

APPENDIX A

Extension Faculty File Content 2018

Archived Reports and Documents

Review Promotion and Tenure (Uploaded by Program Director)

1. Appointment letter
2. Faculty Plan of Work (POW)
3. Annual reviews
4. Letter granting promotion and tenure, if applicable
5. Other documents that affect faculty assignment

Supporting Documentation (Uploaded by Faculty Member)

1. Report narrative (Executive Summary and Self-evaluative Statement)
2. Current CV
3. Report appendices (Program Accomplishment Narratives)

Annual Faculty Productivity Report (Uploaded by Faculty Member)

1. Faculty Productivity Report generated by Digital Measures

Teaching/Extension Events (all material placed by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member or uploaded from WVU records
2. Teaching Program Accomplishment Narratives (2-4 pages, up to 2 narratives to demonstrate teaching quality)
3. Selected teaching documentation of significance

Scholarship/Research (all material placed by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member or uploaded from WVU records
2. Scholarship/Research Program Accomplishment Narratives (2-4 pages, up to 2 narratives to demonstrate research/scholarly accomplishments)
3. Selected scholarship/research documentation of significance

Service (All material placed by Faculty Member)

1. Productivity Chart generated by Digital Measures from data entered by faculty member
2. Service Program Accomplishment Narratives (2-4 pages, up to 2 narratives to service accomplishments)
3. Selected service documentation of significance
4. WVU Extension Service Faculty File Format

Archived Documents

Items Included:

1. Appointment Letter, Documentation of Leave Time

(Placed by Program Director)

The Program Director places a copy of the appointment letter issued by the Dean and Director in the Digital Measures file. All references to salary are to be blacked out. If any modifications in assignment are made, they are added to the file here.

Documentation of extended leave taken during the year including medical leave, study leave, FMLA (family medical leave), or personal leave would be placed in file here.

2. Plan of Work (placed by Program Director)

The faculty member, in consultation with the Program Director, prepares the Plan of Work (POW). It includes:

1. Program Goals and Objectives
2. Major Responsibilities
3. Faculty Development Plan

The plan of work should clearly indicate a faculty member's areas of significant contribution and clearly indicate a person's rank, whether the person is tenure or non-tenure track, or if tenured, when.

A copy of the signed POW is placed in the file by the Program Director.

3. Executive Summary / Self Evaluative Statement (placed by Faculty Member)

The faculty member creates this annual summary. The primary purpose is to explain the context of their work, major program efforts, and how the faculty member met the POW goals and objectives. Summaries could also highlight any multi-year activities, and any cross-unit, innovative, or multi-disciplinary work. The faculty member should make the case for how the year's work demonstrates an appropriate level of achievement for the rank. The summary includes:

1. Situation statement explaining pertinent information that impacts work such as current assignment, geographical and financial information, special circumstances.
2. Programming efforts related to POW goals and objectives
3. Self-evaluation of year's accomplishments

Suggested length 2-3 pages, no smaller than 12 pt font.

4. Current Curriculum Vitae as generated by Digital Measures

An up-to-date curriculum vitae contains:

- a) Critical dates:
 - education (degree, institution & date),
 - employment (beginning & ending date, title),
 - change in status,
 - promotion,
 - tenure status,
 - leaves of absence, etc.

- b) List of completed research:
 - formal research publications with citations,
 - other disseminated research,
 - significant grants and contracts which were based on scholarly efforts,
 - other evidence of significant scholarship in research.

- c) List of major service programs, activities, memberships, and grants and contracts that support programming (i.e. county budget memorandums)

- d) Awards, honors, recognitions

Annual Reviews

(Placed by Program Director)

It is the responsibility of the Program Director to upload letters reviewing past files from the Unit Peer Review Committee, the Program Director, the Central Peer Review Committee, and the Dean in this section. Review letters accumulate in the file during the probationary period and during periods between promotions.

Faculty With Multiple Reporting Lines

(Placed by Program Director)

When a faculty member has responsibility in more than one college, the Program Director will request a letter from the other Dean, Department Chair, or supervisor which explains responsibilities including time involved. The letter will be uploaded in this section of the file.

This section should also be used when a faculty member receives supervisory leadership from someone other than the Program Director. This may occur when the principal investigator in grants and contracts provides day-to-day supervision or when a faculty member works under a program leader. In either case that supervisor should place a letter in this part of the file detailing the faculty member's role and evaluating the faculty member's efforts.

Other Information Placed by Administrators

(Placed by Program Director)

The Program Unit Director and the Dean may place letters and other information of a positive or negative nature in a faculty member's file in this section. The faculty member will be informed of this and will have the right to place a response in this section. Administrators should notify faculty early enough to allow faculty to respond prior to the closing date.

Teaching

(All material entered into Digital Measures by Faculty Member)

Yearly Teaching Activities

Yearly teaching activity should be reported in Digital Measures under Teaching or Extension Events and include:

- Activity / program / course title
- Description of audience
- Number of participants
- Length of activity / program / course
- Role of the faculty member (instructor, facilitator)
- Date(s) of activity / program / course
- Assessment / evaluation / impact

Teaching Program Accomplishment Narratives *1-2 Narratives Suggested*

Selected teaching accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Teaching Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work. It must be uploaded into Digital Measures with the appropriate activity so that the link appears in the faculty productivity chart.

Teaching Accomplishment Narrative

Table for Developing Teaching Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Teaching Activities	Appropriate Documentation: Examples of activity which could be used to demonstrate merit in the quality and impact of the teaching.
<p>Background / Rationale / Preparation: Needs assessment, description of situation or audience</p> <p>Clear Goals: Defined goals and objectives</p> <p>Methods: Teaching strategies, procedures, approaches, presentation</p> <p>Evaluation: What was done to assess learner outcomes</p> <p>Significant Results: Learner outcomes/ success in meeting goals, objectives</p> <p>Effective Communication / Presentation/ Dissemination: Sharing innovative methods, instructional materials / teaching evaluation</p> <p>Reflective Critique and Program Recommendations: Personal reflection on what worked, what didn't, how results can be improved. Assessment of the impact of the teaching and potential for future impact.</p> <p>Role, Time and Personnel</p> <p>Collaborators and Funding Sources</p>	<p>Direct Teaching:</p> <ul style="list-style-type: none"> • Workshops • Seminars • Classes • Courses • Long-term or On-going Consultation in a particular subject • Student Intern / Master's or Doctoral Student On-going Consultation (may also be Research if you are guiding the student's research project) <p>Program Development: The development of major teaching programs – needs assessment, program development and development of resources, implementation, evaluation and reimplementation of program. Following the program development cycle.</p> <p>Program Coordination / Facilitation: This area is considered teaching only when a faculty member is directly involved in content presentation. Support activities such as logistics and marketing are service rather than teaching activities.</p> <p>Development of Media Teaching Materials: Content-Specific Newsletters, Videos, Project Books, Curricula, Garden Calendars, Manuals</p>	<ul style="list-style-type: none"> • Participant evaluation summary • Pre/Post evaluation results • Peer reviews of teaching • External peer review of curricula developed for teaching. • Teaching outlines, lesson plans, handouts, etc. • Presentation of teaching programs at state/national conferences • Articles published on pedagogy or teaching programs • Awards and recognition received as a result of involvement in teaching program • Agreements between student, academic unit and Extension faculty • Educational needs assessment results • Evidence of resource acquisition for teaching • Program evaluation • Analysis of groups' meetings • Survey results • Case study • Internally published teaching materials <i>May also be Research.</i> • Videos developed <i>May also be Research</i> • Sample Copy of newsletters developed

** Teaching is not just measured by the number of activities or the number of people taught. The impact and innovation, replication, and/or dissemination of the teaching are keys to demonstrating significance and merit. (See Distinguishing Merit in Teaching.)*

Research/Scholarship

(Some material will be entered into Digital Measures by Faculty Member; Grants and Sponsored Research will be uploaded by WVU)

Yearly Scholarship/Research Activity

Yearly research activity should be reported in a format that lists these when appropriate:

- research, creative, or scholarly activity,
- faculty member's role in the research,
- publication, dissemination, presentation of research,
- amount of award for grants or contracts that include scholarly efforts,
- documentation

Scholarship/Research Program Accomplishment Narratives *2 Narratives Suggested*

Selected research accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Selected Scholarship/Research Documentation of Significance

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work.

Research/Scholarship Accomplishment Narrative

Table for Developing Research Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Research Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate merit in the quality and impact of the research
<p>Background / Rationale / Preparation: Needs assessment, review of current existing literature</p> <p>Clear Goals and Objectives: Defined research question</p> <p>Methods: Scientifically sound research methods, adequate methodology and design.</p> <p>Evaluation: What you did to evaluate the results of the research project.</p> <p>Significant Results: Outcomes and impacts; knowledge created; research findings</p> <p>Effective Communication/Presentation: Publication, presentation, dissemination</p> <p>Reflective Critique and Program Recommendations: Personal reflection on what worked, what didn't, how results can be improved. Assessment of the impact of research and potential for future impact.</p> <p>Role, Time and Personnel</p> <p>Collaborators and Funding Sources</p>	<p>Traditional Research:</p> <ul style="list-style-type: none"> • Needs assessments • Literature reviews (not annotated bibliographies) • Meta-analysis of research studies • Case studies • Survey research • Research involving interviews • Research involving focus groups • Grants awarded with an element of review denoting scholarship involved (not contracts) • Program evaluation (<i>different from program evaluations which support Teaching</i>) • Comparative studies of teaching pedagogy • Technical reports <p>Creative and Scholarly Activity</p> <ul style="list-style-type: none"> • Educational publications • Chapters in books • Program manuals developed • New curriculum developed in response to a need and tested 	<ul style="list-style-type: none"> • Published articles in refereed journals or conference proceedings • Presentation of research findings at state/national conferences • Research grant awards • Technical reports required by external funding body • Report and analysis of focus group findings • Awards received as a result of research efforts • Educational publications • Chapters in books • Program manuals developed • Curricula developed and tested • External peer reviews of research proposals or materials developed • Awards received for quality of creative and scholarly work • Published fact sheets • Research findings disseminated in newsletters • Report and analysis of needs assessment results • Report and analysis of survey results

** Data Collection by itself is not considered research. It may be part of total research program. It may also be a way to demonstrate effectiveness in Teaching, or it may be Service to a research project. The impact and innovation, replication, and/or dissemination of the research / scholarly activity are keys to demonstrating significance and merit. (See Distinguishing Merit in Research.)*

Research/Scholarly Professional Development

(All material placed by Faculty Member)

This section applies to faculty who were hired with teaching and service as areas of significant contribution and research as an area of at least reasonable contribution. Yearly professional development activity should be reported in Digital Measures under Faculty Development Activities Attended. When appropriate activities would highlight:

- Activity type and title
- Sponsoring organization
- Dates of activity and number of hours spent
- Brief description of how the professional development activity relates to your goals
- Documentation

Professional Development Accomplishment Narratives *2 Narratives Suggested*

Selected professional development accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Reflective Critique related to your learning and how it will impact your programming and Future Plans.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work and may include significant outcomes, changes, and application to faculty assignment and goals.

Professional Development Accomplishment Narrative

Table for Developing Professional Development Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Professional Development Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate excellence in the quality and impact of professional development
<p>Background / Rationale / Preparation: Needs assessment or background information to document need, resources and capacity to realize program</p> <p>Clear Goals and Objectives: Defined professional development outcomes and benefits to the organization</p> <p>Methods: Professional development activities, strategies, approaches</p> <p>Evaluation: What you did to evaluate the outcomes of your professional development activities</p> <p>Significant Results: Outcomes, benefits, impacts, contributions, accomplishments, dissemination</p> <p>Reflective Critique and Future Plans: Personal reflection on new skills developed or knowledge acquired and how it will be used to enhance your programming and your plans for future development in that area.</p>	<p>Professional Development Activities to Enhance Teaching Skills:</p> <ul style="list-style-type: none"> • Workshop or course in adult educational methods or learning styles • Participating in certification program that allows one to teach a specific course or workshop. Some examples might be getting certified to teach ServSafe or ATV safety. • Workshop or course in age-appropriate experiential learning activities or learning styles • Workshop or course in best practices in on-line teaching <p>Professional Development Activities to Increase Faculty Expertise:</p> <ul style="list-style-type: none"> • For-credit courses leading to a degree or certificate program in a discipline relevant to faculty responsibilities or Extension priorities • Professional education course, conference, workshop, or self-study modules in an area related to faculty responsibilities or Extension priorities <p>Professional Development Activities to Support Organizational Advancement</p> <ul style="list-style-type: none"> • Extension-wide and unit-wide meetings, workshops and conferences • State, regional, and national meetings related to organizational programs 	<ul style="list-style-type: none"> • College or continuing professional education credit for an approved course • Earned certification to teach a specific course • Formal assessment of faculty knowledge or skills related to workshop or course content • Dissemination to peers • New programs or significant update to existing programs that occurred because of professional development activities

**Professional Development should not be measured just by the number of professional development activities a faculty member participates in. The outcomes and impacts of the professional development activities are keys to demonstrating significance and merit (See Distinguishing Merit in Professional Development).*

Service

(All material placed by Faculty Member)

Yearly service activity should be reported in Digital Measures under Service. When appropriate activities would highlight:

- name of service activity
- faculty member's role in the service activity,
- dates of activity,
- note impact that occurred as a result of the service activity
- amount of award for grants and contracts that support programming
- documentation

Service Program Accomplishment Narratives *2 Narratives Suggested*

Selected service accomplishments should best demonstrate the quality of a faculty member's work and support POW goals and objectives. The Program Accomplishment Narrative format encompasses the following: (1) Background and Preparation; (2) Goals and Objectives; (3) Methods; (4) Evaluation; (5) Outcomes and Impacts; (6) Presentation and Dissemination (7) Reflective Critique and Program Recommendations; (8) Role, Time and Personnel; and (9) Collaborators and Funding Sources.

There is neither a minimum nor a maximum number of required narratives. However, it is critical that each narrative demonstrates the quality of the faculty member's efforts. Narratives represent a sample of the faculty member's work, not every aspect of a faculty member's efforts.

Supporting Material and Documentation of Quality

A faculty member may wish to include documentation of significance that further demonstrates the quality of the faculty member's efforts. Documentation of significance should directly convey the meritorious quality of the faculty member's work and may include significant outcomes and changes, research and findings, publication and dissemination of information resulting from the service.

Service Accomplishment Narrative

Table for Developing Service Program Accomplishment Narrative

Criteria for Assessing Scholarship*	Examples of Service Activities	Appropriate Documentation: Examples of activity that could be used to demonstrate excellence in the quality and impact of the service
<p>Background / Rationale / Preparation: Needs assessment or background information to document need, resources and capacity to realize program</p> <p>Clear Goals and Objectives: Defined service program outcomes and benefits</p> <p>Methods: Program development, strategies, approaches</p> <p>Evaluation: What you did to evaluate the outcomes of your service activities</p> <p>Significant Results: Outcomes, benefits, impacts, contributions, accomplishments</p> <p>Effective Communication / Presentation / Dissemination: Publication or presentation, quality of materials produced</p> <p>Reflective Critique and Program Recommendations: Personal reflection on what worked, what didn't, how results can be improved Assessment of the impact of the service and potential for future impact.</p> <p>Role, Time and Personnel</p> <p>Collaborators and Funding Sources</p>	<p><i>Work with service programs often takes an extended duration to achieve significant outcomes.</i></p> <p>Service Programs Benefiting Public:</p> <ul style="list-style-type: none"> • Distributing newsletter series • Collecting data for a research project • Special activities where faculty member doesn't teach so much as organize: Energy Express County Contact, Pesticide Recertification, Master Gardener, Dining with Diabetes Contact • Serving on foundations or boards (FRN, Farm Bureau, Community Development Authority, Fair Board, Health Clinic Board) • Grants and contracts awarded that support programming or community organizations <p>Service Program Benefiting the Organization - WVU/Extension:</p> <ul style="list-style-type: none"> • Role as CPC, supervisor, • Faculty Senate • Membership on standing committees, special committees/task forces <p>Service Programs Benefiting the Profession:</p> <ul style="list-style-type: none"> • Leadership in a professional organization at state or national level • Organizing conferences • Reviewing submissions to a journal or conference • Serving as an external peer reviewer for promotion and tenure files • Serving as a peer reviewer of educational materials/curricula 	<ul style="list-style-type: none"> • Evidence of benefits such as community resources generated, grants, contracts, improved conditions, policy changes, etc. • Analysis of groups' meetings and progress toward stated service objectives • Program evaluations • Participant evaluation – collective judgments of participants regarding the quality of the program and impact of the service • Peer reviews of the service program • Presentation of service programs to relevant community groups, state/national conferences • Awards and recognition received by/for service program • Sample of materials developed

**Service should not be measured just by the number of service roles and activities a faculty member is involved with. The impact and innovation, replication, and/or dissemination of the service activity are keys to demonstrating significance and merit. (See *Distinguishing Merit in Service.*)*

Glassick Model

The following information is provided since the Glassick Model is a central tool used in the development of a faculty file

Ernest L Boyer in Scholarship Reconsidered presented four different kinds of scholarship.

1. The scholarship of discovery
2. The scholarship of integration
3. The scholarship of application
4. The scholarship of teaching

Charles E. Glassick et al. in Scholarship Assessed presented six criteria for assessing scholarship:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

These criteria can be applied to the four kinds of scholarship and in three mission areas of teaching, research and service.

The context for Extension education presents opportunities for flexibility and challenges for establishing order for file documentation. Teaching is not always done in a classroom under an assigned course number. Research is seldom done in a laboratory, and service is more than a list of activities.

The Extension requirement is that scholarship be documented according to assignment. This provides assurance to the individual faculty member that they are documenting in the mission area(s) against which they will be evaluated.

As a guide to the development of assignments and to maintain consistency with WVU POLICIES AND PROCEDURES, it should be noted that the results/benefits of research are contributions to the body of knowledge (scholarly), while the results/benefits of service are to meet the needs of clients, induce positive change, improves performance, or have a significant impact on societal problems or issues.

The task of preparing a faculty file is to document clearly and concisely the quality of scholarship and quantity of benefit of the work performed. This includes:

1. **Preparation:** Problem/situation statement summarized from Plan of Action (identify target audience, partners, resources, etc.).
2. **Goals and Objectives:** State the program's goals and objectives. Explain the program's overall significance to the target audience(s) and to the county, region, or state.
3. **Methods:** Describe the steps taken or activities completed to address the problem.

4. **Evaluation:** Describe your evaluation strategy and list all applicable indicators and their quantities.
5. **Outcomes and Impacts:** Describe discoveries made and changes in indicators. Use numbers or percentages to quantify changes in indicators if applicable. If possible, illustrate the changes with anecdotes.
6. **Presentation and Dissemination:** List how and with what audiences your findings were shared (publications, reports, presentations, etc.). At the very least, county faculty should be sharing their findings with their Extension Services Committees.
7. **Reflective Critique and Program Recommendations:** Discuss your perceptions of what is working and what isn't working. Provide specific recommendations, if any, that would you make.
8. **Role, Time and Personnel:** Describe your role and clearly explain what you did. List the names of other Extension faculty and staff who worked with you on this program. Estimate the total amount of time you spent on this program.
9. **Collaborators and Funding Sources:** List your funding sources and other external collaborators.

APPENDIX B.**WVU EXTENSION FACULTY FILE FORMAT FOR
PROMOTION AND/OR TENURE CANDIDATES**

This document describes the faculty file format that should be used for faculty members being considered for promotion and/or tenure. This file is different from a faculty member's regular annual review file. It contains a special section for external review, a cumulative compilation for the years under review, and a review of the current year. During this year, a faculty member is evaluated both for the cumulative years under review and for the current year.

External Review Section. This section is sent to the faculty member's Unit Director by **September 12**. The Director then sends the section to a minimum of four and preferably six external reviewers. The material in this section is **cumulative**, representing the time covered from the last promotion to the current time period. The section focuses on either Research or Service depending on the assigned area of significant contribution. This section should contain:

- Up-to-date *Curriculum Vitae*.
- An overview of the faculty member's unit, position, and responsibilities which also briefly highlights the faculty member's other area of significant contribution and area of reasonable expectation.
- Productivity chart for the area being reviewed by the external reviewer which spans the time from the last promotion to current time period and lists **major** activities and outcomes.
- Narrative overview of the major effort accomplished during the time period in the area being evaluated by the external reviewer. The narrative is a summary of programming areas that demonstrate ongoing, high quality work.
- Some (not all) of faculty member's most important Program Accomplishment Narratives which document impact and excellence in the area being evaluated by the external reviewer.
- Documentation which supports and demonstrates the quality of major accomplishments in the area being evaluated by the external reviewer.
- In cases where a faculty member's research is being reviewed externally, the published manuscripts, written curriculum, etc., should be included in the external file.

(Also part of the external section but NOT the responsibility of the faculty member is a letter from the Unit Director which explains key things the reviewer should take into consideration when making the review including the WVU Extension requirements for promotion and/or tenure.)

Cumulative File. This file represents the time covered from the last promotion to the current time period, and is still turned in by the December 15th deadline. This file should follow the current Faculty File Format, though the emphasis is on cumulative work over a given time period. For example, the file should have:

- Productivity charts which span the time period covered from the last promotion to the current time period and list **major** activities and outcomes. This productivity chart is generated by running a Faculty Productivity Report in Digital Measures with appropriate dates.

- Narrative overviews of the major efforts accomplished during the time period for each mission area, teaching, scholarship/research and service. The narratives are summaries of programming areas that demonstrate ongoing, high quality work.
- Some (not all) of faculty member's most important Program Accomplishment Narratives which document impact and excellence in each area.
- Documentation which supports and demonstrates the quality of major accomplishments.
- Cumulative plans of work are not included.

Current Year File. This file focuses on the current year and is turned in by December 15. Because the Cumulative File also covers the current year, this file can reference narratives and documentation which are part of the cumulative file. This file does, though, need to explain efforts done during the current year and should make a strong case for merit in the current year. The evaluation of the current year is needed to establish a faculty member's efforts which in turn affect potential performance based salary increases.

Internal File Review Parameters. Internally, for the Promotion and/or Tenure Year Review, a faculty member's reviewers will evaluate all three areas [teaching, scholarship/research and service] for the total time period under review as well as for the current year.

Seeking Promotion after Being Denied Promotion. If a faculty member seeks promotion and is denied, the person must wait one year from the point of denial before applying again. So if a person tells her supervisor that she wants to go up for promotion in May of 2017, completes the process, then hears in June of 2018 that she has been denied promotion, she must wait until May of 2019 before requesting again to be considered for promotion.

APPENDIX C

General Characteristics for Initial Appointment of Extension Faculty and Subsequent Promotion to Each Higher Rank:

Current employees entering the rank and tenure system will have their curriculum vitae evaluated by the program unit director who will propose a rank assignment to the Dean and Director. The Dean and Director will evaluate the CV and recommendations and assign initial rank to the faculty member with the approval of the Provost. Factors considered in initial rank assignments are: documented evidence of accomplishment; academic attainment; years of experience in higher education; and rank of peers within the extension system with similar training, experience, and productivity.

Promotion in rank will be based upon a documented record of meritorious accomplishment over a period of years. Thus, individuals receiving a promotion will not normally be considered for promotion to the next higher rank in less than five years. Seniority, as such, is not a criterion for promotion. Nevertheless, as a rule, an interval of at least five years should elapse between promotions so that there is due time for the faculty member, however gifted and productive, to exhibit his/her capabilities.

TITLES AND MINIMUM QUALIFICATIONS FOR EACH RANK:

Extension Instructor

Minimum of master's degree in a relevant professional field.

Extension Assistant Professor

Terminal degree in a relevant professional field or qualifications of the previous rank plus a significant contribution*, demonstrated competence and skill in extension teaching and the faculty member's designated area of significant contribution (research or service) and at least a reasonable contribution the faculty member's designated area of reasonable contribution (research or service) with evidence of continuing professional growth through study, membership in professional organizations, and scholarly activity.

Extension Associate Professor

Qualifications of the previous rank plus evidence of a significant contribution*, innovative and creative activity in extension teaching and the faculty member's second designated area of significant contribution (research or service) and at least a reasonable contribution in the faculty member's designated area of reasonable contribution (research or service); significant participation in relevant professional organizations; continuing professional development from an accredited institution or equivalent continuing learning experience; and successful involvement in state or national programs. If research is designated as an area of significant contribution, scholarly or research activity must result in refereed publications. If research is designated as an area of at least reasonable contribution, scholarly or research activity must result in peer-reviewed Extension publications and include evidence of continuing professional development that enhances job-related knowledge and skills.

Extension Professor

Qualifications of the previous rank plus continued evidence of significant contribution*, innovative and creative activity in extension teaching and a faculty member's second designated area of significant contribution (research or service) and at least a reasonable contribution in a faculty members designated area of reasonable contribution (research or service); minimum of a terminal degree in a professional field from an accredited institution; achievement of full maturity as an excellent extension educator; demonstrated service on relevant professional regional or national committees; evidence of high quality refereed journal articles and/or peer-reviewed Extension publications; respected and esteemed by clientele and colleagues; outstanding record of educational assistance in community, state, or nationwide activities; and evidence of a planned personal continuing education and renewal process to retain and/or increase professional competence.

*If a faculty member's areas of significant contribution have been modified, the faculty member is expected to show evidence of a significant contribution in the two areas identified in the modification agreement and at least a reasonable contribution in the third.

APPENDIX D

General Characteristics for Initial Appointment of Extension Clinical Faculty and Extension Term Faculty and Subsequent Promotion to Each Higher Rank:

The Extension Clinical appointment is used for individual faculty appointed in a program unit (or support unit) and assigned scholarly work involving teaching, research, and service. The Extension Term faculty appointment is used for individual faculty appointed in a program unit and assigned scholarly work focused on teaching, service, and professional development. Neither appointment would apply to academic professionals who are engaged in work that is not appropriately evaluated as teaching, scholarship/research, and service, or to academic professionals who do not meet the minimum degree requirements.

Employees entering the clinical rank or term rank system will have their current curriculum vitae reviewed by the program unit director, who will propose a rank assignment to the Dean and Director. The Dean and Director will evaluate the CV and recommendations and assign initial rank to the faculty member with the approval of the Provost. Factors considered in initial rank assignments are documented evidence of significant contributions; academic attainment; years of experience in higher education (teaching, research, or service); rank of peers within the Extension system with similar training, experience, and productivity.

Promotion in rank will be based upon a documented record of meritorious activity over a period of years. Thus, individuals receiving a promotion will not normally be considered for promotion to the next higher rank in less than five years. Seniority, as such, is not a criterion for promotion. Nevertheless, as a rule, an interval of at least five years should elapse between promotions so that there is due time for the faculty member, however gifted and productive, to exhibit his/her capabilities.

In order to be recommended for promotion, an Extension clinical or term faculty member normally will be expected to demonstrate significant contributions in two of the following areas; teaching in the classroom or other settings, scholarship/research, and service. In the third area of endeavor, the faculty member will be expected to make at least reasonable contributions. The areas of significant contribution in which each faculty member is expected to perform will be identified in the letter of appointment or modified in a subsequent document.

FACULTY TITLES AND MINIMUM QUALIFICATIONS FOR EXTENSION CLINICAL:

Extension Clinical Instructor

Minimum of master's degree in a relevant professional field.

Extension Clinical Assistant Professor

Terminal degree in a relevant professional field or qualifications of the previous rank plus a demonstration of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. In the third area of endeavor, the faculty member will be expected to make at least a reasonable contribution with evidence of continuing professional growth through study, membership in professional organizations, and creative activity.

Extension Clinical Associate Professor

Qualifications of the previous rank plus evidence of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. The faculty member will be expected to make at least a reasonable contribution in the third area of endeavor. In addition, evidence of significant participation in relevant professional organizations; continuing professional development from an accredited institution or equivalent continuing learning experience; creative or research activity resulting in publications; successful involvement in state or national programs; and reputation among colleagues for capacity to accomplish further significant intellectual and professional achievements will be expected.

Extension Clinical Professor

Qualifications of the previous rank plus continued evidence of significant contributions in two of the following areas: teaching in the classroom or other settings, research, and service. The faculty member will be expected to make a reasonable contribution in the third area of endeavor. In addition, minimum of a terminal degree in a professional field from an accredited institution; achievement of full maturity as an excellent Extension educator; demonstrated service on relevant professional regional or national committees; evidence of high quality refereed and peer-reviewed Extension publications; respected and esteemed by clientele and colleagues; outstanding record of educational assistance in community, state, or nationwide activities; and evidence of a planned personal continuing education and renewal process to retain and/or increase professional competence.

APPENDIX E

Distinguishing Faculty Merit

The Extension faculty is part of the Land Grant University and contributes to the tripartite mission of teaching (learning), research/scholarly/creative activity (discovery) and service (engagement) with a special emphasis on meeting the needs of non-traditional learners throughout the state. Extension faculty members are expected to teach content that is evidence-based or research-informed; to engage in a continuous program of investigation or scholarly activities that address critical issues that affect West Virginia; to engage in scholarly service that applies knowledge and University resources to impact societal issues; and to remain current in their fields through continuing professional development.

Distinguishing Meritorious Teaching

Meritorious activity in teaching is defined as two or more of the following:

1. Demonstrated impact and/or public value

Examples of short term impacts that may be considered include:

- Measurable increases in content-area knowledge
- Ability to demonstrate new skill

Examples of medium or long term impacts that may be considered include:

- Changes in behavior
 - Changes in practices
 - Policies effected
 - Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
 - Economic, civic environmental, or social improvements
- (Refer to logic model:

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>)

- 2. Work occurs in a significant state, regional, or national arena** (Teaching at major state, regional or national events)
- 3. Quantity meets or exceeds expectations based on agreed-upon plan of work**
- 4. Teaching reaches a new or previously underserved audience**
- 5. New, cutting edge content or innovative teaching or program delivery methods**
- 6. New program adopted statewide or outside of the state**
- 7. External funding is granted to support an educational program**
- 8. Pedagogical scholarship in refereed publications**
- 9. Success rate of students taught**
- 10. Clear evidence that the teaching effort has led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Research

Meritorious activity in research is defined by two or more of the following:

- 1. Generates data that guides and informs teaching and service activities**
- 2. For faculty with research as an area of significant contribution, results in refereed journal articles or conference proceedings in addition to practical, peer-reviewed Extension publications. For faculty with research as an area of at least reasonable contribution, results in practical, peer-reviewed Extension publications and presentations at national conferences and may result in refereed journal articles.**
- 3. Results in public/private partnerships, or patent, license or commercialization of a product of research**
- 4. Results in a tangible benefit to a group or an organization**
- 5. Quantity of effort and output is sufficient to demonstrate an active and peer-recognized presence in the discipline**
- 6. Clear evidence that the research effort has led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Professional Development

To receive meritorious ratings in professional development the quantity and quality of professional development activities must meet or exceed that agreed upon in the plan of work and the *utilization of professional development* must result in one or more of the following:

1. Teaching or service program with demonstrated impact and/or public value

Examples of short term impacts that may be considered include:

- Measurable increases in content-area knowledge
- Ability to demonstrate new skill

Examples of medium- or long-term impacts that may be considered include:

- Changes in behavior
- Changes in practices
- Policies effected
- Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
- Economic, civic environmental, or social improvements

(Refer to logic model:

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>)

- 2. Expertise that is recognized at the state, regional, or national level**
- 3. Teaching or service activities that reach new or previously underserved audiences**
- 4. New, cutting edge content or innovative teaching or program delivery methods**
- 5. New program adopted statewide or outside of the state**
- 6. New external funding granted to support programming**
- 7. Clear evidence that the professional development activities have led to more relevant and rigorous Extension programming**

Distinguishing Meritorious Service

Meritorious activity in service is defined as two or more of the following:

1. Demonstrated impact and/or public value

Examples of medium- or long-term impacts that may be considered include:

- Changes in behavior
- Changes in practices
- Policies effected
- Actions taken on issues or follow-through on decisions made during programs or facilitated discussions
- Economic, civic, environmental, or social improvements

(Refer to logic model:

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>)

2. Work occurs in a significant state, regional, or national arena

- Leadership roles in major state, regional or national organization
- Committee service in a national organization
- Significant service to the university or the state that results in measurable accomplishments.

3. Quantity meets or exceeds expectations based on agreed-upon plan of work

4. Clear evidence that service efforts have led to more relevant and rigorous Extension programs

5. Yields important, tangible benefits to the University, society, or the profession

6. External funding is granted to support a service or outreach program

APPENDIX F

Where to Find Information about Relevant Policies and Procedures

Requesting Emeritus Status

Those faculty members whose retirement is announced and who meet the requirements of meritorious contributions to WVUES shall be considered for Emeritus status. Emeritus appointments are normally considered for faculty members and administrators who have served the University for at least 10 years. The review of faculty candidates begins with the program unit and ends with the President. Retiring faculty members who wish to be considered for Emeritus status should notify their program unit director of their intent to apply for Emeritus status at the time they announce their retirement. The faculty candidate shall submit an updated *curriculum vitae* and a three- to five-page career summary that gives an overview of the faculty member's accomplishments during his/her tenure at WVU. These documents should be submitted to the program unit director on or before December 15th. The request will go through the same process for review and recommendations that a request for promotion would go through. The peer review committee will begin the process and prepare a written review and recommendation for or against the awarding of Emeritus status, which will be sent to the candidate and forwarded to the program unit director. At each level, peer review committee, program unit director, central review committee, and dean, the materials will be reviewed and a written assessment with recommendation for or against the awarding of Emeritus status will be prepared and sent to the candidate and forwarded to the next level and finally to the Provost.

See the WVU Board of Governors Policy 38 on Emeritus Status here: <

<http://faculty.wvu.edu/policies-and-procedures/academic-freedom-professional-responsibility-promotion-and-tenure/emeritus-status>>

Salary Enhancement for Continued Academic Achievement

Salary enhancement for continued academic achievement is an incentive plan for faculty members at the rank of Extension Professor. As such, it is not a promotion and not subject to peer review. Information about the policy and the application form are available at this website <http://faculty.wvu.edu/policies-and-procedures/salary-information/salary-enhancement>

Sabbatical and Development Leave

Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing, or other activity calculated to contribute to professional development and his/her value to West Virginia University. The sabbatical leave policy and application is available here <http://faculty.wvu.edu/policies-and-procedures/sabbatical-and-development-leave/sabbatical-leave-policy>>

West Virginia University recognizes the benefits of professional development and encourages such development among its employees. WVU and WVUES maintain various programs to assist in professional development efforts. The formal Professional Development Program for Faculty and Non-classified Staff is one such program. Find more information and an application form at this link

<http://faculty.wvu.edu/policies-and-procedures/sabbatical-and-development-leave/professional-development-program>>