



July 10, 2006

TO: Deans and Directors

FR: Strategic Planning Implementation Team
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RE: College Responses to Strategic Goal 2

Thank you for your thorough reports addressing Goal 2 of the 2010 Plan. Each of you provided detailed information addressing the complex dynamics of compensation, differential workloads, and faculty recognition in your schools and colleges. We would like to share with you some of the persistent themes in the college responses to Goal 2.

As you know, Goal Two focuses on our ability to recruit and retain high-quality faculty. One objective focuses on **compensation**. A second objective is to find better ways to **enable productivity**. The third and final objective concerns ways that each discipline can develop or enhance its **national reputation**.

Major Themes in Response to Goal 2

Deans and directors across WVU continue to emphasize the need for *competitive compensation* at all ranks from instructor through professor to recruit quality faculty and to maintain morale. The reports also note efforts to balance faculty teaching, research, and service obligations in ways that maintain and enhance WVU's national standing as a major land-grant university.

1. **Recruitment Packages.** Many colleges routinely offer recruitment packages to supplement the salary offered to potential hires. Each college offers unique components depending upon the discipline: computers, software, research funding, temporarily reduced teaching loads, temporarily reduced service expectations, summer teaching opportunities, summer research funding, and funding for research assistants.
2. **Balancing Research and Teaching Expectations.** Many colleges are balancing the needs of WVU's research objectives and the expanding undergraduate student body by hiring faculty at varied ranks. The reports emphasized the prohibitive expense of recruiting a nationally recognized individual at the rank of professor. Several colleges advocate hiring faculty members at instructor or lecturer ranks to teach undergraduate courses. WVU will continue to discuss further the appropriate use of non-tenure track and part-time faculty members, as well as ways to use differential workloads.

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3. **Faculty Development.** Many colleges have programs to support professional development and to increase the national recognition of faculty members. Faculty members may receive travel support for conferences, time for research, and encouragement to hold national offices. Senior colleagues often mentor new faculty and nominate them for prestigious awards or recognition in their field.

The numerous faculty awards included in the reports, which demonstrate the impressive productivity of our faculty, emphasize that guidelines for national faculty recognition need to be further refined. We welcome your contributions to our effort to recognize faculty achievement. We will return to this issue in the fall semester.

Additional Ideas

- **Niche Programming.** Some colleges are considering developing specialized programs in order to become recognized leaders in their disciplines. Rather than providing the comprehensive degree programs offered at larger universities, these niche programs will emphasize a specific technology or field in which WVU is already a leader or will refocus existing degree programs by concentrating faculty expertise in a narrowed field.
- **Research Teams.** Several colleges noted that the university will more effectively increase its prominence in research by developing strong research teams instead of recruiting star professors. Research teams have collaborators with diverse training; the exchange of ideas among team members leads to cutting-edge research and innovative approaches. Faculty and students who work with research teams benefit from the multidisciplinary approach to problem solving.
- **Leadership Training.** Some colleges have mentorship programs, formal or informal, to assist junior colleagues in improving their skills as researchers or teachers and to prepare senior colleagues for administrative positions within their departments and colleges.
- **Endowed Professors.** Private funding for endowed or term-limited professorships and chairs was identified as a way to supplement salaries. The endowments have been used to reward highly productive faculty members and enhance the prestige of an employment offer. Deans recognize the centrality of their role in soliciting such endowments.
- **Merit Pay Evaluations and Differential Workloads.** Colleges described numerous ways of evaluating faculty and calculating merit pay increases. One college multiplies the faculty member's achievement in teaching, research, and service by the percent time and effort assigned to that category. The weighted evaluation score determines the percent of merit salary increase. Some colleges specified a consistent minimum contribution in each category (e.g., 10-20% time as minimum effort) to maintain the value placed on all three areas while recognizing differing faculty and department needs.

We hope this overview of responses to Goal 2 provides you with useful insights into the variety of methods for recruiting, compensating, and promoting faculty currently being used across campus. As WVU has moved to its decentralized model of budget and rewards, each college increasingly provides the primary influence on faculty success by defining measures of performance and reward. We welcome your continuing insights and ideas.