

**Report of the Faculty Compensation Implementation Committee
Regarding the Institutional Effectiveness Component
of Faculty Compensation
2013 – 2014**

Charge

The Institutional Effectiveness Taskforce, created by the Faculty Association Board, dissolved in 2009. The specific charge to that group in 2004 was as follows:

Recommend to the Valencia College Faculty Council plans for compensation of achievement in Professional Development and Institutional Effectiveness. The process used to generate these plans must involve all stakeholders and be guided by both the original Compensation Design Principles and specific principles for the PD and IE components as outlined in the Valencia Faculty Compensation Plan. The plans must be ready for submission to the District Board of Trustees by February. Before the Faculty Council sends them forward to the DBOIT, the plans must receive a clear majority of support by the full College Wide Faculty Association in an open election.

As mentioned in the charge, the Taskforce was guided by the original Compensation Design Principles as follows:

1. Establish a financially responsible competitive compensation model to attract and retain high quality and productive faculty.
2. Link one component of faculty compensation to rewards for excellence in job performance. The performance of teaching faculty will be measured by the criteria of student learning; other faculty members' performance will be measured according to criteria appropriate to their work.
3. Create an incentive system to encourage faculty members to practice professional development throughout their careers.
4. Reward team (faculty and staff) efforts that improve teaching and learning.
5. Maintain faculty purchasing power, equity, and morale.
6. Reward faculty contributions that support Valencia's mission and goals.

The group was directed further by the Institutional Effectiveness design principles as follows:

1. An Institutional Effectiveness component will be an enhancement to an already competitive faculty base salary schedule.
2. Assessment shall be based on clearly defined, measurable criteria that do not lead to negative, unintended consequences, such as grade inflation, at the expense of student learning. Faculty-led teams, made up of both faculty and deans, should develop these criteria.
3. The Institutional Effectiveness component shall have a simple faculty monitored documentation and evaluation process requiring minimal bureaucracy.
4. There shall be a wide range of options for activities that support learning across all disciplines.
5. Institutional Effectiveness monies shall reward activities that support student learning or other departmental, campus, college, or community goals.
6. Every faculty member who meets the performance criteria shall receive the Institutional Effectiveness reward.
7. Institutional Effectiveness monies shall reward both individual and team efforts.

Background

The first cycle of the IE component ended in May 2009. The goal of that work was to improve Valencia benchmarks on the Community College Student Survey of Engagement (CCSSE). For reasons listed in earlier reports on this topic, faculty did not earn the IE incentive in 2009.

Due to the economy in 2009, a decision was made to have the next IE cycle run for 3 years, ending in May 2012.

The work chosen for the 2009 – 2012 IE component was to create and assess Program Level Outcomes. A certain percentage of programs were required to create a list of program-level learning outcomes, and to assess at least one outcome and create an improvement plan based on that assessment. Valencia Faculty met the requirements of the 2009 – 2012 IE component in May of 2012, and received the compensation incentive December 2012.

The Faculty Compensation Committee discussed ideas for the 2012 – 2014 IE component from November 2011 to November 2012. The following ideas were proposed.

- Curriculum mapping
- Continuing the work of developing program level outcomes
- Developing a mentorship program (full-time faculty mentoring part-time faculty) and measuring this as a percent of full-time faculty acting as a mentor
- Increasing the percentage of courses that have a service learning outcome
- Increasing the percentage of courses using free or low-cost textbooks
- Increasing the percentage of student success indicators in online courses

The committee sent its recommendations to the Faculty Council in December 2012, and after discussions through the faculty governance process, the Faculty Council approved the recommendations in February 2013 and the Faculty Association president and Senior Team began implementation of the new cycle plan in March 2013.

Plan

The committee recommends continuing the work of creating, assessing, and improving Program Level Learning Outcomes (PLOs). The specific recommendation is to have programs create a timeline defining an ongoing cycle of PLO assessment and improvement and to be current with their plan.

The committee recommends the timelines be no longer than 5 years to ensure PLOs are assessed in a timely manner and to allow this work to conform to the college's current practice of 5-year program reviews.

The specific recommended deliverables are that by the June 13th, 2014 deadline:

- 100% of programs will have a list of program learning outcomes (PLOs).
- 90% of programs will have a timeline to assess all their program's PLOs.
- 90% of programs will have a curriculum map showing what courses contribute to what PLOs.
- 100% of programs will have reported assessment results for completed assessments.
- 100% of programs will be current on reporting improvements resulting from completed assessments.

A list of program areas may be found on the College's Institutional Assessment website:

http://valenciacollege.edu/instassess/LOA/assessment_plans.cfm

(GRAPHIC FOLLOWS)

PROGRAM LEARNING OUTCOME TIMELINE
 Define a plan to assess all program learning outcomes during your 5-year cycle of program review

	2011	2012	2013	2014	2015	2016	2017
Digital Media VMG AS Track	ASSESS LO1	IMPLEMENT LO1 IMPROVEMENTS				ASSESS LO1	IMPLEMENT LO1 IMPROVEMENTS
	ASSESS TC1	IMPLEMENT TC1 IMPROVEMENTS				ASSESS TC1	IMPLEMENT TC1 IMPROVEMENTS
				ASSESS LO2	IMPLEMENT LO2 IMPROVEMENTS		
				ASSESS TC2	IMPLEMENT TC2 IMPROVEMENTS		
			ASSESS LO3:	IMPLEMENT LO3 IMPROVEMENTS:			
			ASSESS LO4	IMPLEMENT LO4 IMPROVEMENTS			
Digital Media Post Production Technical Certificate			ASSESS TC3	IMPLEMENT TC3 IMPROVEMENTS			
					ASSESS LO5:	IMPLEMENT LO5 IMPROVEMENTS:	
		ASSESS LO6	IMPLEMENT LO6 IMPROVEMENTS				ASSESS LO6
		ASSESS TC4	IMPLEMENT TC4 IMPROVEMENTS				ASSESS TC4
	<i>IE Compensation Cycle 2009 – 2012</i>		<i>IE Compensation Cycle 2013 – 2014</i>		<i>IE Compensation Cycle 2015 – 2016</i>		<i>IE Compens 2017 -</i>

Digital Media VMG AS Track

- LO1: Produce professional quality video projects.
- LO2: Implement changes to websites.
- LO3: Solve industry-related problems.
- LO4: Write and speak the language of the industry effectively.
- LO5: Demonstrate professional behavior.
- LO6: Design compelling motion graphics.

Digital Media Post Production Technical Certificate

- TC1: Edit professional quality video projects.
- TC2: Implement changes to websites.
- TC3: Comprehend the language of the industry.
- TC4: Choose compelling motion graphics.

Rationale

Although we have gathered examples of the benefit of program-level assessment over the last three years, the work is not yet finished. In order to continue on the momentum we've built, it seems reasonable to incentivize a plan that will help institutionalize the PLO process. Additionally, this work is currently the best understood of all our suggestions for the IE, and the success in achieving the goals this year proves we can do the work well enough to earn the incentive.

Compensation Recommendations

The Institutional Effectiveness Taskforce recommends that an amount equal to one percent of the total faculty compensation budget (including GL codes: 520010, 520020, and 520030) be awarded as the Institutional Effectiveness incentive.

- The Taskforce recommends that the incentive be awarded in addition to the base salary as outlined in the design principles and defined in the adopted Faculty Compensation Plan.
- Faculty should meet their established goals by Friday, June 13th, 2014. The Learning Assessment Committee, in conjunction with Workforce Development, should confirm and report the results of the work before to the College Learning Council before the end of the Summer 2014 session.
- The incentive disbursement, if achieved, should be paid to eligible faculty in the first pay period of December 2014.
- Faculty eligible to receive the incentive will be serving in a tenured or tenure-track contract in Fall 2014, and will have also served in a tenured or tenure-track contract in at least two of the three terms preceding Fall 2014.
- In cases where employees not under the faculty compensation plan are required to assist in the work, the College president should use his/her authority to compensate them as necessary.

Additional Recommendations

- In order to include as many tenured and tenure-track faculty as possible in this work, it's recommended the college use a broad interpretation of the word "program." Areas might include EAP, counselors, interdisciplinary honors, librarians, education, physical education, and others.
- The Institutional Assessment office should present an exemplar program early in this process.
- The Faculty Council or a group it commissions should create principles for selecting the 2014 – 2016 IE component. To allow enough time to effectively plan and implement that work, we recommend the 2014 – 2016 IE component be selected shortly after the results for the 2012 – 2014 cycle are known, and no later than October 2014.
- Recommendations for the future membership and governance of the Faculty Compensation Committee are attached as a separate document.