

GLENVILLE STATE COLLEGE POLICIES

PERSONNEL POLICY 20

FACULTY DEVELOPMENT

20.1. General

1.1. Scope. -- Regarding the establishment of a faculty development policy for higher education faculty at Glenville State College.

1.2. Authority. -- W. Va. Code §18B-1-6, W. Va Code §18B-7-5

1.3. Effective Date. – April 19, 2006

1.4. Repeal of Former Rule -Revises and replaces Title 131, Series 64 of the Board of Directors of the State College System. This policy supersedes any or all previous Glenville State College policies in reference to faculty development.

20.2. Purposes of Faculty Development

2.1. Teaching, expanding knowledge and creativity, and devoting knowledge to public service are the primary goals of Glenville State College. These goals are achieved primarily by and through the faculty. Therefore, the efforts of the Board of Governors and the President in supporting, developing, and renewing the faculty members directly involved in helping West Virginians learn are vitally important to accomplishing the mission and goals of Glenville State College.

2.2. The Board of Governors recognizes the general and specific benefits derived from efforts to improve faculty members' professorial 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. The faculty and individual faculty members benefit from being able to teach, acquire new knowledge, serve public needs, and perform institutional and professional roles more effectively. Glenville State College benefits from enhanced capacity and flexibility to carry out its 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 higher education: Teaching, producing scholarly work that contributes to knowledge and creativity, and serving public and College needs. The Board further recognizes through its policy and actions that the knowledge and skills of the faculty and individual faculty members need to be developed, maintained, supported, and renewed, and that the primary responsibility for accomplishing these ends resides at the College.

20.3. 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 College decisions, and in other faculty roles for achieving the College's mission. Recognized beneficial components of faculty development are evidence through 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.

20.4. Faculty Eligibility and Participation

4.1. Eligibility. Any person who is a full-time or part-time faculty member of Glenville State College is eligible for faculty development as described in this policy. Full-time faculty members, including division and department chairpersons, are eligible to apply for all faculty development activities. Part-time faculty members are eligible to apply for all faculty development activities and awards except sabbatical leaves, leaves without pay, and mini-grants. In supporting faculty development for full-time or part-time faculty members, factors to be considered include the potential benefits and costs to the College, 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 for encouraging and motivating other faculty members to participate in faculty development activities.

20.5. College Roles and Responsibilities

5.1. Governance roles. The president or the president's designee, in consultation with the faculty, shall implement this policy on faculty development.

5.1.1. The president or the president's designee, in consultation with the faculty shall establish and implement a Faculty Development Program that is functioning and operating. The College may have a separate program for faculty development or a professional development program combining faculty development with other professional development according to the College's needs and resources. If a combined professional development program is established, the appropriate groups representing the participants shall be consulted and involved in creating and operating that program. Through these Faculty Development or Professional Development Programs, the College shall conduct in-house faculty and professional development activities. Cooperation with

the Faculty Development Programs of other colleges and universities is also encouraged. The College 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. The College will 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 their program.

5.1.2. The president and chief academic officer have the responsibility to exert leadership and support of faculty development since such administrative support is instrumental to achieving the personal and College benefits of faculty development.

5.1.3. The president, in consultation with the faculty, should establish appropriate organizational structures, procedures, standards, and criteria for operating and assessing a Faculty Development Program. These structures may include a Professional Development Committee and any other structures appropriate to the mission and needs of the College.

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, the College will establish a benchmark level of financial commitment to faculty development which will be met or surpassed each year. The level of financial effort should be appropriate to the College's mission and needs, and should be adjusted annually to reflect changes in mission and needs.

5.2.1. The College has the responsibility to pursue funding for faculty development, including applying for such faculty development grants or funds as the Board of Governors may provide, pursuing other government or private grants or contracts, reallocating existing campus resources, or allocating funds from the institutional collection or faculty improvement fees.

20.6. Individual Faculty Member Professional Development: 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 individual faculty development awards shall complete a request for professional development funding or a letter of request for other types of requests for professional development involvement. Specific guidelines regarding request and award of sabbatical leave are outlined in GSC Policy 14, Sabbatical Leave.

6.3 Applicants for faculty developments awards must submit requests for funding to the Professional Development Committee within the timeline established and published by the Committee each academic year.

6.4 It is the responsibility of the Professional Development Committee to review all individual faculty member applications for professional development funding and to award funding based

upon predetermined and published criteria. The Committee shall establish guidelines for allocations and shall recommend the awarding of funds on a fair and equitable basis. These guidelines shall be nonpartisan, fair and meaningful, and developed with the intent of affording faculty with opportunities to enhance their knowledge and skills. The recommendations of the Faculty Development Committee shall be forwarded to the chief academic officer who shall make all individual faculty professional development awards.

6.5. In accepting award of a faculty development funding, the faculty member is responsible for using award funds for the legitimate purposes specified in his/her request proposal.

6.6. A faculty member shall file with the president or the president's designee a written final report of development activities, results, and anticipated benefits to the faculty member and institution. (A written final report may not be appropriate for all development projects.)

6.7. 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.

20.7. Funding

7.1. Funding for faculty development activities may come from appropriated funds, government grants or contracts, private grants or contracts, or institutionally collected fees or faculty improvement fees.

7.2. Institutional faculty development programs, grants, and activities are subject to availability of appropriated and other funds for those purposes. As noted before, the Board of Governors has the responsibility for making a good faith effort to ensure that adequate funding is available.

20.8. 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, or performing other responsibilities consistent with Board of Governors and College policy.

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

8.3. All expenditures must be consistent with Glenville State College policy and regulations.

Approvals:

President

Chair of the Board