

SUPPLEMENTAL GUIDELINES ON EVALUATION, PROMOTION AND/OR TENURE
[Approved by the Office of the Provost 1/7/2026]

I. INTRODUCTION

The College of Creative Arts and Media guidelines on evaluation, promotion and tenure is designed to supplement the guidelines set forth in West Virginia University's "[Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure 2025–2026](#), (University Procedures)" with more detailed descriptions and interpretations of the criteria and standards that apply to faculty members in the College. Absolute criteria for promotion, as required by the "University Procedures", will be specified in the School Guidelines. School guidelines may be more specific to expectations of individual disciplines, and they may be more rigorous than the College and University guidelines but not less so.

The College believes satisfaction of its mission is reflected in the contributions of individual faculty members in three broad areas: (1) effective **teaching** through instruction, advising, curriculum development, and/or chairing graduate committees; (2) the generation of scholarly and applied **research/creative scholarship/community-engaged scholarship** that advances knowledge in the discipline and/or the profession; and (3) **service** to the University, College, School, State, Community, and Profession.

Specific means of implementing these contributions are numerous and varied. The evaluation of any individual must be made based on both the individual's area(s) of expertise and performance. A reasonable approach to academic advancement, therefore, requires some weighing of the criteria, as outlined in faculty's respective letters of appointment and annual work plans.

The intent of this document is to clarify avenues for promotion and tenure for faculty members whose backgrounds are professional, academic or a combination of the two.

II. Faculty Evaluation Types

The overall faculty evaluation process at West Virginia University is designed to clarify expectations and mentor faculty to reach their potential, reward their proficiency, continue their productivity and professional development throughout their careers, and retain those who are meeting and exceeding college and school expectations. The process is both evaluative and developmental and has three distinct components:

1. Annual Evaluation.

It is required that each person who holds a faculty rank, regardless of other titles held, undergo annual evaluation as a faculty member. Annual evaluation provides an opportunity to review a faculty member's past performance and to develop future goals and objectives; it forms the basis for any merit salary raises and other rewards (including promotion). Cumulatively, annual evaluations establish a continuous written record of expectations and performance that will encourage professional growth and provide support for retention, promotion, tenure and other recognition.

2. Critical Year Evaluation of Tenure-Track Faculty for Tenure

For an award of tenure, tenure-track faculty undergo a particularly rigorous evaluation of accumulated accomplishments and the likelihood that the faculty member's level of performance will be maintained.

3. Post-Tenure Review

Once tenure is awarded, post-tenure review occurs as part of the annual review process. These reviews can support subsequent promotion in rank and the Salary Enhancement for Continued Academic Achievement. They might also lead to a more rigorous review process which could result in a remediation plan, as determined by the unit and outlined in the "[University Procedures](#)."

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4. Discretionary Evaluation for Promotion in Rank

Promotion in rank recognizes exemplary performance of the person who holds a faculty rank, regardless of other titles held. The evaluation for promotion in rank provides the opportunity to assess a faculty member's growth and performance since the initial appointment or since the last promotion.

III. General Expectations – Letter of Appointment & Annual Workload Plan In addition to meeting the primary responsibilities of addressing institutional missions in teaching, research/creative scholarship/community-engaged scholarship, and service according to one's campus, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and the recruitment of an adequate number of students depends in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected per *BOG Faculty Rule 4.1 - Academic Freedom, Academic & Professional Responsibility*.

The general terms of a faculty member's major responsibilities are defined in their approved letter of appointment. This letter also determines the year by which tenure must be awarded, if applicable. For tenure and/or promotion purposes, the language characterizes significant or reasonable contributions in the three areas of teaching, research/creative scholarship/community-engaged scholarship, and service shall be explained in the letter of appointment. Temporary modifications to the initial letter of appointment are subject to joint consultation but are to be determined by the School Director and must be reflected in the annual workload document. If agreement on the annual workload plan cannot be reached between the faculty member and the Director, the Director will consult with the Dean of the College of Creative Arts and Media to make a final determination.

Faculty workload is individually assigned by the School Director based on the Provost-approved workload policy. Annual distribution of workload expectations for each faculty member shall be documented in an individualized annual workload plan and filed in the faculty evaluation file. It is the responsibility of the Director to confer with each faculty member and establish an annual workload plan that shall include teaching load and responsibilities, the nature and level (i.e., regional, national, etc.) of the faculty member's research/creative scholarship/community engaged scholarship, and service expectations. The above areas should correspond to the assignment percentages indicated in the Letter of Appointment or any subsequent modification of duties.

The accomplishments of each faculty member are to be evaluated based on the expectations laid out in the initial Letter of Appointment and subsequent annual workload document.

IV. Professional Responsibilities of All College Faculty Members

A. Teaching (Learning)

Teaching involves the stimulation of critical thinking, the dissemination of knowledge, and the development of artistic expression, design or technical skills with students.

B. Research/creative scholarship/community-engaged scholarship (Discovery) The College values academic activities in discovery that increase fundamental knowledge and understanding within the discipline, creative activities that educate, inspire and serve humankind, and applied research activities that yield tangible benefits to society.

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C. Service (Engagement)

Service activities involve the application of the benefits and products of teaching and research to address the needs of society and the profession. These activities include service to the university, local, state, region, national and international communities.

V. FACULTY EVALUATION FILE

Performance evaluations shall be based on a holistic assessment of evidence provided in the faculty evaluation file. Evaluations and recommendations are to be based on both quantitative and qualitative evidence. The primary evidence to be weighed must be contained in the official faculty member's evaluation file, WVU's online activity reporting software (i.e., Watermark Faculty Success). Also included are the professional judgments at each level of review as to the quality and impact of the faculty member's teaching, research/creative scholarship/community engaged scholarship, and service, as applicable.

Each unit shall use the annual reporting form ("Productivity Report") appropriate to the work assignments in that unit for use by all members of the unit, including the Director/s. The Productivity Report without supporting documentation is not in itself sufficient for evaluation purposes. Evaluation file materials will be in electronic form, provided that the integrity of the information and the date of entry in the file are maintained.

The faculty member's evaluation file should contain, at the minimum, the following items:

1. The archived file, including the initial letter of appointment and other documents that describe, elaborate upon, or modify one's assignment, including position description, current workload plan, memoranda of understanding, annual reviews, and subsequent letters of agreement (responsibility of the Director).
2. An up-to-date curriculum vitae containing a) critical dates relative to education, employment, change in status, promotion, leave of absence, etc.; b) a list of publications (or the equivalent) with complete citations, grants and contracts, and/or other evidence of research/creative scholarship/community-engaged scholarship; c) a list of service activities (responsibility of faculty member).
3. For each semester or term since appointment or last promotion, a record of classes taught, enrollments, and Student Perceptions of Teaching for each.¹
4. Graduate students supervised (responsibility of faculty member).
5. For faculty with multiple reporting lines, each supervisor will provide an evaluation of the individual's performance to the home school. In such cases the home school's evaluation should reflect the relative proportion of each dimension of the total assignment (responsibility of the Director).

¹ West Virginia University Board of Governors Rule 4.2 requires student evaluations as part of the faculty evaluation process. Student Perceptions Of Teaching (SPOT) are automatically uploaded to Watermark Faculty Success. In the rare event that SPOTs are not uploaded but are available to the faculty member, it is the responsibility of the faculty member to upload their SPOTs.

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6. Other information and records that the Director and/or Dean may wish to add. Faculty members should be notified of such additions and may respond to the additions within ten (10) working days from the date the faculty member is notified of the addition, which may be after the closing date of the faculty evaluation file (responsibility of the Dean and Director).
7. In the case of a rebuttal, the rebuttal must be completed within five (5) working days.
8. Supporting documentation that bears upon the quality of the faculty member's performance in all pertinent areas. This documentation may include, but need not be limited to, teaching evaluations, professional presentations, published materials, grant applications and awards, research in progress and the preparation of unpublished materials, other creative and community-engaged scholarships, and service to the university, the citizens of West Virginia and the profession.
9. A reflective narrative that provides context to the faculty productivity report.²

VI. COMPLETION OF AND ACCESS TO THE FILE

The responsibilities for completion of the file are outlined in items one through nine above. The Provost's Office might periodically issue more detailed instructions for the development and maintenance of faculty evaluation files. Those requirements may be supplemented or elaborated by college or school procedures.

The faculty evaluation file shall be uploaded by the deadlines established by the School Directors and will be locked for the review period on December 31 at midnight. Only materials generated due to the annual faculty evaluation shall be added to the file after the deadline date.

Deliberations of Faculty Evaluation Committees (FEC) are confidential. Members of faculty evaluation committees or administrative officers responsible for performance evaluations and personnel recommendations are assumed to have a need to know. When otherwise necessary, the appropriate administrative officer or the Dean shall determine whether an individual has a need to know and what material is necessary to fulfill the need to know. All persons will treat the material from the file as confidential. The security of all evaluation files is to be assured. The confidentiality of each file is to be respected. Disclosure of file materials to those outside the evaluation process shall occur only under the approval of the Provost's Office.

VII. LEVELS OF EVALUATION

1. SCHOOL FACULTY EVALUATION COMMITTEE AND SCHOOL DIRECTOR

- a. The primary focus of faculty evaluation resides within the School, which includes a review by a committee comprising a minimum of five members and an independent review by the School Director. Criteria for school membership and method of selection shall be left to the School; conduct and procedures of the Committees are governed by the "[University Procedures](#)".

² The narrative may only discuss activities documented in the Faculty Productivity Report. (see Appendix 1 for expectations for the narrative.)

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- b. For all faculty, the Committee and Director must each indicate the progress toward tenure and/or promotion, a recommendation for continuation/non-continuation, and evidence of continued professional development.
- c. The qualifiers used in annual review, as averaged over three years, will inform eligibility for merit pay.

2. COLLEGE FACULTY EVALUATION COMMITTEE AND COLLEGE DEAN

- a. Responsibilities of the college committee include ensuring the equivalent rigor of the expectations of achievement among the schools and for providing individual faculty reviews. The Dean prepares an independent review informed by all previous levels of review.
- b. The College FEC will be comprised of a total of five (5) faculty members: four tenured faculty members at the rank of associate or full professor (one elected from each of the four Schools) and one teaching- or service-track faculty member elected at large. The chair of the college committee shall be elected by the committee members. The terms of office for the elected School members will begin on September 1 and will be for two full years. The at-large non-tenure track faculty member will be nominated by, and voted on by, the non-tenure track faculty. Committee members may not serve consecutive terms. The at-large member cannot be from the same school as the vacating member.
- c. The College Committee serves as the second level of review for faculty members' files and the evaluations and recommendations of the School's Committee and School Director. Conduct and procedures of the committee are governed by the "[University Procedures.](#)"
- d. This level of review is not only to make a determination about the adequacy of the evidence presented for evaluation, promotion and/or tenure, but it is also the responsibility of the College Committee to consider in its review the equivalent rigor of the expectations of achievement for faculty from the various schools.
- e. The Dean forwards promotion, tenure, and non-continuation review files to the Provost.

VII. REQUIRED PERSONNEL ACTIONS – Process and Criteria

Required Personnel Actions for all non-promoted faculty									
		File Due	File Dates	Peer Teaching Observation	External Evaluation	School Review	College Review	Dean Deadline	Provost Deadline
Year 1	1st semester review	31-Dec	Aug 16-Dec 31	Yes	No	Yes	No	15-Mar	
	Remaining AY review	15-Sep	Jan 1 - Aug 26	Yes	No	Yes	No (R)	15-Mar	
Year 2		15-Sep	Aug 16 - August 15	Yes	No	Yes	No	15-Mar	
Year 3		15-Sep	Aug 16 - August 15	Yes	No	Yes	No	15-Mar	
Year 4	Mid-Cycle Review (1)	15-Sep	Aug 16 - August 15	Yes	No	Yes	Yes	15-Mar	
Year 5		15-Sep	Aug 16 - August 15	Yes	No	Yes	No	15-Mar	
Year 6	Critical Year Review (2)	31-Dec	Hire Date - Dec 31	Yes	Yes	Yes	Yes	15-Mar	3-May
Year 7		15-Sep	Jan 1 - 8-25	No	No	Yes	No	1-Apr	
Following years		15-Sep	Aug 16 - August 15	No	No	Yes	No	1-Mar	
Discretionary Promotion to Associate									
Discretionary actions must be initiated by the faculty member.									
Service or Research Faculty		31-Dec	Hire Date - Dec 31	Yes	Yes	Yes	Yes	15-Jan	1-Feb
Teaching Faculty		31-Dec	Hire Date - Dec 31	Yes	No	Yes	Yes	15-Jan	1-Feb
Ordinarily, the interval between promotions at WVU will be at least five years.									
Promotion in Rank to Full (all titles)									
		31-Dec	January 1 of last promotion year - Dec-31	Yes	Yes	Yes	Yes	15-Jan	1-Feb
Emeritus	(see note 5)	31-Dec	CV and application letter	No	No	Yes	Yes	15-Mar	15-Apr

1. A more comprehensive assessment of one's progress toward tenure will normally begin no later than mid-way through the tenure-track period. Teaching and Service Track Faculty Files may also be submitted for mid-cycle College-Level Review.
2. Applies to Tenure-Track Faculty Only.
3. Teaching and Service faculty who wish to pursue discretionary promotion are normally allowed to apply starting in their sixth year but may elect to do so at a later time.
4. At the Dean's discretion, annual reviews may also be reviewed by the College Committee.

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5. When a faculty member announces their retirement, they may apply for consideration for Emeritus Status. This requires uploading an application in Other Submissions in Watermark Faculty Success. These faculty should also upload a current C.V. to Supporting Documentation.

Initiated by the Provost's Office and sent to the Dean, the annual memo sets deadlines for materials to be submitted to the Dean's Office. School Directors are then responsible for setting internal deadlines to meet the college deadlines.

The Dean's office is responsible for initiating evaluations for all faculty for whom action is recommended or required. Each School Director and Chair of each School's FEC will be notified early in the fall semester of all mandatory review actions required in the current academic year as follows:

1. Mid-tenure evaluation of tenure-track faculty (year four*).
2. Critical year evaluation (year six*).
3. Teaching- and service-track faculty for whom action is recommended.
4. Tenured faculty for whom action is recommended.³

*Mid-tenure and critical year evaluations normally follow the above schedule. In certain circumstances (including those found in the *WVU PROCEDURES FOR FACULTY APPOINTMENT, ANNUAL EVALUATION, PROMOTION, AND TENURE 2025-26 guidelines*) the years for these reviews may be modified.

The School Director is responsible for initiating evaluations for all faculty for whom action is not recommended or required.

1. First-year faculty (one semester).
2. All non-actionable faculty, including part-time faculty.

Glossary of Terms

Annual Review: It is required that each person who holds a faculty rank, regardless of other titles held, undergo annual evaluation as a faculty member.

Critical Year Review (Tenure): Rank and tenure should be considered separately; however, the award of tenure should normally be granted in conjunction with promotion to associate professor. Awarding of tenure requires not only a record of past achievement, but also the potential for future achievement and continuing contribution to the goals of the School and College. The tenure decision will be made in one's critical year, as established in the letter of appointment or subsequent document.

Discretionary Reviews for Promotion to Full Professor: Normally, 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. However, for discretionary promotion to professor, special weight will normally be

³ Full Professors are only reviewed by the School Committee and Director. They may request college-level review if desired

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placed on work completed in the most recent five- or six-year period. A faculty member whose application for promotion is unsuccessful may not submit in the next two cycles.

Non-tenure Track Promotions: Promotion to senior ranks is not a requirement for institutional commitment and career stability for non-tenure track faculty. For these term appointments, the College normally follows the same promotion timeline governing tenure-track positions; that is, subject to reappointment, a non-tenure track faculty member and their Director may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. Normally, 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. A faculty member whose application for promotion is unsuccessful may not submit in the next cycle. Regardless of title, non-tenure track faculty appointments will continue as term appointments.

External Evaluations:

1. Tenure track faculty
 - i. External evaluations are required for Critical Year Reviews and Discretionary Promotion to Full Professor
2. Service-track Faculty
 - i. External evaluations are not required by the college for discretionary promotion; however, individual schools may choose to require them for their faculty, as specified in the School Guidelines.
3. Teaching-track Faculty
 - i. External evaluations are not required by the college for discretionary promotion; however, individual schools may choose to require them for their faculty, as specified in the School Guidelines.

Qualifications for appropriate external evaluators are outlined on the university's Qualifications for External Evaluators page, and further clarification of evaluators' positions and titles may be addressed in the school-level faculty evaluation, promotion and tenure documents.

IX. CRITERIA FOR EVALUATION

At each level of review, descriptors used in the annual review must be in accord with those defined in the above-mentioned document. These descriptors are 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.

**Special requirements for Teaching-track Faculty and Service-track Faculty are included at the end of the Teaching and Service sections.*

A. Teaching

4. The following kinds of information are required and will be considered in the evaluation.
 - a. Written evaluation by a promoted colleague based on direct observation of one's teaching. Faculty who have achieved tenure after their critical year are no longer observed until they apply for discretionary promotion.
5. Process of Peer Observation/Evaluation

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- a. In consultation with the faculty member, the Director will select by **Sept. 1** a colleague who is designated as evaluator and which courses are to be observed. The peer evaluator must be different each year.
- b. The faculty member will provide the evaluator with their teaching schedule, copies of the syllabus, tests, text, and relevant class materials, where appropriate, prior to the first observation.
- c. The evaluator will arrange to observe/evaluate during a regularly scheduled teaching time.
- d. The observations will focus on the following areas:
 - i. Knowledge of the subject matter
 - ii. Communication of the subject matter
 - iii. Learning environment
 - iv. Appraisal of the syllabus, test, text, and relevant class materials, provided, where appropriate, in advance of the observation.
- e. Following the observation, the evaluator will prepare a written report (including comments on all items in 2.a. through d.). The evaluator will provide a draft report and discuss the evaluation with the faculty member.
- f. The signed copy of the finalized report is submitted to the School Director, who is responsible for uploading it to the faculty evaluation file.

6. Student evaluation of teaching effectiveness.

- a. Student Perception of Teaching (SPOT) administered automatically by the System are uploaded to the faculty evaluation file. The SPOTs include a summation of all numerical data as well as students' written comments.
- b. A course with limited enrollment may be exempted from student evaluation with the prior approval of the School Director.
- c. It may be possible to obtain approval to use a different form (or turn off delivery of the form) for special circumstances – e.g., individual student contact in which the standard items do not make sense.

7. Curriculum development.

- a. Record of academic advising, if applicable.
- b. Record of mentoring and/or direction of student research, such as chairing graduate committees or developing or directing special student projects, if applicable.
- c. Receiving grants and fellowships for course development or enhancement or for personal teaching development.
- d. Receiving teaching awards.
- e. Teaching duties and class enrollments by term.

The following general kinds of information may be included and will be considered in the evaluation process (school guidelines are to provide the necessary information to inform the college process):

1. Demonstrated success of current student research/creative scholarship/community engaged scholarship under one's direction, including performance, projects, and exhibitions.
2. Demonstrated success of current and former students.
3. Development of new courses, teaching materials, or techniques.
4. Publication of textbooks, recordings, digital media, or pedagogical scholarship (see also B.1.a).

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5. Development or use of instructional technology and computer-assisted instruction beyond established college requirements.

**Special requirements for Teaching-track faculty*

For Teaching-track faculty who wish to be considered for promotion, in addition to a sustained record of classroom teaching excellence, the file is expected to show evidence of significant programmatic contribution to the University's teaching mission. Such evidence will normally include a systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, contributions to curriculum/course development, and evidence of ongoing contribution to solving problems and addressing School-, College-, and University-defined needs, priorities, and initiatives.

B. Creative and Professional Activity and Research

1. The College of Creative Arts and Media continually affirms the equivalency of creative and community-engaged scholarship (including performance and exhibition activities) with academic research. Evidence of the kinds of activities indicated below (and allowing for variations appropriate to the discipline) is required. Although the completion of a long-term project may not be listed every year, evidence of progress must be documented. For tenure-track faculty, an accumulation during the probationary period is expected. Faculty who are under consideration for promotion and/or tenure, and for whom a significant contribution in research/creative scholarship/community engaged scholarship is expected, must submit examples of this work for external review. As noted in the above-mentioned, "[University Procedures](#)," the term "research" includes appropriate professional activities such as research, scholarly writing, artistic performance, exhibition, and creative activities as set forth in the letter of appointment. These activities result in products which may be evaluated and compared with those of peers at other institutions of higher learning. The Dean determines what constitutes peer institutions related to the disciplines housed in the College of Creative Arts and Media.

The following general types of Creative and Professional Activity and Research that could be listed include, but are not limited to, the following (school guidelines are to provide the necessary information to inform the college process):

- a. For faculty with research/creative scholarship/community-engaged scholarship as an assigned area of the workload. Performing arts production, interdisciplinary and/or collaborative work shall be considered, particularly if it is a part of the annual workload document.
- b. Special recognition of scholarly publications, or as a result of exhibition, performance, or distribution of creative works both on⁴ and off campus.
- c. Commissions for artistic and design works.
- d. Presentation of a paper or participation as a speaker, performer, or panelist at a professional meeting as a result of competitive selection or invitation based on one's professional expertise.
- e. Receipt of prizes, awards, fellowships, invited presentations or exhibitions, or comparable recognition.
- f. Implementation of research, instructional or program development from receipt of a grant.
- g. Community-engaged scholarly activity relevant to one's area of appointment, includes the sharing of knowledge and dissemination to relevant audiences for whom the work benefits. Audience/scope,

⁴ As noted/specified in respective School documents.

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measures of impact, awards, external reviews and other metrics will be taken into consideration when evaluating this work.

2. University Requirements for External Evaluations of Research/Creative scholarship/Community-engaged scholarship:

If research/creative scholarship/community-engaged scholarship is an area of significant contribution, the College of Creative Arts and Media will explicitly follow the guidelines for “External Evaluation” set forth in “University Procedures.”

C. Service

Service is typically defined as activities which are non-credit and educational in nature, which are within the professional field of the faculty member, and which were performed as a WVU faculty member. Service activities may fall in three broad groups, all of which are important. These are service to the institution, service to profession, and service to society, including the citizens of West Virginia. For those with service as an area of significant contribution, evaluations must include an assessment of the level (i.e., national, regional, etc.) and nature of the faculty member’s contributions and the degree to which they have yielded important benefits in the above-mentioned areas.

The following general kinds of information may be included in the Productivity Report and will be considered in the evaluation procedures (school guidelines are to provide the necessary information to inform the college process):

1. Service and outreach to society, including the citizens of West Virginia.
 - a. Public and in-school performances, exhibitions and lectures.
 - b. Assistance to nonprofit organizations and state, county and local agencies in improving social, educational, economic and cultural policies, programs, facilities and environments.
 - c. Activities in non-credit offerings associated with the individual’s field.
 - d. Appearance as speaker, performer, facilitator or panelist for a non-professional gathering within one’s area of expertise.
 - e. The creation and direction of service-learning projects.
2. Service to the Institution
 - a. Invited exhibitions, performances, panels and lectures for the University community.
 - b. Contributions to recruiting, retention, fund-raising, or public relations on behalf of the School, College, or University.
 - c. Performance of administrative assignments.
 - d. Responsible completion of, or continuing work on, committees and councils.
 - e. Recruitment-related activities such as:
 - administrative assignments;
 - responsibility for equipment;
 - serving as a subject matter expert for news media;
 - organization of special school-sponsored events;

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- special workshops, meetings or events for the purpose of recruiting students or developing relationships with professional contacts/potential student employers;
- consulting with other schools or mass communication businesses;
- presentation of speeches, workshops, etc.
- and advising student organizations.

3. Service to the Profession

- a. Elective or voluntary leadership role(s) in professional associations at the local, regional, national, and international levels.
- b. Serving as an external peer reviewer for promotion and tenure cases.

**Special requirements for Service-track faculty promotion*

For Service-track faculty who wish to be considered for promotion, in addition to a sustained record of service excellence, promotion to the rank of service professor designates that the faculty member's achievement merits recognition in his/her field. Professional colleagues, both within the university and nationally and/or internationally, recognize the professor for his/her service to the program, unit, or school. At the Dean's discretion, a panel of service-track appointees in similar disciplines who have achieved promotion may contribute to the review at the school level.

Appendix 1

The Report Narrative

The purpose of the report narrative is to provide context to evaluation committees to succinctly review and grasp the faculty member's productivity, contributions and accomplishments relative to their workload assignment. The annual narrative should be no more than five pages. A promotion and/or tenure narrative should not exceed eight pages. For mid-tenure, critical year and discretionary promotion, candidates should provide a cumulative narrative.

Suggestions for organization.

Overview

- Provide a brief reflection on feedback received during the prior review, i.e. how the faculty members have worked to improve or incorporate recommendations; and if not, why not.
- Discuss how work accomplished during the review period fulfills the terms of your workload plan.

Teaching

- Reflect on student and peer evaluations of instruction, changes made or planned as a result of that feedback, and any new or innovative courses or course content created, particularly as aligned with industry practice or School/College strategic priorities.

Research/Creative Scholarship/Community Engaged Scholarship

- Point out what activities are important to you and how they fit into your overall research arch.
- Include documentation, as appropriate, for long-form project progress.

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Service

- Point out what activities are important to you and how they fit into your overall service arch.
- Include documentation, as appropriate, for longitudinal project progress.
- Provide additional details on an extraordinary or unusually heavy workload assignment in service.