

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2226.A**

FACULTY INCENTIVE PAY PROGRAM CRITERIA AND APPLICATION GUIDELINES

1. Incentive Pay Projects Developed under ~~Compact and Master Plan~~ Strategic Plan

SCP-2226, *Faculty Incentive Pay Program*, provides the purpose, provisions, procedures, and time lines for application, approval, completion, and finalization of a Faculty Incentive Pay Project. This attachment is intended to provide criteria and guidance for development of the Faculty Incentive Pay Project proposal.

The most important aspect of this program is that the outcomes of the Incentive Pay Project proposal achieve or move the institution toward achieving the strategic priorities, goals and objectives of Southern's ~~Compact and Master Plan~~ Strategic Plan. As stated in the Executive Summary of the Institutional Master Plan, "The compact for Southern West Virginia Community and Technical College (Southern) serves as the institution's agreement with the people of West Virginia, as represented by the Legislature, on how to expand and diversify the economy; how the College will help to increase the competitiveness of the State's workforce; and the contribution the College will make in creating a system of higher education that is capable of playing this vital role in the State's future." Faculty are referred to the ~~Compact and Master Plan~~ Strategic Plan for detail on how Southern plans to accomplish the goals established by the Legislature. It is these goals and objectives from which faculty are to develop Incentive Pay Projects. The documents are available online at <http://www.southernwv.edu/administration/governance/strategy>.

Faculty Incentive Pay Projects are expected to contain innovative and creative methods or activities. Faculty are encouraged to "think differently" about how this institution accomplishes its strategic goals and the role ~~he or she~~ they can play in achievement of our mission.

2. Other Criteria for Development of Incentive Pay Plans

Other criteria for development of Incentive Pay Projects can be used. However, the availability of funds for programs not specifically tied to the institutional ~~Compact and Master Plan~~ Strategic Plan may be limited. Any of the following areas will be considered valid for development of Incentive Pay Projects providing they meet requirements for innovation and improvement – and provided the faculty member can demonstrate that the project is tied to the strategic goals of the institution. Faculty should ~~bear in mind~~ remember that any Incentive Pay Project developed under this section must contain substantial innovation and demonstrate outcomes beyond the ordinary.

This section includes taking on any number of tasks voluntarily or at the request of the administration. However, a faculty member's Incentive Pay Project evaluation should not be determined by the number of supplemental tasks or committees on which he or she has served, but by the quality of the participation and his/her willingness to assume assigned tasks.

2.1 New or additional use of Technology (Technology Advances)

- 2.1.1 Developing Web-Based Course (when no release time provided or not part of regular job assignment).
- 2.1.2 Use of presentation software/hardware in class.
- 2.1.3 Demonstration and requirement of student use of Internet for research; Presentation software/hardware; ~~Email~~ email to communicate with peers and instructor; require use of

- application software for class assignment.
- 2.1.4. Innovative or more effective use of ICR.
- 2.1.5 Creation of software or technology.

2.2 Teaching

“Teaching” is broad and inclusive. Teaching encompasses instruction and ~~such~~ activities such as advising, mentoring, and supervision, (e.g., individual studies, course and program coordination, and assessment of learning outcomes.)

- 2.2.1 Adopting alternative delivery methods, ~~scheduling~~, including but not limited to developing courses in web-based, modular or fast-track delivery format.
- 2.2.2 Substantial, innovative improvement of classroom materials (syllabi, handouts, examinations, etc.).
- 2.2.3 Directed studies (independent studies, internships, challenge exams, portfolio evaluations, etc.).
- 2.2.4 Teacher Exchange.

2.3 Scholarly Activity

Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter- or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems); and creative activity (e.g., works of art, performances).

- 2.3.1 Pilot new courses.
- 2.3.2 Write and receive grant funding for the institution.
- 2.3.3 Design/develop new programs.
- 2.3.4 Major redesign of program curriculum.
- 2.3.5 Author/coauthor textbooks or sections thereof.
- 2.3.6 Volunteering/leading committees or advising work over the summer (non-paid work).
- 2.3.7 Accepting a gratis teaching assignment or non-paid independent study course load.
- 2.3.8 ~~Discipline specific~~ Discipline-specific publication in journals.
- 2.3.9 Presentation of papers at national, state, or regional professional meetings.
- 2.3.10 Development of textbooks or other instructional material.
- 2.3.11 Successful efforts for new instructional program certification/accreditation.
- 2.3.12 Outstanding Professional Association Memberships (e.g., officer/committee assignment).

2.4 Professional Faculty Development

Professional Development means substantial efforts at continued self-improvement. An Incentive Plan may require more than one activity listed.

- 2.4.1 Obtainment of higher-level degree in discipline or program that meets institutional needs, or acquisition of second graduate degree.
- 2.4.2 Postdoctoral studies.
- 2.4.3 National Science Foundation or similar study programs.
- 2.4.4 Study trips abroad.
- 2.4.5 Extensive research and study leading to course preparation or revision.
- 2.4.6 Additional specialized course work in the discipline.
- 2.4.7 Active participation / attendance/ support of institutionally sponsored faculty development.

- 2.4.8 Taking courses in delivery methods, adult learning, teaching strategies/methodologies, etc.
- 2.4.9 Attainment of new professional certifications.
- 2.4.10 State, regional, national association conference attendance.

2.5 Retention Efforts

Activities under this section must be different from normal events and be-go above what is normally required to do as part of regular jobs.

- 2.5.1 Mentoring students (formal and documented).
- 2.5.2 Outstanding sponsorship of active clubs and student organizations.
- 2.5.3 Sponsoring/coordinating award banquets/presentations, student recognition programs, etc.
- 2.5.4 Organize, arrange and plan/coordinate a new student-related public event.
- 2.5.5 Judging/sponsoring academic contests or activities (e.g., science fairs, academic bowls, intermurals, etc.).

2.6 Recruiting Efforts

Effective involvement and activity in College Recruiting Plan (e.g., visiting schools, speaking at civic clubs, organizations, community events, etc.).

2.7 Service to the Institution

Effective sponsorship and participation in college activities (e.g., golf outings, fundraising events, public relations activities, making presentations at graduations, etc.).

- 2.7.1 Providing expert advice /consultancy to the College.
- 2.7.2 Plan, organize, arrange successful public events.

2.8 Service to the Community

- 2.8.1 Sponsorship or activity applying the faculty member's expertise to benefit the College and its community in general, such as-~~S~~erving as a resource person for community groups.
- 2.8.2 Sponsor or conduct lectures and seminars for community groups.
- 2.8.3 Providing expert advice/consultancy to community groups.
- 2.8.4 Professional Exhibits, Presentations, Consulting, Practice, Performances.

2.9 Active in, and Supportive of, Assessment Activities

Participates in planning and conducting assessment activities. This section not only requires a faculty member to support/subscribe to the philosophy and need for student assessment, but to recognize its relevance, and use the outcomes of assessment in a manner that makes a substantial improvement in program curriculum, student placement, or transfer. (Results must be documented.)