

FACULTY DEVELOPMENT and EVALUATION MANUAL
DEPARTMENT OF CHEMISTRY
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The Department of Chemistry Faculty Development and Evaluation Manual supplements and complements the *West Virginia University Policies and Procedures for Annual Faculty Evaluation, Promotion, and Tenure* and the *Eberly College of Arts and Sciences Guidelines for Annual Faculty Evaluation, Performance-Based Pay, Promotion and Tenure*. Since the basic and fundamental review of faculty takes place within the department, the purpose of this manual is to describe and elaborate upon the criteria and policies for faculty assignments, faculty files, faculty evaluation, performance-based salary increases, promotion, and tenure at the departmental level. Department policies are intended to conform to those of the West Virginia University Board of Governors, those of West Virginia University, and those of the Eberly College of Arts and Sciences. Therefore, it is important for faculty to study carefully the criteria, requirements, and procedures outlined in this manual and in the Board, University and College documents. In event of conflict among documents, their precedence is Board, University, College, Department.

The Chemistry Department's faculty evaluation process is intended to: guide faculty toward enhanced success; clarify faculty goals that reflect the short and long-term vision of the department; include faculty in discussions and decisions; and provide consistent and clear criteria for performance-based salary increases and for promotion and tenure recommendations, as applicable.

The faculty evaluation process in the Eberly College includes several components, among them the letter of appointment, annual assignment, the faculty personnel file, and annual performance reviews and feedback. Tenure track, and promotion-eligible Teaching and Research faculty positions include provision for promotion review. All faculty members are subject to annual review.

Reference to "Tenure track" faculty in this document includes tenured faculty, unless otherwise noted.

The Appointment Letter

The appointment letter defines broad expectations of the position, including percentages of the assignment allocated to teaching, research, and service.

For Tenure track faculty, the appointment letter normally defines the position as 40% teaching, 40% research, and 20% service. Designated research-intensive appointments may be 30% teaching and 50% research, normally with two significant grants, as principal investigator or major co-investigator, required for award of tenure in research-intensive appointments.

For Teaching faculty, responsibilities are defined as 80% teaching and 20% service.

Research faculty may teach. However, the primary focus of the appointment is their engagement as principal investigator in externally funded research. Per BoG Policy 2, classroom instruction or other assignments must be secondary. Teaching must be supported separately on internal funding and restricted to the extent allowable by funding agencies. There may be a timeline for becoming self-supporting, and there is expectation that the position is contingent upon retaining external funding.

Lecturer and Senior Lecturer appointments are normally a maximum of .80FTE, 100% of which is teaching.

Annual Assignment

Annual faculty assignments recognize that different faculty members contribute in different ways. Annual assignment plans reflect collaborative discussion between faculty and Chair. They provide opportunity to review progress, set goals, guide faculty toward success, and clarify metrics of evaluation. All Research faculty, Teaching faculty, and Tenure track faculty should participate in formalized annual assignment planning and feedback. Senior Lecturers will normally participate in this process.

The allocation of a faculty member's teaching, research, and service expectations is stipulated in the appointment letter. The percentages of the appointment allocated to teaching, research, and service that are applied in annual reviews and calculation of performance-based salary increases remain as they are described in the appointment letter unless adjusted by a Memorandum of Understanding approved by the Dean.

For faculty members approved for sabbatical or professional development program leave, the approved application and leave plan is considered a Memorandum of Understanding temporarily adjusting the faculty member's assignment for the leave period.

Copies of the approved leave application and plan (or Memorandum of Understanding) and follow-up report should be included in the personnel file and taken into account during the annual evaluation.

The Faculty Personnel File

Faculty must annually update personnel files with representative documentation of activities completed during the academic year under review. On the last business day of the calendar year, the file shall be closed for the review period. Only materials generated by the faculty evaluation process shall be added to the file during the time period of closure for the review.

Each faculty personnel file must have an inventory of its contents, to ensure the integrity of the file. Effective with the 2010-2011 academic year, all faculty files and file inventories in the Eberly College will maintain four separate inventories for (1) the administrative file, and for (2) teaching, (3) research, and (4) service documentation. File materials should be organized in folders and not bound.

1. The administrative file includes: (a) the letter of appointment; (b) annual assignments and other documents that may describe or modify a faculty member's assignment (e.g. memoranda of understanding, subsequent letters of agreement); (c) annual evaluations and any written responses; (d) annual CVs and productivity reports; and (e) other information and records that the chairperson or Dean may wish to include.

2. The teaching, research, and service files include documentation for each respective area of responsibility. The faculty member must identify which file each piece of documentation is submitted to. The inclusion of narrative placing materials in context is highly recommended.

Each document should be tagged with its inventory number.

Once an item is entered into the personnel file, it may not be removed; all inventories must also be retained. Generally speaking, files may not leave the administrative office suite where they are housed. These are the only records of faculty productivity at WVU, and their integrity must be scrupulously maintained.

Annual Performance Reviews and Feedback

All faculty receive annual evaluations by the Departmental Personnel Committee and the Chair. These evaluations are the basis for performance-based salary increases.

Departmental Personnel Committee. The Departmental Personnel Committee serves as an evaluating body for annual reviews, and for recommendations of tenure, promotion, and termination. Its responsibility is to ensure that the review process is fair and that the final recommendation is based on sound documentation. The committee's conclusions must be substantiated by direct reference to material in the faculty files.

1. Membership

The Departmental Personnel Committee shall consist of five (5) tenured faculty members. The composition of this committee shall consist of two (2) Professors with the other three (3) members elected from the remaining pool of eligible Professors and Associate Professors. Not more than two (2) members shall be from the same area of chemistry. The Department Chair, Associate Chair, and representative to the College Promotion and Tenure Committee may not serve as a member of the Departmental Personnel Committee.

The Chair of the Departmental Personnel Committee shall be elected by a secret ballot at the same meeting as the membership of the committee is determined. To be elected, a candidate must receive a majority vote of the faculty. Any changes in membership of the Departmental Personnel Committee requiring a new election of members of the committee will also require a new election for the chair of the committee.

2. Election

Membership to this committee shall be elected by a secret ballot held annually at the first meeting in the fall semester. The members of this committee shall serve for a two-year term. The terms of service shall alternate. In even-numbered years, a professor and two members at-large shall be elected. In odd-numbered years, a professor and an at-large member shall be elected. To be elected, a candidate must receive votes of a majority of the eligible voting members of the Chemistry faculty in the Department.

3. Duties

(a) This committee shall make recommendations annually regarding promotion and tenure of faculty members in accordance with the regulations of the Eberly College of Arts and Sciences.

(b) This committee shall make recommendations for salary merit raises as described by the University and College guidelines.

4. Expanded Committee

(a) One Teaching and/or Research Associate Professor or Professor will be elected to the Departmental Personnel Committee by a vote of all faculty. In the event that no Teaching or Research Associate Professor or Professor is currently on the faculty, one Teaching or Research Assistant Professor will be elected by a vote of all faculty. The Teaching and/or Research faculty member will be elected only if there is more than one Teaching or Research faculty member.

(b) One or more special meetings of the Departmental Personnel Committee will be held for the evaluation of the Teaching and Research Assistant Professors, Associate Professors, and Professors. The elected representative of the Teaching and Research Assistant Professors, Associate Professors, and Professors will attend these meetings and serve as a voting member of the Departmental Personnel Committee.

Members recuse themselves when the committee is evaluating someone where there is a conflict of interest (e.g., a partner, spouse, or other immediate family member) in the annual evaluation process and in promotion and tenure reviews. When this proviso affects the chair of the committee, another member of the committee serves as acting chair for that single deliberation.

It is understood that members of the Departmental Personnel Committee keep committee deliberations and all information contained in evaluation files strictly confidential.

Performance Descriptors. The annual review of performance in each area to which one is assigned will be assessed as Excellent (characterizing performance of high merit), Good (characterizing performance of merit), Satisfactory (characterizing performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure), or Unsatisfactory.

The annual review normally covers performance only for the year under review. However, evaluative statements from previous years will be consulted to determine response to previous suggestions for improvement, and to determine the extent to which the individual is making progress toward promotion and tenure, if applicable to their appointment, or continuing to remain productive.

Ratings affect annual salary increases as well as the Salary Enhancement for Continued Academic Achievement. Both "excellent" and "good" are meritorious ratings. If there is not enough information in the file to warrant a meritorious rating, an independent judgment leading to "satisfactory" or lower is appropriate.

It is incumbent upon faculty to provide for the file evidence (1) that demonstrates that they have carried out their assignment, and (2) that informs the reviewer(s) of the quality of their work. The evaluation focuses on evidence in the personnel file.

Professional Expectations and Evaluation

The quality of performance in teaching, research, and service shall be the primary basis for annual evaluation, for awarding of tenure, and for promotion in rank.

A. Teaching

Teaching in the Department of Chemistry includes lecture and laboratory courses on and off campus, and research supervision of undergraduate, graduate and postdoctoral students. The teaching mission of the Department is diverse with courses ranging from large undergraduate service courses to more specialized graduate level courses. All of these teaching activities are vital to the teaching mission of the Department. Therefore, the number of students served is not the sole determinant of the significance of the teaching assignment. It is recognized that research supervision and mentoring of individual students is particularly time consuming in chemistry. Consistent with the Eberly College Guidelines, the Department of Chemistry avoids sole or excessive reliance upon the student evaluation forms provided by the Faculty Senate. This is particularly important in the Department of Chemistry because chemistry courses challenge students to a level to which they may not be accustomed.

Teaching can be documented in a variety of ways to demonstrate a faculty member's overall contribution to the teaching mission of the department. It is expected that student evaluations for all lecture courses taught during the review period will be included in the file for annual review. It is expected that syllabi for all courses taught during the review period will be submitted to the personnel file.

B. Research

Faculty in the Department of Chemistry are expected to establish and maintain an active research program in chemistry consistent with the terms of their letter of appointment. An active research program is one that regularly reports scientific results in refereed journals. Other evidence of an active research program may include, but is not limited to: actively pursuing, and ultimately obtaining, adequate financial support to carry out research; developing research projects for students that result in the award of an advanced degree; developing research projects that result in publications, patent applications or patents; being invited to give external talks about one's current research; presenting research results in scientific conferences; receiving professional recognition for recent scientific accomplishments; and receiving citations in the scientific literature.

Activities related to research, scholarship, or creative work should be documented in a variety of ways to demonstrate a faculty member's overall contribution to the research/scholarship mission of the department. It is expected that faculty will include in the file print copies of all publications to be counted for the review period. The Department may accept manuscript copies with letters of unequivocal acceptance by the publication.

C. Service

The Department of Chemistry values service to the Department, the College, and the University; service to the chemistry profession (e.g., refereeing papers, reviewing proposals, organizing conferences); service in chemical education; and service in representing the profession and the University in the broader community. Faculty should document their own efforts and successes to the extent possible on the annual productivity reports and in the personnel file.

Rebuttal or Appeal of Annual Evaluation

According to University guidelines [<http://www.wvu.edu/~acadaff/fac/policies/ptguidelines04.pdf> Section XIII.A.4; URL will be updated when necessary] faculty members can write a rebuttal of their departmental evaluations from the Faculty Evaluation Committee and/or the Department Chair. The rebuttal must be forwarded to the Dean within five working days of receipt of the evaluations.

Errors of fact should normally be addressed by a conversation with the chair. If decisions have been made that are construed as arbitrary or capricious, or in violation of a rule, then a grievance might be appropriate. In such cases, to be prudent, faculty should work informally with the chair while simultaneously filing a grievance so that, should the informal discussions not come to resolution, the fifteen-day window according to University Guidelines for filing a grievance will be met.

Appeal of a departmental evaluation (e.g., seeking action to have a descriptor changed) could be treated as described in the previous paragraph, and, if simultaneously grieved, must follow the West Virginia Public Employees Grievance Procedure. The grievance statute, procedural rule, and grievance form may be found online at pegboard.state.wv.us/ or by contacting the office of the university's Chief Grievance Administrator at 293-9203.

Performance-Based Salary Policy

Annual evaluations will be used to determine performance based salary recommendations.

Excellent and Good characterize performance of merit. Satisfactory characterizes performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure. The performance-based salary policy is intended to reward performance of merit.

The College and Department values translate rating descriptors to points as follows: "Excellent" = 4.0; "Good" = 2.5; "Satisfactory" = 1.0. A total score is calculated by multiplying appointment distribution x rating; e.g.

40% teaching = 40×2.5 (rating of "Good") = 100
40% research = 40×4.0 (rating of "Excellent") = 160
20% service = 20×1.0 (rating of "Satisfactory") = 20
Merit Score = 280

80% teaching = 80×2.5 (rating of "Good") = 200
20% service = 20×2.5 (rating of "Good") = 50
Merit Score = 250

Fourth-Year Review

Tenure track faculty are subject to a fourth-year review to determine the extent to which the individual is making clear progress toward tenure. By this time, teaching should be at a level such that if sustained, the candidate would be judged as making a significant contribution in teaching. Because significant contributions in research are expected, there will be particular focus on an expectation to have developed an active and independent research program as defined in the letter of appointment. "Significant contributions" in teaching are normally those which meet or exceed those of peers recently achieving similar promotion and/or tenure in this Department. "Significant contributions" in research are normally those which meet or exceed those of peers recently achieving similar promotion and/or tenure in this Department and at peer research universities. Failure to demonstrate clear progress in teaching, and/or failure to achieve an independent research program, by the time of the fourth-year review may lead to the issuance of a terminal contract prior to the critical year.

Departmental Personnel Committee and Chair reviews in the fourth year are conducted following normal annual review procedures. For Tenure track faculty at the fourth year point, the Dean reviews the set of annual evaluations to date. Where concern arises regarding progress toward meeting criteria for tenure, the Dean will follow up with a request that the entire file be forwarded for assessment by the college committee.

Promotion and/or Tenure Review

In a Tenure track appointment, tenure must have been awarded by the end of the individual's sixth year on the faculty, the "critical year," as identified in the letter of appointment. If tenure is not awarded by that time, a one-year terminal contract will be issued for the seventh year of employment. Tenure track faculty with qualifying circumstances that apply under the Family and Medical Leave Act may request an extension of the tenure clock as provided by the West Virginia Board of Governors Policy 51. Tenure track faculty with qualifying experience may in the appointment letter be offered the option of requesting a specified number of years of credit toward tenure. Upon receipt of such request, the Dean will confirm the new critical year. If tenure is not awarded by the end of the new critical year, a terminal contract will be issued for the following year.

If credit toward tenure is awarded, evidence of performance for the credited length of time prior to appointment at West Virginia University should be included in the personnel file.

Tenure track faculty who are not offered or do not accept credit toward tenure during the first year may during the fourth year of employment (by May 15th of the fourth year) request that the critical year be moved one year earlier. Upon the Dean's approval of such request, the new critical year will be confirmed. If tenure is not awarded by the end of the new critical year, a terminal contract will be issued for the following year.

Promotion to senior ranks is not a requirement for institutional commitment and career stability in Research or Teaching faculty appointments. For these appointments, the Eberly College normally follows the same promotion timeline governing Tenure track positions; that is, subject to reappointment, a Teaching or promotion-eligible Research faculty member and her/his Chair may choose to initiate consideration for the first promotion during the sixth year (with promotion effective beginning year seven), or later. A faculty member whose application for discretionary promotion is unsuccessful must wait at least one full year after the decision is rendered before submitting another application.

Ordinarily, the interval between promotions at West Virginia University will be at least five years. Promotions after the first promotion will be based on achievement since the previous promotion. Promotion to the highest rank requires a consistent record of achievement at a level that indicates many strengths and few weaknesses.

For promotion to Professor, special weight is placed on work done in the most recent five- or six-year period. A long-term Associate Professor will not be penalized for years of modest productivity, as long as more recent productivity has been achieved and maintained for a reasonable period of time. It is not uncommon for an external reviewer to consider one's total career for promotion to the highest rank. However, while not discounting work done since the last promotion, also considered is whether the candidate has demonstrated a "continuous program" of scholarship, normally as demonstrated by their publication record.

Criteria for Promotion and Tenure of Tenure-Track Faculty

A. Criteria for Tenure

The criteria for achieving tenure are described in the University and College Guidelines.

B. Promotion to Associate Professor

Promotion to associate professor normally requires significant contributions in both teaching and research and reasonable contributions in service. An exception occurs when prior approval has been received to change the areas requiring significant contributions, as prescribed in the University guidelines. The term "significant contributions" in teaching means performance in classroom teaching, academic and research advising, or in other settings which meets or exceeds that of peers recently promoted in this Department. The term "significant contributions" in research means performance which meets or exceeds that of peers recently promoted in this Department and in chemistry departments at peer universities. The quality of the research, as measured by its impact on the field, is more important than the mere quantity. Research accomplishments are externally reviewed in an objective fashion by scholars at peer institutions.

C. Promotion to Professor

Promotion to full professor is based on accomplishments while an associate professor and is not granted merely for years of service. It requires a consistent record of achievement at a level that indicates many strengths and few weaknesses. Annual evaluations should guide faculty toward that achievement.

To be recommended for promotion to full professor, an associate professor is normally expected to demonstrate significant contributions in research, significant contributions in teaching in the classroom or

in other settings, and reasonable contributions in service. An exception occurs when prior approval has been received to change the areas requiring significant contributions, as prescribed in the University guidelines.

The Eberly College Guidelines state that the criteria for promotion to full professor must be different from those for promotion to associate professor. An important aspect of a Ph.D. granting department is its research and the associated graduate program. In a chemistry department, graduate education necessarily implies an important research component. For this and other reasons, there is added emphasis placed on research for promotion to full professor in the Department of Chemistry. Research accomplishments are externally reviewed in an objective fashion by scholars at peer institutions.

Because graduate instruction is so essential in maintaining a Ph.D. level chemistry program, promotion to full professor in the Department of Chemistry also requires one of the following since the previous promotion: either demonstrated success in teaching at least one chemistry graduate lecture course at the 500 or 700 level, or the supervision of at least one Ph.D. student to completion.

Criteria for Promotion of Teaching & Research Faculty

A. Promotion to Associate Professor

Teaching Associate Professor

Teaching faculty are expected to undertake a continuing program of improving the teaching mission of the Department. This is defined as ongoing engagement in assessment-based advancement of instructional processes. In order to achieve a record of meritorious contribution in teaching/instruction, and to be promoted, it is expected that, in addition to a sustained record of classroom teaching excellence, the annual file will include evidence of significant programmatic contribution to the University's teaching mission. Such evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, and evidence of ongoing contribution to solving problems and addressing priorities of the Department, College, or University.

Research Associate Professor

Promotion to Associate Professor requires significant contributions in research (and reasonable contributions in teaching (and service, if specified in the contract)). The term "significant contributions" in research means performance which meets or exceeds that of peer faculty with research expectations recently promoted to Associate Professor in this Department. The quality of the research, as measured by its impact on the field, is more important than the quantity. Research accomplishments are externally reviewed in an objective fashion by scholars at peer institutions.

B. Promotion to Professor

Promotion to Professor requires a consistent record of achievement at a level that indicates many strengths and few weaknesses.

Teaching Professor

To be recommended for promotion to Professor, an Associate Professor is expected to demonstrate significant contributions in teaching and in service. The term "significant contributions" in teaching and in service means performance in classroom teaching and in service which meets or exceeds that of peers (both tenure-track and non-tenure-track) recently promoted to Professor in the Department.

Research Professor

Promotion to Professor requires significant contributions in research and reasonable contributions in teaching (and service, if stated in the letter of appointment). The term "significant contributions" in research means performance which meets or exceeds that of peer faculty with research expectations recently promoted to Professor in this Department. The quality of the research, as measured by its impact

on the field, is more important than the quantity. Research accomplishments are externally reviewed in an objective fashion by scholars at peer institutions.

Department Procedures

The Department of Chemistry will follow the procedures given in the University and College Guidelines. As specified by the Department By-Laws, the Department Personnel Committee performs annual evaluations and makes recommendations regarding promotion and tenure.

A member of the faculty can propose a change or an addition to this document by making a recommendation to the Personnel Committee. The Personnel Committee will then discuss the proposal and make a recommendation to the Faculty. If the Faculty approves the proposal by a two-thirds vote of eligible voting faculty, the change or addition will be forwarded for approval by the Dean and the Provost. Upon such approval, the change will be adopted.