PROMOTION & TENURE REVIEW AD HOC COMMITTEE
RECOMMENDATION

SR-10-11-20R PTRAHC

Recommends approval of the attached, Marshall University Board of Governors, Policy No. AA-26, Faculty Promotion, with new language indicated in bold and deleted language indicated with strikethrough.

RATIONALE:

To establish a fair mechanism for reviewing the eligibility of faculty who elect to differently apportion their efforts among the responsibilities of teaching, scholarship, and service so they receive equal consideration for promotion.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____________________________ DATE: ____________

DISAPPROVED BY THE
FACULTY SENATE: _____________________________ DATE: ____________

UNIVERSITY PRESIDENT:

APPROVED: _____________________________ DATE: ____________

DISAPPROVED: _____________________________ DATE: ____________

COMMENTS: ______________________________________________________

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Marshall University Board of Governors  
Policy No. AA-26  
FACULTY PROMOTION

1 General Information

1.1 Scope: Academic policy regarding the promotion of faculty through the established ranks.
1.2 Authority: W. Va. Code §18B-1-6
1.3 Passage Date:
1.4 Effective Date: Upon passage Faculty hired after the effective date of this policy will be governed by the guidelines set forth in this policy. Faculty hired prior to the adoption of this policy may choose to use either the guidelines dated March 8, 2006 or the new guidelines below (adopted as of mm/dd/yyyy). However, by AY 2016/2017, all faculty promotions in rank (initial or subsequent) will adhere to the guidelines approved herein.
1.5 Controlling over: Marshall University
1.6 History: Adopted 4/5/54, Revised February 1956, January 1957, Amended 5/20/68, Revised 2/13/69-FPC, Amended 3/19/70-FPC, Revised 8/30/78-FPC, Policy Bulletin 36 Adopted by BOR on 3/12/84, Amended 5/24/88-FPC, Revised SR-92-93-(8)145(FPC), SR-93-94-2(FPC), Revised 3/5/98 Graduate Council, SR-00-01-(3)44(FPC); Revised SR-10-11-20 PTRAHC; See SR-04-05-(12)-69 FECAHC for revised dates; See SR 04-05(36)93 FECAHC for changes to evaluative language.

2 Policy

2.1 Promotion in rank is a reward for achievement. It is based on the professional qualifications of a faculty member, including performance specific to the candidate’s contractual responsibilities and duties. Major categories of faculty responsibilities and duties include:
- teaching and advising
- research, scholarship and creative activities
- service to the university, and professional development service to the community

Individual colleges are responsible for determining the relative importance of the various faculty functions for purposes of personnel decisions. Colleges should provide flexibility in the weighing of such functions in order to accommodate a range of departments, disciplinary specialties and individuals with varying assignments.

Departments/Divisions will create criteria for achievement in accordance with these policies and the Faculty Workload Policy. These criteria become part of the candidate’s application packet.
2.1.1 Definition of sub-category terms:
- **Discovery** is investigation to gain new knowledge for its own sake or to create new theories or original works appropriate to the discipline.
- **Teaching** is a wide variety of activities, including responsibility for “standard” on-campus 3 or 4 credit courses, travel to off-campus courses, teaching labs, advising students, supervising independent studies, field work and internships, course development, supervision of student research or capstone work, serving as chair or committee member for theses and dissertations, etc.
- **Application** is the connection of concepts and theories within one’s own discipline to activities with the university and external environment.
- **Integration** is the connection of concepts and discoveries from different disciplines and placing them in a greater context, usually including interpretation and insights that better illustrate the meaning that underlies basic knowledge and new discoveries.
- **Service** is activities in support of program, department/division, college and university governance that are not directly tied to teaching and research. Professional Development activities are those that maintain or enhance the content expertise of the candidate.

None of the sub-categories are ranked within the three main categories. A candidate is not required to provide examples in all of these sub-categories. Sub-categories are given as a guideline for what a candidate may include in a main category.

2.1.2 Examples in this policy are presented in multiple categories, but the faculty member must choose in which area to count the activity and provide the appropriate rationale. More complex projects with multiple activities may be counted in multiple areas, however a single activity may be counted in only one area.

2.1.3 The term “faculty” includes, but is not limited to, tenured, tenure track faculty and professional personnel such as librarians, faculty equivalents, academic professionals, and those involved in off-campus academic activities.

2.2 The specific areas categories, in which faculty are evaluated for promotion, include the following:

2.2.1 Teaching and Advising: command of disciplinary knowledge and methodology; effectiveness of classroom performance; advising load and effectiveness of academic advising; effectiveness in assessing student learning; rapport with students; contributions to curricular development, including development, promotion and delivery of off-campus academic programs, either through electronic means or conventional travel to off-campus course locations; instructional development of faculty colleagues, etc.

Per Marshall’s Faculty Workload Policy, “8.1 Teaching includes a wide variety of activities, including responsibility for “standard” on-campus 3- or 4-credit courses
(which vary in their time demands for many important reasons), travel to teach off campus courses, teaching labs, advising students, supervising independent studies, field work and internships, course development, supervision of student research or capstone work, serving as chair or committee member for theses and dissertations, integrating technology and other innovative strategies into education efforts, etc…”

The following are possible inclusions for appropriate activities, with the understanding that other inclusions may be necessary or appropriate as the individual’s discipline dictates.

**Discovery** – Course development, pedagogical research, creation of online or remote teaching courses, creation of online or remote systems of the delivery of information, analysis of teaching effectiveness, creation of evaluation tools such as rubrics, and other similar activities.

**Teaching** - Traditional on-campus credit courses (which vary in their time demands for many important reasons), travel to teach off campus courses, teaching labs and teaching via many media, supervising independent studies, teaching as an embedded librarian, and other similar activities.

**Application** – Teaching outside a faculty member’s primary discipline or outside the university community such as to community agencies, and other similar activities.

**Integration** - Integrating technology and other innovative strategies into education efforts, team teaching with faculty from other disciplines, developing cross-disciplinary courses, and other similar activities.

**Service** – Advising students, supervising independent studies, field work and internships, accessing and delivering library resources and services, supervision of student research or capstone work, serving as chair or committee member for theses and dissertations, and other similar activities.

2.2.2 **Research, Scholarship, Scholarly and Creative Activities:** number, quality and importance of publications and creative productions; memberships and contributions to professional societies; professional growth and development; scholarly presentations and creative performances; contributions to the professional development and achievement of colleagues, etc.

Per Marshall’s Faculty Work Load Policy, “9.1 Scholarly activity in the academic community frequently focuses on work such as refereed journal articles, books and book chapters, refereed conference presentations and research grants. However, we recognize that a wide range of creative activities may be included in this section. In the Arts, creative activities can be very different from the types of scholarship listed above. Within professional schools and programs, still other types of contributions are highly valued.”

The following are possible inclusions for appropriate activities, with the understanding that other inclusions may be necessary or appropriate as the
individual’s discipline dictates.

**Discovery** - Pure research or ongoing research, original, new or innovative research, creating a musical, drama, media work, design, or art, performance in musical, dramatic, or media work, refereed publications, presentations, exhibitions, or poster sessions, other publications, presentations, exhibitions, or poster sessions, application /receipt of grants within the discipline, and other similar activities.

**Teaching** - Within the category of scholarship/research/creative activity, “teaching” refers to Pedagogy - the discovery of teaching methodologies within the field of discipline. Publication of new methodologies or information delivery methods, presentation of new methodologies or information delivery methods to informed groups (may be refereed), creation of operational or instruction manuals and handbooks, and other similar activities.

**Application** - Original interpretation of existing works within the discipline, service opportunities within the discipline (may need supporting documentation of impact), discipline-specific knowledge applied to a “real world” problem, review of literature within the discipline, compilation of information or literature within the discipline, library collection and resource development, research on new ways to organize, search, access and deliver information and services, and other similar activities.

**Integration** - Original interpretation of existing works from multiple sources(s), grantsmanship in association with another field or with community agencies, works created or studies performed for agencies outside of the Department/Division or the university, works created or studies performed for other disciplines, library resources organization and management, create bibliographies and web sites, and other similar activities.

**Service** – Serving on scholarly committees for refereed or juried publications, presentations, or exhibitions, serving on a scholarly grant application committee, serving as an editor or reviewer, serving as an officer in a scholarly organization, or other similar activities.

2.2.3 Service and Professional Development: to the university: contributions within the department/division, within the college, or university-wide; contributions to official student organizations or other university-related organizations; other work on behalf of the student body, faculty, staff or administration of the university.

Per Marshall’s Faculty Workload Policy, “10.1 University service includes activities in support of program, Department/Division, college and university governance that are not directly tied to teaching or research” and “13.1 Community service refers to professionally related work done for community groups and agencies that is based upon faculty members’ professional areas of expertise.” Additionally, faculty members engage in time consuming administrative roles and professional and development services.
The following are possible inclusions for appropriate activities, with the understanding that other inclusions may be necessary or appropriate as the individual’s discipline dictates.

**Discovery** – Supervising and on-going work on research projects, taking courses, pursuing additional degrees or certifications, and other similar activities.

**Teaching** - Service learning project, Capstone projects of an applied nature, curriculum development, academic advising, advising student organizations, pursuing additional pedagogical training, and other similar activities.

**Application** - Development of technology in one’s discipline, development of new processes for dealing with a problem of practice in one’s discipline, evaluations and other types of studies conducted for organizations, professional associations, governmental units, community/regional/ national/ international problems in one’s discipline, consulting work in one’s discipline, seminars and speeches for lay persons on topics from one’s discipline, providing training to the lay public in one’s discipline, leadership and/or administrative work within the Department/Division, University, or outside the University appropriate to one’s discipline, attending conferences, seminars and workshops, and other similar activities.

**Integration** - Interdisciplinary work that is designed to address problems within the University or outside, appropriate to one's discipline, embedded librarian, developing interdisciplinary courses and programs, interdisciplinary studies conducted for organizations, professional associations, governmental units, community/regional/ national/ international problems, development and improvement of library technology and systems, and other similar activities.

**Service** – Service on Departmental/Division, College, and University committees, administration of library resources, service and personnel, and other similar activities.

2.2.4 Service to the community: service on a compensated or pro-bono basis to governments, to educational, business or civic organizations, or to the public. (Such service could include applied research, consultation, technical assistance, special forms of instruction, clinical work and performance). Involvement as an official representative of Marshall University, or units thereof, in activities of governments and of educational, business or civic organizations.

2.3 For purposes of promotion, as well as other personnel decisions, all relevant faculty activities should be subject to objective qualitative evaluations.

2.4 Teaching is subject to evaluations by students and peers. The latter may visit a class or classes, or examine and evaluate course materials such as syllabi, textbooks, and examinations. For a scholarly publication or presentation, critical appraisals from scholars in the same field might be solicited. For public service, qualitative assessment
should be solicited from those associated with the service activity or affected by the service outside the university. Colleges are encouraged to refine and clarify these guidelines and to develop specific performance standards for application to their faculty. All college policies and guidelines relating to the promotion process, including the determination of appropriateness of the degree to the teaching field, which is to be made by the dean of the college, must meet or exceed the policies specified in this chapter and shall be reviewed and approved for consistency with university and Higher Education Policy Commission’s (formerly the Board of Trustees) policies by the Faculty Personnel Committee and the Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President for Health Sciences.

2.5 Requirements for the Rank of Instructor

2.5.1 Except as noted below, the entry-level rank of instructor requires that a candidate shall have earned a master’s degree at a regionally accredited college or university, with a major appropriate to the teaching field.

2.5.2 In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the bachelor’s degree or its equivalent may meet the minimum for the rank of instructor.

2.5.3 A candidate must show promise as an effective university teacher.

2.6 Requirements for the Rank of Assistant Professor

2.6.1 Except as noted below, the rank of assistant professor requires that a candidate shall have earned a master’s degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least fifteen semester credit hours in courses appropriate to the teaching field beyond the master’s degree.

2.6.2 In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the master’s degree or its academic equivalent may meet the minimum requirement for the rank of assistant professor.

2.6.3 A candidate must have had at least three years experience as a full-time faculty member at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college, or an earned terminal degree from a regionally accredited university with a major appropriate to the teaching field.

2.6.4 A candidate with teaching experience must have demonstrated his or her teaching professionalism and must show promise as a professional faculty member in other major areas of responsibility. Candidates without prior teaching experience must show promise as a professional teacher and as a professional faculty member in other areas of responsibility.

2.7 Requirements for the Rank of Associate Professor

2.7.1 A candidate must have earned the master’s degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least thirty semester
hours in courses appropriate to the teaching field beyond the master’s degree toward the terminal degree. **Exceptions to the hour requirement may be made in the case of exceptional artistry and/or scholarship only if the appropriate college Promotion and Tenure committee so recommends.**

2.7.2 A candidate without an appropriate terminal degree must have had at least seven years’ experience as a full-time faculty member of which at least four complete academic years must be at the assistant professor rank at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college. A candidate with an earned terminal degree with a major appropriate to the teaching field must have had at least four years of experience at the rank of assistant professor as a full-time faculty member at a regionally accredited college or university or other experience deemed as equivalent by the dean of the college. Promotion and tenure may be awarded concurrently.

2.7.3 A candidate must have demonstrated professional performance and achievement in all of his or her major areas of responsibility, and he or she must have demonstrated exemplary performance in either teaching and advising or in scholarly and creative activities.

2.7.4 Requirements for the Rank of Professor

2.7.5 A candidate must have earned the terminal degree in a major appropriate to the teaching field from a regionally accredited university. Exceptions to the degree requirement may be made in the case of exceptional artistry and/or scholarship only if the appropriate college Promotion and Tenure committee so recommends.

2.7.6 A candidate must have had at least four years of experience in the rank of associate professor at a regionally accredited college or university or other experience deemed as equivalent by the dean of the college. Promotion and tenure may be awarded concurrently.

2.7.7 A candidate must have demonstrated professional performance in all of his or her three major categories areas of responsibility, and he or she must have demonstrated exemplary performance in two or more such areas, including either teaching and advising or scholarly and creative activities.

2.8 Procedure

2.8.1 Annual consideration for Promotion: All persons with the rank of instructor, assistant professor or associate professor who teach in one academic year at least one class in the university and who are employed full-time are entitled to annual consideration for promotion to a higher rank, provided that they have met minimal levels of education attainment and years of faculty experience by the time the promotion would take effect.

2.9 Promotion Process

2.9.1 Each college or equivalent unit will develop written procedures and performance criteria for implementing the promotion guidelines in the Higher Education Policy Commission’s Series 9. College promotion procedures must be approved by the dean in consultation
with the faculty, approved for consistency with university and the Higher Education Policy Commission’s policies by the Faculty Personnel Committee and the Provost and Senior Vice President for Academic Affairs, or, where appropriate, the Vice President for Health Services.

2.9.2 Each faculty member is responsible for initiating his or her application for promotion. However, a chairperson/division head or an intradepartmental promotion committee may initiate a proposal for the promotion of any member of the department or division. Proposals for the promotion of a chairperson/division head may be initiated by himself or herself, by an intradepartmental committee or by the college dean.

2.9.3 A candidate for promotion will submit an application by the established departmental deadline to the chairperson/division head, who will forward it to an intradepartmental promotion committee. If the candidate holds graduate or associate graduate faculty status, the chairperson/division head will notify the graduate dean of the application, giving him or her an opportunity to provide to the departmental committee any information that he or she may have bearing upon the promotion.

2.9.3.1 After the candidate has submitted his or her packet to the chairperson/division head, and the chairperson/division head has signed and dated the routing document, no items will be added or deleted from the application except for any letters of appraisal and the recommendations and rationale provided by committees and administrators in this process.

2.9.3.2 Colleges may permit their Departments/Divisions to solicit external reviews of a candidate’s application or prohibit them from doing so. A college’s decision in this matter will become part of their promotion guidelines. If external review is permitted, any rules regarding external review must also become part of both the promotion and tenure guidelines. In Departments/Divisions that are permitted and choose to use external review, the process will apply to all candidates or to none. When a Department/Division requires external review of a candidate’s packet, it is necessary that the selection of reviewers be transparent and collaborative. Both the candidate, and either the immediate supervisor or departmental committee will submit names of reviewers with credentials summarized and attached, to be narrowed to a joint, agreed upon list. Candidates may accept or challenge names on the list. In the case of deadlock, the dean or dean’s designee will make the final decision.

2.9.3.3 The committee will prepare a written recommendation with respect to the qualifications of the candidate for promotion and submit it with the candidate’s application to the chairperson/division head.

2.9.4 Beginning with the departmental committee level and continuing thereafter through each step of the decision-making process, the candidate shall be informed in writing of any recommendation to deny promotion. The candidate shall also be provided a copy of the negative recommendation and rationale.

2.9.5 The chairperson/division head will prepare a written recommendation with respect to the qualifications of the candidate for promotion and submit it along with all other materials
received from the candidate and from the intra-departmental committee to the college dean by February 15.

2.9.6 The dean will submit all applications and recommendations to a college level promotion and tenure committee (or its equivalent). The committee will evaluate each candidate for promotion and submit a written recommendation for each candidate, along with all materials received, to the dean. **College promotion and tenure committees must have representation from each Department or Division.**

2.9.7 Upon receipt of recommendations by the college promotion and tenure committee, the dean will prepare a written recommendation for each candidate. The dean will submit his or her recommendations and those of the college committee, the chairperson/division heads and intra-departmental committees along with all materials received to the Provost and Senior Vice President for Academic Affairs, or, where appropriate, the Vice President for Health Sciences by March 25.

2.9.8 The Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President of Health Sciences, will prepare a written recommendation for each candidate and submit it together with all of the recommendations and application materials received from the deans to the President by April 22.

2.9.9 Promotion will result from action by the President at the conclusion of the promotion process. The President will prepare a list of those promoted and send an informational copy to the chairperson of the **Faculty Senate’s** Faculty Personnel Committee by April 30.

2.9.10 The President will inform by letter all candidates for promotion of his or her decision by April 30. An applicant denied promotion will be provided a statement of reasons for the action by this date. All application materials and promotion recommendations and rationale will be returned to each the candidate at this time.

2.9.11 The entire promotion process must adhere to the university’s time guidelines and conclude no later than April 30.

2.9.12 An applicant denied promotion by the President may file a grievance. **Should the due dates fall on a non-business day, documents will be due on the next business day.**

2.9.13 A faculty member may withdraw his or her application for promotion at any time during the promotion process. **An applicant denied promotion by the President may file a grievance.**

2.9.14 None of the above procedures shall preclude the use of other appropriate forms for evaluation in the promotion process. **A faculty member may withdraw his or her application for promotion at any time during the promotion process.**

2.9.15 All application materials and promotion decisions and deliberations shall be considered confidential recommendations will be returned to the candidate at the end of the promotion process. All external reviews of a candidate’s application will only be returned if the candidate files a valid request to the Provost. The Provost’s office may retain one copy for archival purposes. No additional copies may be archived without the expressed written permission of the candidate. The packet is confidential to all persons not directly involved in the promotion process except for
circumstances in which a legal “need-to-know” basis has been established. No person, including the applicant, may present information in person to promotion committees.

2.9.16