



Faculty Compensation in a Competency Based Education System

Document Summary

What it does: This document explains the high level logic behind a re-thinking of faculty compensation models, especially as they relate to Competency Based Education (CBE). It emphasizes the additional considerations that colleges must take in defining faculty compensation models in a CBE environment, e.g. faculty experience in industry environments, “converted” courses, increased student satisfaction, etc.).

Who it's for: College administration

M-S AMC Present and Preferred State:

PRESENT STATE



PREFERRED STATE

(“New Model”)

- Lecturer / Subject Matter Expert (SME)
- Designed for school application
- Instructor dependent content

- SME / Mentor / Learning Process Expert
- Equivalent to current Industry Technology
- Instructor independent content





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Each college currently pays faculty based on a range of criteria, including such things as level of degree, experience in education, nature of specialty and credentialing.

In competency based education additional concerns may be included as each college would determine significant. In addition to certifications developed while employed at the instructor's expense, a college might consider the number of

1. Certifications their students may develop under the instructor's tutelage.
2. Courses converted to the CBE model.
3. Industries which participate in CBE development
4. Increased Graduates from a CBE program
5. Additional Online resources developed
6. Increased student satisfaction survey results

An instructor's professional development more specific to the Competency Based Educational Model should include a thorough understanding of the Manufacturing Education Institute (MEI) documents which explain the methodology of developing and implementing competency based education in the community college technology programs. (See Deliverables to M-SAMC Grant)

Competency based education implementations using the AMTEC Trainer should also use the trainer specific MEI, (a three day intensive course) which teaches the instructor the details of trainer use in the curriculum. (See Deliverables to M-SAMC Grant)

Other materials from the Grant deliverables that will benefit in Professional Development of all are,

1. Bridge to Employment
2. Bridge to Career
3. Bridge to AAS Degree
4. Career Pathway Maps
5. The Continuous Improvement infra-structure model
6. Participant Engagement Facilitator Methods of Student Support
7. Student Completion Acceleration Toolkit
8. Use of Workforce Intelligence Models (by CREC)

In addition some of the courses available from industrial vendors that will contribute greatly to the effectiveness of competency based education in the AMTEC environment are,

9. Allen Bradley Studio 5000 PLC programming
10. Fanuc Robot Certification





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11. Siemens S7-1200 PLC programming (possibly)
12. Arc Flash safety

A Case for Competency Based Pay for Technical Faculty

The model for competency based manufacturing education is different from the traditional model of education delivery. Rapid changes in technology, means that manufacturing education programs are expected to use the same equipment that is currently being used in the work environment or corresponding equipment simulators to teach students the skills that are needed in the workplace.

This places additional responsibility on technical faculty to spend time with industry partners in the manufacturing environments, to ensure that manufacturing programs stay aligned with the needs of industry. Additionally, certifications for these faculty members must remain up-to-date so that they are qualified to teach, and certify the students that complete the programs.

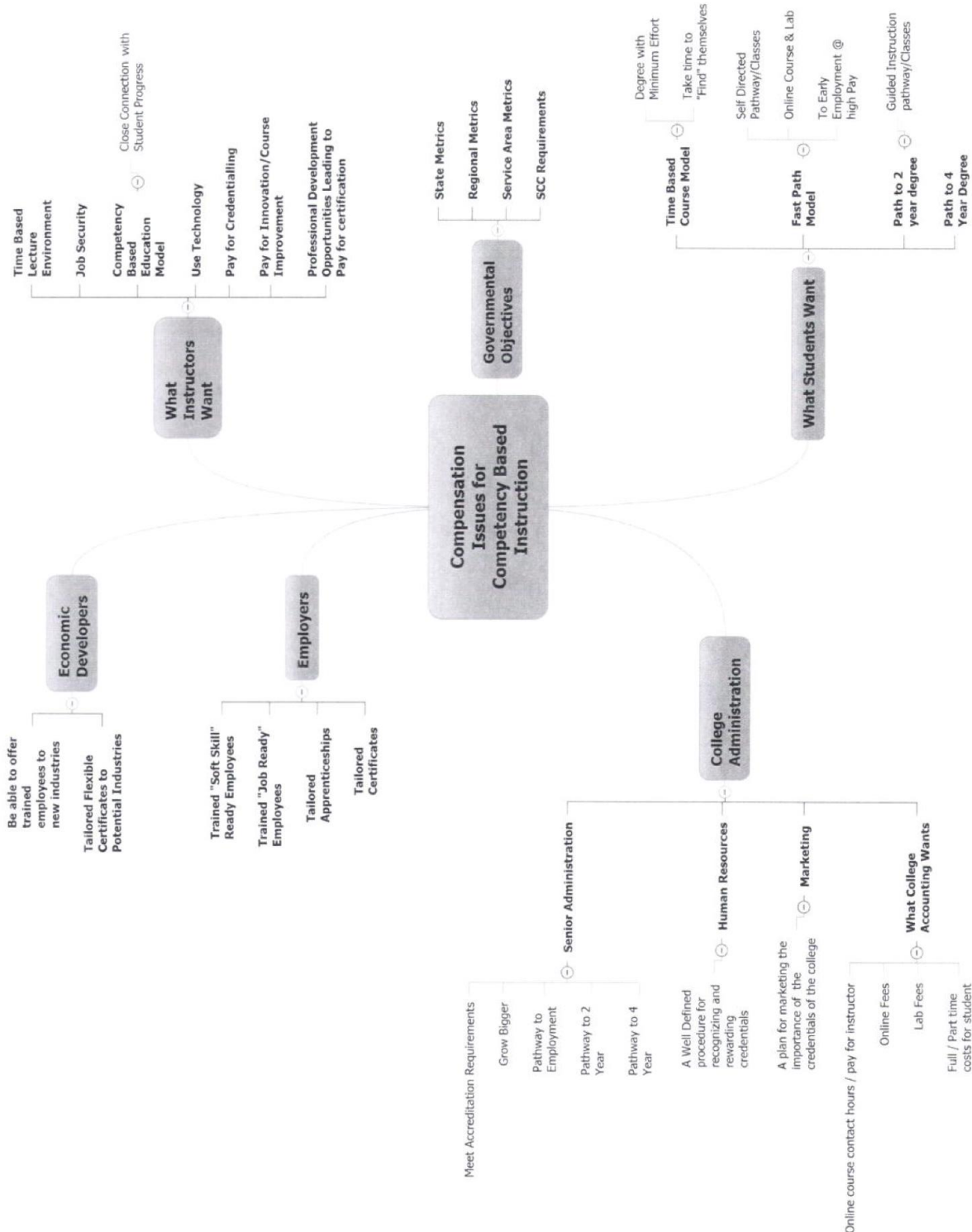
Competency based pay fits this environment and provides an additional incentive for technical faculty members to enhance their ability to perform their job. Competence in this context refers to a faculty member's knowledge, skills, and abilities. Faculty members are rewarded when they acquire new knowledge or skills or demonstrate higher level competence on existing capabilities. This ties career progression to individual competence.

Competency based pay is also consistent with education's growing interest in life-long learning and individual growth and development. There is an assumption that highly competent people perform at higher levels which increases the opportunity for (faculty) success in the classroom; resulting in increased student success, and the overall success of the educational institution.





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