, research article, etc.) • Awarding of grants related to research 	

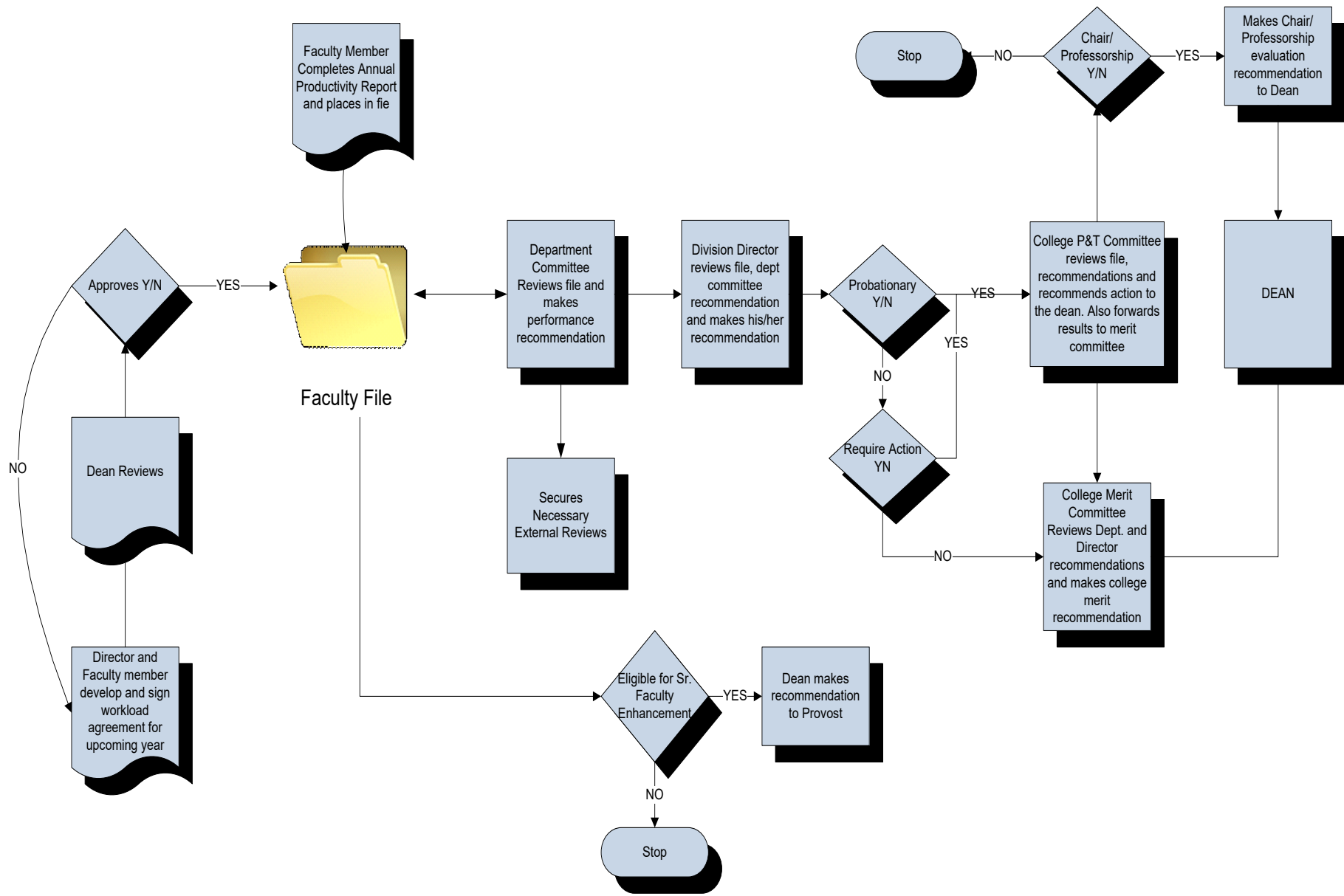
E. COMPARISON OF RATING CRITERIA FOR ANNUAL P&T REVIEWS

PREAMBLE:

ANNUAL EVALUATIONS ARE USED FOR RETENTION, TENURE, AND PROMOTION DECISIONS AS WELL AS SALARY ENHANCEMENT FOR CONTINUED ACADEMIC ACHIEVEMENT. BELOW, ARE GENERAL GUIDELINES THAT CAN BE USED BY REVIEWING COMMITTEES, DEPARTMENT CHAIRS AND DEANS WHEN EVALUATING FACULTY PERFORMANCE. REVIEWS RELY UPON PROFESSIONAL JUDGMENT OF PEERS. AS SUCH, THE GUIDELINES BELOW ARE LIKELY TO HOLD IN MOST CASES, YET FOR PARTICULAR CIRCUMSTANCES, MAY NOT ADEQUATELY REFLECT THE FACULTY MEMBER'S PRODUCTIVITY AND ACCOMPLISHMENTS. PERFORMANCE ASSESSMENT SHOULD BE BASED ON A HOLISTIC EVALUATION OF THE INFORMATION PROVIDED BY FACULTY IN DIGITAL MEASURES.

	Unsatisfactory	Satisfactory	Good	Excellent
Teaching	In general, poor student evaluations, a lack of documentation referencing the engagement in any continuing teaching improvement programs, and/or poor peer reviews.	In general, the faculty member is meeting teaching expectations in that there is evidence of average student evaluations, some documentation referencing engagement in continuing teaching improvement programs, and/or average peer reviews of teaching performance. SEI's are not the sole measure of teaching effectiveness.	In general, there is evidence of above average teaching, as characterized by above average student evaluations, documented evidence of notable continuing teaching improvement as shown through teaching innovation, development, and effectiveness, and/or positive peer reviews of teaching performance. SEI's are not the sole measure of teaching effectiveness.	In general, there is evidence of superior teaching evaluations; documentation of significant continuing teaching improvement through teaching innovation, development and effectiveness, and/or laudatory peer reviews of teaching effectiveness. Some aspect of teaching performance must be characterized as outstanding. SEI's are not the sole measure of teaching effectiveness.
Research	In general, a faculty member that shows little or no evidence of research activity during the past 3-years (e.g., no acceptances in peer reviewed journals, no substantial evidence of development or advancement of new research projects, no attendance or participation in academic conferences, etc.).	In general, a continued steady flow of new research or acceptances in peer reviewed journals. Other indicators of an active research program include but are not limited to evidence of advancing research-in-progress, having a manuscript accepted for presentation at a peer-reviewed conference, being a discussant at an academic conference, being invited to make an academic presentation, publication in research-focused books, evidence of a revise and resubmit, authorship of a research-focused book, and receipt of external research support from grants and contracts.	In general, an above average flow of new research including acceptances in nationally or internationally recognized peer reviewed journals. Other indicators of a meritorious research program include but are not limited to some combination of the following; having a manuscript accepted for presentation at a peer-reviewed conference, being a discussant at an academic conference, being invited to make an academic presentation, publication in a research-focused book, evidence of a revise and resubmit, authorship of a research-focused book, and receipt of external research support from grants and contracts. The faculty member must have a significant role in the grant. Grant awards must be in the year being evaluated and do not solely advance the promotion or tenure for the faculty member.	In general, an exemplary flow of new research, including publications in the premiere national and international journals. Other indicators of a meritorious and exemplary research program include but are not limited to publishing original research in books at major academic presses, evidence of impact, and successful efforts to obtain external support from nationally or internationally recognized funding sources for research (such as NSF or NIH). The faculty member must have a significant role in the grant. Grant awards must be in the year being evaluated and do not solely advance the promotion or tenure decision for the faculty member.
Service	In general, minimal participation with internal (department, college and/or university) and external service activities.	In general, reasonable participation in the operations of the department and college, including committees and other efforts to help the department and college achieve strategic objectives. Generally, also requires some service to the University, academia (including leadership positions, editing and reviewing for academic publications and conferences, and/or reviewing grants), external organizations, or the State.	In general, active, above average, and/or leadership participation in the operations of the department and college, including committees and other effort to help the department and college achieve strategic objectives. Generally, also requires reputation-enhancing service to the University, external organizations, or the State.	In general, well-above average and/or significant leadership assignments in the operations of the department and college, including committees and other effort with responsibility for the achievement of department and college strategic objectives. In general, also requires significant reputation-enhancing service to the University, academia, external organizations, or the State.

F. ANNUAL REVIEW FLOWCHART



G. ADDITIONAL INFORMATION

i. GRANTS:

Faculty development, research, and travel grants require faculty to have a 1.0 FTE appointment.

ii. PERFORMANCE OF A TERM APPOINTEE THAT IS BELOW EXPECTATION:

If performance of a term appointee is below expectation, as confirmed through the annual evaluation process, the term appointment need not be renewed. No specific reason need be given for the decision not to renew, although there should be timely notice that the appointment will not be renewed. As indicated in the Evaluation Calendar, "Full-time non-Tenure Track Faculty should be mailed notification (by April 1) if their contract will not be renewed."

Please note that unsatisfactory performance could result in termination at the end of an academic year.

Note on a Moving Tenure-Track Faculty Member to Non-Tenure Track:

If a tenure-track faculty member is a successful teacher but inadequate in research, s/he may NOT be moved to a non-tenure track teaching faculty term appointment. However, s/he could be an applicant for a newly-created term position at a lower entry-level salary.

For a traditional tenure-track faculty member, the critical year may NOT be delayed by temporarily giving the individual a non-tenure track instructional term appointment.