

# **Study of Higher Education Faculty in West Virginia**

## **Appendix**

### **Institutional Data Sheets**

#### **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** Bluefield State College

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

The mission of Bluefield State College is to provide students an affordable, geographically accessible opportunity for public higher education. The College demonstrates its commitment to undergraduate and selected graduate-level education by providing a dedicated faculty and staff quality educational programs, and strong student support services in a caring environment. All programs are designed to promote the students' intellectual, personal, ethical, and cultural development. As a historically black institution, Bluefield State College prepares students for challenging careers, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Merit pay rewards full-time teaching faculty members who meet and/or exceed their school's performance criteria in the areas of teaching, scholarship, and service. During the previous two semesters, faculty must have taught at least six courses and/or eighteen credit hours and/or 360 contact hours to qualify. This provision does not preclude salary adjustments designed to address salary inequities, cost of living increases or the salary increases resulting from Bluefield State's promotion and tenure policy. The plan also encourages faculty to implement performance improvement plans. Research and clinical faculty are eligible for merit pay using other criteria.

**b. Current Salary Policy (summarize):**

1. FY06: Across the board
2. 80% performance and 20% across the board, starting FY07
3. 10% for promotion

**c. Current Practices (summarize):**

1. Across the board 4.75 last year.
2. A new policy is being developed to determine salary for new faculty. The plan is to consider: Rank, years of teaching experience, years of other relevant experience, etc. The impact on current faculty salaries will be an important consideration.

**d. Preliminary Recommendations or Comments:**

None

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

**Preliminary Recommendations or Comments:**

The actual decision on promotion and/or tenure applications is made by the president of the college. Recommendations for approval or disapproval of promotion and/or tenure application are generated from four different campus groups:

1. Peers within the applicant's school/program area
2. The applicant's dean
3. The college-wide faculty Promotion and Tenure Committee
4. The Executive Vice President for Academic and Student Affairs.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes x**

**b. Forms or other formats used by peer and/or administrative evaluators: yes x**

**c. Forms or process to evaluate adjunct faculty: yes x**

**d. Forms used by students to evaluate faculty: yes x**

**5. Information on Adjunct Faculty:**

**a. Policy Statement: yes x**

**b. Percentage of faculty headcount, paid part-time status: 49%**

**c. Percentage of courses taught by adjuncts: 41%**

**d. Disciplines with high proportion of adjunct instruction:**

**Disciplines with 30% proportion of adjunct instruction are listed here.**

	Percent
PSYC	67
ARTS	75
ARSC (Methods in Teaching )	57
ENGL	51
MIET (Mining Engr. Tech)	50
ACCT	50
HUMN	40
MATH	40
POSC	33
BIOL	33

BUSN	30
HIST	30
SPCH	30

**e. Minimum Salary levels per semester hour for adjunct faculty:**

Varies by number of students in class: \$25 per credit per student.

**f. Minimum 1 full-time person per program: yes   x**

**g. Preliminary Recommendations or Comments:**

**6. Faculty Workload Policy: yes   x**

**Summarize:**

The teaching load for full-time faculty is 12-15 credit hours which comprise 12-20 contact hours per week in classes. The minimum teaching load is 12 credit hours, or equivalent, each semester. As enrollments fluctuate, the teaching load may exceed the minimum. The contact hours include lectures, seminars, laboratories, workshops, supervised practice, and similar activities. The actual number of contact hours is based on the type of classes, the number of students in the classes, and the variations in course preparations (number of new courses, number of different courses, and number of total courses.)

**7. CTC Institutions (“Term Appointments”): [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** Concord University

1. **Institutional Mission Statement:** yes X

**Key elements of the statement:**

Concord University provides a liberal arts education to its regional community, offers quality graduate and undergraduate programs, and enhances the cultural and economic life of southern West Virginia.

2. **Current Merit Pay and Salary Documents:** yes X

**a. Current Merit Pay Policy (summarize):**

At least 51% of new funds will go toward merit awards according to the following priority: faculty promoted in rank receive a 10% raise to base pay; faculty with a change in their highest degree earned status receive salary increase; the remainder of the pool will be distributed according to the merit plan, which awards merit pay according to accomplishment in teaching (1.0 weight), service (.75 weight), and professional development (.75 weight). The remaining 49% of new funds will be distributed to achieve equity with peer institutions.

**b. Current Salary Policy (summarize):**

Salary policy, as articulated above, consists of 51% merit and 49% across-the-board peer equity.

**c. Current Practices (summarize):**

The policy articulated above is designated as Concord University BOG Policy #18.

**d. Preliminary Recommendations or Comments:**

No recommendations at this point in time.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure:** yes X

**Preliminary Recommendations or Comments:**

While the University mandates that each faculty member submits a yearly performance portfolio consisting of student course evaluations, advisor evaluations, and a professional activity summary sheet, there is no detailed criteria for applying for promotion—that is beyond a general expectation of “years and degree in rank.” A general statement does exist in the promotion policy draft that candidates must have “professional records that clearly indicate their continuing growth as teachers, scholars, and, broadly, as members of the larger academic community.” The “Procedure for Promotion in Academic Rank” notes the importance of “written evidence that attests to a candidate’s teaching competence, participation in student evaluations, potential for professional

growth, research ability, and service to the institution and the community at large.” Beyond the expectation for evidence of good teaching, the other criteria are holistically evaluated based on the faculty member’s institutional duties and academic discipline. The criteria for tenure is specified in the tenure policy draft.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   X**

**b. Forms or other formats used by peer and/or administrative evaluators: yes   X**

**c. Forms or process to evaluate adjunct faculty: yes   X**

Student evaluations are administered to adjunct faculty, and the policy statement on adjunct staffing indicates that each adjunct faculty member will be evaluated annually.

**d. Forms used by students to evaluate faculty: yes   X**

**e. Preliminary Recommendations or Comments:**

**5. Information on Adjunct Faculty**

**a. Policy Statement: yes   X**

**b. Percentage of faculty headcount, paid part-time status:   47.8   %**

**c. Percentage of courses taught by adjuncts:   23.95 (F’02), 25.33% (F’03)   %**

**d. Disciplines with high proportion of adjunct instruction:**

Music, Education, Art, English

**e. Minimum Salary levels per semester:**

Corcord utilizes four pay levels for adjunct staff based upon level of expertise and degree: Level 1 = \$1200 per 3-credit hour course (**\$400 per credit hour**); Level 2 = \$1500 per 3-credit hour course (**\$500 per credit hour**); Level 3 = \$1700 per 3-credit hour course (**\$566 per credit hour**); Level 4 = \$1900 (**\$633 per credit hour**)

**f. Minimum 1 full-time person per program: yes   X**

**g. Preliminary Recommendations or Comments:**

There is no mention of any system for “mentoring” adjunct or new staff; such a system is useful in programs in order to maintain adequate academic standards.

**6. Faculty Workload Policy: yes   X**

**Summarize:**

12 credit hours a semester is generally considered full-time for most faculty, the exceptions being administrators, coaches, and those with additional administrative or other duties.

**Preliminary Recommendations or Comments:**

No recommendations are required.

7. **CTC Institutions (“Term Appointments”):** [Not applicable]

# **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** Fairmont State University

1. **Institutional Mission Statement:** yes   x

**Key elements of the statement:**

The campus mission statement is linked to a vision statement and set of core values. The mission statement for Fairmont State University is student oriented, strives to provide opportunities for students to achieve professional and personal goals and to discover roles for responsible citizenship that promote the common good. The vision statement and core values as shared by the University and Pierpont Community and Technical College reflect how the mission will be accomplished. Scholarship, opportunity, achievement, and responsibility (SOAR) will be used to transform student lives. The campus provides an accessible, comprehensive education system, offering Master's, four year and two year degrees, providing an environment that will allow students to develop the knowledge, skills, habits of the mind, and intellect necessary for employment in a changing environment.

2. **Current Merit Pay and Salary Documents:** yes   x

**a. Current Merit Pay Policy (summarize):**

The faculty merit plan is included in the BOG Salary Policy #25. Annually, faculty members create and submit a portfolio. Self, peer, Chair/dean and students may have input into the merit procedure. Merit is formula driven and based on a combination of three areas: scholarship or creative endeavors, service, and teaching. A maximum overall composite rating (OCR) of 4.00 may be achieved. Each faculty member selects a percentage of worth for each area at the beginning of each academic year. Each area has a range of acceptable values to choose from, ensuring that all areas are addressed when determining merit. The President meets annually with an Ad Hoc Merit/Promotion and Tenure Committee to establish specific policy recommendations for the use of the OCR data in determining merit increases.

**b. Current Salary Policy (summarize):**

Salary Policy #25 was revised and approved by the BOG on June 15, 2006. Twenty-five percent of the faculty salary pool will be distributed to address inequities and will be used bring all faculty up to 90% of their target salary, based on data from CUPA (median peer groups for rank, time in rank, discipline, and terminal degree attainment). For example, if a median CUPA salary is \$58,000, 90% for a faculty with terminal degree attainment is \$52,200. If the faculty member lacks a terminal degree the salary would be a 10% reduction of the terminal degree salary or \$46,980. The maximum target salary will be 110% of the CUPA base. The remaining 75% of total faculty salary pool will be distributed

annually on the basis of merit pay. Both merit and equity adjustments will have a fixed and variable component with the variable portion reflected by the merit OCR annually attained by the faculty member. The Provost and Faculty Senate will consult to determine a minimal acceptable level for merit. Equity adjustments will be given only to those eligible for merit.

**c. Current Practices (summarize):**

The revised Salary Policy will be in effect for the 2005-06 annual faculty evaluations. Annually, 25% of the faculty salary pool monies will be used for equity and 75% for merit. Both equity and merit have a fixed and variable (dependent on OCR value) component and no equity will be given if merit has not been achieved. In addition to the Salary Policy increases, faculty are given a 10% increase in base salary with promotion in rank and will be given AEI after three years of documented full-time service.

**d. Preliminary Recommendations or Comments:**

No recommendations at this time. The Salary Policy clarifies the process used to distribute faculty salary pool monies based on equity and merit, and itemizes the factors that are used in the equity model calculation. The faculty member may select the percentage of service, scholarship or creative endeavors, and teaching to be used in their annual portfolio. The Provost consults with the Faculty Senate to determine a minimum level for merit and faculty had input into the Salary Policy revisions. Faculty are given a 10% increase in base salary with promotion in rank and will be given AEI after three years of full-time service.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes   x  

**Preliminary Recommendations or Comments:**

No recommendations at this time. The stated policy is consistent with state code and HEPC rules. The practice of formal annual evaluation of all full time and half-time teaching/half-time administrative faculty is in place. Promotion and tenure policies and procedures are well defined and follow the Series 9, HEPC standards. All procedures utilize service, teaching, and scholarship or creative endeavor components. The University has developed a Senior Level designation at the Associate and Professor level to honor and reward veteran faculty members who have long held the highest rank open to them and have demonstrated continual exceptional teaching, scholarship and service. The designation is by formal application and approval. Documentation with presentation of evidence is required and reviewed according to established guidelines.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   x**

Faculty submit an annual portfolio for evaluation to be reviewed by the Chair. The Provost or Dean evaluates the Chair portfolios. The portfolio format is created by



the School or College of the faculty member and is approved by the Provost. The portfolios are also used for merit and in tenure and promotion application.

**b. Forms or other formats used by peer and/or administrative evaluators: yes   x**  
Peer and administrative evaluators use forms or follow formats provided for merit, tenure and promotion evaluation.

**c. Forms or process to evaluate adjunct faculty: no   x**  
There are no standardized forms or process used to evaluate adjunct faculty. Deans, Chairs, and coordinators make decisions concerning adjunct performance and retention.

**d. Forms used by students to evaluate faculty: yes   x**  
All faculty including adjuncts are evaluated by students using a standardized IDEA form. The completed forms are evaluated by a national company and reviewed by the Chair or Dean and the individual faculty member and are used in the annual portfolios.

**e. Preliminary Recommendations or Comments:**  
There are no recommendations at this time. Faculty use annual evaluation tools that have been constructed by each unit that help to individualize each member's contributions and accomplishments, and contain peer, student and Chair/Dean input. Adjunct faculty are not formally evaluated but a subjective evaluation occurs annually by coordinators, Deans and Chairs. The campus has a Center for Teaching Excellence to help mentor all faculty and help faculty to improve their teaching and delivery. New faculty are assigned faculty mentors. A Committee for Adjunct Issues has been established during the 2005-06 academic year.

## 5. Information on Adjunct Faculty

**a. Policy Statement: yes   x**

**b. Percentage of faculty headcount, paid part-time status 51.0% (four semester average)**

2004-2005: Fall 2004 = 49.5%; Spring 2005 = 52.5%

2005-2006: Fall 2005 = 52.1%; Spring 2006 = 50.0%

**c. Percentage of courses taught by adjuncts: 30.0% (four semester average)**

2004-2005: Fall 2004 = 30.9%; Spring 2005 = 29.6%

2005-2006: Fall 2005 = 30.9%; Spring 2006 = 28.7%

**d. Disciplines with high proportion of adjunct instruction:**  
Mathematics, Fine Arts (Music, Theater, Art), English and Business

**e. Minimum Salary levels per semester hour:**

\*Adjunct salary is based on adjunct semesters of service and highest academic degree the faculty member has attained. The minimal salary scale for Doctoral degree with 0-4 semesters of service is \$555.00 per credit hour, and the minimal scale for Masters degree with 0-4 semesters of service is \$444.00 per credit

hour. Salary increases are given with additional semesters of experience or when teaching a graduate or weekend college course.

f. **Minimum 1 full-time person per program: yes x**

**g. Preliminary Recommendations or Comments:**

No recommendations at this time. The campus is working diligently to lower the percentage of courses taught by adjunct faculty. Fairmont State BOG policy 36 strives to create a balance of full and part-time faculty with limits by setting overall percentages of adjunct use at the following levels: optimal (15%), acceptable (25%) and short term contingency (35%); and single multi-section course percentages at the following: optimal (40%), acceptable (50%) and short term contingency (60%), with accrediting bodies for individual programs taking precedence.

6. **Faculty Workload Policy: yes x**

**Summarize:**

BOG policy 37 states a full-time teaching load is a minimum of 12 credit hours per semester. In addition to teaching, committee and community service, engagement in scholarly or creative endeavors, and professional development, and advisement of students are calculated at the weight of three hours for each category, although the credit may shift among the three areas. Faculty, therefore have a 21 credit hour load per semester or 42 credit hours per academic year. Adjunct faculty may work no more than 18 credit hours per academic year.

**Preliminary Recommendations or Comments:**

The workload policy is clearly stated and the Faculty Handbook contains additional information concerning classroom equivalencies and other faculty responsibilities.

7. **CTC Institutions (“Term Appointments”): [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: Glennville State College**

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

Glennville State College is a student-centered learning community with an emphasis in teacher preparation. The college responds to the needs of West Virginia with a variety of programs, while honoring the values of integrity, tradition, leadership, and family.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Personnel Policy 24 states, "At Glennville State College all annual increases in faculty salaries are based on merit."

**b. Current Salary Policy (summarize):**

Personnel Policy 24 states, "When funds are available for salary increases for faculty, funds for promotion increase [normally 10%] and equity adjustments – if any – would have the highest priority among the allocation of funds for salary increases."

**c. Current Practices (summarize):**

Faculty receive a 10% increase for promotion when funds are available. Merit recommendations are based on formulas that factor teaching, faculty development/achievement, and service with a 60:20:20 ratio. In each department, faculty members are ranked in each of the three areas, with a pre-determined point value assigned to each ranking. The cumulative point total is factored against the raise dollars available to determine the amount of the increase.

**d. Preliminary Recommendations or Comments:**

Items 2.a and 2.b above appear to be in conflict with one another.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

**Preliminary Recommendations or Comments:**

Full-time faculty members are reviewed annually. Each faculty member prepares a portfolio that includes student evaluations of all classes. The portfolio is reviewed by the department chair. In years in which tenure or promotion are sought, the review is continued by a College Promotion and Tenure Committee and the Vice President for Academic Affairs. Policies for tenure and promotion appear to be consistent with HEPC Series 9.

**4. Instruments for Faculty Evaluation:**

**a. Forms used by Faculty for Annual Reporting: yes x**

Faculty submit a pre-formatted electronic portfolio for purposes of the annual review.

**b. Forms or other formats used by peer and/or administrative evaluators:**

yes   x  :

Chairs use a form that aligns with the faculty electronic portfolio.

**c. Forms or process to evaluate adjunct faculty:** no   x  

**d. Forms used by students to evaluate faculty:** yes   x  

**e. Preliminary Recommendations or Comments:**

Faculty members may include with their annual portfolio a self-evaluative statement. The evaluation of one's work by the chair is guided by a "Faculty Role Model Rubric" that provide a range of point values for the three areas for review as well as for activities within the three areas.

**5. Information on Adjunct Faculty**

**a. Policy Statement:** yes   x  

BOG Policy 25 details adjunct policy.

**b. Percentage of faculty headcount, paid part-time status:**   43.6   %:

Although this appears to be alarmingly high, please see response "c," below, which is more representative.

**c. Percentage of courses taught by adjuncts:**   19.8   %

**d. Disciplines with high proportion of adjunct instruction:**

Although Finance, Geography, Health, Reading, Sports Management and Spanish have high percentages of courses taught by adjuncts, the actual number of sections is small: 1, 2, 2, 3, 2, and 1, respectively.

**e. Minimum Salary levels per semester hour for adjunct faculty:**

\$350 with bachelor's to \$500 with doctorate

**f. Minimum 1 full-time person per program:** yes   x  

**g. Preliminary Recommendations or Comments:**

**6. Faculty Workload Policy:** yes   x  

**Summarize:**

The "Faculty Workload Statement" articulates the types of activity expected of faculty. In general, faculty members are expected to teach at least 12 credit hours per semester (or the equivalent) and to be available 10 "office hours" per week.

**Preliminary Recommendations or Comments:** None.

**7. CTC Institutions ("Term Appointments"):**   [Not applicable]

# Data Sheet: Study of Higher Education Faculty in West Virginia

INSTITUTION: Marshall University

1. Institutional Mission Statement: yes X

**Key elements of the statement:**

Marshall University is a multi-campus public university.

Detailed statements of the mission statement outline what each area of the university will accomplish:

The University will...

The Faculty will...

The Staff will...

The Administration will...

Several bullet points are listed for each area

2. Current Merit Pay and Salary Documents: yes X

**a. Current Merit Pay Policy (summarize):**

It is a part of the faculty member's annual evaluation. See item #2c below.

**b. Current Salary Policy (summarize):**

51% of salary is based on merit, 49% of salary is based on equity.

**c. Current Practices (summarize):**

Each year every faculty member is evaluated in the areas of Teaching, Research/Creative Activities, Professional Development and Service.

Every academic department creates specific areas of evaluation within each of the categories listed above. The weight for each of these areas is negotiated between the faculty member and his/her chairperson or division head.

Depending on which specific area and sub-area is being evaluated, input is solicited from faculty peers, students, chairperson/division head and/or dean. The weight of the input from each of these sources is established by the department/division faculty member with the approval of the chairperson and Dean.

Every student has the opportunity to evaluate their professor in every class.

**d. Preliminary Recommendations or Comments:**

The present policy was established by a university wide committee and agreed to by a vote of the Faculty Senate and approved by the Board of Governors.

The 2005-06 school year was the first year this system was in place. There were many concerns expressed by faculty about the entire creation and implementation of this new procedure. An ad hoc committee of the Faculty Senate has been appointed to review the results of this new system and will make recommendations to be implemented for the 2007-08 school year.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes X**

**Preliminary Recommendations or Comments:**

Promotion and Tenure documents are different from the Annual Evaluation documents, but do cover Teaching, Research/Creative Activities, Professional Development and Service with input from peers, students, chairperson/division head and dean.

Faculty member receives 10% pay raise with promotion

4. **Instruments for Faculty Evaluation**

a. **Forms used by Faculty for Annual Reporting: yes X**

b. **Forms or other formats used by peer and/or administrative evaluators: yes X**

c. **Forms or process to evaluate adjunct faculty: yes X**

d. **Forms used by students to evaluate faculty: yes X**

**e. Preliminary Recommendations or Comments:**

Well thought out and complete. Faculty had input into the creation of the process and its implementation. (See section #2c above)

5. **Information on Adjunct Faculty**

a. **Policy Statement: yes X**

b. **Percentage of faculty headcount, paid part-time status: 26%**

c. **Percentage of courses taught by adjuncts: 13.5%**

d. **Disciplines with high proportion of adjunct instruction:**

Above 30%  
Curriculum and Instruction (C & I)  
Visually Impaired  
Deaf and Hard of Hearing  
Special Education  
Reading  
Engineering Management  
Communication Studies  
Geography  
Environmental Science  
Engineering & Science

e. **Minimum Salary levels per semester hour:**

Varies by the faculty member's education:

For PhD: \$1800 per 3 hour course (semester)

For MA: \$1500 per 3 hour course (semester)

For BA \$1200 per 3 hour course (semester)

Salaries are prorated for courses with more or fewer hours

f. **Minimum 1 full-time person per program:** yes   X  

g. **Preliminary Recommendations or Comments:**

Low wages make it difficult to attract highly qualified adjunct faculty. Many adjunct faculty teach as a service to the institution and students.

6. **Faculty Workload Policy:** yes   X  

**Summarize:**

Twelve hours per semester is considered a full teaching load. Faculty who teach an “overload” are not paid extra. Faculty may be “reassigned” (reduced teaching load) for non-teaching duties such as serving as Faculty Senate Chairperson, overseeing student teachers, administering the Center for Teaching Excellence, etc.

**Preliminary Recommendations or Comments:**

7. **CTC Institutions (“Term Appointments”):** [Not applicable]

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

### **INSTITUTION: West Virginia University (Potomac State College)**

Note: Subsequent to the legislation (SB 603) that mandated this study, and effective July 1, 2005, Potomac State College became a Division, rather than a regional campus, of West Virginia University. For the purposes of this study, then, at this time, most of the procedures under review are similar to, if not identical to, those followed on the Morgantown campus.

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

Potomac State College is a fully-integrated two-year division of West Virginia University offering certificate, associate and selected baccalaureate degree programs. It is committed to social justice and to practicing the principles of equality of opportunity and affirmative action.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Faculty salaries are essentially 100% performance-based (although up to 5% of the annual college salary pool can be reserved by the Dean to address inequities or market adjustments). The procedure is formula-driven, and takes into account 1) the evaluation by peers and chairs of each mission area (teaching, research, service), each being characterized as highly meritorious (excellent), meritorious (good), satisfactory or unsatisfactory; 2) the proportion of each mission area assigned to the faculty member; and 3) the value assigned to each characterization by the college. The formula yields a percentage-based increase.

**b. Current Salary Policy (summarize):**

Promotions receive a 10% base salary increase. In addition, the 100% performance-based policy described above applies. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**c. Current Practices (summarize):**

See above. The salary pool for performance-based increases awarded in 2006-07 will be 3.0%; increases will be effective October 1, 2006. The 10% increase for promotions will be effective at the beginning of the academic contract year.

**d. Preliminary Recommendations or Comments:**

Although subject to continuing refinement, there are no additional recommendations at this time. Procedures and practices are working well.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:  
yes x**

**Preliminary Recommendations or Comments:**



There are no recommendations at this time. The practice of annual evaluation of all faculty (tenured, tenure-track, or nontenure-track, whether fulltime or part-time) by peer committees and chairs has been in place for the institution for nearly two decades. Faculty, chairs, and deans are continuously trained about the process, which is well-understood. The process is consistent with West Virginia University Board of Governors Policy 2 and Higher Education Policy Commission Series 9.

#### 4. Instruments for Faculty Evaluation

a. **Forms used by Faculty for Annual Reporting:** no   x   [see below]

b. **Forms or other formats used by peer and/or administrative evaluators:**  
yes   x  

c. **Forms or process to evaluate adjunct faculty:** no   x  

d. **Forms used by students to evaluate faculty:** yes   x  

e. **Preliminary Recommendations or Comments:**

There are no recommendations at this time. Faculty assignments throughout the university (including those at the Health Sciences Center, Extension, and Librarians) are highly diverse. There is no institution-wide form, but each unit, including Potomac State College, has adopted a productivity report form consistent with the unit's needs. Annual evaluative statements that also characterize (rate) the individual's contributions in each mission area (see above) are written by peer committees and by chairs. In "action years" (in which decisions are made regarding promotion, tenure, or termination), the dean and the Campus Provost also provide such statements and recommendations for consideration by the Provost, to whom decision-making authority for these matters have been delegated by the President. All faculty are evaluated every year; hence, there is no special evaluation form for adjunct faculty.

#### 5. Information on Adjunct Faculty

a. **Policy Statement:** yes   x  

b. **Percentage of faculty headcount, paid part-time status:**   59.1%  

Note: this figure takes into account all fulltime and part-time faculty.

c. **Percentage of courses taught by adjuncts:**   37.1%  

Note: this applies to courses taught on the Keyser Campus.

d. **Disciplines with high proportion of adjunct instruction:**

**Arts and Sciences:**

Criminal Justice, English, Mathematics, Nursing, Psychology

e. **Minimum Salary levels per semester hour for adjunct faculty:**

Note: this applies to courses taught on the Keyser Campus for Fall 2005.

f. **Minimum 1 full-time person per program:** yes   x

**g. Preliminary Recommendations or Comments:**

The rates per semester hour for adjuncts have been raised effective spring 2006.

**6. Faculty Workload Policy: yes x**

**Summarize:**

The workload at Potomac State College is the equivalent of five three-credit undergraduate classroom courses in each of the two regular semesters, plus activities consistent with good university citizenship (committee service, etc.).

**Preliminary Recommendations or Comments:** [See Main Campus.]

**7. CTC Institutions (“Term Appointments”): NA**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: Shepherd University**

**1. Institutional Mission Statement: yes X**

**Key elements of the statement:**

Shepherd U. is an institution centrally dedicated to student learning, as opposed to being a research institution (research and publication is encouraged as applicable to teaching and as it informs and enhances the researcher's proficiency in his/her field or discipline). Shepherd is likewise committed to quality graduate programs on the master's level. A strong, traditional General Studies Program indicates the liberal arts commitment of Shepherd, a commitment to educating the whole individual in terms of his/her critical thinking skills and knowledge base. Shepherd prides itself on offering students, through small-class learning settings, an individualized education with a committed and highly qualified faculty, yet almost every degree has practical components and experiential requirements. Shepherd's unique "Gateway" program ensures that all students have the opportunity to take advantage of resources offered by Baltimore and Washington areas and to experience the associated global inferences of Gateway.

**2. Current Merit Pay and Salary Documents: yes X**

**a. Current Merit Pay Policy (summarize):**

Ten% of faculty salary increase is reserved to address inequities and market considerations; of the remaining 90%, 40% is distributed equally as cost-of-living compensation, while 60% of the remaining pool is utilized for merit. Faculty apply for merit in one of three areas: instructional service, professional/institutional service, or professional development. A rotating faculty Merit Committee evaluates the merit proposals. Faculty request to be considered for merit in one of the three areas, by writing a letter to the committee and attaching their annual report which reflects the details for the merit request. An important part of merit is faculty promotion; faculty members granted promotions receive a 10% base salary increase. The Merit pay process and substantive concerns of the policy were drawn up by a faculty committee established by the Senate, approved by the VPAA and University President.

**b. Current Salary Policy (summarize):**

10% of faculty salary increase is reserved to address inequities and market considerations. Of the remaining 90%, 40% is distributed equally as cost-of-living compensation (the Eastern Panhandle is one of the most expensive areas of the state in which to live), while 60% of the remaining pool is utilized for merit. Faculty members granted promotions receive a 10% base salary increase. Salary policy is established by the Shepherd Board of Governors.

**c. Current Practices (summarize):**

Current practices are consistent with the stated policy above and have been in effect and utilized for two academic-year salary cycles.

**d. Preliminary Recommendations or Comments:**

The policy is well articulated and appears to ensure fairness, and while there is a large across-the-board reserve (40% of the 90% salary pool after 10% equity is removed), this reserve is necessary since cost-of-living and property values are high in the Eastern Panhandle, which now serves as a bedroom community for Washington and

Baltimore. The only weakness, in terms of merit, is the disparity between the avowed ideal of the “scholar/teacher” model, which the institution has embraced and is reflected in the current mission statement, and **the inability of a faculty member whose work follows that model to apply for merit cumulatively in all three merit areas (teaching, scholarship, and service)**. While the process is easier for the Merit Committee which divides into three groups, each focusing on one of the stated areas of application, it disadvantages faculty whose work reflects the scholar/teacher ideal and rewards faculty who concentrate their efforts on only one of the evaluative areas (teaching, scholarship, or service).

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**  
yes   X  

**a. Preliminary Recommendations or Comments:**

The stated policy is **consistent with state code and with HEPC rules**. No promotion or tenure recommendations are capricious but follow strict, well-articulated standards and process. The teaching/service/scholarship “merit” model is utilized also for promotion and tenure. A portfolio application process is employed, with department chair, school PT Committee, and administrative (dean) input utilized in decisions forwarded to the VPAA and President. If there is disagreement between any of these groups, the application is forwarded to the University Professional Status Committee. For tenure, a rigorous **3-year pre-tenure review** is also utilized, following the same standards and requirements. Annual administrative reports and required feedback (reviews from department chairs and deans) are utilized as part of the tenure and pre-tenure review portfolios, as are student evaluations, course syllabi, peer reviews, course materials, and other required portfolio items. Standard forms are used across campus to achieve consistency (Request for Promotion form, Request for Tenure form, Request for Pre-Tenure Review form); discipline and peer input is highly valued to ensure recognition of varying values between disciplines and fields, and school PT committee members, elected every 3 years from the tenured faculty, are represented from each department.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   X**

A standardized form is used across campus; the same form is submitted for merit consideration, along with a letter requesting merit and indicating the area in which to be considered.

**b. Forms or other formats used by peer and/or administrative evaluators: no   X**

Rather than a specific form, the department chair, school dean, and school promotion/tenure committee render “written reviews” that reference the three evaluative criteria: service, teaching, scholarship.

**c. Forms or process to evaluate adjunct faculty: no   X**

While some departments do have adjunct mentoring programs and evaluative processes, there are no formal, mandated forms for evaluating adjunct faculty, except student evaluation forms.

**d. Forms used by students to evaluate faculty: yes   X**

Full-time and adjunct faculty are evaluated by students using the same form, a scantron format with space provided for open-ended comment on the evaluation instrument. Faculty and faculty supervisors have access to the results.

**e. Preliminary Recommendations or Comments:**

While there are departments that have adjunct mentoring programs and/or a system of adjunct review and evaluation, there is no enforced across-the-board mentoring system for the University to ensure absolute standards of quality. Though there is a policy statement that school deans “provide an annual assessment of the teaching performance for adjunct faculty either directly or through the Department Chair,” there is no system currently in place that ensures this policy is consistently followed. Given the heavy reliance on adjunct staff to teach not only specialized courses but also required and general studies courses, such a system should be in place at Shepherd and at all institutions across the state utilizing adjunct staffing to a substantial degree, and the process for adjunct review should be enforced and standardized by each school dean.

**5. Information on Adjunct Faculty**

**a. Policy Statement: yes   X**

**b. Percentage of faculty headcount, paid part-time status:**  
  57   %

**c. Percentage of courses taught by adjuncts:   44   %**

**d. Disciplines with high proportion of adjunct instruction:**

Disciplines that utilize a large number of adjunct faculty are math, business, English, Modern Languages, Education, Communications, Art, Music. Many General Studies courses are over-staffed with adjunct faculty; thus departments such as English over-utilize adjunct faculty. As many as 95% to 98% of GS English courses in any given semester are taught solely by adjunct faculty, with official oversight (mentor reviews) only during the first-year, given that the number of full-time faculty is limited at Shepherd (only 8 full-time English faculty, several of whom have administrative responsibilities and release time to perform those duties).

**e. Minimum Salary levels per semester hour for adjunct faculty:**

Adjunct salary is based upon credit hours taught and level of professional degree: doctorate = \$677 per credit hour (\$830 summer session I, II); masters = \$541 per credit hour (\$710 summer session I, II); bachelors = \$347 (\$590 summer session I, II).

**f. Minimum 1 full-time person per program: yes   X**

While there are programs with no full-time faculty specifically allocated to that program (e.g. RBA), each program does have at least one full-time faculty member teaching courses for it.

**g. Preliminary Recommendations or Comments:**

Given the large percentage of courses taught by adjunct staff, the University policy statement is rather cursory, only a few paragraphs, and it does not appear that all schools and departments abide by the stated policy for adjunct evaluation: “Deans provide an annual assessment of the teaching performance for adjunct faculty either directly or through the Department Chair.” **A serious study of adjunct use (one including faculty as well as administrators) needs to be conducted at Shepherd, with recommendations made for policy change and/or enforcement, as well as provision for some limited, “renewable” term contracts for those adjunct faculty teaching what are essentially “full-time”**

**loads.** While Shepherd adjunct staff recently received a small raise, compensation is still low for the service rendered. The single most important goal for the university, in terms of academic mission, should be to increase the number of full-time faculty tracks, particularly important with current increased enrollment.

**6. Faculty Workload Policy: yes  X**

**Summarize:**

Full-time faculty teaching load is **12 credit hours (4 courses) per semester** and 24 (8 courses) per academic year. A minimum of 6 office hours per week and a service component (student advisement, advisement of student organizations, committee service, community service) are also required for full-time faculty as part of workload. A workload report is part of each faculty annual report. Office hours and service assignments are reported at the beginning of each semester to the VPAA office, and a directory of faculty schedules and office hours is published. Faculty overloads are discouraged, except in emergency situations.

**a. Preliminary Recommendations or Comments:**

The workload policy is well-articulated and generally consistent for full-time staff; there is little or no abuse of full-time faculty.

**7. CTC Institutions (“Term Appointments”): [Not applicable]**

# **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: West Liberty State College**

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

West Liberty College, a student centered campus, strives to develop graduates with skill and knowledge that will allow them to be viable contributors to present and future community, work, and academic environments. The College has a caring, interactive atmosphere that meets the needs of the community. Attracting students from a tri-state region, the campus offers 4-year liberal arts and professional degrees, collaborates with West Virginia universities to provide graduate education, and offers cultural outreach programs, workshops, and seminars. Professionalism and personal integrity as well as social, cultural, and personal understanding and growth are stressed.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Faculty are evaluated annually and must meet core criteria utilized by each department in the categories of teaching (50 points), service (20 points), and professional activity (20 points). In addition, ten flexible points are distributed to service and/or professional activity in increments of 5 points. Each year the faculty member, department chair, and dean establish Performance Factors used to evaluate the faculty member at the end of the academic year. The factors may be changed during the year with approval. The faculty member completes a mid-year progress evaluation conference, and submits a final report with documentation. Annually, the chair calculates each faculty member's total points (100 max) using an established value for each performance factor completed. Merit pay is based on the numerical score achieved in the annual faculty evaluation. Effective 2005-06, 52% of the available faculty salary pool will be used for merit. Dollars for merit will be allocated into three levels using a norm-based rank order scale for each department. Forty-five percent will be distributed to the two highest levels and 10% to the lowest level.

**b. Current Salary Policy (summarize):**

Top salary priority, after the funding for the faculty salary pool has been determined, is to raise the average faculty salary to within 95% of the SREB. For total dollars available in the faculty salary pool, 52% will be directed to merit, 24% to across the board increases, and 24% will be used for longevity pay with a 1- 3, 4 -15, and 16 or greater years of service differential. The maximum annual salary increase is capped at 10%, except for special circumstances approved by the President. Summer salary is based on rank and total of assigned semester credit hours. The College has five ranks, lecturer through professor and the payment ranges from \$300.00 - \$500.00 per semester credit hour, advancing in \$50.00 increments per credit hour with an increase in rank.

**c. Current Practices (summarize):**

For total dollars available in the faculty salary pool, 52% will be directed to merit, 24% to across the board increases, and 24% will be used for longevity pay with a 1-3; 4-15; and 16 or greater years of service differential. Faculty will receive a 10% increase in base salary upon promotion in rank. Faculty members are evaluated annually with evaluation scores related to merit pay. Teaching, service and professional development achievements are all part of the evaluation process.

**d. Preliminary Recommendations or Comments:**

No recommendations at this time. The current salary policy was approved in October 2005 and will be in place for the 2005-2006 and 2006-07 academic years. For total dollars available in the faculty salary pool, 52% will be applied to merit, 24% to across the board increases, and 24% will be used for longevity pay with a 1-3, 4-15, and 16 or greater years of service differential. Dollars for merit will be allocated into three levels using a norm-based rank order scale for each department. Forty-five percent will be distributed to the two highest levels and 10% to the lowest level. The faculty process of annual evaluation, planning, and documentation will remain the same.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes   x  

**Preliminary Recommendations or Comments:**

No recommendations at this time. The stated policy is consistent with state code and HEPC rules. The practice of formal annual evaluation of all full-time faculty is in place. Promotion and tenure policies and procedures are well defined and follow the Series 9, HEPC standards. Credible documentation demonstrating teaching excellence, professional and scholarly activity, college service and professional conduct are reviewed in the tenure process. The tenure process includes self, peer, Chair, Dean and student input. Criteria for academic rank are well delineated and include a "meritorious professor" rank. This one-year rank may be held by associate professor or professor for one academic year and provides a one-quarter release from teaching to provide incentive for major career contributions. Only one faculty member may hold the rank for any given year.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   x**

The Faculty Performance Planning document and the Performance Factor Sheet are used in the annual reporting of faculty performance.

**b. Forms or other formats used by peer and/or administrative evaluators: yes   x**

Peer evaluation forms are not used, but written peer evaluations may be included in promotion and tenure documentation.



**c. Forms or process to evaluate adjunct faculty: no   x**

Students evaluate faculty after the completion of each course. Currently there is no structured evaluation process to evaluate adjunct faculty beyond the classroom form.

**d. Forms used by students to evaluate faculty: yes   x**

College based forms are used for the improvement of instruction and are completed after each course. Completed forms are sent to the computer center for analysis, and results are reviewed by the dean, chair and faculty member.

**e. Preliminary Recommendations or Comments:**

There is no formal process or form used to evaluate adjunct faculty.

**5. Information on Adjunct Faculty**

**a. Policy Statement: No   x**

The campus does not currently have a policy statement concerning adjunct faculty, though Board Policy 248 is pending.

**b. Percentage of faculty headcount, paid part-time status:   36.7   %  
58/158**

**c. Percentage of courses taught by adjuncts:   15   %**

**d. Disciplines with high proportion of adjunct instruction:**

Art, Criminal Justice, English and Music

**e. Minimum Salary levels per semester hour:   \$400.00**

**f. Minimum 1 full-time person per program: yes   x**

**g. Preliminary Recommendations or Comments:**

The percentage of courses taught by adjunct faculty is low. The campus does not have an Adjunct Faculty policy statement.

**6. Faculty Workload Policy: yes   x**

**Summarize:**

The College considers a full-time faculty member teaching load to be a minimum of 12 semester hours and a maximum of 15 semester hours. Faculty assignments for teaching responsibilities beyond 15 credit hours that are compensated as overload pay must be approved by the Chair, Dean, and Vice President for Academic Services. Faculty can utilize uncompensated teaching in their annual faculty performance planning document.

**Preliminary Recommendations or Comments:**

No recommendations, the faculty workload policy is clear.

**7. CTC Institutions (“Term Appointments”): [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** WV School of Osteopathic Medicine

1. **Institutional Mission Statement:** yes   X

**Key elements of the statement:**

The WVSOM Mission Statement asserts that the institution “educates Primary Care Osteopathic Physicians for Rural Communities” in West Virginia. Education is primary.

2. **Current Merit Pay and Salary Documents:** yes   X

**a. Current Merit Pay Policy (summarize):**

100% merit. The evaluations are based upon comparisons with explicit objectives and standards agreed upon by the faculty and administration.

**b. Current Salary Policy (summarize):**

Salary allocation is associated with the faculty member’s annual evaluation. Faculty members granted promotions receive a 10% base salary increase.

**c. Current Practices (summarize):**

Probationary faculty are evaluated by a Full Review yearly until they attain tenure. Tenured Faculty are evaluated by a Full Review every third year with a Brief Review of progress in the off years. Both Full and Brief Reviews will be accompanied by evaluation for merit pay using the procedure established in the Policy accepted by the Faculty and Administration.

Each faculty member is evaluated annually in the areas of Teaching (50%), Professional Development (35%) and Service (15%).

**d. Preliminary Recommendations or Comments:**

Policy is very thorough and stated in explicit detail in the Faculty Handbook.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**  
yes   X

Probationary faculty are evaluated by a Full Review yearly until they attain tenure. Tenured Faculty are evaluated by a Full Review every third year with a Brief Review of progress in the off years. Both Full and Brief Reviews will be accompanied by evaluation for merit pay using the procedure established in the Policy accepted by the Faculty and Administration.

**Preliminary Recommendations or Comments:**

Policy is very thorough and outlined in detail in the Faculty Handbook. Input in the decision is solicited from peers, students, and administrators.

4. **Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting:** yes   X  

**b. Forms or other formats used by peer and/or administrative evaluators:** yes   X  

**c. Forms or process to evaluate adjunct faculty:** yes   X  

**d. Forms used by students to evaluate faculty:** yes   X  

**e. Preliminary Recommendations or Comments:**

The entire policy and procedure is outlined in the Faculty Handbook and agreed to by faculty and administration.

**5. Information on Adjunct Faculty**

a. **Policy Statement:** yes   X  

b. **Percentage of faculty headcount, paid part-time status:**   N/A  %

c. **Percentage of courses taught by adjuncts:**   less than 5%  

d. **Disciplines with high proportion of adjunct instruction:**  
None

e. **Minimum Salary levels per semester hour:**

Salary levels vary according to the faculty member's education:

For MD or DO: \$200/hour times number of hours taught during a semester;

For PhD: \$150/hour times number of hours taught during a semester;

For MA: \$100/hour times number of hours taught during a semester.

f. **Minimum 1 full-time person per program:** yes   X  

g. **Preliminary Recommendations or Comments:**

Adjunct faculty are used primarily as clinical lecturers and clinical lab instructors.

**6. Faculty Workload Policy:** yes   X  

**Summarize:**

Basic Science Faculty are on 9 month contracts with the opportunity to apply for 2 month supplemental contracts for research and administrative responsibilities; the minimum number of student contact hours to be considered a full-time basic science faculty member is 450 hours. Clinical Science Faculty are on 12 month contracts, spending approximately 50% of their time in clinical settings; 300 student contact hours is considered the minimum number of hours to be considered a full-time clinical science faculty member.

**Preliminary Recommendations or Comments:**

Faculty workload policy is consistent with accepted norms for Schools of Osteopathic Medicine.

**7. CTC Institutions ("Term Appointments"):**   [Not applicable]

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** West Virginia State University

**1. Institutional Mission Statement:** yes   x  

**Key elements of the statement:**

Founded in 1891, **West Virginia State University** is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multi-generational institution. The University, “a living laboratory of human relations,” is a community of students, staff, and faculty committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. The University’s mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.

The undergraduate education at the University offers comprehensive and distinguished baccalaureate and associate degree programs in business, liberal arts, professional studies, sciences, and social sciences. In addition, the University provides opportunities for graduate education.

West Virginia State University is a vibrant community in which those who work, teach, live, and learn do so in an environment that reflects the diversity of America. Our comprehensive campus, which includes the West Virginia State Community and Technical College, provides numerous educational opportunities for our students. The University takes pride in its accomplishments and envision building upon associate degree programs, baccalaureate education, graduate offerings, and excellence in teaching, research, and service.

**2. Current Merit Pay and Salary Documents:** yes   x  

**a. Current Merit Pay Policy (summarize):**

In response to the state policy, the Faculty Senate and the Office of Academic Affairs developed a plan for the distribution of merit salary increases. The Office of Academic Affairs and the faculty of each academic school developed the definition of meritorious performance, and a common merit allocation instrument was developed for the university faculty. The instrument assesses three areas of achievement: teaching, scholarship, service. Sixty-five percent of the merit allocation is based upon the faculty member’s teaching. The department chairperson evaluates the faculty member’s teaching based upon designated criteria, and using the Department Chair’s Evaluation of Faculty. Student evaluation scores also contribute to this part of the score. The remaining allocation is based upon the faculty member’s service and scholarly activity record. Faculty members may choose to have their merit evaluated based upon 25% scholarship and 10% service or 20% scholarship and 15% service.

**b. Current Salary Policy (summarize):**

Each faculty member of West Virginia State University shall receive a salary increase of ten percent upon promotion in rank.

Since excellence in teaching is at the heart of WVSU and providing support for faculty to excel as teachers is a fundamental value, the following attributes shall characterize a faculty salary policy at West Virginia State University:

1. Competitive faculty salaries should remain a top priority in college planning to increase the ability to compete for the best talent in the academic marketplace.
2. WVSU shall make every effort to maintain salary levels comparable to those of peer institutions and market considerations.
3. A substantial part of faculty salary increases shall be based on merit.
4. WVSU will strive to raise faculty salary levels to 95% of Southern Regional Education Board (SREB) levels.
5. In addition to salary and benefits, WVSU will continually adopt strategies designed to reflect unconditional commitment to the continuous professional development of faculty.

**c. Current Practices (summarize):**

Promotions receive a 10% base salary increase. The 10% increase for promotions will be effective at the beginning of the academic contract year. In addition, the merit-based policy allows for 80% of new funds to be awarded on the basis of merit. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**d. Preliminary Recommendations or Comments:**

The merit pay policy was approved by the faculty and administration.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

**yes   x**

The WVSU faculty evaluation system for promotion and tenure closely follows the state policy. Faculty submit a portfolio to apply for retention, tenure, or promotion. Promotion is based upon the evidence of high standards, as outlined in the University's evaluation system, and the professional qualifications of a faculty member, including performance specific to the faculty member's contractual responsibilities and duties. Major faculty responsibilities, as outlined in the Faculty Handbook, include teaching, adherence to professional standards of conduct, accessibility to students, professional growth in academic discipline, research and/or creative activities, and service to the college and community.

**a. Preliminary Recommendations or Comments:**

The WVSU system encourages faculty professional development in their teaching discipline and will not promote faculty completing the required graduate hours if it is not in his/her teaching discipline.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   x**

WVSU requires all faculty to submit self-report if they are requesting retention, tenure, promotion, or a third year review for tenure track faculty.

**b. Forms or other formats used by peer and/or administrative evaluators: yes   x**

Faculty are evaluated by

1. Class Observation Report by supervisor
2. Review of Instructional Materials form
3. Department Chair's Evaluation
4. Dean' Evaluation
5. Faculty Evaluation/Self-Evaluation form.

**c. Forms or process to evaluate adjunct faculty: yes   x**

Part-time faculty are evaluated by

1. The same Student Evaluation of Faculty form as full-time faculty.

2. The same Class Observation Report and Review of Instructional Materials form used to evaluate full-time faculty.

**d Forms used by students to evaluate faculty: yes   x**

**e. Preliminary Recommendations or Comments:** All evaluation forms are used for year-to-year retention, promotion, tenure, and merit.

**5. Information on Adjunct Faculty**

**a. Policy Statement: yes   x**

Defining an appropriate balance between full-time and adjunct faculty at WVSU is predicated on the basic and important assumption that “faculty responsibilities at an institution are best fulfilled when a core of full-time teaching faculty has as its primary commitment the educational programs provided by the institution. This means full-time rather than part-time employment at the institution” (North Central Association). We believe that two-thirds of the full-time equivalent (FTE) credit hours produced should be taught by full-time faculty. The balance should be based on whether or not there is a viable core of full-time faculty in the College for the purposes of planning, counseling, mentoring, and assessing students. The College will make that determination based on the number of introductory courses offered, the need for specialized instruction, field based components and other factors relevant to the complexity of the school.

**b. Percentage of faculty headcount, paid part-time status:   41  %**

**c. Percentage of courses taught by adjuncts:   33  %**

**d. Disciplines with high hour (\$425) or Quarter hour (N/A) for adjunct faculty:**

**f. Minimum 1 full-time person per program: yes   x**

**g. Preliminary Recommendations or Comments:** Hiring of part-time faculty allows WVSU to have a broader range of coverage to meet the demands for: teaching introductory and general education courses, supplementing limited full-time faculty, and for areas of expertise not held by WVSU faculty.

**6. Faculty Workload Policy: yes   x**

**a. Summarize:**

While a completely equal faculty workload is unrealistic and unattainable, it is expected that every department and every faculty member will make a serious effort to bear a reasonable share. A typical undergraduate teaching load is regarded as 12 semester hours each semester and is assigned by the Department Chair. Faculty teaching graduate courses generally have a 9-credit course load. On occasion, some faculty may be asked to teach or may volunteer to teach a heavier load in order to handle small classes, independent study projects, or classes by arrangement.

To meet unexpected student demand or when part-time faculty are not available, a faculty member may be asked to teach an overload. Faculty members are normally paid for overload.

**b. Preliminary Recommendations or Comments:**

Faculty and administration were involved in the development of the policy. Comprehensive.

**7. CTC Institutions (“Term Appointments”): [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: West Virginia University (Morgantown)**

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

West Virginia University is a student-centered learning community meeting the changing needs of West Virginia and the nation through a commitment to excellence in teaching, research, service, and technology. It is the land-grant, doctoral degree-granting research university in West Virginia. It is committed to social justice and to practicing the principles of equality of opportunity and affirmative action.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Faculty salaries are essentially 100% performance-based (although up to 5% of the annual college salary pool can be reserved by the Dean to address inequities or market adjustments). The procedure is formula-driven, and takes into account 1) the evaluation by peers and chairs of each mission area (teaching, research, service), each being characterized as highly meritorious (excellent), meritorious (good), satisfactory or unsatisfactory; 2) the proportion of each mission area assigned to the faculty member; and 3) the value assigned to each characterization by the faculty member's college. The Morgantown formula yields a percentage-based increase.

**b. Current Salary Policy (summarize):**

Promotions receive a 10% base salary increase. In addition, the 100% performance-based policy described above applies. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**c. Current Practices (summarize):**

See above. The salary pool for performance-based increases awarded in 2006-07 will be 3.0%; increases will be effective October 1, 2006. The 10% increase for promotions will be effective at the beginning of the academic contract year.

**d. Preliminary Recommendations or Comments:**

Although subject to continuing refinement, there are no additional recommendations at this time. Procedures and practices are working well.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

**Preliminary Recommendations or Comments:**

The practice of annual evaluation of all faculty (tenured, tenure-track, clinical-track, librarian-track, nontenure-track, whether full-time or part-time) by peer committees and chairs has been in place for nearly two decades. Faculty,

chairs, and deans are continuously trained about the process, which is well-understood. The process is consistent with West Virginia University Board of Governors Policy 2 and Higher Education Policy Commission Series 9.

#### 4. Instruments for Faculty Evaluation

a. Forms used by Faculty for Annual Reporting: no x [see below]

b. Forms or other formats used by peer and/or administrative evaluators: yes x

c. Forms or process to evaluate adjunct faculty: no x

d. Forms used by students to evaluate faculty: yes x

e. **Preliminary Recommendations or Comments:**

There are no recommendations at this time. Faculty assignments (including those at the Health Sciences Center, Extension, and Librarians) are highly diverse. There is no institution-wide form, but each unit has adopted a productivity report form consistent with the unit's needs. Annual evaluative statements that also characterize (rate) the individual's contributions in each mission area (see above) are written by peer committees and by chairs. In "action years" (in which decisions are made regarding promotion, tenure, or termination), college committees and deans also provide such statements and recommendations for consideration by either the Provost or the Vice President for Health Sciences, to whom decision-making authority for these matters have been delegated by the President. All faculty are evaluated every year; hence, there is no special evaluation form for adjunct faculty.

#### 5. Information on Adjunct Faculty

a. Policy Statement: yes x

b. Percentage of faculty headcount, paid part-time status: 21.7%

Note: this figure takes into account all fulltime and part-time faculty.

c. Percentage of courses taught by adjuncts: 18.4%

Note: this figure takes into account undergraduate courses taught in the colleges of the General University by part-time faculty (but not by graduate assistants).

d. Disciplines with high proportion of adjunct instruction:

**Arts and Sciences:**

Biology, English, French, Humanities, Religious Studies, Spanish

**Human Resources and Education:** Educational Psychology, Reading

**Journalism:** Advertising, Broadcast News

**Physical Education:** General Physical Education



Note: In disciplines identified above the number of undergraduate sections taught by adjunct (part-time) faculty exceeds the undergraduate sections taught by fulltime faculty.

**e. Minimum Salary levels per semester hour for adjunct faculty:**

Varies by discipline.

**f. Minimum 1 full-time person per program: yes x**

**g. Preliminary Recommendations or Comments:**

There are a number of non-tenurable faculty positions for which the majority of the focus is NOT instruction (research assistant professors, clinical assistant professors, librarians). Tenure-track positions have assignments that will lead to tenure, but in these instances high quality ("significant contributions") in both teaching and research are expected. In order to accommodate the rigors of these two mission areas, adjunct faculty are frequently employed to address much of the undergraduate teaching that is required. Many of these faculty are highly qualified but are appointed at a level of 0.80 FTE or less, per WVU BOG Policy 12. With the dramatic university enrollment increase, additional instruction is necessary. Hiring tenure-track faculty for the intensive teaching assignments would be inappropriate, because they would not be able to meet the standard expected of tenurable faculty in research.

Recommendation: That at research institutions the employment of full-time non-tenurable teaching faculty be authorized, without the present six-year limitation, in a term-contract context.

**6. Faculty Workload Policy: yes x**

**Summarize:**

One of two calculations for fulltime (1.00 FTE) may be used: either a) the equivalent of four three-credit undergraduate classroom courses in each of the two regular semesters, plus activities consistent with good university citizenship (committee service, etc.), or b) the equivalent of five three-credit undergraduate classroom courses in each of the two regular semesters, in which case the equivalent of one such course per semester is to engage in activities consistent with good university citizenship. Because WVU Morgantown is a doctoral research institution, most regular fulltime faculty have time assigned to engage in scholarly/research activities.

**Preliminary Recommendations or Comments:**

Standardize the definition of faculty workload across the system, as the equivalent of five three-credit undergraduate classroom courses in each of the two regular semesters, in which case the equivalent of one such course per semester could be in activities consistent with good university citizenship. Standardize the definition of benefits eligibility as the equivalent of teaching eight (8) credit hours per term.

**7. CTC Institutions ("Term Appointments"): [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** West Virginia University Institute of Technology

**NOTE:** WVU Tech will become a division of WVU as of July 1 2007.

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

West Virginia University Institute of Technology, West Virginia's only public institute of technology and a regional campus of West Virginia University, has the responsibility to address the engineering, scientific, and technical educational needs of business, industry, and government. The most important function of the Institute is to prepare citizens of the State, national and global communities. A student-centered philosophy of education is in place that balances career preparation with understanding and appreciation of the traditional arts, humanities, and sciences guides fulfillment of this mission. As part of its public trust and as a contributing community member, WVU Tech also has responsibilities to participate in the economic development of the area and to improve the quality of life in the region through the intellectual, cultural, and recreational opportunities it offers. (The Mission Statement is in the process of being revised.)

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Faculty salaries are essentially 100% performance-based (although up to 5% of the annual college salary pool can be reserved by the Campus VPAA to address inequities or market adjustments). The procedure is formula-driven and takes into account the evaluation by a departmental review committee, the chair, a faculty evaluation committee (based on clusters of departments), and the Dean. The evaluations include the three areas (teaching, scholarship, service). The results of each evaluation level is a ranking in each area as excellent, good satisfactory, or unsatisfactory.

**b. Current Salary Policy (summarize):**

See above. In addition to the 100% performance-based policy described above, promotions receive a 10% base salary increase. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**c. Current Practices (summarize):**

See above. The salary pool for performance-based increases awarded in 2006-07 will be 3.0%. These increases will be effective October 1, 2006.

The 10% increase for promotions will be effective at the beginning of the academic contract year.

**d. Preliminary Recommendations or Comments:**

Significant equity issues must be addressed so as to recruit and retain faculty.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

**Preliminary Recommendations or Comments:** WVU Tech will be a division of WVU as of July 1 2007.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes x [see below]**

**b. Forms or other formats used by peer and/or administrative evaluators:**  
**no x**

**c. Forms or process to evaluate adjunct faculty: no x**

**d. Forms used by students to evaluate faculty: yes x**

**e. Preliminary Recommendations or Comments:**

There is no institution-wide peer or administrative evaluator form, but each unit has adopted a peer form consistent with the unit's needs. Annual evaluative statements that also characterize (rate) the individual's contributions in each mission area (see above) are written by each level of review (department, chair, cluster, dean). In "action years" (in which decisions are made regarding promotion, tenure, or termination), the same levels of review provide such statements and recommendations for consideration by the Campus President. All adjunct faculty are evaluated by students.

**5. Information on Adjunct Faculty**

**a. Policy Statement: yes x**

**b. Percentage of faculty headcount, paid part-time status: 36.5%**  
Note: this figure takes into account all fulltime and part-time faculty.

**c. Percentage of courses taught by adjuncts: 18.4%**

**d. Disciplines with high proportion of adjunct instruction:**

Creative Arts is the only discipline with 30% or more of courses taught by adjuncts.

**e. Minimum Salary levels per semester hour for adjunct faculty:**  
Varies by discipline.

**f. Minimum 1 full-time person per program: yes   x**

**g. Preliminary Recommendations or Comments:**

At WVU Tech there are a number of non-tenure faculty positions (e.g., clinical professors, FEAPS, lecturers, visiting professors). Given the difficulty of recruiting tenure track faculty in certain disciplines, these non-tenure faculty positions are essential to WVU Tech. Three-year term contracts for these faculty will help to provide stability to the instructional function.

**6. Faculty Workload Policy: yes   x**

**Summarize:** All faculty members at WVU Tech develop a Work Plan Agreement by Jan. 31 of each year. This Work Plan Agreement includes: teaching, scholarly activity and service. All faculty members at WVU Tech have one major area of emphasis, one intermediate area of emphasis, and one minor area of emphasis. The model adapted for WVU Tech indicates that teaching will be the major area of emphasis for most faculty members. Each component (teaching, scholarly activity and service) will be assigned a percent (based on an agreement with the department chair and dean). The percent of emphasis must total 100%.

**Preliminary Recommendations or Comments:**

**7. CTC Institutions (“Term Appointments”):   [Not applicable]**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: Blue Ridge CTC**

1. **Institutional Mission Statement: yes X**

**Key elements of the statement:**

The Blue Ridge Community and Technical College serves a population primarily in Berkeley, Jefferson, and Morgan counties by providing curricula and support services that address the intellectual, societal, and economic needs of its citizens and the region.

2. **Current Merit Pay and Salary Documents: yes X**

**a. Current Merit Pay Policy (summarize):**

A merit pay process has been articulated and implemented for two years for full-time instructors. Sixty percent of the salary pool will be performance based, while the remaining 40% will be allocated across-the-board and to address inequities. The process consists of a Merit Evaluation Task Force, composed of five full-time faculty members, one from each division, appointed by the President. Members serve two years and may be reappointed after being off the task force for at least one year following the two-year service term. Applying for merit is voluntary and must include three service areas: instruction, institutional service, professional service. A merit pay evaluation form has been provided for task force use. To be eligible for merit, the applicant must exceed expectations in 10 or the 15 descriptors.

**b. Current Salary Policy (summarize):**

Promotions receive a 10% base salary increase. In addition, the 60/40% allocation policy stated above applies. Full-time faculty will also receive the Annual Experience Increment beginning July 2006.

**c. Current Practices (summarize):**

The policy articulated above will go into effect in the 2006-07 academic year. It is assumed that current salary practices are at the discretion of the President.

**d. Preliminary Recommendations or Comments:**

The Shepherd CTC, now known as Blue Ridge CTC effective July 1, 2006, has been in the past several years in its organizational phase after its separation from Shepherd University. To encourage full-time faculty to apply for merit, a streamlined process for application is recommended, one that interfaces the standardized end-of-year faculty report with the merit application itself.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes X

**Preliminary Recommendations or Comments:**

The process for "closing the loop" on faculty assessment (giving faculty feedback after their annual report, for example) is still in the formative stage at Blue Ridge.

It is recommended that there be some kind of formalized supervisor's report to faculty member after he or she has submitted the end-of-year report—perhaps in the form of a letter from the supervisor. Otherwise, assessment information is not fully utilized.

**4. Instruments for Faculty Evaluation**

a. Forms used by Faculty for Annual Reporting: yes   X  

b. Forms or other formats used by peer and/or administrative evaluators: no   X  

c. Forms or process to evaluate adjunct faculty: yes   X  

d. Forms used by students to evaluate faculty: yes   X  

**e. Preliminary Recommendations or Comments:**

While there are verbal assessments and feedback provided for adjunct staff, a more formalized process with written evaluation or feedback would be more useful.

**5. Information on Adjunct Faculty**

a. Policy Statement: yes   X  

b. Percentage of faculty headcount, paid part-time status:   81.4   %

c. Percentage of courses taught by adjuncts:   78.1   %

**d. Disciplines with high proportion of adjunct instruction:**

CAIB (Banking), CJST (Criminal Justice), GENS (General Studies), FSCI (Fire Science), PARA (Paralegal), SAFT (Safety Technology)

**e. Minimum Salary levels per semester hour:**

Adjunct salary is based upon credit hours taught and level of professional degree—doctorate = \$645 per credit hour; masters = \$515 per credit hour; bachelors = \$330 per credit hour.

f. Minimum 1 full-time person per program: no   X  

**g. Preliminary Recommendations or Comments:**

The Blue Ridge CTC is slightly under the 20% legislative mandate for tenured staff. While there must be flexibility for any community college in terms of staffing, a minimum 20% tenured faculty allows for continuity among those stable programs that do not depend upon economic capriciousness, such as General Studies courses. More full-time staff would also provide continuity for those programs that lack any full-time staff oversight.

**6. Faculty Workload Policy: yes   X**

**Summarize:**

For full-time teaching faculty, the normal teaching load is 15 credit hours per semester. In addition, full-time faculty must schedule ten hours per week for student consultation, as well as advise students during the advisement period.

**Preliminary Recommendations or Comments:**

There are no recommendations at this time.

**7. CTC Institutions:**

**Explanation of application of “term appointments”:**

Temporary full-time or “term” appointments may be granted for up to three years, subject to annual renewal. Exceptions include positions funded by special grant or contract, special instructional needs which can require an appointment for up to six years, or the appointment of an administrator or other employee with a secondary instructional appointment.

**Preliminary Recommendations or Comments:**

Blue Ridge CTC is below all other community colleges in terms of percentage of full-time, tenure-track faculty. Full-time, tenure-track staffing should include a minimum of 20% or more, particularly in such crucial areas as General Studies instruction, where there needs to be staffing stability. Renewable one-year term appointments should be in place as well.

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: The Community and Technical College at WVU Tech**

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

The Community and Technical College at WVU Tech promotes excellence in service, teaching, and learning, as well as prepares the current and future workforce, and provides lifelong educational opportunities.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

A Merit Award Evaluation Form is utilized by four evaluation levels: Chair, Division Peer Committee, Faculty Evaluation Committee, and Division Director. The President makes the final determination regarding salary. Faculty salaries are essentially 100% performance-based (although up to 5% of the annual college salary pool can be reserved by the President to address inequities or market adjustments).

**b. Current Salary Policy (summarize):**

1. The 100% performance-based policy described above applies.
2. Promotions receive a 10% base salary increase (over an above annual performance based salary).
3. Per recent legislation, full-time faculty (1.00 FTE) with three years of service will receive the Annual Experience Increment in July 2006.

**c. Current Practices (summarize):**

See above. The salary pool for performance-based increases awarded in 2006-07 will be 3.0%; increases will be effective October 1, 2006. The 10% increase for promotions will be effective at the beginning of the academic contract year.

**d. Preliminary Recommendations or Comments:**

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

All evaluations include three areas (teaching, professional development, service). An Evaluation Form is utilized by four evaluation levels: Chair, Division Peer Committee, Faculty Evaluation Committee, and Division Director. The President makes the final decisions based on input from these four levels.

**Preliminary Recommendations or Comments:** None



**4. Instruments for Faculty Evaluation**

- a. **Forms used by Faculty for Annual Reporting:** yes   x   [see below]
- b. **Forms or other formats used by peer and/or administrative evaluators:** yes   x
- c. **Forms or process to evaluate adjunct faculty:** no   x   Note: some departments utilize the forms used for full-time faculty.
- d. **Forms used by students to evaluate faculty:** yes   x
- e. **Preliminary Recommendations or Comments:** None

**5. Information on Adjunct Faculty**

- a. **Policy Statement:** yes   x
- b. **Percentage of faculty headcount, paid part-time status:**   24%
- c. **Percentage of courses taught by adjuncts:**   8.38%
- d. **Disciplines with high proportion of adjunct instruction:**  
Respiratory Therapy (taught in cooperation with Carver Career Center) and freshman seminar, has 44% of the sections taught by adjuncts. All remaining programs have less than 15% taught by adjuncts.
- e. **Minimum Salary levels per semester hour for adjunct faculty:**  
Varies by discipline and degree held by the adjunct (\$300/credit hour is the minimum).
- f. **Minimum 1 full-time person per program:** yes   x
- g. **Preliminary Recommendations or Comments:** None

**6. Faculty Workload Policy:** yes   x  

**Summarize:** All faculty members at the CTC WVU Tech have a Work Plan Agreement in their Faculty Personnel File by Jan 31 of each year. This Work Plan Agreement has components of teaching, professional development, and service. Full-time teaching faculty maintain a minimum 15-contact-hour teaching load per week and will attend required departmental and institutional meetings. Faculty teaching loads are calculated based on the following categories:

CATEGORY 1—For full-time faculty teaching all lecture (non-laboratory) courses, the faculty load will be 15 credit hours/15 contact hours.

CATEGORY 2—For full-time faculty teaching courses with primarily laboratory/clinical components, the faculty load will range between 18 and 21 contact hours.

CATEGORY 3—For full-time faculty teaching a combination of lecture, laboratory, and/or web-based courses, faculty load will range between 16 and 18 contact hours.

Faculty will have flexibility in scheduling the remainder of the work week with office hours (see CTC Policy 03-2), participate in consulting, research, workforce development, and/or course development, planning, and evaluation.

## **7. CTC Institutions:**

### **Explanation of application of “term appointments”:**

With rare exception, new appointments in the Community and Technical College at WVU Tech are one-year renewable term appointments.

### **Preliminary Recommendations or Comments:**

None

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** Eastern Community and Technical College

**1. Institutional Mission Statement:** yes   x  

**Key elements of the statement:**

Eastern CTC is a coeducational, public, state-supported, comprehensive community and technical college that offers the following: workforce career-technical education, general and developmental education, workforce training and continuing education, community education, and baccalaureate transfer.

**2. Current Merit Pay and Salary Documents:** no   x  

**a. Current Merit Pay Policy (summarize):** Policy for Merit Pay does not exist.

**b. Current Salary Policy (summarize):**

GENERAL PRINCIPLES

1. Only full-time, regular employees who have been employed with the College for at least nine months are eligible for adjustments to salaries.
2. Salaries will be adjusted or increased only once per fiscal year.
3. Funds allocated to salary increases will be made commensurate with increases in revenues.
4. Available funds for salary increases will be distributed to all three employee categories.
5. Salary increases will be based on evaluation of performance using institutionally adopted instruments.
6. Salary increases will be based on the salary goals established in the approved Compact and Master Plan.

SPECIFIC SALARY PLAN FOR FACULTY

1. Move total of salaries for current, eligible faculty at a percentage of the distance from the sum of existing annual salaries toward a comparable composite of salaries based on the averages calculated at peer institutions (i.e., Northern and Southern). Percentage will be based on the total funds available for salary increases; comparability to movement at peer institutions and the relationship of salaries of current employees to new hires.
2. Base eligibility for current employee to receive increases on the completion of a standard institutional performance evaluation adopted for faculty and a merit recognition program adopted for faculty.
3. Dedicate a substantial portion of the total funds available for increases in faculty salaries to merit recognition as specified in the program adopted for faculty.

**c. Current Practices (summarize):** All faculty with the exception of one are adjunct. There is no practice at this point regarding merit pay.

**d. Preliminary Recommendations or Comments:** Merit was mentioned in the current salary policy but procedures for merit application have not been developed.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

no   x  

Practitioner Faculty Evaluation Regulation identifies evaluation processes for all faculty regardless of status. A policy for promotion and tenure does not exist.

### **Preliminary Recommendations or Comments:**

The Practitioner Faculty Evaluation Regulation defines the evaluation process and identifies evaluation materials included in the practitioner faculty evaluations. The evaluation process assesses the quality of practitioner faculty performance and identifies areas for improvement, encourages growth in instructor performance and provides reasonable criteria for reappointment.

## **4. Instruments for Faculty Evaluation**

### **a. Forms used by Faculty for Annual Reporting: yes   x**

ECTC uses a Practitioner Faculty Evaluation process. The evaluation process assesses the quality of practitioner faculty performance and identifies areas for improvement, encourages growth in instructor performance and provides reasonable criteria for reappointment. The evaluation process is designed to provide meaningful feedback to the practitioner faculty, Academic Program Director, and Dean for Academic Services.

The Practitioner Faculty Evaluation Process consists of classroom observation, analysis of instructional artifacts and a comprehensive evaluation. Evaluations are conducted on a cyclical basis dependent upon the number of years affiliated in an instructional role with Eastern West Virginia Community & Technical College. ECTC uses the following forms and materials in the process:

1. Classroom Observation Form
2. Practitioner Faculty Comprehensive Evaluation Form
3. Practitioner Faculty Survey
4. Materials: Student Course Evaluations, Course Syllabi, Classroom Observations, student communications, student enrollment patterns and grade distributions. Practitioner Faculty Survey and Practitioner Faculty Portfolio Contents may include: instructor-generated course materials such as tests, assignments, instructional materials, etc.

#### Regulation Implementation:

1. Classroom observations will be conducted each semester for the first three semesters for each practitioner faculty. *The Classroom Observation Form* (Form A) will be used as the evaluation instrument for this observation. A consultation session will be held between the instructor and the Academic Program Director following each classroom observation. Classroom observations will be conducted annually thereafter providing the instructor achieves and maintains a satisfactory rating in all categories of the Practitioner Faculty Comprehensive Evaluation.
2. Practitioner faculty will develop a portfolio that includes samples of instructional documents for the Practitioner Faculty Comprehensive Evaluation. The portfolio materials should provide evidence of academic quality and instructional integrity. Portfolio materials will be reviewed by a faculty evaluation committee. The faculty evaluation committee will, at a minimum, be comprised of the Dean for Academic Services, the appropriate Academic Program Director and an appropriate content faculty member. Portfolios are to be submitted two weeks prior to the scheduled comprehensive evaluation session.
3. Student Course Evaluations conducted on a semester basis for each course and section taught by the faculty member will be included in the comprehensive evaluation process. Only a composite of student responses and comments will be provided to the practitioner faculty member and included in the comprehensive evaluation so as to maintain the anonymity of the students.
4. Course syllabi will be evaluated for consistency with course description and outcomes, clarity of grading scale and process, course requirements and assignments and instructor contact information.

5. The practitioner faculty will complete the *Practitioner Faculty Survey* (Form C) each semester instructing at EWWCTC.
6. The comprehensive evaluation will be conducted after the first two classroom observations and continued biennially thereafter providing the instructor maintains a satisfactory rating in all categories of the comprehensive evaluation process. The *Practitioner Faculty Comprehensive Evaluation Form* (Form B) will be used as the evaluation instrument in this process.
7. A comprehensive evaluation session held with the practitioner faculty will be conducted by the Academic Program Director and the Dean for Academic Services.
8. The practitioner faculty member will receive a written copy of the evaluation. The practitioner faculty will have the opportunity to respond to items addressed in the evaluation.
9. A copy of the completed, signed evaluation will be forwarded to the Human Resources Office. The document will be retained in the practitioner faculty's personnel file.

**b. Forms or other formats used by peer and/or administrative evaluators: yes   x**

- *The Classroom Observation Form* (Form A) is discussed in a consultation session with the instructor and the Academic Program Director following each classroom observation.
- Practitioner faculty will develop a portfolio that includes samples of instructional documents for the Practitioner Faculty Comprehensive Evaluation. The portfolio materials should provide evidence of academic quality and instructional integrity. Portfolio materials will be reviewed by a faculty evaluation committee. The faculty evaluation committee will, at a minimum, be comprised of the Dean for Academic Services, the appropriate Academic Program Director and an appropriate content faculty member. Portfolios are to be submitted two weeks prior to the scheduled comprehensive evaluation session.
- The comprehensive evaluation will be conducted after the first two classroom observations and continued biennially thereafter providing the instructor maintains a satisfactory rating in all categories of the comprehensive evaluation process. The *Practitioner Faculty Comprehensive Evaluation Form* (Form B) will be used as the evaluation instrument in this process.
- The practitioner faculty will complete the *Practitioner Faculty Survey* (Form C) each semester instructing at EWWCTC.
- A comprehensive evaluation session held with the practitioner faculty will be conducted by the Academic Program Director and the Dean for Academic Services.

**c. Forms or process to evaluate adjunct faculty: yes   x**

- The Practitioner Faculty Evaluation Regulation applies to all faculty including adjunct faculty.
- Student Course Evaluations conducted on a semester basis for each course and section taught by the faculty member will be included in the comprehensive evaluation process. Only a composite of student responses and comments will be provided to the practitioner faculty member and included in the comprehensive evaluation so as to maintain the anonymity of the students.
- *The Classroom Observation Form* (Form A) is discussed in a consultation session with the instructor and the Academic Program Director following each classroom observation.

**d. Forms used by students to evaluate faculty: yes   x**

Student Course Evaluations conducted on a semester basis for each course and section taught by the faculty member will be included in the comprehensive evaluation process. Only a composite of student responses and comments will be provided to the practitioner faculty member and included in the comprehensive evaluation so as to maintain the anonymity of the students.

- e. **Preliminary Recommendations or Comments:** Fairly thorough evaluation system but it does not state how it will be used for promotion, tenure, and merit.

## 5. Information on Adjunct Faculty

- a. **Policy Statement:** yes   x

Part of the Eastern Instructional Load Policy that covers full- and part-time faculty.

Instructional load for part-time practitioner faculty is not to exceed 9 credit hours or equivalent per semester. Practitioner Faculty are employed by the college on an as-needed basis for direct instruction. Additional services are provided on a contractual basis and not part of the instructional workload for practitioner faculty.

- b. **Percentage of faculty headcount, paid part-time status:**   97   %

- c. **Percentage of courses taught by adjuncts:**   97.3   %

- d. **Disciplines with high proportion of adjunct instruction:**

All instruction is provided by adjunct faculty with the exception of mathematics.

- e. **Minimum Salary levels per semester hour for adjunct faculty:**

➤ Scale is based on credentials of instructor:

- Bachelor's: \$400.00
- Master's: \$500.00
- Doctorate: \$600.00

- f. **Minimum 1 full-time person per program:** yes   x\*

All programs are coordinated by a full time Academic Program Director.

- g. **Preliminary Recommendations or Comments:**

## 6. Faculty Workload Policy: yes   x

### Summarize:

1. Instructional load is assigned on a credit hour or contact hour basis.
2. When calculating instructional load, consideration is given to type of course (lecture, laboratory, clinics), total contact hours per semester, section size, class preparation, administrative responsibilities, programmatic accreditation requirements, summer school instructional load, instructional load equivalences unique to the College and geographic location of course delivery.
3. The instructional load for full-time practitioner faculty at the College is fifteen credit hours or the equivalent per semester, or 30 credit hours or equivalent per academic year. Summer session may be factored into the full-time faculty load not to exceed 6 credit hours or equivalent.
4. A minimum class enrollment of ten students is required for calculation into a full-time faculty's teaching load.

**Preliminary Recommendations or Comments:** Load policy does not specifically explain how released time is assigned.

**7. CTC Institutions:**

**Explanation of application of “term appointments”:**

At present no faculty are hired under term appointments.

**Preliminary Recommendations or Comments:**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: Marshall Community and Technical College**

**1. Institutional Mission Statement: yes   x**

**Key elements of the statement:**

Marshall Community and Technical College is a learning-centered college that embraces student development and provides for the diverse, international, and changing educational, transfer, training, and employment needs of the communities it serves.

**2. Current Merit Pay and Salary Documents: yes   x**

**a. Current Merit Pay Policy (summarize):**

**MCTC Merit Guidelines:**

The OVERALL FACULTY EVALUATION LEVEL calculated using the following format will be used to determine merit raises.

OVERALL FACULTY EVALUATION LEVEL will translate to the following values for purposes of merit raises.

3.51 – 4.00 = Exemplary

2.51 – 3.50 = Professional

1.51 – 2.50 = Needs Improvement

1.00 – 1.50 = Unacceptable

All faculty members who are rated 2.51 or above are eligible for merit raises. Values in the thousandths place that fall at 0.005 and above are rounded up and values below that are rounded down. For example 2.755 rounds up to 2.76, while 2.7649 rounds down to 2.76.

Merit money will be distributed to each division in proportion to the number of full-time, tenure and tenure track and continuing appointments. The OVERALL FACULTY EVALUATION LEVEL for all faculty who qualify for merit in a unit will be summed, each qualifying rating will be divided by that sum, and, then, multiplied by the raise pool available in the unit.

Merit raises will be added to base salaries.

**Years without merit raises:**

In the absence of college-wide merit raises, the next available merit raises will be based on faculty ratings that include all years without merit raises. In the years that merit monies are not available, averages of OVERALL FACULTY EVALUATION LEVELS for the consecutive years without merit raises will determine merit distribution within academic units. This applies only to times in which the college as a whole does not receive merit funding, not to years in which individual faculty members may be denied merit increases.

**System review:**

The faculty evaluation and compensation process shall be reviewed periodically to ensure reliability in reflecting faculty performance and fairness in awarding



merit increases. Marshall Community and Technical College Faculty Council will convene an ad hoc evaluation and compensation review committee to examine the process and recommend any needed alterations or revisions. The first review should be completed by the end of 2006, recommendations should be submitted by the summer of 2007 and revisions implemented in 2008. Additional reviews will occur as requested by recommendation of the Faculty Council or College President.

**b. Current Salary Policy (summarize):**

Each MCTC faculty member receives a salary increase of ten percent upon promotion in rank.

**c. Current Practices (summarize):**

Promotions receive a 10% base salary increase. The 10% increase for promotions will be effective at the beginning of the academic contract year. In addition, the merit-based policy described above applies. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**d. Preliminary Recommendations or Comments:**

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes   x  

**a. Preliminary Recommendations or Comments:**

**FACULTY EVALUATION**

Areas of Evaluation: Evaluation is based on specific goals that support the division and the college discussed between the faculty member and the director. The evaluation of each faculty member's performance will be based upon an assessment of activities in three areas: teaching/advising, professional development, and service to the college and its community. The Marshall Community and Technical College faculty are committed to teaching as the foremost professional responsibility. The standard College faculty teaching workload is 15 credit hours per semester. The average percentages of an individual College faculty member's workload are (1) teaching/advising, 70-90%; (2) professional development, 5-15%; and (3) service to the college and its community, 5-15%. The ranges allow for differing distributions of responsibilities for individual faculty during an academic term.

Procedures: The faculty will use a standard set of forms for annual evaluation, self-evaluation, planning page, student evaluation, and Director's/Associate Dean's evaluation of faculty. The forms will be signed by the faculty member, director/associate dean, and dean. A peer evaluation form will be available for those individuals who wish to use peer evaluation as a professional development tool. Peer evaluation is not part of the formal evaluation process. Faculty may choose to use other methods of peer evaluation as a tool for professional development and may include peer evaluation in the formal evaluation process if desired.

The evaluation process will include consideration of the following materials:

1. Annual Report
2. Self-Evaluation

3. Planning Page
4. Student Evaluation of Faculty
5. Director's/Associate Dean's Evaluation of Faculty.

Guidelines for Faculty Evaluation: Although a faculty member is evaluated in the three areas of teaching/advising, professional development, and service to the college and its community, the most important function of faculty at Marshall Community and Technical College is teaching. The major purpose of professional development activities and service activities is to support quality instruction. It is important that faculty remain current, especially in fields where changes occur rapidly. Professional development activities are essential activities are to keeping the content of classroom instruction current and pertinent. Service activities enable the college to function. Thus faculty members are required to engage in both professional development activities and service activities along with their teaching duties.

#### 4. Instruments for Faculty Evaluation

- a. **Forms used by Faculty for Annual Reporting: yes   x**
  - Annual Faculty Evaluation Report
  - Faculty Planning Pages
- b. **Forms or other formats used by peer and/or administrative evaluators: yes   x**  
Faculty are evaluated by:
  - Students (using faculty and course evaluation forms)
  - Faculty supervisors utilizing a class observation evaluation form
- c. **Forms or process to evaluate adjunct faculty: yes   x**  
Part-time faculty are evaluated by:  
Students using the same student evaluation system as full-time faculty.  
Full-time faculty utilizing the same class observation form used to evaluate full-time faculty.
- d. **Forms used by students to evaluate faculty: yes   x**
- e. **Preliminary Recommendations or Comments:**  
The forms and process seem to be adequate.

#### 5. Information on Adjunct Faculty

- a. **Policy Statement: yes   x**  
The term "adjunct faculty" refers to instructors who are employed to teach one (1) or more courses, not to exceed a total of seven (7) or eight (8) undergraduate hours for a designated semester with no commitment on the part of the college for subsequent employment.

The term "adjunct faculty" may also refer to unpaid volunteers with a courtesy title or instructors employed by a partner institution holding a courtesy unpaid appointment with the College. These appointments may be for an extended period of time and are subject to College review and approval.

Adjunct pay scales are based on academic credentials and workforce certifications that are applicable to effective teaching of course content.

- b. **Percentage of faculty headcount, paid part-time status:** 46% %
- c. **Percentage of courses taught by adjuncts:** 54% %
- d. **Disciplines with high proportion of adjunct instruction:**  
Business & Info. Tech. – 35 courses; General Studies – 33 courses; Allied Health – 24 courses.
- e. **Minimum Salary levels per semester hour:** \$330 per credit hour
- f. **Minimum 1 full-time person per program:** no x  
MCTC tries to maintain a minimum of one full-time faculty member per program; however, for the statewide programs (Technical Studies, Occupational Development, BOG A.A.S.) and several collaborative degree programs with area hospitals, MCTC does not have a full-time faculty member).
- g. **Preliminary Recommendations or Comments:**  
A statewide effort needs to be made to increase adjunct faculty pay.

6. **Faculty Workload Policy:** yes x

**Summarize:**

**INSTRUCTIONAL LOAD**

Faculty teaching loads will be submitted for review (workload worksheets) and approval during the semester preceding course delivery to the Office of Academic Affairs. Requests for awarding full time faculty overloads will be submitted by Division Directors/Associate Deans to and approved by the Office of Academic Affairs before scheduling an overload. Fulltime faculty overload should be limited to an amount equaling 20-30% of the normal load (for example, the normal load is 15 credit hours, so the overload would be limited to 3-5 credit hours per semester). *Assurance Section, Report of a Comprehensive Evaluation Visit to Marshall Community and Technical College, Huntington, West Virginia, April 28-30, 2003 for The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools (Page 3).*

Reassigned time shall be awarded for College work to include coordinator and administrative equivalencies, as well as to meet programmatic accreditation requirements. Reassigned time can be awarded for curriculum development, special projects, and special assignments for the Dean or President's office. through implementation of activities, as well as a summary report of outcomes accomplished at the conclusion of the semester through which reassigned time was awarded.

**Preliminary Recommendations or Comments:**

The CTC workload policies should be reviewed and perhaps parallel the college policies.

## **7. CTC Institutions:**

### **Explanation of application of “term appointments”:**

Those faculty members who have been appointed for a specific term as defined by the institution. The appointment may be full-time (1.00 FTE or the equivalent) or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty.

### **Preliminary Recommendations or Comments:**

None

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: New River Community and Technical College (NRCTC)**

1. **Institutional Mission Statement: yes X**

**Key elements of the statement:**

NRCTC is a comprehensive community college that provides affordable post-secondary education and workforce training. The college provides a variety of educational services in its region of responsibility and addresses needs that are both geographically and electronically accessible for the individuals, businesses, and community.

2. **Current Merit Pay and Salary Documents: no X**

**a. Current Merit Pay Policy (summarize):**

The college is in the process of preparing and implementing a policy.

**b. Current Salary Policy (summarize):**

New River is a newly established CTC, formerly attached to Bluefield State College and running independently just two years; thus faculty and administrators are in the process of developing a comprehensive salary policy. The current salary practice does include a 10% increase to base pay upon promotion of full-time faculty.

**c. Current Practices (summarize):**

As New River inherited full-time faculty from both Bluefield and Glenville and as it was previously affiliated with Bluefield State College, the CTC is still utilizing practices inherited from Bluefield.

**d. Preliminary Recommendations or Comments:**

As noted by the college, NRCTC is currently working toward establishing systems for merit pay, faculty evaluation, annual productivity, peer and/or administrative evaluation.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes X**

**Preliminary Recommendations or Comments:**

NRCTC adheres strictly to year-to-year appointments for most faculty members. There are 31 full time faculty members, with 7 faculty currently tenured and 4 faculty in tenure-track positions at this time. Procedures for evaluating faculty as part of the Promotion and Tenure process are being worked out.

4. **Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: no x**

**b. Forms or other formats used by peer and/or administrative evaluators: no X**

c. **Forms or process to evaluate adjunct faculty:** no  X

d. **Forms used by students to evaluate faculty:** yes  X

**e. Preliminary Recommendations or Comments:**

Student evaluations of courses are used by faculty members for self-reporting and self-assessment. A system of faculty annual reporting and faculty administrative evaluation feedback should be instituted as part of the merit, promotion, and tenure processes in order to facilitate faculty applications for each.

**5. Information on Adjunct Faculty**

a. **Policy Statement:** yes  X

b. **Percentage of faculty headcount, paid part-time status:**  86  %

c. **Percentage of courses taught by adjuncts:**  68  %

**d. Disciplines with high proportion of adjunct instruction:**

The Division of Business has the largest number of adjuncts, followed by Psychology and Sociology.

**d. Minimum Salary levels for adjunct faculty per semester hour:**

\$400 per credit hour for minimum of 15-student head count, plus \$50 for each additional student over the 15 minimum

e. **Minimum 1 full-time person per program:** no  X

**f. Preliminary Recommendations or Comments:**

The college has no policy regarding adjuncts. New River needs both a policy and a definition of what is considered a "high proportion" of adjunct use. Also required is a system of evaluation and oversight or mentoring of adjuncts, other than student evaluations.

**6. Faculty Workload Policy:** yes  X

**Summarize:**

Full-time faculty teach 15 credit-hour load per semester or a 30 credit-hour load per academic year. Determination of load can be done by contact hour. Other duties that are faculty responsibilities are listed. No more than five course preparations will be assigned to faculty in any given semester. Reassigned time is addressed. Summer school instructional load is voluntary.

**Preliminary Recommendations or Comments:**

No recommendations at this time.

**7. CTC Institutions:**

**Explanation of application of "term appointments":**

NRCTC adheres strictly to one-year appointments for all faculty members.

**Preliminary Recommendations or Comments:**  
None

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** Pierpont Community and Technical College (A Division of Fairmont State U.)

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

The campus mission statement is linked to a vision statement and set of core values. The mission statement for Pierpont Community and Technical College is student oriented, strives to promote economic growth of the service region and state, and offers personal enrichment through opportunities for learning, training and further education. The vision statement and core values to be seamlessly shared by Fairmont University and the Community College reflect how the mission will be accomplished. Scholarship, opportunity, achievement, and responsibility (SOAR) will be used to transform student lives. The campus provides an accessible, comprehensive education system, offering two-year degrees, certificates, skill sets, and community education, providing an environment that will allow students to develop the knowledge, skills, habits of the mind, and intellect necessary for employment in a changing environment.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

The faculty merit plan is included in the BOG Salary Policy #25. Annually, faculty members create and submit a portfolio. Self, peer, Chair and students may have input into the merit procedure. Merit is formula driven and based on a combination of three areas, scholarship or creative endeavors, service, and teaching. A maximum overall composite rating (OCR) of 4.00 may be achieved. Each faculty member selects a percentage of worth for each area at the beginning of each academic year. Each area has a range of acceptable values to choose from, ensuring that all areas are addressed when determining merit. The President and a faculty committee meet annually to establish specific policy recommendations for the use of the OCR data in determining merit increases.

**b. Current Salary Policy (summarize):**

Salary Policy #25 was revised and approved by the BOG on June 15, 2006. Twenty-five percent of the faculty salary pool will be distributed to address inequities and will be used bring all faculty up to 90% of their target salary, based on data from CUPA (median peer groups for rank, time in rank, and discipline). For example, if a median CUPA salary is \$58,000, 90% for a faculty is \$52,200. The maximum target salary will be 110% of the CUPA base. The remaining 75% of total faculty salary pool will be distributed annually on the basis of merit pay. Both merit and equity adjustments will have a fixed and variable component with the variable portion reflected by the merit OCR annually attained by the faculty member. The President and Faculty Assembly will consult to determine acceptable OCR scores. Equity adjustments will be given only to those eligible for merit.

A 10% base salary increase is granted with promotion and AEI will be awarded for faculty with three or more years of full time service to the State.



**c. Current Practices (summarize):**

The revised Salary Policy will be in effect for the 2005-06 annual faculty evaluations. Annually, 25% of the faculty salary pool monies will be used for equity and 75% for merit. Both equity and merit have a fixed and variable (dependent on OCR value) component and no equity will be given if merit has not been achieved. In addition to the Salary Policy increases, faculty are given a 10% increase in base salary with promotion in rank and will be given AEI after three years of documented full-time service.

**d. Preliminary Recommendations or Comments:**

No recommendations at this time. The Salary Policy clarifies the process used to distribute faculty salary pool monies based on equity and merit, and itemizes the factors that are used in the equity model calculation. The faculty member may select the percentage of service, scholarship or creative endeavors, and teaching to be used in their annual portfolio. The President consults with the Faculty Assembly to determine a minimum level for merit and faculty had input into the Salary Policy revisions. Faculty are given a 10% increase in base salary with promotion in rank and will be given AEI after three years of full-time service.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes   x   , no       

**Preliminary Recommendations or Comments:**

The College has a policy consistent with state code and HEPC rules for **promotion** and follows the Fairmont State University policy for tenure since all faculty with tenure track positions were Fairmont State College hires. The practice of formal annual evaluation of all full time and half-time teaching/half-time administrative faculty is in place. Promotion policies and procedures are well defined and follow the Series 9, HEPC standards. All procedures utilize service, teaching, and scholarship or creative endeavor components. The University and the C&TC have developed a Senior Level designation at the Associate and Professor level to honor and reward veteran faculty members who have long held the highest rank open to them and have demonstrated continual exceptional teaching, scholarship and service. The designation is by formal application and approval. Documentation with presentation of evidence is required and reviewed according to established guidelines. The College currently has 16 tenured faculty out of 58 total faculty (28%), with two faculty members who are currently on tenure track that do not have tenure. Although the College is over the mandated tenure cap percentage and has offered no new tenure track positions since becoming a community and technical college, it will need to establish a **tenure** policy consistent with state code and rules.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes   x**

Faculty submit an annual portfolio for evaluation that is reviewed by the Chair. The Assistant Provost evaluates the Chair portfolios. The portfolio format was created by

the College as a whole and has been approved by the Assistant Provost and President. The portfolios are also used for merit and promotion evaluation.

**b. Forms or other formats used by peer and/or administrative evaluators: yes x**  
Peer and administrative evaluators use forms or follow formats provided for merit and promotion evaluation.

**c. Forms or process to evaluate adjunct faculty: no x**  
There are no standardized forms or process used to evaluate adjunct faculty. Chairs and coordinators make decisions concerning adjunct performance and retention.

**d. Forms used by students to evaluate faculty: yes x**  
All faculty including adjuncts are evaluated by students using a standardized IDEA form. The completed forms are evaluated by a national company and reviewed by the Chair, Coordinator, and the individual faculty member.

**e. Preliminary Recommendations or Comments:**  
There are no recommendations at this time. Faculty use annual evaluation tools that have been constructed by the College faculty that help to individualize each member's contributions and accomplishments. The tools and contain peer, student and Chair input. Adjunct faculty are not formally evaluated but a subjective evaluation occurs annually by coordinators and Chairs. The campus has a Center for Teaching Excellence to help mentor all faculty and help faculty to improve their teaching and delivery. New faculty are assigned faculty mentors. A Committee for Adjunct Issues has been established during the 2005-06 academic year.

## 5. Information on Adjunct Faculty

**a. Policy Statement: yes x**

**b. Percentage of faculty headcount, paid part-time status: 79.2% (four semester average)**

2004-2005: Fall 2004 = 79.5%; Spring 2005 = 80.5%

2005-2006: Fall 2005 = 78.3%; Spring 2006 = 78.3%

**c. Percentage of courses taught by adjuncts: 57.8% (four semester average)**

2004-2005: Fall 2004 = 61.6%; Spring 2005 = 59.7%

2005-2006: Fall 2005 = 54.7%; Spring 2006 = 55.3%

**d. Disciplines with high proportion of adjunct instruction:**

Off-campus courses are frequently taught by adjunct faculty. The Liberal studies areas including Mathematics, English, Fine Arts, Business, and specific program courses including Laboratory Assistant, and Paraprofessional and Paralegal studies have a high proportion of adjunct professors.

**e. Minimum Salary levels per semester hour:**

\*Adjunct salary is based on adjunct semesters of service and highest academic degree the faculty member has attained. The minimal salary scale for Doctoral degree with 0-4 semesters of service is \$555.00 per credit hour, and the minimal

scale for Masters degree with 0-4 semesters of service is \$444.00 per credit hour. Salary increases are given with additional semesters of experience or when teaching a graduate or weekend college course.

**f. Minimum 1 full-time person per program: no x**

Paraprofessional (certificate program) and Paralegal (AAS) do not have a minimum of one full-time person associated with the program.

**g. Preliminary Recommendations or Comments:**

No recommendations at this time. The campus is working diligently to lower the percentage of courses taught by adjunct faculty. Fairmont State BOG policy 36 strives to create a balance of full and part-time faculty with limits by setting overall percentages of adjunct use at: optimal (35%), acceptable (45%) and short term contingency (55%); and single multi-section course percentages at: optimal (60%), acceptable (70%) and short term contingency (80%), with accrediting bodies for individual programs taking precedence. The college with its vast service area offers a large number of off-campus courses that necessitate the use of adjunct faculty. The adjunct faculty are highly qualified for their position of responsibility and can utilize the Center for Teaching Excellence to enhance their abilities.

**6. Faculty Workload Policy: yes x**

**Summarize:**

BOG policy 37 states a full-time teaching load is a minimum of 15 credit hours per semester. In addition to teaching, committee and community service, engagement in scholarly or creative endeavors, and professional development, and advisement of students are calculated at the weight of two hours each, although the credit may shift among the three areas, for a total of 21 credit hours per semester or 42 credit hours per academic year. The College Assembly and the Council for Community College Education have approved a teaching workload equivalency policy to account for the additional responsibilities of a community college faculty member including, lecture and laboratory time, class preparations, class size and coordinator equivalencies, and temporary duties.

**Preliminary Recommendations or Comments:**

The workload policy is clearly stated in the BOG policy and the Assembly Workload Equivalency has been filed with the Council for Community and Technical Education.

**7. CTC Institutions**

**Explanation of application of “term appointments”:**

Faculty hired with term appointments are offered a three year appointment with guaranteed re-approval of the appointment each year, and with the issue of a yearly contract. The yearly academic contract may be set up for a 9, 10 or 11 month time of service, with the time of appointment to be renegotiated annually between the faculty member and President. Faculty members are entitled to additional term appointments beyond the first three years of service. Faculty members on full-time term appointments may serve in the Assembly, on campus and state-wide committees, and adhere to the guidelines stated in the campus and Assembly workload policies.

**Preliminary Recommendations or Comments:**

The term appointments are clear in intent and follow the guidelines in Series 9. Currently the College is over the mandated tenure cap and will offer term appointments until such time that tenure tracks may be reinstated.

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: Southern West Virginia Community and Technical College**

1. **Institutional Mission Statement: yes X**

**Key elements of the statement:**

Southern is a comprehensive CTC in a rural environment which values being student-oriented, easily accessible, and highly flexible to the needs of Southern West Virginia.

2. **Current Merit Pay and Salary Documents: yes X**

**a. Current Merit Pay Policy (summarize):**

It is the policy of this institution to make faculty merit pay awards based upon satisfactory achievement of a pre-approved Merit Plan in accordance with the criteria and provisions outlined in this policy. The faculty member proposes exemplary completion of the plan in exchange for consideration of a monetary or other reward.

**b. Current Salary Policy (summarize):**

A policy is in place that establishes guidelines for salary administration whereby the President's recommendation for salary increases to the Board of Governors incorporates compensation methods deemed appropriate to accomplish the salary goals of the college. Such issues as market/peer competitiveness, performance, equity adjustments, or other common compensation practices are considered.

**c. Current Practices (summarize):**

A 10% salary increase on the existing base salary shall be awarded to a faculty member who is promoted in rank based upon meeting the criteria for such promotion as outlined in SCP-2686, *Promotion in Rank and Tenure Policy*.

**d. Preliminary Recommendations or Comments: None**

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure:  
yes X**

**Preliminary Recommendations or Comments:**

Promotion-In-Rank and Tenure policies seem to be in accordance with HEPC Series 9.

4. **Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting: yes X**

**b. Forms or other formats used by peer and/or administrative evaluators: yes X**

**c. Forms or process to evaluate adjunct faculty: yes X**

Same forms used for full-time faculty as used for part-time faculty.

d. **Forms used by students to evaluate faculty:** yes  X

e. **Preliminary Recommendations or Comments:**

The actual forms are listed on their Web page.

**5. Information on Adjunct Faculty**

a. **Policy Statement:** yes  X

b. **Percentage of faculty headcount, paid part-time status:**  38  %

c. **Percentage of courses taught by adjuncts:**  38  %

d. **Disciplines with high proportion of adjunct instruction:**

Education – 94%;BOG Degree – 100%;Psychology -62%; Physical Science – 50%; Spanish – 100%; Sociology – 59%

e. **Minimum Salary levels per semester hour:** \$400

f. **Minimum 1 full-time person per program:** no  X

g. **Preliminary Recommendations or Comments:**

Ideally, every program should have at least one full-time person.

**6. Faculty Workload Policy:** yes  X

**Summarize:**

Full-time faculty shall post a minimum of 22 ½ hours per week indicating lecture, lab, and office hours; a required 100% course load shall be 15 credit hours or its equivalent. Each 3-hours credit course shall constitute a 20% load. Lab hours shall be calculated on a 3:2 ratio. Class load formula matrices were included as attachments. While 15 students is considered a minimum class size, such considerations as room size, availability of equipment, and upper level courses required for graduation are also taken into consideration as justification for approving classes with less than minimum enrollments.

**Preliminary Recommendations or Comments:**

This section was quite complete.

**7. CTC Institutions:**

**Explanation of application of “term appointments:”**

A term faculty member is one who has been appointed for a specific term as defined by Southern and is not eligible for tenure. No number of term appointments shall create any presumption to a right to appointment as tenure-track or tenured faculty.

**Preliminary Recommendations or Comments:**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION:** West Virginia Northern Community College (WVNCC)

1. **Institutional Mission Statement:** yes  X

**Key elements of the statement:**

WVNCC is a comprehensive community college that provides postsecondary opportunities to people in the Northern Panhandle's six counties. WVNCC has a college transfer program by which students can complete first two years of course work at the college and transfer as a junior to a senior institution of higher education. Further, the college strives to develop a workforce that can compete in today's global economy, and is responsive to the cultural and civic interests of the communities it serves.

2. **Current Merit Pay and Salary Documents:** yes  X

**a. Current Merit Pay Policy (summarize):**

The recommendations for merit pay were accepted by the Faculty Senate and were implemented for the first time in the Spring 2006 semester. The merit cycle runs from March to March. The Merit Review Committee reviews merit requests. Faculty may apply for merit in three separate areas as follows: Instructional Performance, Institutional/Committee Service, and Professional Development/Service. Currently, Northern awards 60% merit from all new salary allocations each year.

**b. Current Salary Policy (summarize):**

The College places full-time nine-month faculty on a salary scale with ranges made according to rank. The ranks include Instructor, Assistant and Associate Professor, and Professor. Promotions are granted first at ten percent and distribution cannot be across the board. The president will hold ten percent of funds for performance beyond merit criteria or to address retention due to market pressures.

**c. Current Practices (summarize):**

Current practices are consistent with the documents, though a new merit pay policy is likely.

**d. Preliminary Recommendations or Comments:**

The Merit pay document was successfully employed for the first time for the spring semester 2006. It addresses the main issues of merit. Changes to the document will probably occur. Faculty salaries are applied in an equitable and consistent manner.

3. **Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**  
yes  X

**Preliminary Recommendations or Comments:**

Current practices employed to evaluate faculty are consistent and well-defined procedures. Current practices used to evaluate and recommend faculty for promotion are consistent with documents and procedures.

4. **Instruments for Faculty Evaluation**

- a. **Forms used by Faculty for Annual Reporting:** yes   X
- b. **Forms or other formats used by peer and/or administrative evaluators:** yes   X
- c. **Forms or process to evaluate adjunct faculty:** yes   X
- d. **Forms used by students to evaluate faculty:** yes   X
- e. **Preliminary Recommendations or Comments:** The forms are employed in an appropriate manner and current practices are consistent with documents.

5. **Information on Adjunct Faculty**

- a. **Policy Statement:** yes   X
- b. **Percentage of faculty headcount, paid part-time status:**   69.95  %
- c. **Percentage of courses taught by adjuncts:**   43.50  %
- d. **Disciplines with high proportion of adjunct instruction:**  
Social science, speech, political science, office administration, management, allied health sciences, history, refrigeration-air conditioning-heating, business administration, computer information technology, sociology, English, psychology, math, and respiratory care (30%-80% adjunct use is considered high).
- e. **Minimum Salary levels per semester hour:** \$425dollars or \$450 dollars per credit hr., based on experience or longevity only, for adjunct faculty
- f. **Minimum 1 full-time person per program:** yes   X
- g. **Preliminary Recommendations or Comments:**  
The courses identified as being taught with high proportions of adjunct faculty are traditional community college courses. A high proportion was considered to be between thirty and eighty-three percent. All courses have more than one section and do not include workforce development or continuing education.

6. **Faculty Workload Policy:** yes   X  

The college does have a Faculty Instructional Workload Policy, generally considered 15 hrs. The West Virginia Council for Community and Technical Colleges did not approve the workload policy because some components and issues in Series 45, section 3.5 were not addressed. The issues need to be addressed and a new policy approved.

**Summarize:**

**Preliminary Recommendations or Comments:**

The college needs to submit a new faculty workload policy for approval.



**7. CTC Institutions:**

**Explanation of application of “term appointments”:**

Community Colleges are required not to exceed twenty percent of full-time faculty to be tenured. Because WVNCC significantly exceeds that percentage, the College does not currently place any faculty in tenure-track status. Instead, “term” status is provided to faculty who are regularly employed by the college.

**Preliminary Recommendations or Comments:**

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: West Virginia State Community and Technical College**

**1. Institutional Mission Statement: yes   x**

**Key elements of the statement:**

The mission of West Virginia State Community and Technical College as an administratively-linked institution to West Virginia State University is to provide comprehensive higher education and workforce training programs and services of superior quality that are financially and geographically accessible and that meet the individual, business, and community needs of the service region of Kanawha, Clay, and Putnam Counties.

To achieve the mission, WVSCTC also has ten principles that include the some of the following: programs and courses through the associate degree, transfer education, student development, regional services, learning-centered philosophy, linkage between secondary education and four year colleges and universities, and a healthy and safe environment in all campus activities.

**2. Current Merit Pay and Salary Documents: yes   x**

**a. Current Merit Pay Policy (summarize):**

Meritorious performance at WVSCTC is defined as the quality of a faculty member's performance as it relates to assigned responsibilities as outlined in the faculty contract, job descriptions, and faculty handbook. The faculty member's performance of assigned responsibilities is evaluated in the Annual Faculty Performance Plan (AFPP). The AFPP instrument is used to determine the percentage of merit pay each faculty member receives. The AFPP instrument is an evaluation document that involves faculty goal setting and self-evaluation as well as evaluation of the faculty member by the division chair. Faculty members who are division chairs are evaluated by the Dean of Academic Affairs. The faculty member and division chair meet and attempt to reach consensus on the AFPP numerical scores. If a consensus is not reached, the evaluation of the division chair prevails. The faculty member does, however, have the right to appeal.

Merit pay increases are determined in the following manner:

1. The total dollar amount of merit money allocated to the WVSCTC will be divided by the total number of full-time WVSCTC faculty who applied for merit.
2. This amount becomes the merit allocation per faculty member.
3. The *base merit allocation per faculty member* is the pay increase that each faculty member who applied for merit would receive if each such faculty member scored 100% on the AFPP.
4. A faculty member must score 70% or above on the AFPP to earn base merit.
5. If the faculty member scores 80% on the AFPP, then that faculty member would receive 80% of the *base merit allocation per faculty member*.
6. The 20% portion of the *base merit allocation per faculty member* which the faculty member does not receive, goes into a supplemental merit fund pool that will be redistributed equally to all faculty scoring 50% or above on the AFPP.
7. The amount each faculty member scoring 50% or above receives will depend on the amount of money in the supplemental merit fund pool and the number of faculty scoring 50% or above.
8. The amount of money in the merit fund pool will be divided by the number of faculty scoring 50% or above on the AFPP to determine the dollar amount of the supplemental merit pay each of the qualifying faculty members will receive.

9. Faculty members who scored 70% or more on the AFPP receive this supplemental merit money in addition to the base merit.

**b. Current Salary Policy (summarize):**

Each faculty member of West Virginia State Community and Technical College shall receive a salary increase of ten percent upon promotion in rank.

Since excellence in teaching is at the heart of WVSCTC and providing support for faculty to excel as teachers is a fundamental value, the following attributes shall characterize a faculty salary policy at West Virginia State Community and Technical College:

1. Competitive faculty salaries should remain a top priority in college planning to increase the ability to compete for the best talent in the academic marketplace.
2. WVSCTC shall make every effort to maintain salary levels comparable to those of peer institutions and market considerations.
3. A substantial part of faculty salary increases shall be based on merit by FY 2005.
4. WVSCTC will strive to raise faculty salary levels to 95% of Southern Regional Education Board (SREB) levels.
5. In addition to salary and benefits, WVSCTC will continually adopt strategies designed to reflect unconditional commitment to the continuous professional development of faculty.

**c. Current Practices (summarize):**

Promotions receive a 10% base salary increase. The 10% increase for promotions will be effective at the beginning of the academic contract year. In addition, the merit-based policy described above applies. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

- d. Preliminary Recommendations or Comments:** The merit pay policy was approved by the faculty and administration.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure:**

yes   x  

The WVSCTC faculty evaluation system for promotion and tenure closely follows the state policy. Faculty submit a portfolio to apply for either tenure or promotion. Promotion is based upon the evidence of high standards, as outlined in the Community and Technical College's evaluation system, and the professional qualifications of a faculty member, including performance specific to the faculty member's contractual responsibilities and duties. Major faculty responsibilities, as outlined in the Faculty Handbook, include teaching, adherence to professional standards of conduct, accessibility to students, professional growth in academic discipline, research and/or creative activities, and service to the college and community. The policy states that equivalent educational credit can substitute for graduate work in the discipline.

**a. Preliminary Recommendations or Comments:**

The policy does not list clear criteria concerning the evaluation of equivalent educational credit to substitute for graduate work in the discipline.

**4. Instruments for Faculty Evaluation:**

**a. Forms used by Faculty for Annual Reporting: yes x**

The faculty member's performance of assigned responsibilities is evaluated in the Annual Faculty Performance Plan (AFPP). The AFPP instrument will be used to determine the percentage of merit pay each faculty member will receive. The AFPP instrument is an evaluation document that involves faculty goal setting and self-evaluation as well as evaluation of the faculty member by the division chair. Faculty members who are division chairs are evaluated by the Dean of Academic Affairs. The faculty member and division chair meet and attempt to reach consensus on the AFPP numerical scores. If a consensus is not reached, the evaluation of the division chair prevails. The faculty member does, however, have the right to appeal the score to the Dean of Academic Affairs who must respond within three academic days. Any dispute unresolved at this level can be appealed to the West Virginia State University Faculty Grievance Committee. The Faculty Grievance Committee would report its recommendation to the WVSCTC President. The decision of the President of WVSCTC is final.

**b. Forms or other formats used by peer and/or administrative evaluators: yes x**

Faculty are evaluated by

6. Students (Student Evaluation Form)
7. Faculty supervisors utilizing a Class Observation Report
8. Faculty Evaluation/Self-Evaluation Form

**c. Forms or process to evaluate adjunct faculty: yes x**

Part-time faculty are evaluated by

3. Students using the same student evaluation system as full-time faculty.
4. Full-time faculty utilizing the same Class Observation Report used to evaluate full-time faculty.

**d. Forms used by students to evaluate faculty: yes x**

**e. Preliminary Recommendations or Comments:** All evaluation forms are used for promotion, tenure, and merit.

**5. Information on Adjunct Faculty:**

**a. Policy Statement: yes x**

Defining an appropriate balance between full-time and adjunct faculty at WVSCTC is predicated on the basic and important assumption that "faculty responsibilities at an institution are best fulfilled when a core of full-time teaching faculty has as its primary commitment the educational programs provided by the institution. This means full-time rather than part-time employment at the institution." (North Central Association). North Central Association also states that, "it is reasonable to expect that an institution would usually have at least one full-time faculty member for as many majors as it offers." WVSCTC will maintain a goal of at least one or more full-time faculty members per program, dependent on the enrollment. Also in accordance with Senate Bill 653, an essential condition defined for CTC programs is: "A full-time core faculty, complemented by persons engaged through contract or other arrangements, including college and university faculty, to teach courses and qualified business, industry and labor persons engaged as adjunct faculty in technical areas." WVSCTC will maintain a core faculty, contract with WVSC for general education courses (many which are taught by full-time instructors), and contract qualified business, industry and labor persons to employ as part-time faculty to meet the schedule demand and expertise unavailable among our full-time faculty.

The balance between full-time and adjunct faculty should be based on whether or not there is a viable core of full-time faculty in the CTC for the purposes of planning, advising,

mentoring, and assessing students. The CTC will make that determination based upon the number of developmental and introductory courses offered, the need for specialized instruction, specialized accreditation needs, field-based components, and other factors relevant to the complexity of the CTC programs.

**b. Percentage of faculty headcount, paid part-time status:**

**WVSCTC Faculty Headcount and Percentages**

	Headcount	Percent	Number of classes taught	Percent
Full-time faculty	31	43%	133	71%
Part-time faculty	41	57%	55	29%
<b>Total</b>	<b>72</b>	<b>100%</b>	<b>188</b>	<b>100%</b>

**c. Percentage of courses taught by adjuncts:**

**Full-Time vs. Part-Time Faculty by Department**

<i>Department</i>	<i>Taught by Full-Time</i>	<i>Percentage</i>	<i>Taught by Part-Time</i>	<i>Percentage</i>
Allied Health	12	52%	11	48%
Business Studies	34	69%	15	31%
College 101	3	38%	5	62%
Computer Science	15	88%	2	12%
Engineering Technology	18	90%	2	10%
English	8	62%	5	38%
Humanities	5	71%	2	29%
Information Technology	15	100%	0	0%
Mathematics	13	50%	13	50%
Meteorology	5	100%	0	0%
Physics	2	100%	0	0%
Power Plant Technology	3	100%	0	0%

**d. Disciplines with high proportion of adjunct instruction:**

- Allied Health
- Math

e. **Minimum Salary levels per semester hour:** (\$425)

f. **Minimum 1 full-time person per program:** yes   x  

This is true except for the EDGE Collaborative Degree Programs which are coordinated by one full-time faculty member with released time, Technical Studies, and Occupational Development.

g. **Preliminary Recommendations or Comments:**

Each of the programs in "f" is largely unfunded statewide CTC initiatives.

6. **Faculty Workload Policy:** yes   x  

a. **Summarize:**

The full-time instructional load for community and technical college faculty in West Virginia is to be fifteen credit hours or the equivalent per semester. Release/reassigned time may be granted to faculty who perform the following administrative duties.

- Program directors will receive 3 credit hours of release time.
- A program director with two or more programs will receive an additional 3 credit hours of release time if the combined advising load is over 100 majors. This applies only if the Program Director is the only faculty member. Every effort should be made to have one full-time faculty member for every program.
- Division chairs will receive 3 hours of release time for administrative duties. If a division chair is also a program director, the division chair receives additional release time (3 credit hours) for performing the duties of a program director.
- A faculty member who chairs one of the following committees will receive 3 credit hours of release time: WVSCCTC Faculty Senate, Academic Policy Committee, Program Review and Assessment Committee, and Faculty Personnel Committee. Division Chairs cannot hold the position of chair in one of the major committees. (effective May, 2005)
- Upon approval of the Dean of Academic Affairs, faculty may be granted release time to assist in the completion of special projects.

Release/reassigned time may be granted to faculty involved in specific educational activities. (Contingent upon having ten students per class)

- A faculty member preparing and offering a new web course will receive 3 credit hours release time.
- A faculty member preparing a new course that he/she has not previously taught may receive release time on a one credit hour to one credit hour basis.

**Contact Hours:**

Faculty activities that are equivalent to a credit hour, such as contact hours, are established as follows:

A three-hour lab for 10 students or more is equivalent to two credit hours, or each lab contact hour is equivalent to 0.67 credit hours.

If a full-time faculty member has 120 students cumulative for four courses (4X 30) then he/she will receive 3 credit hours of release time

**Course Preparations:**

A class preparation is defined by a course number different from other courses included in the class load. The maximum number of course preparations per faculty member per semester is a goal of three-3 credit hour courses.

**Course Enrollment:**

To be counted toward a faculty's full-time teaching load, a minimum enrollment in a class must be 10 students. Exceptions may be made with a recommendation by the Chair and approval by the Dean of Academic Affairs. Examples would be when students need the class to graduate, when new programs are beginning, or others as deemed appropriate by the Dean of Academic Affairs.

**b. Preliminary Recommendations or Comments:**

Faculty and administration were involved in the development of the policy. Comprehensive.

**7. CTC Institutions:**

**a. Explanation of application of "term appointments":**

WVSCTC term contracts have appointments for 1, 2, or 3 years, not to exceed three years, with contracts issued annually. A one-year appointment shall be for one academic year and may be renewed annually. Multiple year appointments shall be for two or three years in duration and shall not be affected by change in rank. Typically, new faculty members will be issued a one-year appointment. The recommendation for a multiple year appointment (with a limit of three years) must come from the Division Chair, Retention Committee, Dean of Academic Affairs, and be approved by the President.

**b. Preliminary Recommendations or Comments:** One year term contracts may hinder acceptance of job offers if candidates are moving and desire more assurance of continuance.

## **Data Sheet: Study of Higher Education Faculty in West Virginia**

**INSTITUTION: West Virginia University at Parkersburg**

**1. Institutional Mission Statement: yes x**

**Key elements of the statement:**

West Virginia University at Parkersburg is a regional campus of West Virginia University. It is a student-centered accessible learning community, dedicated to excellence in teaching and service, and committed to addressing student success and workforce development using programs ranging from certificates to select baccalaureate degrees. It is committed to social justice and to practicing the principles of equality of opportunity and affirmative action.

**2. Current Merit Pay and Salary Documents: yes x**

**a. Current Merit Pay Policy (summarize):**

Faculty salaries are essentially 100% performance-based (although up to 5% of the annual college salary pool can be reserved by the Dean to address inequities or market adjustments). The procedure is formula-driven, and takes into account 1) the evaluation by peers and chairs of specific mission areas (teaching/service to students, professional growth and development, service to the institution and community), each being characterized as highly meritorious (excellent), meritorious (good), satisfactory, or unsatisfactory; 2) the proportion of each mission area assigned to the faculty member; and 3) the value assigned to each characterization by the college. The formula yields a percentage-based increase.

**b. Current Salary Policy (summarize):**

Promotions receive a 10% base salary increase. In addition, the 100% performance-based policy described above applies. Per recent legislation, full-time (1.00 FTE) faculty will receive the Annual Experience Increment in July 2006.

**c. Current Practices (summarize):**

See above. The 10% increase for promotions will be effective at the beginning of the academic contract year.

**d. Preliminary Recommendations or Comments:**

Although subject to continuing refinement, there are no additional recommendations at this time. Procedures and practices are working well.

**3. Policies and Procedures for Faculty Evaluation, Promotion and Tenure: yes x**

**Preliminary Recommendations or Comments:**

There are no recommendations at this time. The practice of annual evaluation of all faculty (tenured, tenure-track, nontenure-track, whether fulltime or part-time) by peer committees and chairs has been in place for the institution for nearly two decades. Faculty, chairs, and deans are continuously trained about the process,



which is well-understood. The process is consistent with West Virginia University Board of Governors Policy 2 and Higher Education Policy Commission Series 9.

**4. Instruments for Faculty Evaluation**

**a. Forms used by Faculty for Annual Reporting:** no   x    
[see below]

**b. Forms or other formats used by peer and/or administrative evaluators:**  
yes   x  

**c. Forms or process to evaluate adjunct faculty:** no   x  

**d. Forms used by students to evaluate faculty:** yes   x  

**e. Preliminary Recommendations or Comments:**

There are no recommendations at this time. Faculty assignments throughout the university (including those at the Health Sciences Center, Extension, and Librarians) are highly diverse. There is no institution-wide form, but each unit, including WVU at Parkersburg, has adopted a productivity report form consistent with the unit's needs. Annual evaluative statements that also characterize (rate) the individual's contributions in each mission area (see above) are written by peer committees and by chairs. In "action years" (in which decisions are made regarding promotion, tenure, or termination), the dean also provides such statements and recommendations for consideration by the Regional Campus President, to whom decision-making authority for these matters has been delegated by the President. All faculty are evaluated every year; hence, there is no special evaluation form for adjunct faculty.

**5. Information on Adjunct Faculty**

**a. Policy Statement:** yes   x  

**e. Percentage of faculty headcount, paid part-time status:**   63.4%    
Note: this figure takes into account all fulltime and part-time faculty.

**c. Percentage of courses taught by adjuncts:**   39.6%  

**d. Disciplines with high proportion of adjunct instruction:**

Business Technology, Criminal Justice, Computer Science, Early childhood Development, Economics, Environmental Technology, Health/Physical Education/Recreation, Philosophy, Reading, Real Estate, Religion, Student Development, Sociology, Social Studies, Spanish, Welding

**e. Minimum Salary levels per semester hour for adjunct faculty:**  
[per Fall 2005:] \$350.00

**f. Minimum 1 full-time person per program:** yes   x  

**g. Preliminary Recommendations or Comments:**

**6. Faculty Workload Policy: yes x**

**Summarize:** The workload at WVU at Parkersburg is defined as “fifteen teaching load hours” per semester and is approximately the equivalent of five three-credit undergraduate classroom courses in each of the two regular semesters, plus activities consistent with good university citizenship (committee service, etc.).

**Preliminary Recommendations or Comments:**

[See Main Campus.]

**7. CTC Institutions:**

**Explanation of application of “term appointments”:** Normally, a one-year term appointment is made. Upon a first-year review, if warranted, a three-year term contract is awarded.