



Review of Faculty Development Programs

2011-12 Faculty Development Committee (FDC) and the Dean of Faculty

August 12, 2012

I. Introduction

At the May 2011 faculty meeting, President Brian Casey and VPAA David Harvey charged the Dean of Faculty and Faculty Development Committee (FDC) as follows:

[R]eview all faculty development programs and consider whether current resources are best aligned with the institution's need to support the development of teacher-scholars in ways that bring benefit to our students.

FDC met four times per month throughout the 2011-2012 academic year. Along with the committee's usual work of reviewing and approving numerous proposals, the committee discussed the extent and purpose of, and possible revisions to, DePauw's faculty development program. FDC members read and discussed extensively the DePauw 2020 plan (<http://www.depauw.edu/files/resources/depauw-2020---the-plan-for-depauw.pdf>), the University's vision statement (<http://www.depauw.edu/files/resources/a-vision-for-depauw---overview.pdf>), the Academic Handbook (in particular the section on personnel policies <http://www.depauw.edu/handbooks/academic/personnel/criteriafrom/>), and the January Working Group Report. The committee also surveyed the faculty (see Appendix A) in order to assess faculty members' opinions on the strengths and weaknesses of the program. All of this input was valuable in terms of understanding the benefits of DePauw's faculty development and aspects of the program that could be improved.

Challenging our students with a rigorous and relevant curriculum, one that addresses key questions of our time and provides students academic tools to answer those questions, requires a faculty that is actively engaged in scholarly and creative work. Appropriately, DePauw's personnel policies demand professional accomplishment for tenure and promotion, and our faculty development program offers faculty members abundant avenues for scholarly and artistic achievement, in addition to providing important support for innovative pedagogy so that faculty can create state-of-the-art courses for our students. FDC endorses Boyer's expanded notion of scholarship as stated in the personnel section of the Academic Handbook, and the faculty development program encourages submission of creative, interdisciplinary, applied and exploratory project proposals that reflect the breadth of Boyer's definition.

Faculty members are also role models for the development of students as scholars, researchers, teachers and artists. To enhance the student experience in this regard, the faculty development program provides funding for student research and conference attendance, and administers the student-faculty research program at DePauw. Several members of the committee believe that the student experience would be further enhanced by the formation of an Office of Student Research. A possible structure of such an office is included in Appendix B.

II. Mission Statement--DePauw's Faculty Development Program

FDC developed the mission statement below to explain the purpose and extent of faculty development at DePauw. All these efforts support faculty members' desire to build their professional profile toward tenure/promotion, and to sustain a high level of scholarly, creative, and pedagogical engagement over their entire academic career. The faculty development program also supports the DePauw 2020 vision and mission of the University in a variety of ways, for example: (1) Faculty are encouraged to pursue global and interdisciplinary research, allowing them to help students thrive as active global citizens in a diverse and rapidly changing world; (2) The program is multi-faceted, supporting a range of scholarship, creative work and pedagogy that appeals to candidates for faculty positions, facilitating the recruitment of top graduate school talent; (3) Highly qualified students are attracted to an academic environment where they are able to study and conduct research with faculty who are active in their disciplines.

The DePauw University Faculty Development Program

Student engagement begins with an engaged faculty. The goal of the Faculty Development program is to ensure that DePauw faculty members continue to grow as teachers, scholars, and artists at every stage of their careers. Faculty Development initiatives allow faculty members to bring fresh insights to their work with students and to maintain a vibrant academic community. The program supports:

- **Continued scholarly and artistic growth** through grants of reassigned time and expense reimbursement administered by the Faculty Development Committee.
- **Collaboration of students and faculty** through summer research grants and stipends.
- **Interaction with the community of scholars outside the University** by supporting attendance at conferences and workshops.
- **Support in seeking external grant opportunities** through the Center for Grants and Research and Academic Affairs.
- **Continued growth as effective teachers** through workshops and resources provided by the Center for Teaching and Learning, opportunities to attend pedagogical conferences and workshops, and consultation with the Faculty Development Coordinator.
- **Training in specific pedagogies** through the work of the W, Q, and S Committees and Faculty Instructional Technology Support (FITS).
- **Orientation** of new faculty colleagues through a New Faculty Orientation program, consultation with the Faculty Development Coordinator, and mentoring opportunities.
- **Community and cross-disciplinary integration** through faculty reading groups and learning communities.
- **Celebration of scholarly/artistic work and teaching innovation** through regular Faculty Research Colloquia, Faculty Fora, Teaching Roundtables and other special events sponsored by FDC and Academic Affairs.

An ideal model for faculty development at DePauw would incorporate high levels of flexibility and support, along with efficient transfer of new ideas/skills/knowledge into the intellectual community and student learning at DePauw. Implementing such a model would enhance faculty members' identity formation as scholar-teachers and expand their capacity for teaching and mentoring students in an intense, close-knit intellectual campus community. Flexibility and financial support are necessary to allow the pursuit of an expansive range of creative and scholarly projects. In addition, being able to tailor support to each stage of a faculty member's career means greater depth and integration of a faculty member's scholarship into their work with students both inside and outside the classroom. Pedagogical and "combined" projects (e.g., fellowships that explicitly blend research and course development) are particularly valuable in bringing the benefits of a faculty member's scholarly/creative work to the student experience. Faculty presentations on campus, student-faculty research colloquia, reading groups and student-faculty research are all valuable in transferring the benefits of individual faculty scholarly and creative work to students and in creating intellectual community at DePauw.

DePauw's faculty development program has grown significantly over the past 30 years, adding some programs to fill specific needs and expanding other programs when additional funds became available. The John and Janice Fisher gift in the mid-1980s was crucial to the expansion of the program. (See Appendix C for a summary sheet of faculty development programs and Appendix D for a picture of the budgetary shifts over the past decade.) In 2002-03, the faculty development budget total was \$542,000, and has grown roughly 10% in the past decade to \$593,000. (Note that FDC manages allocation of income to faculty in terms of summer stipends, but has no decision-making authority over the level of income supplements during the academic year involved in Fellowships, and so these expenses are not included in the faculty development budget. In addition, the VPAA and Dean of the Faculty provide support to faculty in other ways through endowed accounts designated as "dean's funds", and some departments have endowed accounts that allow them to allocate funds for faculty in their departments as well.)

As is visible in the pie charts in Appendix D, the funding for travel has always been the largest part of the faculty development budget since conference presentations are the main way faculty members' scholarly work is disseminated, and travel to writers' retreats, libraries/archives, fieldwork sites, laboratories and workshops is essential for faculty members to remain engaged as artists, teachers and researchers.

This report examines the breadth and depth of the portion of faculty development governed by FDC, assessing the strengths and weaknesses of each of the main programs available to full-time faculty members. (See Appendix E for the count of faculty participation in various FDC programs.) The programs are divided into categories in the next three sections of this report: In section III Programs that Primarily Provide Funding—Conference and Workshop Travel Funds; Professional Development Funds (PDF); Summer Stipends—are discussed. Section IV describes the strengths and weaknesses of Programs that Primarily Provide Time—Fisher Course Reassignments, Fisher Fellowships, Pre-tenure and Sabbatical Leaves. Faculty Fellowships, providing both funding and time, are detailed in section V. Sections VI and VII conclude with an overall assessment of the program.

III. Programs that Primarily Provide Funding

The **Professional Conference Fund (PCF)** provides funding to support travel to conferences and workshops. It remains the most widely utilized faculty development program, with the vast majority of faculty using this program over the course of any given academic year. As shown in Appendix F, most faculty members used travel funds in 2010-11, with untenured faculty, who are at the beginning of the professional careers, more likely to use conference travel funds than tenured faculty. (Tenured faculty make up nearly 80% of those full-time.) Women are also more likely to use conference funds than men, and faculty of color are also more likely to use conference funding. In 2010-11, over 90% of faculty of color and nearly 90% of female faculty used conference funds, whereas only 77% of male faculty used conference funds that year. (About 46% of full-time faculty are women. Roughly 20% of full-time faculty members are faculty of color.) This result is likely due to the fact that men still make up a significant majority of tenured full professors, where conference attendance tends to drop off. (See Appendix G.)

In order to assess whether the current faculty development program serves well faculty from across the disciplines, the data on faculty members was divided into the following groups: Arts, Humanities, Science/Math, Social Science. Any categorization will necessarily be flawed, but this methodology is preferred to just using individual departments/programs as the unit of analysis because: (1) it preserves faculty privacy by grouping people into larger areas that have similar methodological approaches; (2) departments sometimes have members in more than a single area—e.g., the English Department includes creative writers, who are in the “arts” category, and literature scholars, who are included under “humanities.” The proportions of 2010-11 faculty in these areas by this categorization are as follows: Arts – 17.6%; Humanities - 38.1%; Science/Math – 27.1%; Social Science – 17.1%. (Note that historians, including art historians, are included in Humanities; psychologists are included in Science/Math; librarians with rank of assistant, associate or full professor are included in Humanities.)

Faculty across all disciplines utilize conference/workshop travel funds. In 2010-11, the proportion of faculty members using the Professional Conference, Workshop or Supplemental funds to attend at least one conference or workshop ranged from 73% in the Arts to 90% in the Humanities. (See Appendix H.) Based on this data, it appears that conference and workshop travel funds are serving the needs of most faculty. The few complaints about this program in survey answers relate to wanting more funding, including additional funding to accommodate travel to expensive locations.

The strengths of this program are readily apparent. These funds are quite flexible, giving faculty members the freedom to attend conferences they feel will be most valuable for their scholarship, and the program also provides additional support for those presenting papers, exhibiting work or performing at a professional meeting. In addition, faculty members traveling to conferences outside North America receive extra support, making it possible for faculty with international research topics to participate fully. Other than the expense of providing the current level of travel funding for all faculty, there are no apparent weaknesses in this program from the faculty perspective. Extensive faculty travel for conference presentations gets DePauw’s name out into the larger scholarly community, generating connections between researchers and improving the entire university profile in higher education. New ideas coming from attending scholarly and pedagogy conferences/workshops quickly make their way back into the classroom when faculty revise their syllabi, reading lists and the portfolio of courses they teach.

The **Professional Development Fund (PDF)** provides up to \$2000 per year for research and creative projects on a first-come-first-served basis. Faculty value the program's flexibility—these funds can be used for a variety of project expenses. The fund does not support the purchase of books or equipment, but can be used, e.g., for specialized software, travel and lodging, editorial assistance, and chemical supplies. Faculty members tend not to participate every year, only requesting PDF funds when they have a project not fundable in other ways, so this is not a particularly expensive program. (See Appendix E for the data on participation in this program since 2005.) FDC requires faculty to report on their projects after they are completed for spending greater than \$500. A consistent complaint of FDC programs is that there is too much reporting. (Twenty-two out of the fifty-eight respondents to the faculty survey mention that there is too much paperwork, bureaucracy and/or reporting requirements.) One way to make reporting requirements less onerous would be to increase this threshold above \$500, perhaps to \$800 or \$1000. Since receipts are necessary for reimbursement, there is already a mechanism for accountability built into the system, so it makes sense to increase this threshold.

Some faculty members argue that we should move to a “Faculty Accounts” model, like that of Denison, which, in DePauw parlance, would be an expanded professional development fund program without application and reporting requirements (aside from the need to submit itemized receipts for all expenses.) Under the “Faculty Accounts” plan, there are no special programs, but just an allocation of funds to each faculty member that they could use for any scholarly, research or creative work. This type of system would provide the highest level of flexibility and freedom to choose one's own projects. Adopting such a system would dramatically reduce the paperwork and reporting required. The main challenge here is that the level of funding would be fairly low on an annual basis compared to what is available to an active faculty member under the current system. To make this program viable, we would need to figure out how to have funds accumulate from year-to-year. Other schools accomplish this by limiting either the number of years that the funds roll over (similar to our current 3-year \$3600 conference travel budget program,) or have an upper limit on the maximum amount that a faculty member could carry from year-to-year. The other option for maintaining a balanced budget in the “Faculty Accounts” model is to limit what can be purchased with these faculty development funds. For example, there could be an upper limit on how much people could spend on books and electronic equipment. On balance, it would be easier to move to this model with endowed funding to buffer the ups and downs of project funding needs, rather than having to stick to a rigid annual budget with the possibility of having to suspend funding before the end of the fiscal year.

Except for the especially lean summer of 2009 at the height of the financial crisis, **Summer Stipends** have been consistently available on a competitive basis for more than a decade. (See Appendix E for the data on participation.) Some of these are endowed or provided by grants, and are available for curricular development or other scholarly or creative summer projects, providing summer income support. Grant-funded stipends sometimes come with a project budget for the purchase of books related to the project. Some faculty argue that we should eliminate summer stipends (especially for curricular projects, since curricular development is a regular part of a faculty member's job,) while others argue that enhancing the endowed support for Summer Stipends would be beneficial, particularly for scholarly projects. Both direct and indirect benefits to students would result from increased summer support for faculty, but it's possible that benefits would be greater if these funds could be applied to other programs.

IV. Programs that Primarily Provide Time

The **Fisher Fellowship** and **Fisher Course Reassignment** programs provide a semester leave and a one-course release, respectively, for scholarly/creative or curricular projects that warrant additional time during the academic year. Awarded on a competitive basis, currently only one Fisher Fellowship and up to 6 Fisher Course Reassignments are available in a given academic year. The time associated with these programs does not entail costs to the faculty development budget, but are granted in a way that allows the VPAA to allocate part-time faculty budget dollars toward replacing these reassignments. As a result, the Fisher Fellowship costs Academic Affairs approximately \$20,000, and six Fisher course reassignments cost Academic Affairs up to about \$35,000, depending on whether all the courses are replaced. Many departments are able to cover these reassignments (depending on the department's sabbatical schedule,) so the actual cost of this program is typically much lower. (The Fisher Fellowship also carries an income supplement and a modest project budget.) About 1/3 of all Fisher Course Reassignments are for curricular projects, benefiting students directly. The Fisher Fellowship typically goes to someone who is completing a major project like a book or a significant creative work like a music CD or major installation. A semester-long leave at a critical juncture can ensure success of a project that might otherwise languish. FDC recognizes that this is a program that provides benefits to a relatively small number of faculty each year, but believes that they are valuable because they provide the kind of workload flexibility that faculty need to complete projects.

The **Fisher Fellowship** award demographics since 1999 are shown in Appendices I and J. One concern is that men are more likely to apply for and receive Fisher Fellowships. This is likely a result of the demographics of the faculty as a whole—that there are more men at the Professor level. When looking at awards by area, it is clear that no one in the social sciences has won this award in the recent past, but that is because no one in the social sciences has applied for this award in the past 15 years. Greater flexibility in this program may be required, and this will be the subject of further discussion by FDC. It is also important to note that for two years—2007 and 2008—there were no applicants for the Fisher Fellowship, and therefore none were awarded. FDC can work to improve the demographics for this program by finding new ways to inform faculty about this opportunity, and recruiting and assisting strong potential candidates with their applications.

Over the past 14 years, nearly equal numbers of men and women have applied for **Fisher Course Reassignments**. Appendix K shows that applicants for this program are skewed toward assistant professors, which is understandable because untenured faculty are not eligible for Faculty Fellowships, and therefore look to this program for course releases. (Note that faculty are categorized by their rank at the time of application, and that people may reapply to the program, and the data are based on applications. In addition, some people who applied in past years have left the University.) This program, along with the pre-tenure leave, provides a major way for new faculty to begin to establish their record of scholarship. Faculty of color are roughly 20% of applicants and awardees. It is also apparent that applicants for Fisher Course Reassignments are slightly more likely to come from the Humanities (44% of applicants compared to constituting 38% of faculty currently), and less likely to come from the Arts (12.4% of applicants compared to their prevalence on campus of 17.6%.) There are less pronounced relative differences in the Science/Math and Social Science categories as well. In Appendix L, the data shows that the proportions of awardees by area are quite similar to the proportions of applicants.

A few caveats are necessary here—this analysis does not incorporate the changes in the proportions of full-time and part-time faculty over time, nor does it account for any shifts in the composition of these areas among the faculty population since 1999. As noted above, these area categories are somewhat arbitrary, and certainly disputable. The Fisher Course Reassignment program will receive more attention when the transition to the 3-2 load is discussed further, and these apparent biases should be incorporated into that discussion.

Pre-Tenure Leaves and **Sabbatical Leaves** are critical to maintaining and retaining an engaged and active faculty. It is the time when faculty members are able to recharge, revitalize and spend extended time reflecting on pedagogy. These leaves also provide the kind of concentrated time that allows faculty to extend themselves and develop new lines of research. DePauw's sabbatical policy is similar to that of peer and aspiration schools, except that we have supplementary funding to help faculty spend their leave time away from Greencastle. The intensity of the pace and depth of interaction with students during the academic year and in student-faculty research projects over the summer is only possible with periodic leaves. In addition, recruiting strong candidates for faculty positions would be impossible without a leave policy consistent with peer institutions. See Appendix M for liberal arts college sabbatical policy data gathered by VPAA David Harvey.

DePauw's teaching load (during the semester and due to WinterTerm) is higher than many of the schools listed in Appendix M. DePauw's method of helping tenured faculty achieve a full-year sabbatical via teaching "extra" WinterTerm courses exacerbates the "overworked" feeling that many faculty have. FDC recognizes the importance faculty members place on being able to take a full-year leave. Two options should be considered as the discussions about moving to a 3-2 teaching load proceed: (1) Using external grants as a way to obtain a full-year sabbatical, with local funding as a backup, should be considered—Kenyon, Middlebury and Pomona have models of programs that provide additional support during sabbatical when faculty actively seek external grant funding; (2) Faculty development programs that provide release time could be adapted to allow for faculty to apply for additional course reassignments during the sabbatical year in order to achieve the full-year sabbatical.

V. Program that Provides both Time and Funding

Faculty Fellowships are three-year projects where the faculty member receives a course reassignment each academic year, along with project funds and an income supplement. Since the 2008 financial crisis, FDC has awarded the number of faculty fellowships that are endowed or funded by alumni gifts to the annual fund. Because this program awards time, a project budget and income supplement over an extended period of time, the committee considers it the highest award in our internal grants program. But the three-year time-frame for the award makes it less flexible than other awards. Since projects often evolve over time, it is difficult for an applicant to say exactly what they will produce four years hence, the timing required due to the application cycle. Appendices N and O show the demographics of applicants and awardees of faculty fellowships since the program began in 1999. Since the program is limited to those who have tenure, the numbers of faculty applicants at the various ranks is what one would expect, given the proportions of tenured faculty at DePauw over the period. The proportions of applicants and awardees are shifted slightly toward the humanities relative to the proportion of faculty currently on campus in that area. The applicant pool is also tilted slightly towards

men, but that difference is not apparent in the awardee pool. However, faculty of color appear to be slightly less likely to receive faculty fellowships. This result might be due to the overall faculty demographics, i.e., since there's a lower proportion of faculty of color at higher ranks. Nonetheless, this phenomenon needs to be examined further by FDC in conjunction with ongoing 3-2 teaching load discussion. Note that the same data caveats discussed in conjunction with the Fisher Course Reassignment program above apply in the case of faculty fellowships as well.

VI. Overall Assessment of the Faculty Development Program

An ideal faculty scholarship support program would have greater flexibility so that the type of assistance provided could be tailored to the stage of career and type of project the faculty member is pursuing. The current structure of the faculty development program is somewhat rigid, with programs designed to fill needs as they were viewed in the past. Greater flexibility could be achieved by varying the number of years for which the Faculty Fellowship is awarded, and by thinking about course reassignments in new ways, while recognizing the needs of department chairs and the VPAA in maintaining a consistent course schedule for the benefit of DePauw students.

Rising airfare, registration fees and hotel rates means that travel costs are rising, so it has become more expensive for faculty to carry out research away from campus and to disseminate their work and get feedback from peers at conferences. Since travel is essential to doing the kind of research that will keep DePauw faculty fulfilled as scholars and artists, the budgetary emphasis in this area is appropriate. As noted above, students benefit from faculty members' professional work that takes them away from campus: Faculty active in their fields are engaged in the debates in their disciplines that provide spark in classroom discussions and training for those students continuing to graduate school. And travel abroad for professional work helps faculty bring fresh perspectives to their development of new courses, along with inspiration for novel research that will ultimately impact the student experience by ensuring a richer array of courses and a more global classroom perspective.

The survey of faculty members' opinions on the strengths and weaknesses of the program (See survey in Appendix A) focused on the internal grants portion of the faculty development program. Three general themes emerged: (1) Faculty strongly support the current faculty development program; (2) There were concerns about the complexity of the current system, especially reporting requirements, as noted earlier; and (3) FDC needs to clarify the benefits of, and the requirements for, applying to faculty development programs. The committee is now fully aware of these issues and can discuss possible remedies during the new academic year.

FDC fully supports the existing levels of funding for current faculty development programs, and endorses efforts to increase the endowing resources for these programs. Many committee members also back the potential move to a 3-2 workload, and FDC understands that there may be a need to give up some course reassignments in order to accomplish the workload goal in DePauw 2020. However, members of FDC believe that the value of course reassignments as a reward for particularly important or ambitious projects is high, and therefore some opportunities for reassignments should be maintained.

As noted in the Introduction, some members of FDC support the restructuring of faculty development to initiate an Office of Student Research. An outline of what faculty development might look like in that case is included in Appendix P.

FDC endorses the formation of the Center for Teaching and Learning, and approves of it being located in Roy O. West library due to its central location and proximity to FITS (located in Roy O. West) and the ARC (located on the first floor of Asbury.) The Faculty Development Coordinator's series of workshops, Faculty Fora and Teaching Roundtables will all find a good home in this new Center for Teaching and Learning.

VII. Conclusion

The Faculty Development Program involves far more than the programs administered by FDC, and, in some ways, includes every effort the University makes to orient, integrate, develop, and retain quality faculty. The committee's work for this report focused, however, on the internal grants program, and finding consensus even there was difficult. The value of current programs is clear to the committee, as is the desirability of increasing endowed funds to meet the rising costs of faculty creative and scholarly work. The committee explored a variety of bold proposals for reworking how the grants program could operate, including the faculty accounts model noted above, but was unable to settle on a model everyone would be happy with. This lack of consensus points toward larger issues related to the DePauw vision of what it means to be a faculty member. Research and creative work is essential to many faculty members' identities as teacher-scholars and their capacity to teach within the evolving residential liberal arts environment. The fact that we are currently at a juncture where the future of teaching workloads and expectations of scholarship for tenure are not certain makes the task of designing an ideal faculty development program a difficult one. Nonetheless, the principles of flexibility and support tailored to the stage of the faculty member's career are ones that we agree on and believe can be applied to any faculty development scenario.

Members of FDC 2011-12

Fall 2011 and Spring 2012

Tim Cope
Brooke Cox
Jennifer Everett
Eugene Gloria
Terry Bruner (Faculty Development Administrator)
Dave Guinee (Faculty Development Coordinator)
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Fall 2011

Jim Mills
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Appendices:

Appendix A: Survey Questions: Strengths/Weaknesses of Faculty Development Program

Appendix B: Ideas for an Office of Student Research

Appendix C: Summary Sheet of Faculty Development Programs

Appendix D: Faculty Development Budget Proportions—Pie Charts

Appendix E: Faculty Development Program Usage over the Past Seven Years

Appendix F: Full-time Faculty Usage of Conference Funding by Tenure Status, 2010-11

Appendix G: Full-time Faculty Conference Funding by Gender, Race/Ethnicity, 2010-11

Appendix H: Full-time Faculty Usage of Conference Funding by Area, 2010-11

Appendix I: Fisher Fellowship Applicant Demographics, 1999-2012

Appendix J: Fisher Fellowship Award Demographics, 1999-2012

Appendix K: Fisher Course Reassignment Applicant Demographics, 1999-2012

Appendix L: Fisher Course Reassignment Award Demographics, 1999-2012

Appendix M: Sabbatical Policies of Other Liberal Arts Colleges

Appendix N: Faculty Fellowship Applicant Demographics, 1999-2012

Appendix O: Faculty Fellowship Award Demographics, 1999-2012

Appendix P: One Possible Reorganization of Faculty Development

Appendix A: Email sent out November and December 2011

Dear Colleagues,

As you know, the Faculty Development Committee has been charged with reviewing the University's Faculty Development Programs. Throughout the Fall the committee has discussed what we see as the strengths and weaknesses of our current programs and a variety of possible modifications to our current program. We have considered the model recommended by the January Working Group last year (individual faculty accounts plus a supplemental projects fund) as well as more flexible ways of applying for release time and supplemental funding than are offered under our current program.

Before bringing proposals to the faculty, however, we would like to get some input from you and solicit suggestions we may not yet have considered. We're sending out this short poll and asking you to take a few minutes to give us your feedback.

Before taking the poll, please bear in mind the following points:

At the moment we are focusing our discussion on the "grants" side of the Faculty Development Program, i.e. ways faculty can be reimbursed for scholarly and artistic expenses or obtain release time. The "programming" side of faculty development (including, e.g., Faculty Forums, new faculty orientation, workshops, the role of the Teaching and Learning Center, etc.) is an important, but separate, topic.

Any changes in funding priorities will involve trade-offs, and although we hope that future development efforts will raise funds for additional faculty development programs, we can only work with the budget we currently have.

In the ongoing discussions of faculty workload the VPAA has presented various options that include either keeping or eliminating faculty development benefits. Our understanding is that those options refer only to eliminating or keeping faculty development programs involving release time. We would still have funds for conferences and workshops and professional expenses.

To take this survey, you can simply type or paste responses into the fields below and click on the submit button. Although you may be asked to provide your DPU Google login information to submit the form, your responses are anonymous. We appreciate your time.

If you have trouble viewing or submitting this form, you can fill it out online:

<https://docs.google.com/a/depauw.edu/spreadsheet/viewform?formkey=dENxa005SWZqckZqUTQ5NkJxLWJpVUE6MQ>

Faculty Survey of FDC Grants Programs

Strengths

What do you consider the strengths of our current Faculty Development programs for release time and expense reimbursement?

Weaknesses

What do you consider the drawbacks of our current Faculty Development programs for release time and expense reimbursement?

What's Missing?

What do you wish you could do to improve your teaching or your scholarly or artistic work that you have been unable to do within our current Faculty Development program?

Suggestions

Do you have specific suggestions for how the Faculty Development program could be improved?

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Appendix B

Proposal for an Office of Student Research (OSR)

Adapted from the Proposal in the Intellectual Life Discussions

An Office of Student Research (OSR) would coordinate and promote funding opportunities for summer student/faculty research across campus (currently managed by FDC/Grants Office and SRF). This office would also manage the Student Research & Artistic Grants, promote and celebrate student research across the curriculum. Having a single cohesive, comprehensive, and coordinated office would provide a highly visible location where students could find out about opportunities in various disciplines across campus. This organizational structure would help build on SRF's recruitment strengths by emphasizing that research at DePauw is not just for a few elite (and mostly science) students, but that high-level research is possible for any student who has the interest, aptitude, and work ethic to propose and conduct research with a faculty mentor. It would provide all of the services that students receive from Faculty Development, but with greater focus on student research needs and outcomes.

The OSR would be overseen by a Director (a faculty member), who devotes half their time to that office, and also would serve as chair of the steering committee. A full-time Assistant Director would: (1) organize public occasions related to research (e.g., poster sessions, student presentations); (2) advise students on how to find research opportunities and prepare proposals; (3) maintain the OSR website; (4) work with the Office of Admissions to inform prospective students of research opportunities at DePauw; (5) keep track of and publicize all research opportunities at DePauw; (6) manage proposals and research funds, and provide support for the Director of the Office of Student Research.

The OSR steering committee would be the group that sets proposal criteria, oversees the application process, reviews proposals and makes awards. The committee should consist of faculty who are active in research with students, the Director, Assistant Director and at least two students who have participated in research in the past. In order for this program to function smoothly, faculty with long-term research programs involving students should be able to put in multi-year requests for summer funding so that they can ensure that they will have students every summer. DePauw obligates many science faculty members to have active student-faculty research agendas, and this office should make it as easy as possible for faculty to accomplish that goal.

Coordinating and disseminating information on student research opportunities is a key function of this office, and so a strong, easily accessible website would be necessary. Having an up-to-date website that both celebrates student-faculty work and provides resources on how to write grant proposals would be beneficial to a wide range of students. The website would also provide a place where faculty could explain and promote their research to current and prospective students,

Appendix C

Summary of Faculty Development Programs DePauw University 2011-12 Benefits

The Faculty Development program is primarily managed by the Faculty Development Committee, which reviews proposals; approves, rejects, or asks for revisions; then accepts and responds to reports on funded projects. Please note that *this document is a summary only*. For complete information on eligibility, deadlines and expectations, please consult the Faculty Development Handbook at <http://www.depauw.edu/handbooks/facultydev/>.

Purposes of program:

To **support** faculty members in their scholarly or creative professional development and career goals.

To **enable** faculty members to initiate and complete projects that improve their pedagogy.

To **encourage** faculty members to develop expertise in new areas of their disciplines, to explore inter-disciplinary approaches to teaching, to learn ways to incorporate technology into their teaching and research, and to respond to needs articulated by their departments or by the University at large.

To **stimulate** faculty members to respond to changing student needs, to supply the expertise needed when departments change shape and add new areas/courses, and to help with new or enhanced University programs.

Summary of Funding Available Through the Faculty Development Program

- I. Reimbursement of Expenses – All faculty members, both full-time and part-time, have access to these funds.
 - A. Conferences
 1. Professional Conference fund – tenure-track faculty members receive \$3600 in a three-year period. If presenting a paper, an additional \$150 per day may be reimbursed. There are additional supplements available for attending and presenting at international conferences. Each full-time faculty member has up to \$1000 additional monies to attend workshops each year. Check the handbook for information for faculty members in other categories.
 2. Student-Faculty Conference Fund – pays expenses for a faculty member to take students for one day to a Midwest regional conference.
 3. Supplemental Funding for GLCA, CUR, AAC&U and Reacting to the Past conferences and workshops.
 - B. Projects associated with Artistic Work, Research and Teaching
Professional Development Fund – up to \$2000 per academic year, for each tenure-track faculty member to pursue her or his own research, artistic work or teaching project. Check handbook for faculty members in other categories.
 - C. Student Grants
Any full-time student who is not on academic probation and has no incomplete grades may apply for up to \$600 per year to cover expenses for presenting a paper or poster at a conference or competing in national music competitions which require an audition, if that student has a faculty sponsor. Eligible students may also apply for research funds (up to \$300 per year) for projects not related to course work. (See stipulations in Faculty Development Handbook if more than two students giving the same conference presentation).
 - D. Entertainment Funds
Faculty members have funds available for special student events that take place outside of the classroom. This fund is administered by the Dean of Academic Life.
- II. Reassigned Time for tenured and tenure-track faculty members. Some of these grants also include a stipend.

- A. Faculty Fellowship Program
Tenured faculty members may apply. Three-year term; stipend of \$5000 each year and a reduction in teaching load (equivalent to 4 out of 24 contact hours in each academic year), and a project budget of up to \$2000 each academic year.
- B. Pre-Tenure Leave
Enhanced faculty development for new tenure-track faculty members include a one-course teaching load reduction in the first year, and a pre-tenure leave in the fourth or fifth year, following a successful interim performance review in the third year.
- C. Fisher Fellowship
Tenured faculty members are eligible. One-semester leave (full pay plus \$5000 stipend). There is only one of these available each year. In recent years, these have been awarded to faculty members who completed book-length manuscripts, prepared a major art exhibition, and worked on a substantial research project that led to an external grant application.
- D. Sabbatical Leaves
Tenured faculty members are eligible to apply in the seventh year for a leave to be taken in the eighth year. Thereafter, they are eligible to apply in the sixth year of full-time teaching after the previous sabbatical leave for leave to be taken in the seventh year. Four-course reduction at full pay or full-year leave at 2/3 pay.
- E. Special Leaves
These leaves are granted only occasionally, and include situations such as faculty-in-residence in an off-campus program or at another university, or unpaid leave for personal or professional reasons.

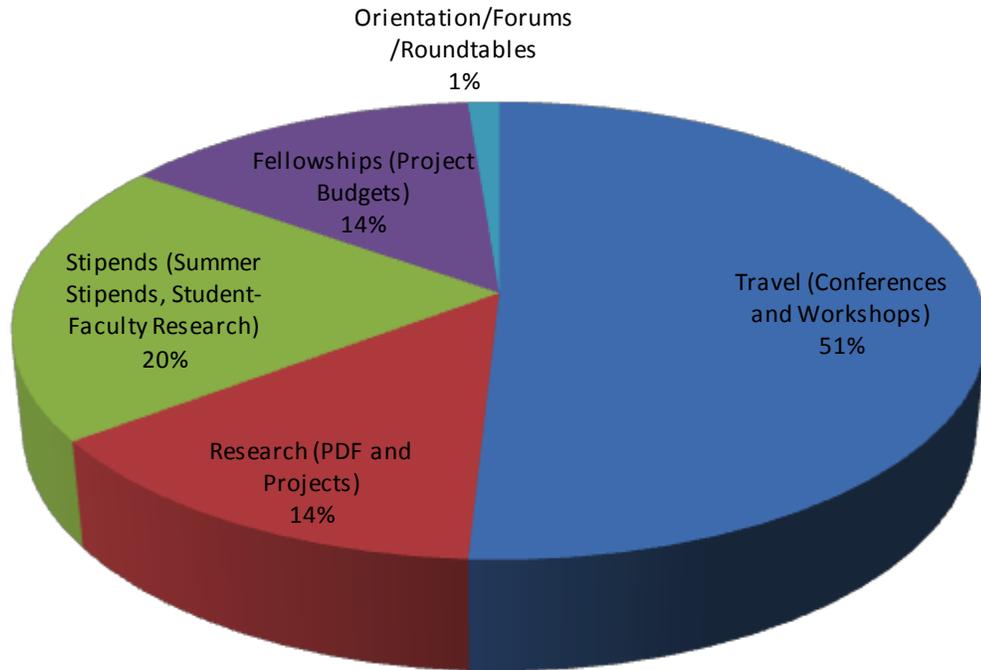
III. Reassigned Time - for tenured and tenure-track faculty members, as well as term faculty members after a satisfactory third-year review.

- A. Fisher Course Reassignments:
One course released reassignment—equivalent to 4 out of 24 contact hours.

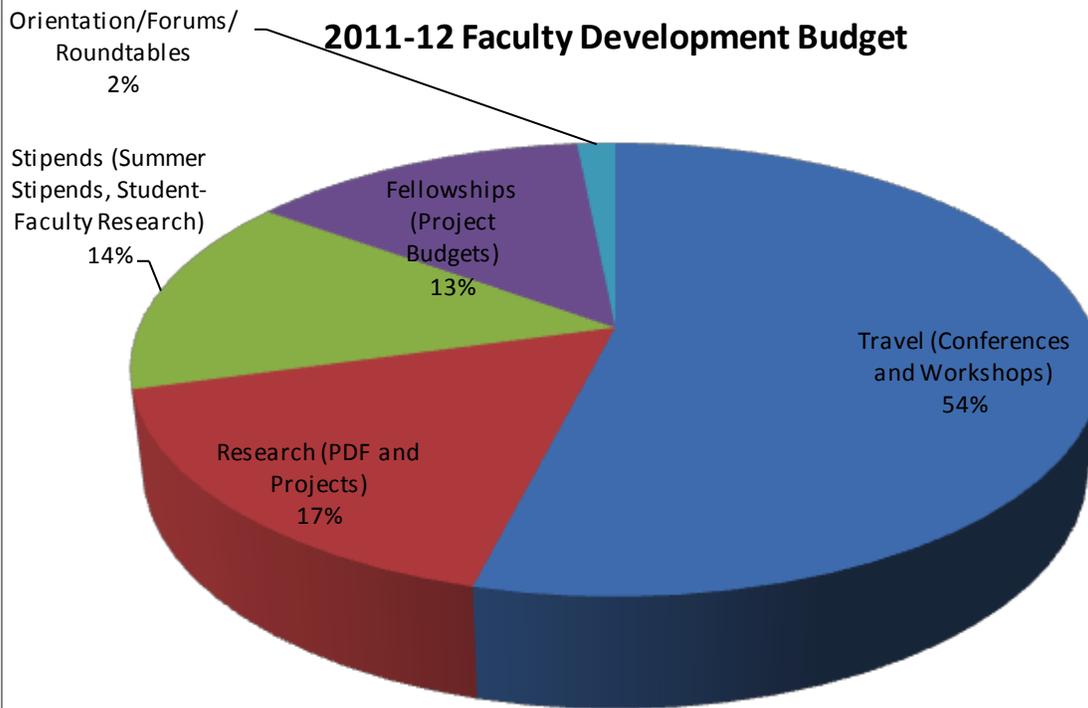
IV. Stipends – Most faculty members on full-time continuing contracts are eligible for these awards.

- A. Summer Stipend/one award possible every two years
\$2500 per project. These are competitive awards, available for various types of curricular, pedagogical, research and creative projects.
- B. Student/Faculty Summer Research
\$3800 student stipend; \$2500 stipend for the faculty member. These grants fund collaborative research; faculty member and student make a joint application for these awards.

2002-03 Faculty Development Budget



2011-12 Faculty Development Budget

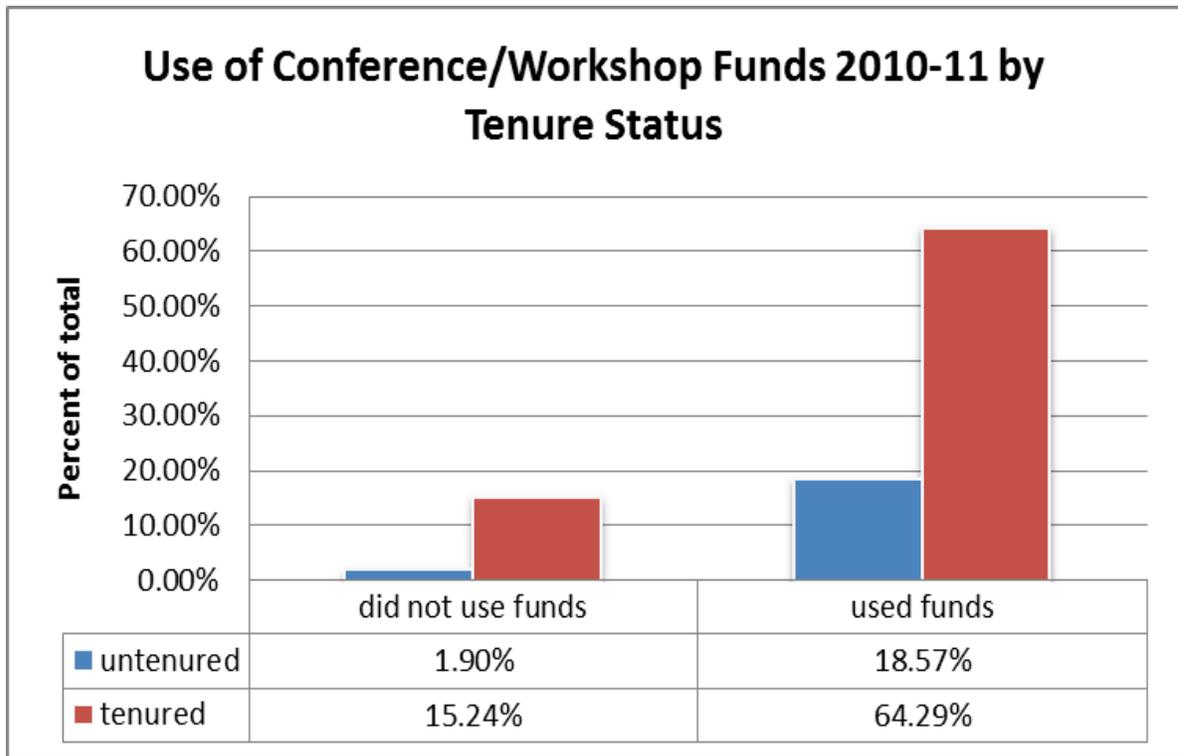


Appendix E

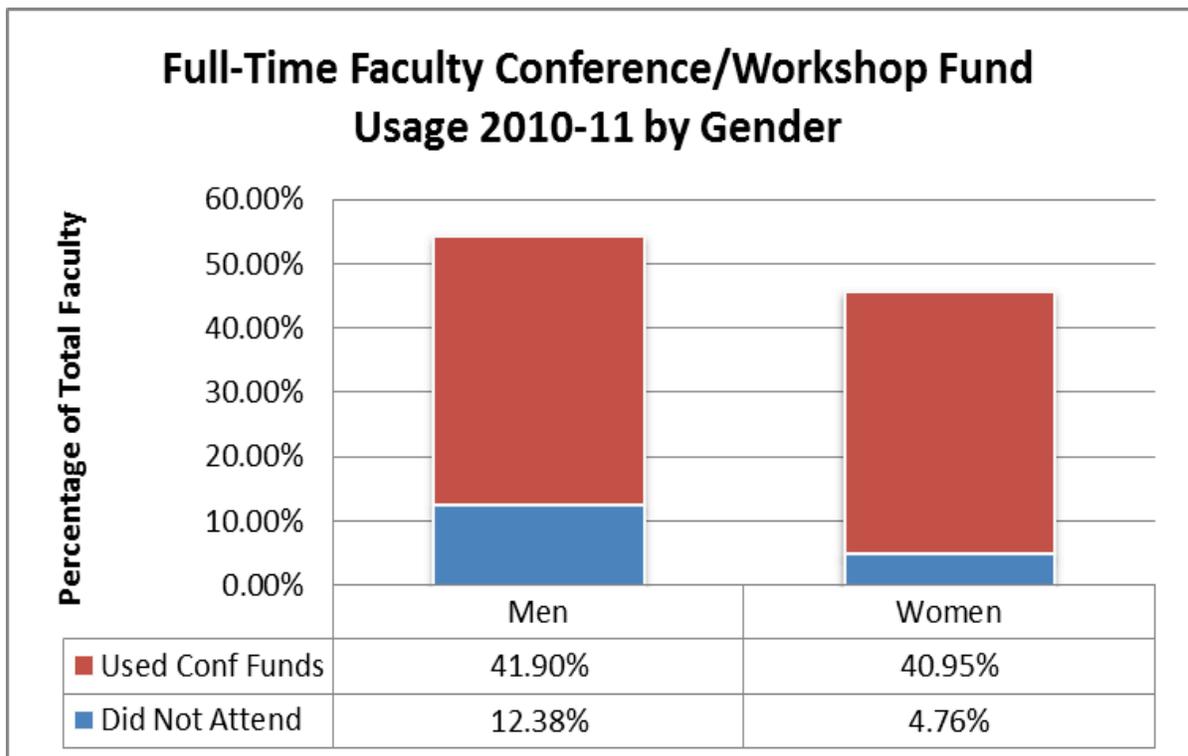
FACULTY DEVELOPMENT PROGRAMS

SUMMARY 2005-2012							
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<i>Programs that Provide Funding</i>							
Professional Development Fund							
Full-Time Faculty Members							
Projects	47	72	69	63	51	56	60
Individuals	42	63	58	52	43	49	52
Part-Time Faculty Members							
Projects	2	1	2	1	2	3	1
Individuals	1	1	2	1	2	3	1
Professional Conference Fund							
Total Full-Time Faculty Members	229	226	231	230	222	222	220
# of Individuals Attending	175	151	168	159	141	160	132
# of Conferences Attended	266	247	252	265	232	223	199
Total Part-Time Faculty Members	46	54	59	64	53	47	50
# of Individuals Attending	21	16	14	13	7	7	5
# of Conferences Attended	22	20	16	14	7	7	6
Number of faculty presenting	108	108	112	113	99	96	98
Number of Presentations	169	162	261	170	143	143	144
Summer Stipends (incl Grants)	23	16	16	4	12	16	16
<i>Programs that Provide Time</i>							
Leaves	30	42	36	38	42	32	42
Fisher Course Reassign	5	8	7	10	8	7	7
<i>Program with Funds & Time</i>							
Faculty Fellowships (new awards)	11	14	14	14	14	8	10
<i>Programs that Fund Students</i>							
Student/Faculty Summer Research							
# FDC Faculty Funded	18	18	14	11	11	13	10
# Total Faculty Funded (incl SRF)	25	28	35	33	36	30	29
# FDC Students Funded	21	24	17	15	12	19	28
# Total Students Funded (incl SRF)	55	55	52	58	63	67	63
Student Research & Artistic Grant	40	27	29	17	25	24	48
Student-Faculty Conferences	10	23	17	7	6	2	2

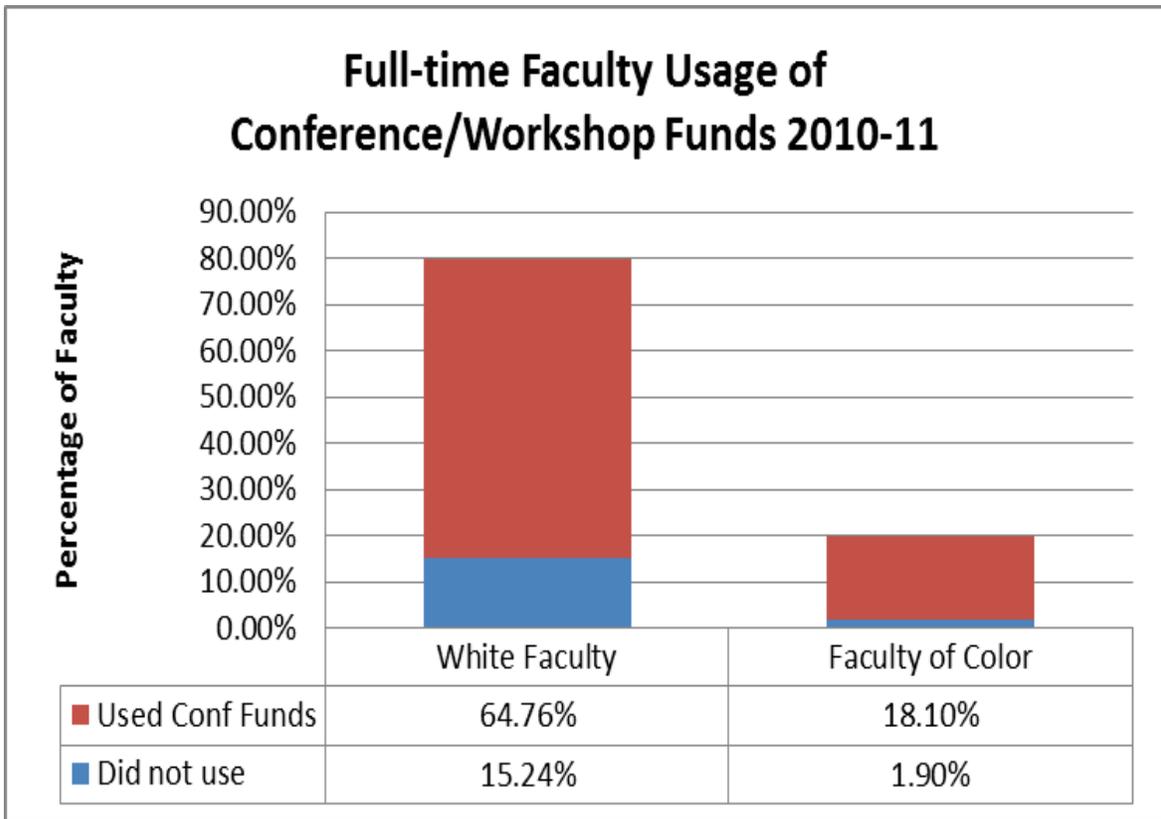
Appendix F



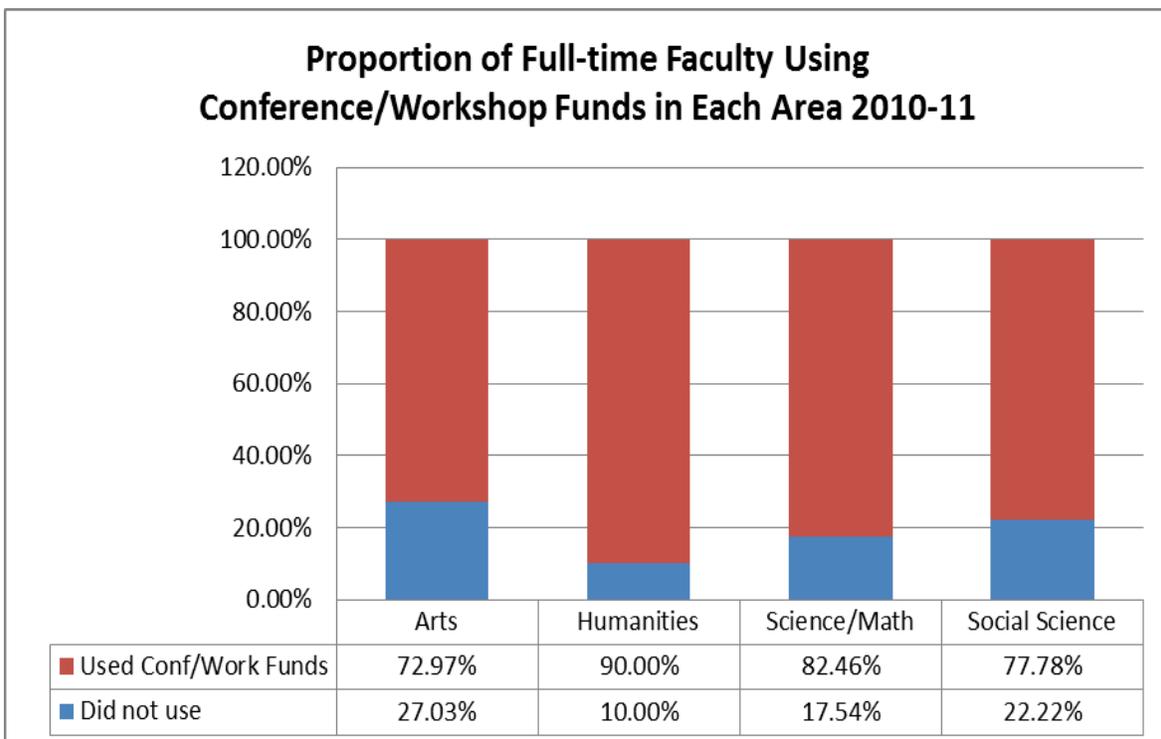
Appendix G



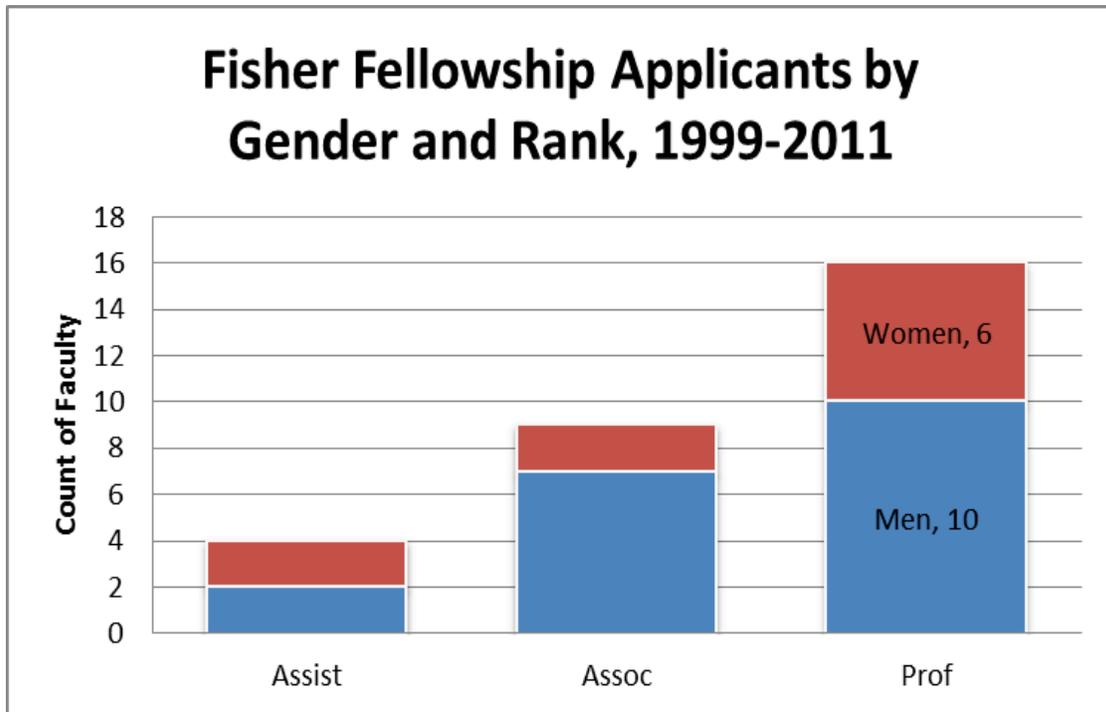
Appendix G (continued)



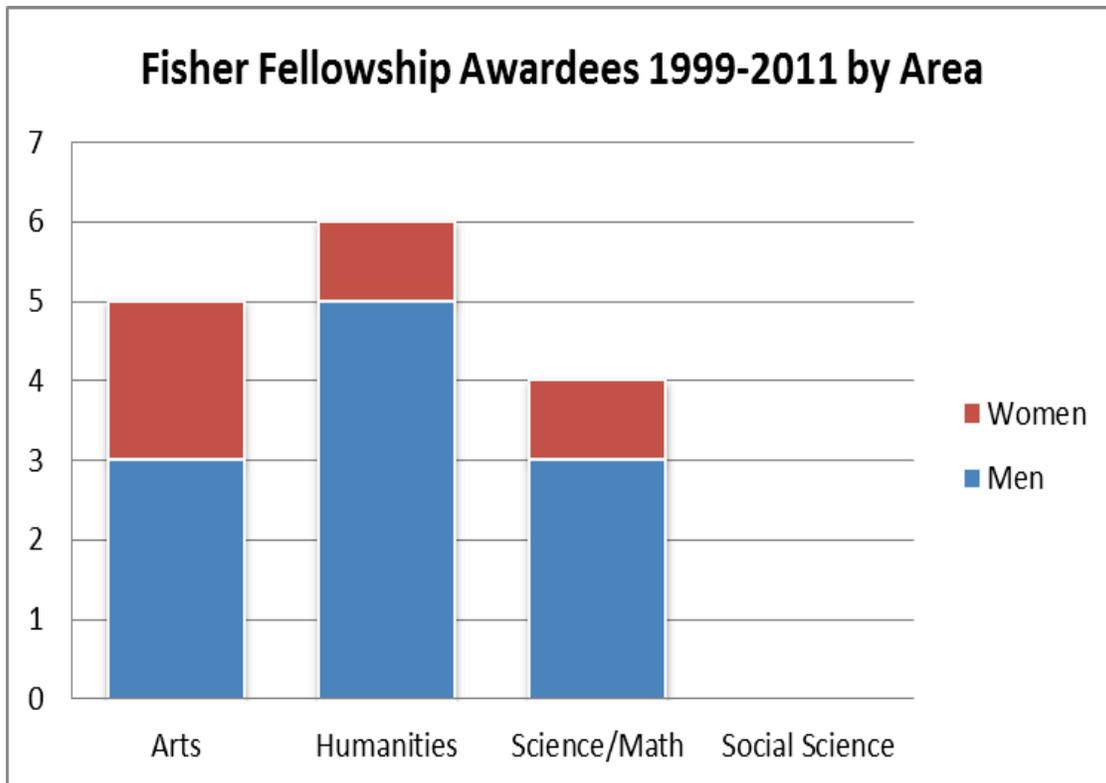
Appendix H

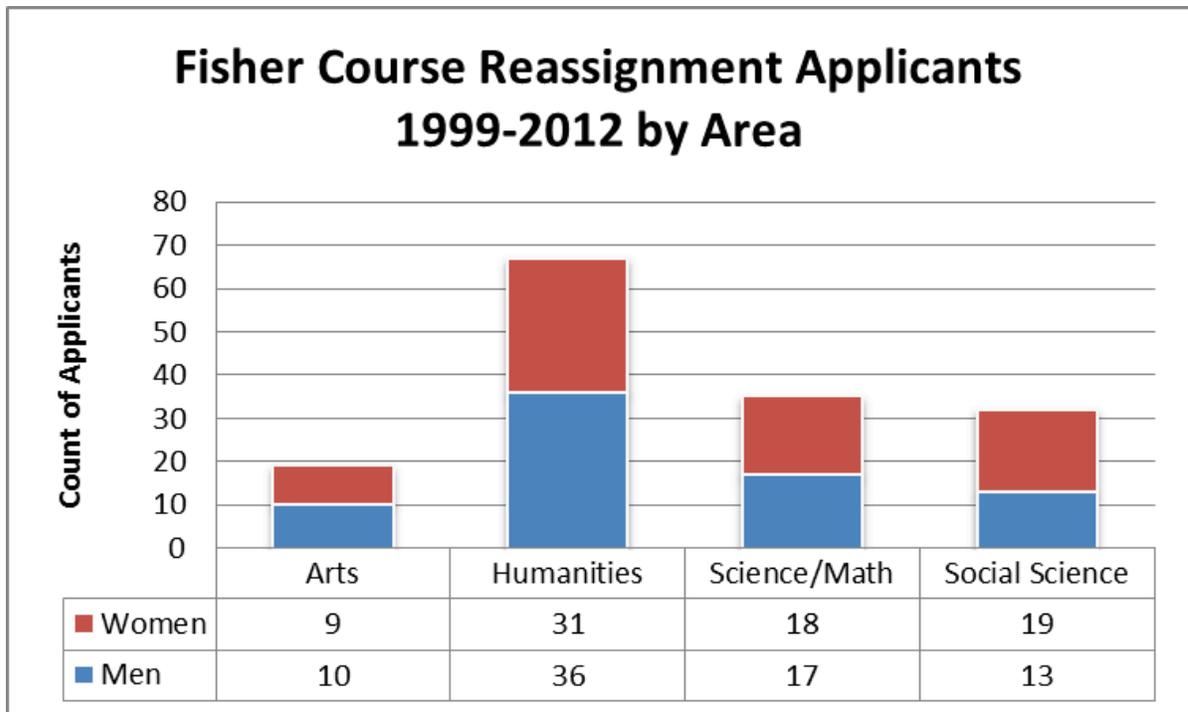
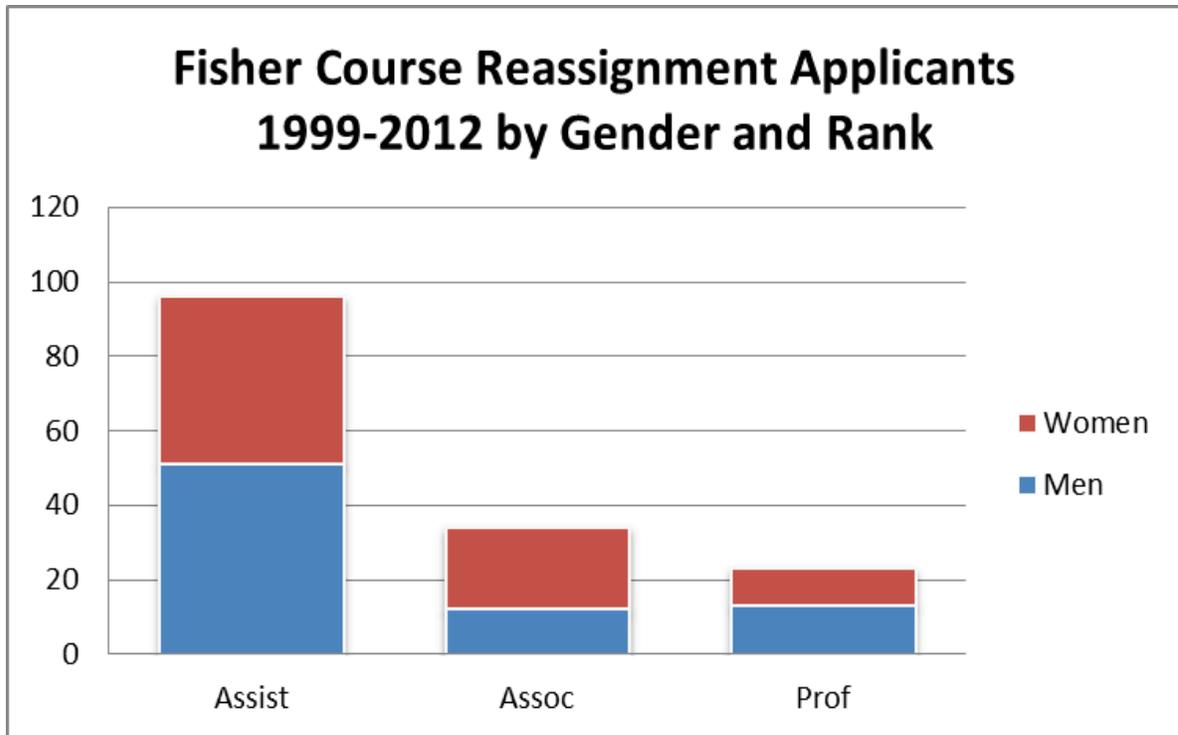


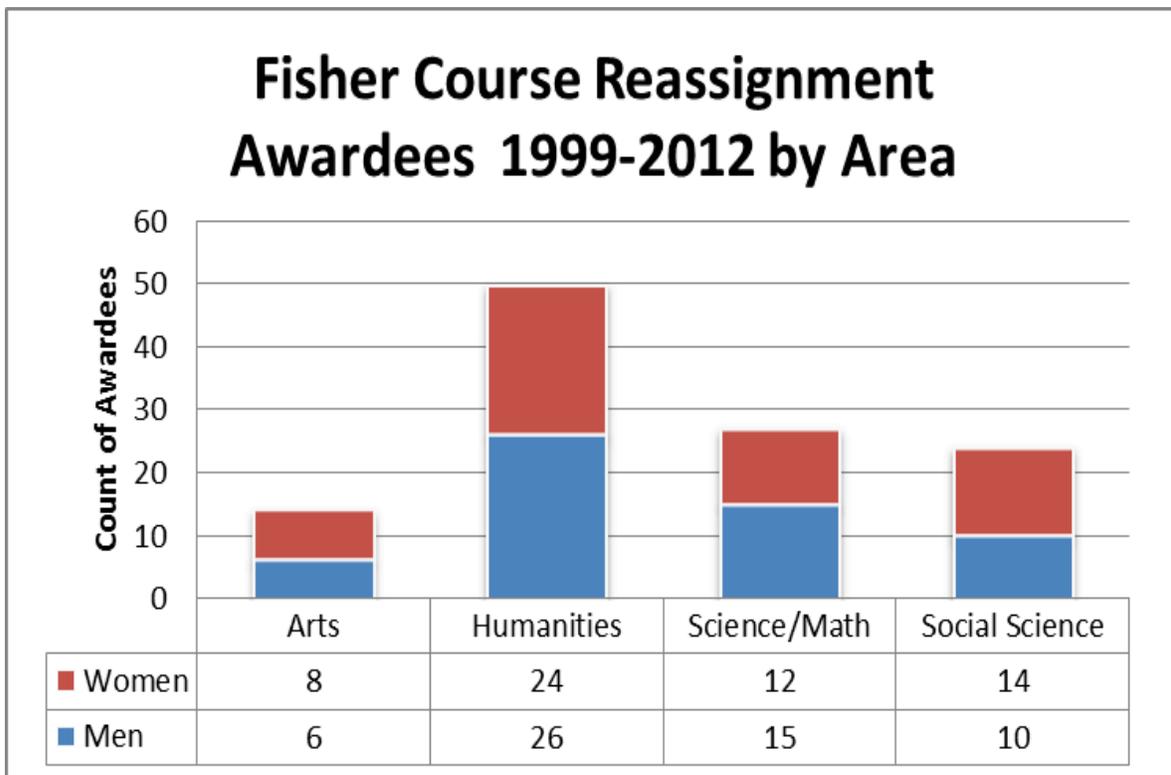
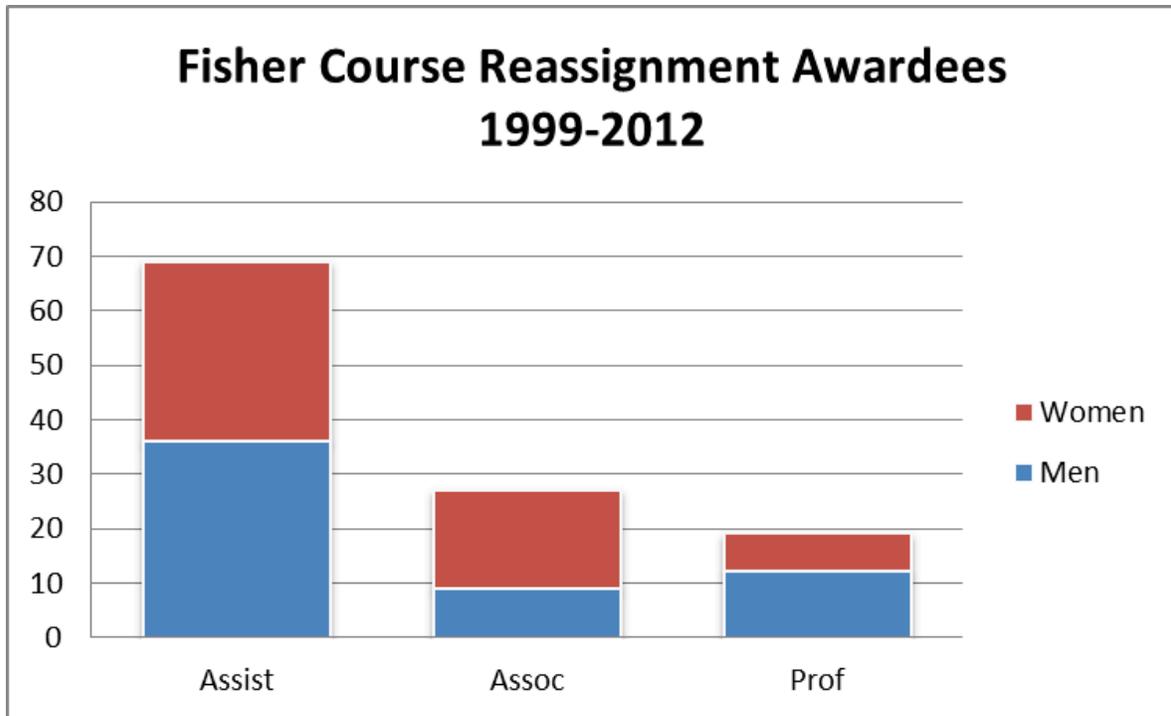
Appendix I



Appendix J







Sabbatical Leave Policies for GLCA Institutions

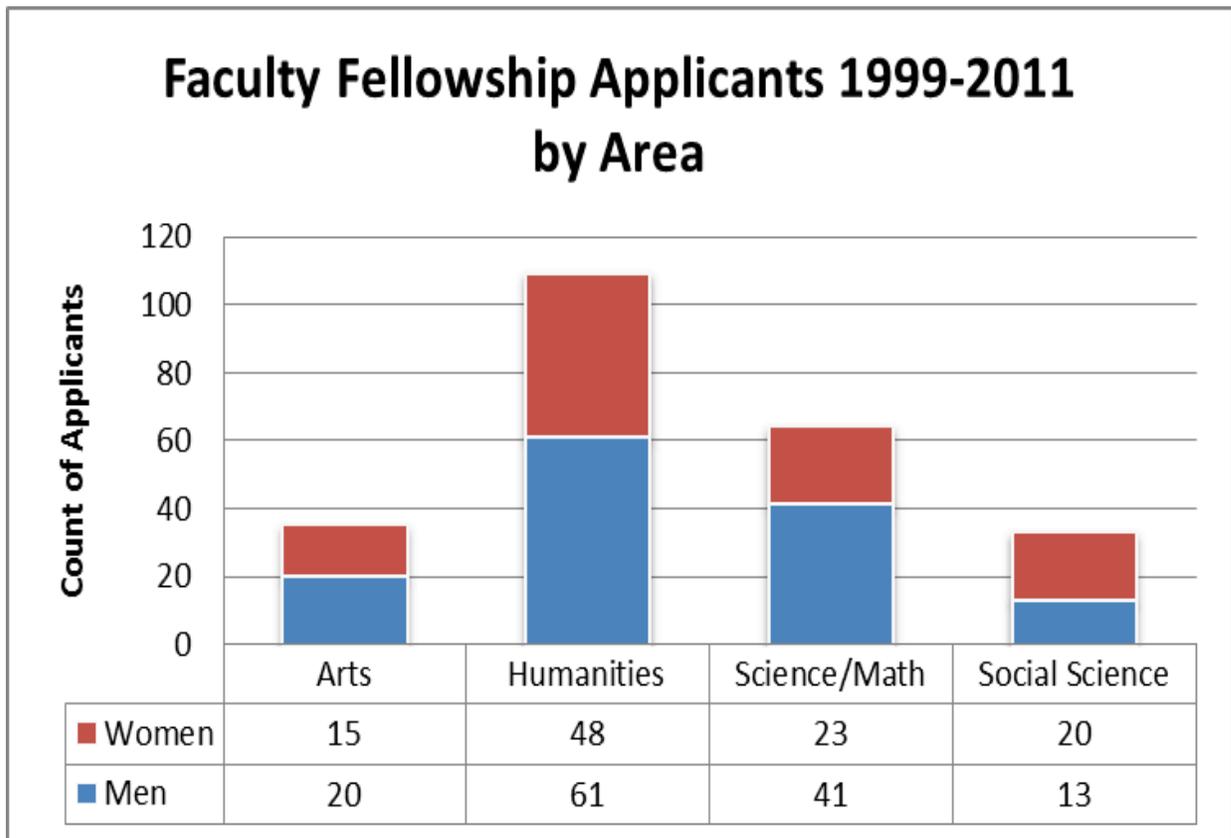
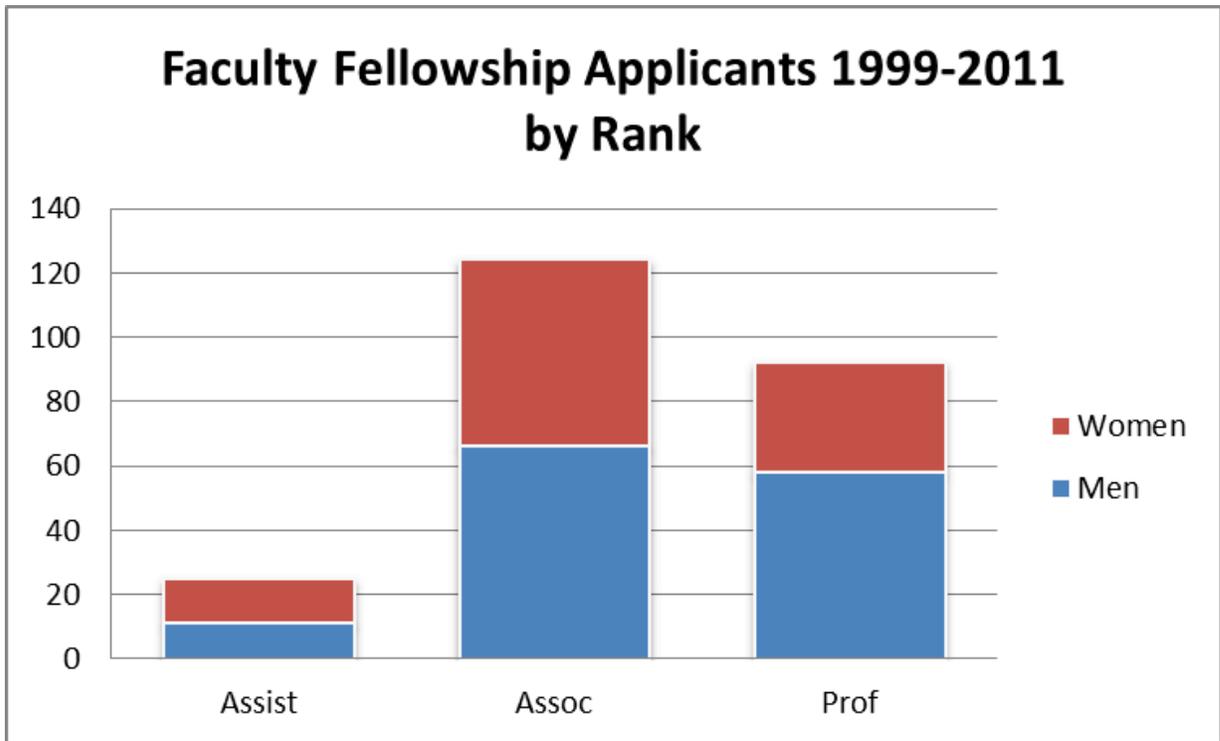
GLCA Institutions	Sabbatical Policy
Albion College	Eligible in eighth year and every seven years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave.
Allegheny College	Eligible every seven years. Full pay for a one-semester leave or 62.5% pay for a full-year leave.
Denison University	Eligible in seventh year and then on the following schedule: after three years, one semester at 75% pay; after six years, one semester at full pay, or a full year at 50% pay.
DePauw University	Eligible in eighth year and then every seven years thereafter. Full pay for a one-semester leave plus an additional course off during the preceding or following semester, or 66.7% pay for a full-year leave.
Earlham College	Eligible in seventh year and every seven years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave.
Hope College	Eligible in the seventh year and every six years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave.
Kalamazoo College (quarter system)	Eligible in seventh year and every seven years thereafter. One term at full pay, two terms at 88.9% pay, or full year at 66.7% pay.
Kenyon College	Eligible in eighth year and every seven years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave. Kenyon provides up to 88.3% of pay for a full-year leave, if supplemental funds are available, provided that the faculty member “makes serious efforts to seek outside funding for the sabbatical leave” or the Provost agrees “that the nature of the sabbatical leave precludes all reasonable possibility of success in such efforts.”
Oberlin College	Eligible in seventh year and every six years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave.
Ohio Wesleyan	Eligible in eighth year and every six years thereafter. Full pay for a one-semester leave or 50% pay for a one-year leave.
Wabash College	Eligible in seventh year and every seven years thereafter. Full pay for a one-semester leave or 50% pay for a one-year leave.
College of Wooster	Eligible for one-semester leave after five semesters of teaching and eligible for a full-year leave after four years of teaching. All leaves at full pay; however, only 10% of the faculty can be on the equivalent of a full-year leave at any time (typically 16 full-year to 32 one-semester leaves per year).

Source: Compiled from websites and Dean’s list query by VPAA David Harvey.

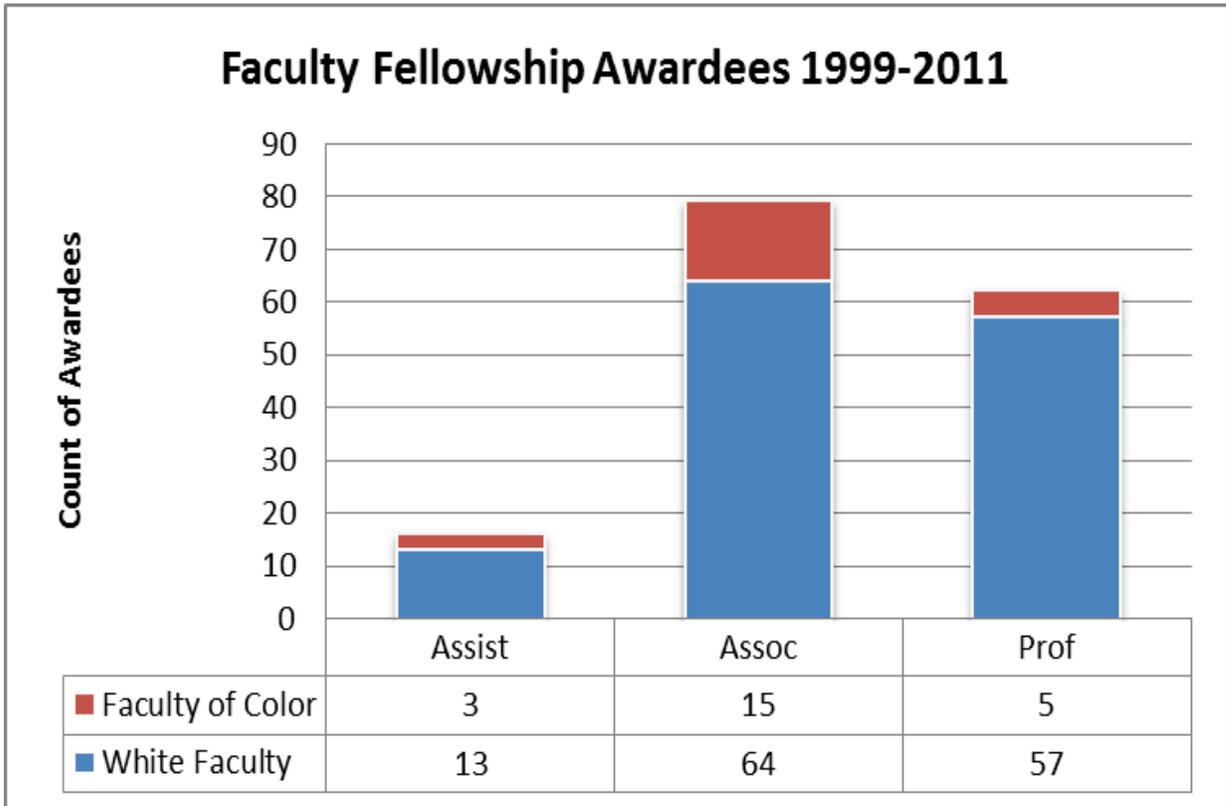
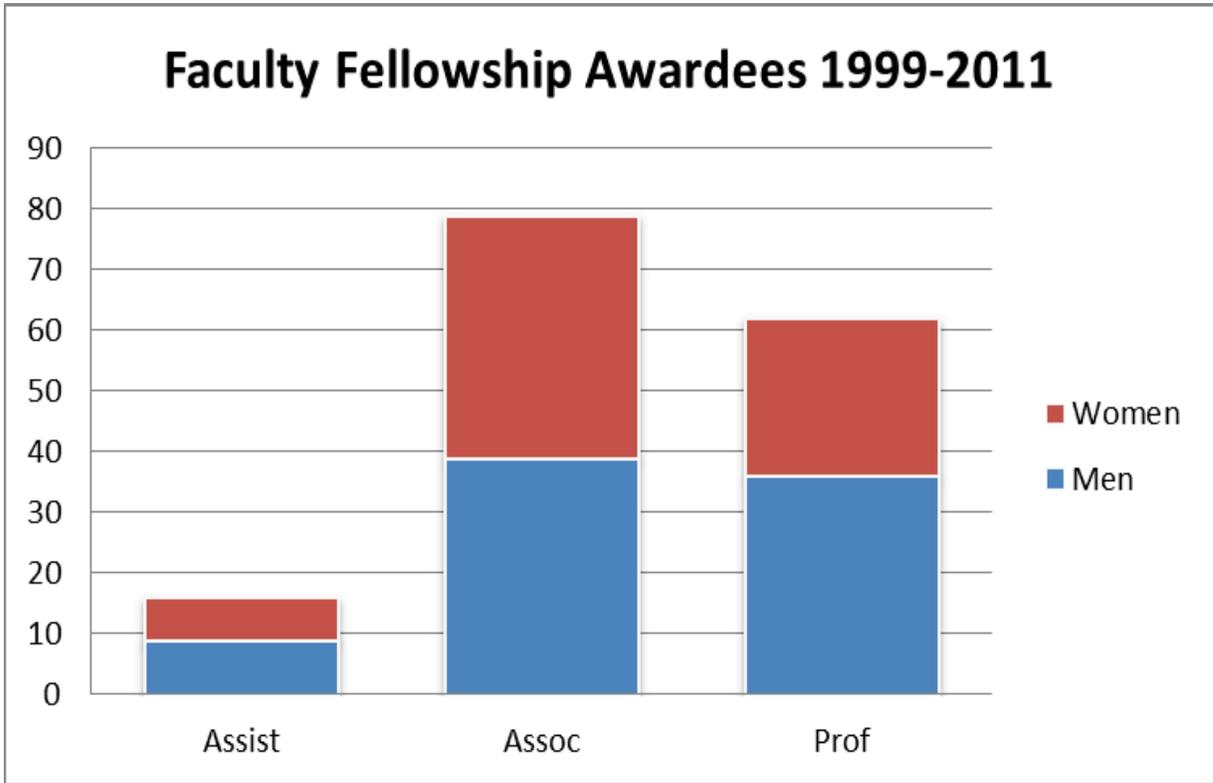
Sabbatical Leave Policies for the U.S. News Top Ten National Liberal Arts Colleges

U.S. News Top Ten Institutions	Sabbatical Policy
Williams College	Eligible in seventh year and then every seven years thereafter. Full pay for a one-semester leave or 75% for a full-year leave. A one-semester leave after three years of teaching for 75% of pay is also possible. Internal, competitive funding is available to supplement funding up to a maximum of 100%.
Amherst College	Eligible after six years of teaching for a one-semester leave at full pay or a full-year leave at 80% of pay. A one-semester leave after three years of teaching for 80% of pay is also possible.
Swarthmore College	Eligible after every four years of teaching. Full pay for a one-semester leave or 50% pay for a full-year leave. The College provides 10–12 grants of 50% pay for those seeking a full-year leave.
Middlebury College	Eligible for a one-semester leave at 75% of pay after four years of teaching, or eligible for a full-year leave at 55% of pay after five years of teaching. Faculty are expected to seek outside funding to achieve full pay; once outside funding opportunities are exhausted, the College will consider funding up to 100% of pay for one-semester leaves or up to 80% for full-year leaves.
Wellesley College	Eligible for a one-semester leave at 50% of pay after three years of teaching or eligible for a full-year leave at 50% of pay after six years of teaching. Faculty members who have “strenuously applied” for outside funding may apply to the College for additional funding up to 100% of pay.
Bowdoin College	Eligible in second year after receiving tenure and every six years thereafter. Full pay for a one-semester leave or 50% of pay for a full-year leave. Some internal funding is available to supplement pay and faculty members can accrue up to one-year at full pay if leave is after 12 years of teaching.
Pomona College	Eligible for a one-semester leave at 50% of pay after three years of teaching, eligible for a one semester leave at 100% of pay after six years of teaching, or eligible for a full-year leave at 50% of pay after six years of teaching. Faculty who apply for outside funding from at least one external source can apply to the College for additional funding up to full pay.
Carleton College (quarter system)	Eligible for a one-term leave at full pay after three years of teaching, for two terms at full pay after six years of teaching, for one term at full pay plus a one-course release after four years of teaching, or for two terms at full pay plus a two-course release after eight years of teaching.
Davidson College	Eligible in seventh year and every seven years thereafter. Full pay for a one-semester leave or 50% pay for a full-year leave. If a faculty member on a full-year leave obtains external funding that leaves his or her total salary at less than 100%, the College will provide up to 50% of the salary shortfall up to a maximum of \$15,000.
Haverford College	Eligible for a one-semester leave at 75% of pay after three years of teaching or eligible for a full-year leave at 75% of pay after six years of teaching. If a faculty member makes “substantial efforts” to obtain outside funding, the College will provide supplement funding to ensure full pay.

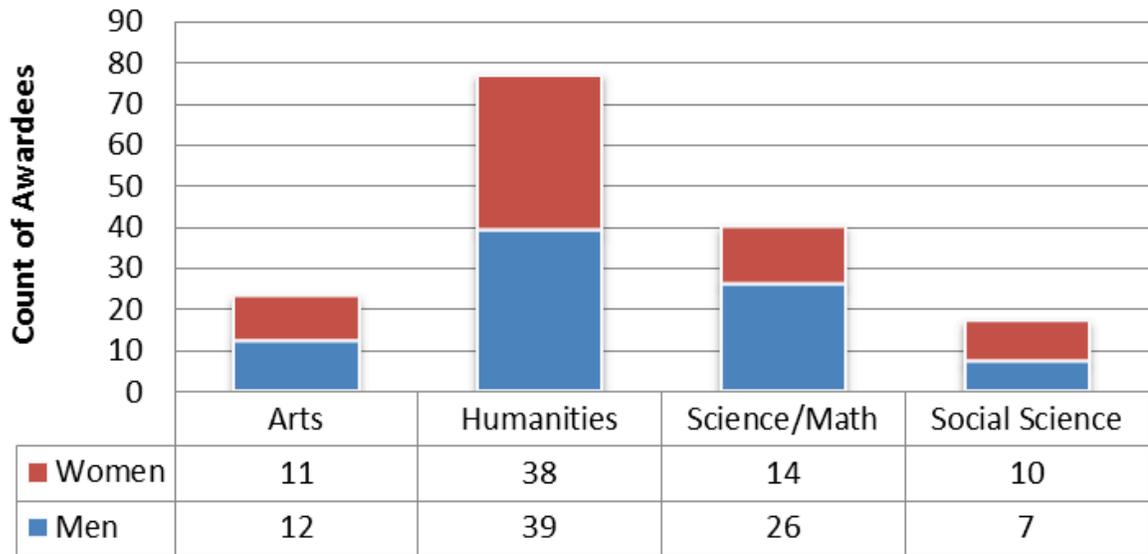
Source: Compiled from websites and Dean’s list query by VPAA David Harvey.



Appendix O



Faculty Fellowship Awardees 1999-2011 by Area



One Potential Model: Organization of Faculty Development

- **VPAA and Dean of the Faculty**
 - Endowed Chair and Professor Awards
 - Celebrating faculty work
 - Sabbatical Leaves

- **Internal Grants Committee**
 - Research Funding
 - Reassigned Time
 - Pre-tenure Leaves
 - Research Colloquia

- **Teaching and Learning Center (Faculty Development Coordinator)**
 - Faculty Forums
 - Workshops
 - Curriculum
 - Technology
 - New Faculty Orientation
 - Faculty Mentoring
 - Sabbatical and Pre-tenure Leave Advising and Support
 - Coordination with FITS and W, S, Q Centers
 - External Teaching Award Nominations

- **Grants Office**
 - Office of Student Research
 - Student/Faculty Research
 - Maintenance and Support for External Grants
 - External Grants Workshop