

DRAFT POLICY

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University and the West Virginia State Community & Technical College

BOG Policy #29

Title: Faculty Development

Section 1. General

1.1 Scope: Policy regarding faculty development at West Virginia State University (WVSU) and West Virginia State Community & Technical College (WVSCTC)

1.2 Authority: West Virginia Codes §18B-1-6 and 18B-7-5

1.3 Effective:

Section 2. Definitions

2.1 Teaching, expanding knowledge and creativity, and devoting knowledge to public service are the primary goals of WVSU and WVSCTC. These goals are achieved primarily by and through the institutional faculties. Therefore, the efforts of the West Virginia State University Board of Governors in supporting, developing, and renewing the faculty members directly involved in helping West Virginians learn are vitally important to accomplishing the institutions' missions and goals;

2.2 The Board of Governors recognizes the general and specific benefits derived from efforts to improve faculty members' personal and professional effectiveness. Students rely on current, knowledgeable, and relevant instruction and benefit from research that improves teaching skill and knowledge. The people and economy of West Virginia benefit from new applications of a knowledge and technology that enable more and better jobs, a higher standard of living, and enhanced knowledge and quality of life. Faculties and individual faculty members benefit from being able to teach, acquire a new knowledge, serve public needs, and perform institutional and professional roles more effectively. Institutions of higher learning benefit from enhanced capacity and flexibility to carry out their missions in an era where it is more practical to enhance or renew skills and knowledge of existing faculty members;

2.3 Therefore, the Board of Governors affirms the unique, integral contribution of faculty members to the mission of WVSU and WVSCTC: Such calculations include, but are not limited to teaching, producing scholarly work that contributes to knowledge and creativity, and serving public and institutional needs. The Board further recognizes through its policies and actions that the knowledge and skills of faculties and individual faculty members need to be developed, maintained, supported, and renewed, and that the primary responsibility for accomplishing these ends resides at the institutional level.

Section 3. Definition of Faculty Development

3.1 Faculty development includes all activities designed to improve faculty performance in all aspects of their professional lives: as teachers stimulating and guiding student learning, as scholars, advisers, designers and evaluators of academic programs and courses, academic leaders, contributors to public service, participants in institutional decisions, and in other faculty roles for achieving their institution's mission. Recognized beneficial components of faculty development, include professional scholarly and creative development, personal development, and organizational development;

3.2 Examples of valid, tangible faculty development activities include, but are not limited to: sabbatical or academic leaves to complete a doctorate, expand existing knowledge, learn a new field needed in the curriculum, or achieve other purposes; workshops for improving faculty teaching skills; workshops and internships to enhance faculty roles in academic leadership; seed money grants that enable faculty to pursue larger, external grants or contracts; projects to improve student advising or assessment of student learning; summer grants or summer mini-sabbaticals to develop a needed new program or course, conduct research on teaching, or accomplish other beneficial aims; attendance at academic conferences and meetings; and programs to better orient faculty members and improve their skills.

Section 4. Faculty Eligibility and Participation

4.1 Eligibility. Any person who is a full-time member of either institution is eligible for faculty development in accordance with this policy. Full-time faculty members, including division and department chairpersons, are eligible to apply for all faculty development activities. In supporting faculty development factors to be considered include the potential benefits and costs in the institution, the academic program, and the faculty member;

4.2 Participation. As noted elsewhere in this policy, faculty members are responsible for improving their professional effectiveness, and both institutions are

responsible for encouraging faculty members to participate in faculty development activities.

Section 5. The Institution: Roles and Responsibilities

5.1 Governance Roles: Both Presidents, in consultation with the faculty of their respective institutions, shall establish guidelines on faculty development consistent with this policy;

5.1.1 Each President, in consultation with their faculty, shall establish a faculty development program. Each institution may have a separate program for faculty development or a professional development program combining faculty development with other professional development according to the institution's needs and resources. The appropriate groups representing the participants shall be consulted and involved in creating and operating that program. Through faculty development or professional development programs, each institution shall conduct in-house faculty and professional development activities. Each institution is responsible for assessing faculty development needs and for utilizing a variety of development activities appropriate to its mission to meet the development needs of less experienced probationary faculty and experienced, tenured faculty. Each institution should strive for a balance of individual-oriented and group-oriented development activities to achieve a well-functioning program, and should periodically evaluate the results of its program;

5.1.2 The Presidents of both institutions and their chief academic officers shall have the responsibility to exert leadership and support for faculty development;

5.1.3 Each President, in consultation with the faculty of his or her institution, should establish appropriate organizational structures, procedures, standards, and criteria for operating and assessing a faculty development program. These structures will include a faculty development committee and a faculty development coordinator.

5.2 Financial Roles. Research and experience show that faculty development is most effective when dependable, consistent funding enables proper planning and implementation of development programs. In order to achieve continuity of financial support for faculty development, each institution shall establish a benchmark level of financial commitment to faculty development at the discretion of the relevant President and appropriate to the institution's missions and needs;

5.2.1 Each institution will pursue funding for faculty development, including applying for such faculty development grants or funds as the West Virginia Higher Education Policy Commission may provide, pursuing other

government or private grants or contracts, reallocating existing campus resources, or allocating funds from the institutional collection and retention of higher education resource fees or faculty improvement fees;

5.2.2 Each institution has the responsibility for providing financial and logistical support to operate its faculty development programs;

5.2.3 The annual budget of each institution should include funds to hire temporary replacements for faculty on leave for faculty development activities.

Section 6. Individual Faculty Member: Roles and Responsibilities

6.1 Faculty members, in accordance with the best traditions of higher education, have a responsibility to improve their effectiveness in carrying out their professional roles;

6.2 Applicants for faculty development awards shall complete the required faculty development plan for eligibility for faculty development project awards;

6.3 Applicants for faculty development will be asked to submit to their institution a detailed plan of activity to be followed;

6.4 In accepting award of a faculty development proposal, the person shall sign a statement indicating awareness of and agreement to all the conditions specified in the proposal. Faculty members are responsible for using award funds for the legitimate purposes specified in their plan agreement;

6.5 If required as a condition of a faculty development proposal, a faculty member shall file with his or her President, or the President's designee, a written final report of development activities, results, and anticipated benefits to the faculty member and institution;

6.6 Faculty members engaging in development activities are responsible for sharing their new learning or skills with other colleagues via publication, report, seminar, workshop, tutoring, or other appropriate ways of communicating among professionals.

Section 7. Funding

7.1 Funding for faculty development activities may come from appropriated funds, government grants or contracts, private grants or contracts, or institutionally collected and retained higher education resource fees, college operation fees or faculty improvement fees;

7.2 The West Virginia Higher Education Policy Commission and institutional faculty development programs, grants, and activities are subject to availability of appropriated and other funds for those purposes.

Section 8. Authorized Expenditures

8.1 Compensation to Individuals. Funds allocated for faculty development may be used to compensate or pay expenses for faculty members who are pursuing additional academic study or training, engaging in scholarship or other creative activity, pursuing teaching and instructional improvement, serving as faculty development coordinator, or performing other responsibilities consistent with board and institutional policy or to compensate other individuals to allow faculty members to pursue development activities on released time;

8.2 Institutional Support. Permissible support activities include, but are not limited to, providing for office space and administrative support for faculty development programs; and providing equipment and materials necessary for improving teaching, conducting research, or pursuing other valid development activities;

8.3 All expenditures must be consistent with West Virginia Higher Education Policy Commission and West Virginia State University Board of Governors policies and regulations.