Benchmarking Faculty Development

In the following report, we provide an analysis of faculty development practices at peer institutions of XYZ. Following an introduction, we discuss key findings regarding faculty development practices at these institutions and benchmark these practices against current faculty development offerings of XYZ. Following this analysis, three sections are devoted to case studies of peer institutions in three groups: Jesuit Peers, Non-Jesuit Christian Peers, and Secular Peers.
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Introduction

In the following report, we provide extensive details regarding the faculty development programming offered by institutions which have been identified by XYZ as being part of its national comparison group. A variety of institutions are included in this group, including both public and private institutions, both liberal arts colleges and universities, and institutions with various church affiliations or none at all. The institutions that make up this group are shown in Table 1, which also outlines information regarding institutional characteristics of each peer.

Table 1. XYZ' National Comparison Group

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type of School</th>
<th>Church Affiliation</th>
<th>U.S. News Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley College</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradley University</td>
<td>x</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Butler University</td>
<td>x</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Creighton University</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of New Jersey</td>
<td>x</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Drake University</td>
<td>x</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>Elon University</td>
<td>x</td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>Fairfield University</td>
<td>x</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>James Madison University</td>
<td>x</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>John Carroll University</td>
<td>x</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>x</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Loyola University Maryland</td>
<td>x</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>XYZ</td>
<td>x</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>Mercer University</td>
<td>x</td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Mills College (CA)</td>
<td>x</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>Providence College</td>
<td>x</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Rollins College</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Clara University</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Stetson University</td>
<td>x</td>
<td></td>
<td>91</td>
</tr>
<tr>
<td>Trinity University</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>x</td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>Villanova University</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>x</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Xavier University</td>
<td>x</td>
<td></td>
<td>89</td>
</tr>
</tbody>
</table>

Source: The College Board

1 “College Search.” The College Board. collegesearch.collegeboard.com/search/index.jsp
2 Women only
Due to the large number of institutions included in this group, our review of faculty development programs divides these colleges and universities into three groups: Jesuit Peers, Non-Jesuit Christian Peers, and Secular Peers. Institutions fell into these groups as follows:

**Jesuit Peers:**
- Creighton University
- Fairfield University
- John Carroll University
- Loyola Marymount University
- Loyola University Maryland
- Santa Clara University
- Xavier University

**Non-Jesuit Christian Peers:**
- Elon University
- Mercer University
- Providence College
- Trinity University
- Valparaiso University
- Villanova University

**Secular Peers:**
- Bentley College
- Bradley University
- Butler University
- College of New Jersey
- Drake University
- James Madison University
- Mills College
- Rollins College
- Stetson University
- University of Mary Washington

Following this introduction and an overview of key findings, separate sections are devoted to faculty development practices among each of these types of institutions.
In this section of the report, we provide an overview of key findings regarding faculty development programs at the institutions discussed in the Introduction. While discussing significant trends across these institutions, we compare peer practices to existing programming at XYZ. A condensed overview of faculty development has also been collected in this report’s Appendix.

For each institution, we explore faculty development programming in four areas:

- Programs for New Faculty;
- Workshops, Events, and Services;
- Grants, Leaves, Awards, and Research; and
- Additional Resources.

Most peer institutions reviewed in this report administer their faculty development programming through a central, institution-wide unit, commonly named a Center for Teaching Excellence. Otherwise, developmental opportunities are often available under Academic Affairs or Provost’s offices. XYZ, like many of its peers, has established a Center for Faculty Innovation as the central unit administering faculty development.³

Programs for New Faculty

Our research indicates that, at the very least, peer institutions offer New Faculty Orientation services to recently hired faculty members, and these services are geared toward familiarizing new faculty with an institution’s mission and culture, introducing them to new colleagues, and providing general information needed to begin teaching at the institution.

Several peers, however, go beyond general orientation services to provide ongoing support and development opportunities in the form of workshops and mentoring programs. Butler University holds On-going Orientation Sessions in which new faculty may explore various pedagogical topics throughout the year. Meanwhile, Elon University provides a New Faculty Coffee/ Lunch Program that allows for informal, one-on-one conversations about teaching between colleagues, while John Carroll University’s Junior Faculty Lunch Series offers “casual” sessions for new faculty to receive information about campus offices and services. In addition, Mentoring Programs matching new faculty with established colleagues are central to faculty development programs at Bradley University, Fairfield University, Loyola Marymount University, and Rollins College among others. XYZ is again similar to its peers in offering a general new faculty orientation program, but it is also in lockstep

³ “Center for Faculty Innovation.” XYZ. www.XYZ.edu/cfi/
with more ambitious comparison institutions in that it offers a series of New Faculty Seminars beyond orientation.4

Workshops, Events, and Services

A wide variety of services, events, and workshops are offered to faculty members for developmental purposes at peer institutions.

Faculty workshops are an established form of development at many of the peer institutions. Villanova University hosts Workshops and Informal Discussion Groups for faculty on issues like “balancing teaching and research” and “teaching large classes effectively.” Similar workshops are in place at Santa Clara University, Valparaiso University, and Xavier University, among other peers. Generally speaking, these workshops provide an opportunity for faculty to explore ongoing and emerging pedagogical issues and strengthen their teaching skills. In this area, XYZ is similar to many of its peers in offering regular workshops for faculty, and may exceed the offerings of most peers in that these workshops are offered every week during the fall and many weeks in the spring.5

Another notable trend in this area is the common occurrence of lunch discussion groups for faculty. Brown Bag Luncheons or similar programs are prominent at Elon University, Butler University, John Carroll University, Loyola Marymount University, the University of Mary Washington, and Xavier University. These events provide an opportunity for faculty to meet and discuss teaching issues, sit for presentations, and experience lectures from visiting speakers. Outside of the lunch room, however, several institutions have also established ongoing development programs designed to convene faculty members on a regular basis. Butler University, for instance, hosts a Faculty Sherry Hour, and Loyola Marymount has established a Friday Faculty Colloquia. Many peers invite faculty to events where they may gain valuable insight from visiting speakers; such programs are in place at Mercer University and the College of New Jersey. Like a large share of its peers, XYZ hosts Luncheons and Brown-Bag Discussions throughout the academic year.6

It is clear that creating opportunities for faculty to gather and share experiences and expertise is a vital aspect of most peer faculty development offerings, as peers recognize that faculty members can help one another develop professionally. Beyond hosting interactive faculty events, many peer institutions have created faculty groups and communities, such as the Faculty Study Groups at Santa Clara University, the Multi-Session Working Groups at Creighton University, the Faculty Learning Communities at Xavier University, and the Scholarly Writing Groups at James Madison University. XYZ also facilitates faculty collaboration and cooperation through

4 “New Faculty Programs.” XYZ. www.XYZ.edu/cfi/new-faculty-programs
5 “Instructional Support.” XYZ. www.XYZ.edu/cfi/instructional-support
6 Ibid.
its Faculty Teaching Faculty program and Faculty Research and Publishing groups.\textsuperscript{7,8}

Annual events and conferences are also offered by several peer institutions to strengthen faculty development. For example, Bradley University holds an Annual Fall Teaching and Research Forum, Rollins College hosts a Faculty Day of Scholarship and Teaching, and Fairfield University offers its Annual Summer Teaching Conference. Meanwhile, James Madison University hosts faculty symposia twice a year as part of its development programming. XYZ' Faculty Academy hosts comparable events, for example a program “in which teachers preparing to teach First-Year Seminars meet throughout the spring semester to discuss successful teaching techniques, assignments, and syllabi.”\textsuperscript{9}

As part of faculty development programming, several peers offer assessment services to faculty members that provide constructive feedback to inform instructional improvement. The most common assessment service is Individual Consultations, in which teachers can receive special guidance. Institutions offering Individual Consultations include: Elon University, James Madison University, and Villanova University. Another common service is Classroom Observation, available at Xavier, James Madison, Rollins, and Santa Clara. Additionally, Mid-semester Assessment services are offered at Elon, Fairfield, and Santa Clara. At XYZ, Instructional Support is also available in the form of Classroom Videotaping and Instructional Design Consultation.\textsuperscript{10}

The incorporation of technology training in faculty development is a common theme among peer institutions. While Rollins offers Technology Training, Providence has established an Instructional Technology Development Program, and Butler offers assistance through its Center for Academic Technology. Similarly, XYZ offers extensive Technology Support to faculty through the Center for Faculty Innovation.\textsuperscript{11}

Several peers also provide faculty with the opportunity to participate in International Exchanges or otherwise develop teaching practices for greater internationalization. Such programs are found at Drake, Rollins, and Stetson.

**Grants, Leaves, Awards, and Research**

Providing grants and other funding opportunities to faculty members for research and scholarship is a common — and often the primary — method of developing faculty at peer institutions.

\textsuperscript{7} Ibid.\textsuperscript{8} “Research Support.” XYZ. www.XYZ.edu/cfi/research-support\textsuperscript{9} “Instruction Support,” Op. Cit.\textsuperscript{10} Ibid.\textsuperscript{11} Ibid.
Faculty grants are available at almost all peer institutions, and those that do not offer internal grants traditionally have a system in place to assist faculty in seeking external funding opportunities. These opportunities tend to come in the form of Course Development Grants, Class Enhancement Grants, and general Faculty Development Grants or Faculty Research Grants. These grant awards provide varying levels of financial assistance for faculty members to undertake research projects that will lead to the improvement of teaching and learning at their institutions. Fellowships and Professorships are another common form of financial support for faculty development at peer institutions, and often serve the same purpose as faculty grants, allowing faculty members to embark on research and scholarship projects. Additionally, Faculty Awards recognize faculty achievements and foster development, and peer institutions have generally established annual faculty awards that reward innovation, research, and scholarship. Like many peer institutions, XYZ offers Course Development/ Faculty Development Grants, Faculty Research Grants, and Marquette Faculty Fellowships through its Office of Academic Affairs. Its Center for Faculty Innovation also organizes the Faculty Research and Publishing groups and coordinates opportunities with the Office of Grants and Research.¹²,¹³

The majority of peers also traditionally provide assistance to faculty members who wish to travel for conferences or developmental seminars. While Mercer University and the University of Mary Washington offer Professional Travel funding, Loyola Marymount University and Elon University have Travel Grants programs.

Almost every peer institution includes Sabbatical Leave in its faculty development programming, and such absences from teaching are traditionally permitted by institutions when a faculty member seeks leave to undertake research. In many cases, faculty may receive their full salary for a short period of time (such as a half-year), and a lower percentage of their salary for extended leaves. Such sabbaticals and leaves are also permitted by XYZ.¹⁴

Additional Resources

Peer institutions — especially those which have established centers for faculty development — often supplement their development programming by leading faculty to additional teaching resources. At Valparaiso University, the Teaching Resource Center partners with University library services to collect these resources for faculty, and similar arrangements have been made at nearly every peer institution. Some institutions, in addition to providing teaching resources to faculty, have established exchanges in which faculty members may share such resources with one another. Fairfield University, for example, has created a Faculty Lending Collection. XYZ also

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¹³ “Internal Grants.” XYZ. www.XYZ.edu/cfi/internal-grants
¹⁴ “Sabbaticals + Leaves.” XYZ. academicaffairs.XYZ.edu/grants-research/sabbaticals-leaves
leads faculty members to additional resources through its Teaching and Learning Resource Library.¹⁵

Finally, peer institutions also tend to disseminate information regarding faculty development opportunities and best practices teaching resources through Newsletters and/or List Serves.

¹⁵“Teaching and Learning Resource Library.” XYZ. www.XYZ.edu/cfi/resource-library
Faculty Development at Jesuit Peer Institutions

In this section of the report, we provide detailed overviews of faculty development practices at the following seven Jesuit peer institutions:

- Creighton University;
- Fairfield University;
- John Carroll University;
- Loyola Marymount University;
- Loyola University Maryland;
- Santa Clara University;
- Xavier University.

Creighton University

A series of development opportunities are offered to faculty at Creighton through the Office of Faculty Development and the Office for Academic Excellence and Assessment (AEA).

Programs for New Faculty

In addition to providing a New Faculty Orientation, Creighton offers a series of workshops specifically designed for new faculty, covering topics such as teaching strategies, work-life balance, and student assessment.16

Workshops, Events, and Services

Creighton offers Faculty Development Sessions and Interdisciplinary Seminars throughout the year featuring presentations and seminars that cover a variety of teaching issues.17 Faculty members have the opportunity to convene for Reading Groups in which they explore literature on teaching practices (The fall 2010 topic was “Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind”).18 In Multi-Session Working Groups, faculty members collaborate to develop their teaching practices (fall 2010 topics included “Collaborative Learning and Collaborative Testing” and “Engaging Students Using Active Learning”).19

The Office for Academic Excellence and Assessment administers the SoTL Scholars Program, a “year-long working group” created in order to “establish a working

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16 “2010 New Faculty Orientation Workgroup.” Creighton University. spahp2.creighton.edu/offices/officoffacultydevelopment/2010 New Faculty Orientation Workgroup.aspx
17 “Development Sessions” Creighton University. spahp2.creighton.edu/offices/officoffacultydevelopment/Development Sessions.aspx
18 “Other FD Programs.” Creighton University. spahp2.creighton.edu/offices/officoffacultydevelopment/Other FD Programs.aspx
19 Ibid.
community of SoTL [Scholarship of Teaching and Learning] scholars who will learn from each other and help each other plan, develop, and implement a SoTL project in a course, a program, a school or the university at large in the spring semester.” 20

The University’s Office of Online Learning also provides faculty development opportunities. These include Time-out for Lunch seminars covering topics in online learning and training sessions addressing the use of online teaching tools.21

Grants, Leaves, Awards, and Research

The AEA office administers a program for Faculty Development Grants. Through this program, faculty may submit proposals for “newly initiated or ‘early stage’ assessment of student learning and/or Scholarship of Teaching and Learning (SoTL) faculty development projects.” 22

Additionally, The School of Pharmacy and Health Professions has established a series of faculty awards to recognize faculty achievement. These awards include:

- **Scholarly Achievement Award.** This award is presented to the School faculty member who has exhibited the highest achievement in scholarly activity based on publications, grantsmanships and scholarly presentations.

- **Service Award.** This award is presented to [a] School faculty member in recognition of outstanding service to the community and University.

- **Teaching Excellence Award.** This award is presented to the School faculty member who has demonstrated the highest quality of teaching as exemplified by professional competence, communication and evaluation skills, and effective interpersonal interaction. 23

Additional Resources

Creighton’s Office of Faculty Development directs faculty to various Teaching and Learning Resources available through its Reinert and Health Sciences Libraries. 24

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21 “Faculty Development.” Creighton University. www.creighton.edu/onlinelearning/facultyresources/facultydevelopment/index.php
22 “Faculty Development Grants.” Creighton University. www.creighton.edu/aea/facultydevelopmentgrantsforassessmentofstudentlearning/index.php
23 “Awards.” Creighton University. spahp2.creighton.edu/offices/officeoffacultydevelopment/Awards.aspx
24 “Teaching and Learning Resources.” Creighton University. spahp2.creighton.edu/offices/officeoffacultydevelopment/Teaching%20and%20Learning%20Resources.aspx
Fairfield University

Several faculty development programs are offered through Fairfield University’s Center for Academic Excellence (CAE).

Programs for New Faculty

In addition to traditional staff orientation, for new faculty members at Fairfield, the CAE administers a New Faculty Mentor Program, which pairs incoming faculty with tenured faculty. Through this program, new faculty:

- Meet and network with other faculty and staff;
- Become familiar with university culture, and resources; and
- Adjust to the new environment and become active members of the university community.25

Workshops, Events, and Services

Among the many services provided through the CAE, faculty may participate in Individual Consultations, which typically occur through a Mid-semester Assessment of Teaching (MAT). These consultations offer “confidential, informal, off-the-record, formative feedback [collected] from...students about which processes in the classroom are helping them learn and which would help them more.”26

Through the CAE, faculty may also join Faculty & Professional Learning Communities (FPLCs), in which groups of “6-8 people from across departments meet for 2 hours every 2 weeks for a year to enhance integrative teaching and learning.”27

The CAE also provides several Workshops on Teaching & Learning every year, and faculty members may also partake in its Annual Summer Teaching Conference. Past Workshop topics include: “Critical Thinking, Classroom Discussion, Active Learning Strategies, [and] Classroom Assessment Techniques.”28

Grants, Leaves, Awards, and Research

According to its website, Fairfield’s CAE is able to offer Small Internal Grants “for teaching & learning conference participation.”29 Funding is also available for course enhancement, through Core-to-Major Integration Funds and First-Year Residential Course

25 “CAE Offerings.” Fairfield University. www.fairfield.edu/cae/cae_offerings.html
26 Ibid.
27 Ibid.
28 Ibid.
29 Ibid.
Funds. Additionally, faculty may apply for support under other ongoing campus programs, such as the Summer Institutes on Integrative Learning.30

Additional Resources

Through the CAE, Fairfield has established the Faculty Lending Collection, which contains books and video resources covering topics from “evaluation of students/grading, to general teaching guides, to the life of a professor.”31 It also issues the CAE Newsletter each semester.

John Carroll University

At John Carroll University, a variety of development opportunities are offered to full-time tenure and tenure track faculty, and these offerings are provided through the University’s Faculty Development Office and its Center for Teaching & Learning.32

Programs for New Faculty

For new full-time tenure track faculty, the New Faculty Seminar series provides “information on topics such as faculty development, research opportunities, and teaching techniques, offered in a collegial atmosphere.”33 Additionally, the Junior Faculty Lunch Series provides “casual, informational” sessions for relatively new faculty to become acquainted with campus offices and services.34 The institution has also established a Faculty Mentoring program through which faculty members can apply to become mentors or mentees to their colleagues.35

Workshops, Events, and Services

Through the Center for Teaching & Learning (CTL), the institution “supports faculty in their efforts to improve classroom performance by providing workshops, training, and other services including opportunities to share ideas and experiences.”36 The Center also works with the University’s Faculty Technology Innovation Center to help faculty effectively integrate technology into classrooms. Furthermore, the Center has developed Faculty Learning Communities, through which faculty members can explore a variety of topics from “Peace Building” and leadership to online learning and the “role of the intellectual in the 21st century.”37

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30 Ibid.
31 Ibid.
32 “Faculty Development.” John Carroll University. www.jcu.edu/avp/fd/facdev/index.htm
33 “New Faculty Seminar 2010-2011.” John Carroll University. www.jcu.edu/avp/fd/facdev/seminar.htm
34 “Junior Faculty Lunch Series” John Carroll University. www.jcu.edu/avp/fd/facdev/juniorfaculty.htm
35 “Faculty Mentoring Program.” John Carroll University. www.jcu.edu/avp/fd/facdev/mentor.htm
36 “Services.” John Carroll University. www.jcu.edu/ctl/services.htm
37 “Faculty Learning Communities.” John Carroll University. www.jcu.edu/ctl/facultylearningcommunities.htm
The Center also regularly holds *Workshops* for faculty, which cover subjects that allow faculty to develop as instructors, including:

- Developing & Teaching Multidisciplinary Classes;
- Teaching with the Case Method;
- Stimulating Effective Class Discussion;
- Effective Use of Online Discussion Forums; and
- Service Learning & the First Year Seminar.³⁸

The University also offers a *Scholarly Lunch Series*, where faculty members watch special presentations, including those from faculty who have received research fellowships from John Carroll.³⁹

**Grants, Leaves, Awards, and Research**

A series of *Teaching Support Awards* is offered by John Carroll, and they are designed to support faculty members as they develop new courses, improve the learning experience in classrooms, and develop innovative teaching strategies. Several opportunities are also designed to support improved instruction and faculty research. These fellowships and grants are described on the University’s website:

- **Course Development Fellowships.** Funds are available to support the development of new courses in several categories: Catholic Studies, Jesuit, Applied Ethics, and Diversity.⁴⁰

- **Summer Teaching Fellowships.** Support proposals for scholarship that improve the classroom experience. The first category provides a $5,000 stipend to engage in the scholarship of teaching…The second category provides a $3,000 stipend and allows the faculty member to teach only one course during the summer sessions.⁴¹

- **Faculty Instructional Grants.** Awards of up to $600 are available for the development of new or alternative teaching strategies and methods, course materials, or learning aids directly related to the University curriculum.⁴²

- **Financial Assistance to Attend Workshops on Teaching.** Up to $500 is available to support registration fees for faculty attendance at workshops on improving classroom teaching.⁴³

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³⁸ “Workshops.” John Carroll University. www.jcu.edu/ctl/workshops.htm 
³⁹ “Scholarly Lunch Series.” John Carroll University. www.jcu.edu/avp/fd/facdev/lunch.htm 
⁴⁰ “Course Development Fellowships.” John Carroll University. www.jcu.edu/avp/fd/facdev/course.htm 
⁴¹ “Summer Teaching Fellowships.” John Carroll University. www.jcu.edu/avp/fd/facdev/teaching.htm 
⁴² “Faculty Instructional Grants.” John Carroll University. www.jcu.edu/avp/fd/facdev/instruct.htm 
⁴³ “Financial Assistance to Attend Workshops on Teaching.” John Carroll University. www.jcu.edu/avp/fd/facdev/fees.htm
- **Financial Assistance for Research.** Small grants for financial assistance for the support of faculty research are available.44

- **Summer Research Fellowships.** To provide support for faculty research during the summer, fellowships are available in two categories on a competitive basis to provide support for faculty research during the summer.45

- **Subvention Funds.** Funds may be available to assist in the publication of books and journal articles.46

Elsewhere, the *George Grauel Faculty Fellowship* is available to faculty members who seek leave for research purposes. Faculty members may be allowed leave “for either one full semester at full salary or one full year at half-salary.”47

**Additional Resources**

The University’s *Faculty Notes* journal showcases the activities faculty members are engaged in, and explores effective teaching practices and emerging issues in education.48

**Loyola Marymount University**

Through its Office of Faculty Development and Center for Teaching Excellence (CTE), Loyola Marymount University (LMU) provides “administrative support for programs, special events, and services that recognize faculty accomplishments, build community amongst faculty, and enhance their capacity to be successful teacher-scholars.”49 At LMU, a series of development opportunities are also provided through *Scholarship of Teaching and Learning (SoTL)* programs coordinated by the CTE.50

**Programs for New Faculty**

As a companion to its *New Faculty Orientation*, the University provides a series of resources for new faculty on its website, leading them to materials related to the Orientation Program; Teaching/Advising; Scholarship/Artistry; Service; and LMU

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44 “Internal Research Awards,” John Carroll University. www.jcu.edu/avp/fd/facdev/research.htm

45 Ibid.

46 Ibid.

47 Ibid.

48 “Faculty Notes,” John Carroll University. www.jcu.edu/avp/fd/facultynotes/index.htm

49 “Office of Faculty Development,” Loyola Marymount University. www.lmu.edu/about/services/academicplanning/facultydevelopment.htm

50 “Scholarship of Teaching and Learning.” Center for Teaching Excellence, Loyola Marymount University. http://www.lmu.edu/libraries_research/cte/SoTL.htm
Community Resources. The University also provides ongoing orientation for new faculty in the form of weekly workshops focused on “teaching, scholarly/creative work, grant-writing, and networking/mentoring.”

Loyola Marymount’s Mentoring for Mission program was designed by faculty and includes a variety of mentoring services. Among them, the Mentor Network of faculty volunteers provides guidance on topics including “teaching, research, service and work-life balance,” while the The Model for Mentors provides faculty members with “resources that can be used to facilitate goal-setting and communication between mentors and mentees.”

Workshops, Events, and Services

Through the CTE, Loyola Marymount offers faculty a series workshops & luncheon presentations on the following topics: “innovative teaching strategies; assessment techniques; inclusive pedagogy for all students; technological innovations; and mentoring.” Additionally, annual day-long Summer Assessment Workshops convene faculty teams that address assessment practices.

A series of workshops are also sponsored by the Office of Assessment, and the current offerings from the Office are described below in Table 2.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Developing an Assessment Plan for Your Program (That’s Meaningful &amp; Manageable)</td>
<td>This workshop provides guidelines for designing an assessment plan for your program. Topics discussed include: the essential components of a plan and ways to document a plan. Participants also share ideas for keeping assessment both meaningful and manageable.</td>
</tr>
<tr>
<td>What Do Students Think They’ve Learned? How to Design an Assessment Survey to Find Out</td>
<td>In this workshop, participants learn how to design an assessment survey to find out what students think they’ve learned in the faculty member’s course. The workshop also helps faculty members understand the differences between assessment surveys and other surveys, and the pros and cons of conducting an assessment survey, and familiarizes them with the many survey resources available on campus.</td>
</tr>
</tbody>
</table>

51 “New Faculty Orientation.” Loyola Marymount University. www.lmu.edu/academics/cao/New_Faculty_Orientation.htm
52 “On-going New Faculty Orientation.” Loyola Marymount University. www.lmu.edu/about/services/academicplanning/facultydevelopment/On-Going_New_Faculty_Orientation.htm
53 “Mentoring for Mission.” Loyola Marymount University. www.lmu.edu/academics/Mentoring_for_Mission.htm
54 “Services.” Loyola Marymount University. www.lmu.edu/libraries_research/cte/Services.htm
55 “Summer Assessment Workshops.” Loyola Marymount University. www.lmu.edu/about/services/academicplanning/assessment/Summer_Assessment_Workshops.htm
56 “Workshops & Events.” Loyola Marymount University. www.lmu.edu/about/services/academicplanning/assessment/Workshops___Events.htm
**Title** | **Description**
---|---
_Excel for Assessment 101: Using Excel to Manage and Make Sense of Evidence of Student Learning_ | Excel for Assessment 101 touches on how to transform scored rubrics, completed surveys, exam responses, and more, into meaningful assessment data.

_Scoring Rubrics Made Simple_ | Scoring Rubrics Made Simple presents a step-by-step guide for how to create rubrics, discuss some of the benefits of rubrics, and share ideas for how to use rubrics for the assessment of learning outcomes.

Source: Loyola Marymount University

Twice a month, _SoTL Brown Bag Lunches_ are held to “discuss current SoTL projects, seek input on the design of future SoTL projects, and share or request resources related to scholarly teaching and the scholarship of teaching and learning.”

Additionally, the weekly _Friday Faculty Colloquia_ gathers faculty from across disciplines “to present and share research and creative activities and interests.”

Faculty also have access to the University’s _Faculty Innovation Center_, which “facilitates technology-enhanced teaching and research through a combination of one-on-one support, multimedia development assistance, workshops, and collaboration using the latest hardware, software and peopleware.”

**Grants, Leaves, Awards, and Research**

Loyola Marymount provides a series of internal grants to faculty members. Through the grant competitions made available to faculty by the Office of Faculty Development, the University seeks to support the use of academic technology and the greater integration of Catholic faith and justice into curricula. These competitions are described in full below:

- **Academic Technology Grant.** Six grants of $6,000 each are available to all tenured or tenure track faculty who integrate substantial technological advancements into their course development, resulting in a new course or major revision to an existing course.

- **Catholic Studies Curriculum Development Grant.** Two grants of $5,000 each are available to all tenured or tenure track faculty to enhance the scholarly inquiry into the intersections between Catholic faith and culture in all academic areas.

- **Faith & Justice Research Grant.** Five competitive research grants of $4,000 each will be awarded to continuing tenured or tenure track faculty whose research addresses the integration of faith and justice, or focuses on justice issues in a secular way.

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57 “SoTL Brown Bag Group.” Loyola Marymount University.  
www.lmu.edu/libraries_research/cte/SoTL/SoTL_Brown_Bag_Group.htm  
58 “Friday Faculty Colloquia.” Loyola Marymount University.  
www.lmu.edu/about/services/academicplanning/facultydevelopment/Friday_Faculty_Colloquia.htm  
59 “Faculty Innovation Center.” Loyola Marymount University. its2.lmu.edu/fic/
Faith & Justice Curriculum Development Grant. Five grants of $5,000 each are available to continuing tenured or tenure track faculty who develop new community-based learning courses with a faith and justice component.

Transformation of Upper Division Courses in the Major Grant. Three grants of $5,000 each are available to continuing tenured or tenure track faculty who want to integrate substantive scholarship on issues of diversity and inclusive pedagogy into upper division courses in the major.

A pair of grant opportunities is also available through the Center for Teaching Excellence. The R. Patricia Walsh Grants in the Scholarship of Teaching and Learning may be used to improve teaching in many ways, such as “devising new instructional strategies, implementing innovations in class curricula, developing culturally diverse materials, or exploring new ways of assessing student learning.” The Center has also traditionally offered Travel Grants to assist faculty in attending “conferences, workshops, meetings, professional development and professional affiliations.”

In addition to these grants, the Rains Research Assistants Program also supports faculty by “providing financial support for faculty to hire a student research assistant.”

Regarding faculty awards, the President's Fritz B. Burns Distinguished Teaching Award recognizes excellence in teaching at the University. Peer-nominated faculty members are recognized for “successfully uniting a distinguished record of teaching and an outstanding contribution to research.”

Additional Resources

Several additional teaching resources are provided to teachers through the CTE’s website, including materials that relate to pedagogy and teacher evaluation. The CTE website also directs faculty to various podcasts, journals, listserves, and other library resources.

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60 “Office of Faculty Development announces that applications are being accepted for 2010-2011 LMU Summer Grants.” Loyola Marymount University. 
www.lmu.edu/Assets/Academic%2BAffairs%2BDivision/Faculty%2BSupport/2011%2BGrants%2BOverview.pdf

61 “R. Patricia Walsh SoTL Grants.” Loyola Marymount University. 
www.lmu.edu/libraries_research/cte/Grants/R__Patricia_Walsh_SoTL_Grants.htm

62 “Travel Grants.” Loyola Marymount University. 
www.lmu.edu/libraries_research/cte/Grants/Travel_Grants.htm

63 “Rains Research Assistants Program.” Loyola Marymount University. 
www.lmu.edu/Assets/Academic%2BDivision/Faculty%2BSupport/2010%2B-%2B2011%2BRains%2BApplication%2C%2BFaculty.pdf

64 “Burns Distinguished Teaching Award.” Loyola Marymount University. 
www.lmu.edu/libraries_research/cte/Burns_Distinguished_Teaching_Award.htm

65 “Resources.” Loyola Marymount University. www.lmu.edu/libraries_research/cte/Resources.htm
Loyola University Maryland

At Loyola University Maryland, faculty development programs are administered through the Office of Academic Affairs.

Programs for New Faculty

For up to two years, new faculty may apply for a reduced teaching load to allow for the establishment of “research agendas.” The Dean of the College of Arts and Sciences also provides support for “start-up costs” relating to new faculty research or development.

Workshops, Events, and Services

In the College of Arts and Sciences, every department is given financial support for “faculty participation at professional meetings and other faculty development opportunities.”

In the Sellinger School of Business and Management, full time faculty members are given the “opportunity to benefit from an individual faculty development fund.” These faculty members can create a “personalized development plan,” which may include using funds for the “development of teaching abilities or…research activities.”

Grants, Leaves, Awards, and Research

Through the Research and Sabbaticals Committee, faculty may apply for Summer Research Grants. Each summer, 35 grants carrying a $4,000 stipend are awarded to faculty members to allow them to participate in research projects.

The Faith and Justice Grants program also provides summer grants that “encourage the linkage of intellectual concepts with direct community of human service agency contact.”

Further, the Office of Grant Services assists faculty members in developing proposals and applying for grant support.

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66 “Faculty Development Opportunities.” Loyola University Maryland. www.loyola.edu/academics/academicaffairs/faedev.html
67 Ibid.
68 Ibid.
69 Ibid.
70 Ibid.
71 Ibid.
72 Ibid.
The Dean of Arts and Sciences provides funding to “support research as well as course development,” and faculty are occasionally allowed a reduced teaching load for the purpose of supporting research activities.\(^{73}\)

At the Sellinger School, competitive summer research grants are offered to faculty; however compensation packages for new faculty often already include “guaranteed summer research grants” for multiple summers.\(^{74}\)

Tenured faculty members are permitted to take *Sabbatical Leave* after six years of teaching, traditionally “to provide time for preliminary or continuing research, pedagogical initiatives, or writing.” During sabbaticals, faculty members may receive full salary for a half-year or 70\% salary for a full year. A program is also in place for *Junior Faculty Sabbaticals*.\(^{75}\)

*Additional Resources*

Faculty members can seek additional support through the Center for the Humanities, which sponsors “a wide range of programs that include lectures, lectures series, and fine arts performances; junior faculty sabbaticals and other forms of research support for faculty and students; and various forms of support for teaching in the humanities.”\(^{76}\)

*Santa Clara University*

At Santa Clara University, the Faculty Development Program “supports the professional development of Santa Clara faculty as teaching scholars.”\(^{77}\)

*Programs for New Faculty*

For new faculty, Santa Clara holds a *New Faculty Orientation* every September – a one-day event designed to acquaint them with the University’s mission and administrators, and provide them with “basic information to help them get started as teaching scholars.”\(^{78}\) The University also provides new faculty with: *Course Development and Classroom Management: Techniques for the New Professor* – a guide developed by SCU professor Phil Kesten.\(^{79}\)

\(^{73}\) Ibid.

\(^{74}\) Ibid.

\(^{75}\) Ibid.

\(^{76}\) Ibid.

\(^{77}\) “The Faculty Development Program.” Santa Clara University. www.scu.edu/facultydevelopment

\(^{78}\) “New Faculty Programs.” Santa Clara University. www.scu.edu/provost/facultydevelopment/newfacplanning.cfm

\(^{79}\) “Teaching and Learning.” Santa Clara University. www.scu.edu/provost/facultydevelopment/teaching/
Workshops, Events, and Services

Many development services and programs are offered to faculty at SCU. Among them, faculty members may take advantage of Confidential Consultations on Teaching, Ethics Across the Curriculum Consultations, and Classroom Observations. Meanwhile, through the Mentoring for Faculty program, the University matches “tenure track and tenured faculty to faculty mentors outside their department to assist with teaching, scholarship, and career planning.” Faculty members also have the opportunity to sit in on the classrooms of “excellent professors,” through the Open Classrooms program. Through University-supported Faculty Study Groups, faculty from across disciplines meet to discuss “scholarship or teaching.” Faculty may also experience Technology Training for the greater integration of technology in the classroom. A series of programs and resources are also provided to support “career planning and work-life balance” among faculty.

SCU also holds faculty development events, including those held by the Vitality in Teaching and Learning (VITAL) Group. Through VITAL, faculty meet “once or twice a quarter to discuss issues in teaching and learning.” Upcoming workshops for faculty have included “Using Newstrust as a Teaching Resource” and “The Power to Find Out,” an information literacy workshop for faculty.

Grants, Leaves, Awards, and Research

Several Internal Grant Programs have been created at SCU to support “scholarship and curriculum development” among faculty members. These internal sources tend to specialize in funding certain activities. The University notes that individual departments generally support faculty travel, while other grants exclusively support scholarship or curriculum development. The full slate of grant opportunities available for faculty development at SCU is described on the University’s website. The table below outlines grant opportunities that fall into the following three categories: University Grants, School and College Grants, and Centers of Distinction Grants:

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80 Ibid.
81 “Career Planning and Support.” Santa Clara University. www.scu.edu/provost/facultydevelopment/careerplanning.cfm
82 “Schedule of Event for Fall 2011.” Santa Clara University. www.scu.edu/provost/facultydevelopment/events.cfm
83 “Grants.” Santa Clara University. www.scu.edu/provost/facultydevelopment/grants.cfm
Table 3. Santa Clara Faculty Development Grants

<table>
<thead>
<tr>
<th>Source</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Grants</strong></td>
<td>University Internal Grants support faculty research, curriculum development, and teaching innovation in any field.</td>
</tr>
<tr>
<td></td>
<td>Faculty-Student Research Assistant Program (FSRAP) grants provide funds to hire students eligible for the federally funded work-study program. Students serve as research assistants; faculty serve as mentors.</td>
</tr>
<tr>
<td></td>
<td>Publication Grants support university and other scholarly press subventions, indexing, copyright permission, and other publication costs.</td>
</tr>
<tr>
<td></td>
<td>The Undergraduate Research Initiative offers funding for faculty and student projects and innovative approaches to involving undergraduates in research.</td>
</tr>
<tr>
<td></td>
<td>Faculty Study Groups provide funding for food, materials, and other expenses for interdisciplinary groups of faculty who wish to gather regularly for discussions of scholarship or teaching.</td>
</tr>
<tr>
<td><strong>School and College Grants</strong></td>
<td>College of Arts and Sciences Grants support the scholarship and creative activity of tenure-stream teaching scholars.</td>
</tr>
<tr>
<td></td>
<td>Moran Family Trust Grants support the integration of ethics and social justice into the curriculum for tenured and tenure track faculty and senior lecturers in the College of Arts &amp; Sciences.</td>
</tr>
<tr>
<td></td>
<td>School of Business Leavey Grants support creative scholarship and teaching innovation of full-time tenure track faculty.</td>
</tr>
<tr>
<td></td>
<td>School of Engineering Internal Grants support direct costs of a research project, including student support, for full time faculty.</td>
</tr>
<tr>
<td><strong>Centers of Distinction Grants</strong></td>
<td>Center for Science, Technology, and Society. Research Grants support research relating to the Center’s mission, in particular its three major activity areas: Social Entrepreneurship, Public Engagement, and Education.</td>
</tr>
<tr>
<td></td>
<td>Ignatian Center for Jesuit Education. Bannan Grants support scholarly and pedagogical projects enhancing the Jesuit character of the University. Dialogue and Design Grants provide seed money for collaborative projects.</td>
</tr>
<tr>
<td></td>
<td>DISCOVER Curriculum Development Grants support the development of new courses on vocation or the incorporation of a focus on vocation into a current course.</td>
</tr>
<tr>
<td></td>
<td>Markkula Center for Applied Ethics. Hackworth Grants support research and teaching in applied ethics. Grants are available to all faculty--tenured, tenure track, lecturers, and adjunct.</td>
</tr>
</tbody>
</table>

Source: Santa Clara University

In addition to these grant opportunities, the University has established several Faculty Awards to recognize the outstanding scholarship and teaching of its faculty members. These include:

- **The Louis and Dorina Brutocao Award for Teaching Excellence** recognizes outstanding faculty who promote intellectual curiosity and active learning; model and foster intellectual rigor and honesty and a zest for learning; develop connections between course material and life outside the classroom; are available to students, attentive to their needs, and enjoy the teacher-student relationship.85

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84 Ibid.
The Brutocao Family Foundation Award for Curriculum Innovation recognizes faculty who have improved the quality of education at Santa Clara University through significant innovations in pedagogy or curriculum development—particularly when those innovations affect a significant number of students—and who have exhibited general excellence in teaching.86

The University Award for Sustained Excellence in Scholarship recognizes the outstanding achievements and dedication of a faculty member who has demonstrated sustained excellence in scholarly or creative work and who has been a faculty member of Santa Clara University for a minimum of ten years.87

The University Award for Recent Achievement in Scholarship recognizes a tenured faculty member or senior lecturer whose scholarly or creative work over the previous five years at Santa Clara University represents a major contribution to a field of knowledge or to the arts.88

The President’s Recognition Award honors faculty who set an example for students and colleagues as teaching scholars and whose recent work has advanced the mission of Santa Clara in significant ways.89

Faculty Senate Professor Award recognizes one of our colleagues as the Faculty Senate Professor of the year. The award is recognition of a colleague by her or his peers for outstanding professional achievement during a significant period of time as a faculty member at Santa Clara.90

The Faculty Inclusive Excellence Award for Staff/Faculty is awarded to a current SCU staff or faculty member or a department that demonstrates dedication to innovative teaching and/or program development beyond his/her job responsibilities (or the department’s mission) to encourage excellence through inclusion in the SCU community.91

The University also supports “intellectual and academic enrichment of faculty” through two types of Professional Development Leaves:

- Junior Faculty Development Leave. Probationary tenure track faculty who receive an affirmative mid-probationary review (MPR) and who submit a satisfactory

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87 “University Award for Sustained Excellence in Scholarship.” Santa Clara University. www.scu.edu/provost/facultydevelopment/awards/sustainedExcellence.cfm
88 “University Award for Recent Achievement in Scholarship.” Santa Clara University. www.scu.edu/provost/facultydevelopment/awards/recentachievement.cfm
89 “President’s Special Recognition Award.” Santa Clara University. www.scu.edu/provost/facultydevelopment/awards/Presidents.cfm
90 “Faculty Senate Professor Award.” Santa Clara University. www.scu.edu/governance/facultysenate/professoraward.cfm
91 “Faculty Inclusive Excellence.” Santa Clara University. www.scu.edu/provost/facultydevelopment/awards/Inclusive_Excellence_Award.cfm
proposal shall receive a one-quarter leave, normally taken during the fourth year of the probationary period. Faculty receive full salary during the year the Junior Faculty Development Leave is taken.92

❖ *Sabbaticals.* A sabbatical leave is awarded for the intellectual and academic enrichment of the faculty member and for the benefit of the University through improved teaching and scholarship. The University's sabbatical policy provides tenured faculty and senior lecturers with one academic quarter of leave with full pay for every nine quarters of service, subject to approval of the sabbatical proposal.93

*Additional Resources*

SCU leads faculty members to a series of resources to develop as teachers, including the *Student Assessment of their Learning Gains (SALG)* course-evaluation tool, the *Faculty Development Library*, and *The Teaching Scholar* faculty development newsletter.94 It also points faculty members to several free Internet resources for teaching and learning.

*Xavier University*

Until recently, faculty development programs at Xavier University have primarily been administered through the University’s Division of Academic Affairs, which seeks to promote “scholarly activity” and “the sense of community among Xavier faculty members.”95 However in fall 2010, Xavier opened its Center for Teaching Excellence, with the goal of assisting faculty in “creating rich, collaborative learning environments that challenge our students intellectually, morally, and spiritually.”96

*Programs for New Faculty*

While Xavier does not publish substantial materials relating to the development and orientation of new faculty members through the Center of Teaching Excellence, it does administer a program for new faculty through its Center for Mission and Identity. The *Manresa for Faculty and Staff* program is designed to “acquaint new personnel with Xavier’s Jesuit heritage,” and programming is offered in two forms each fall: an overnight retreat and a luncheon series.97

92 “Junior Faculty Development Leave.” Santa Clara University. www.scu.edu/provost/facultydevelopment/jfdl.cfm

93 “Sabbaticals.” Santa Clara University. www.scu.edu/provost/facultydevelopment/sabbaticals.cfm


95 “Faculty Development.” Xavier University. www.xavier.edu/faculty-development/


Workshops, Events, and Services

Xavier is piloting several programs as part of its new Center for Teaching Excellence. Among them, faculty members will be able to participate in Panels and Brown Bag Lunches. They may also form Faculty Learning Communities – cross-disciplinary groups that engage in “a year-long collaboration dedicated to exploring one theme or aspect related to teaching and learning within and beyond the university community.”

Two major programs offered by Academic Affairs for faculty development at Xavier are Pedagogy Workshops and the Roundtable Discussion Series. In Pedagogy Workshops, Academic Affairs “invites speakers with expertise on pedagogical issues” to conduct seminars for faculty members.

The Roundtable Discussion Series, on the other hand, relies on fellow Xavier faculty members, who “share their experiences and knowledge” with each other. Similarly, the Faculty in Residence Program provides faculty with “access to some of Xavier’s most talented and experienced teachers.” The primary components of this program are:

- **Class observation:** The Faculty in Residence will periodically open his or her class to faculty observers. After each class, the Faculty in Residence will be available for a discussion of the class with the observers. This program offers the opportunity to observe the class of another faculty member from one’s own or a different discipline, and to discuss with other faculty members some of the teaching strategies, methods and practices already being used by some of Xavier’s most talented teachers.

- **Lecture series for staff members:** The Faculty in Residence will offer a series of lectures by some of Xavier’s best teachers designed specifically for university staff members from departments and offices across the university.

In addition these peer learning opportunities, through the Eigel Center for Community-Engaged Learning, the University has established the Academy for Community-Engaged Faculty, a program “focused on course redesign and curriculum creation using principles of community-engaged scholarship.”

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98 “Center for Teaching Excellence.” Xavier University. www.xavier.edu/cte/index.cfm
99 “Faculty Learning Communities.” Xavier University. www.xavier.edu/cte/faculty-learning-communities.cfm
100 “Pedagogy Workshops.” Xavier University. www.xavier.edu/faculty-development/workshops.cfm
101 “Roundtable Discussion Series.” Xavier University. www.xavier.edu/faculty-development/roundtable.cfm
102 “Faculty in Residence Program.” Xavier University. www.xavier.edu/cte/Faculty-in-Residence.cfm
103 Ibid.
104 “Xavier University Academy for Community-Engaged Faculty.” Xavier University. www.xavier.edu/faculty-development/documents/XUAcademyforCommunityEngagedFacultycallforparticipants.pdf
Grants, Leaves, Awards, and Research

Offered through the Center for Teaching Excellence, the Faculty Fellows Program allows faculty to “spend a summer and one semester working on a project that will significantly impact curriculum, teaching, scholarship, and/or other academic activities at Xavier and within the field of higher education.” The CTE has established three faculty fellowship positions: the Conway Fellow for Jesuit Education; the Faculty Fellow for Community-Engaged Learning; and the Faculty Fellow for Sustainability.

Through the Wheeler Awards, faculty members may be awarded grants designed to “support selected teaching activities related to improving academic programs.” Faculty may also apply for Women of Excellence Giving Circle Grants for “special initiatives that will enrich the lives of students at Xavier University.”

Xavier allows for Faculty Development Leaves “at full salary for one semester or at one-half salary for two semesters,” while Summer Fellowships are also offered to all faculty members, but are intended primarily for junior tenure track faculty.

Additional Resources

Xavier invites faculty to explore additional internal resources, such as its bookstore and libraries, in addition to materials related to instructional media and technology.

105 “Faculty Fellows Program.” Xavier University. www.xavier.edu/cte/faculty-fellows-program.cfm
106 Ibid.
107 “Wheeler Awards.” Xavier University. www.xavier.edu/faculty-development/wheeler.cfm
109 “Faculty Development Leaves and Summer Fellowships.” Xavier University. www.xavier.edu/faculty-development/sabbaticals.cfm
110 “Resources.” Xavier University. www.xavier.edu/faculty-development/resources.cfm
Faculty Development at Non-Jesuit Christian Peer Institutions

In this section of the report, we provide detailed overviews of faculty development practices at the following six non-Jesuit Christian peer institutions:

- Elon University;
- Mercer University;
- Providence College;
- Trinity University;
- Valparaiso University; and
- Villanova University.

Elon University

Elon University offers extensive faculty development programming through its Center for the Advancement of Teaching and Learning (CATL) as well as its Office of Technology and Learning Technologies.

Programs for New Faculty

In 2006, Elon introduced the New Faculty Coffee/Lunch Program when faculty members expressed a desire for “informal peer mentoring” and “informal opportunities to talk one-on-one with colleagues about teaching and learning.” Through this program “one new faculty and one other Elon person…talk about teaching and learning,” over a lunch that is paid for by the CATL.

Workshops, Events, and Services

Among the CATL’s many services, the Center offers Individual Consultations, with the stated philosophy “[a]ll consultations about teaching and individual courses are formative and developmental.” Consultations at Elon take the following forms, as described on the College’s website:

- **Conversation.** A consultation can be as simple as a focused conversation about a particular class, teaching technique, technology, or question about student learning. We also might discuss options for how you could gather data from your students about how a class is going right now, so you don’t have to wait for end-of-term evaluations to get some feedback.

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111 Formerly Elon College (2001)
112 “On-going Programs and Groups.” Elon University. www.elon.edu/e-web/academics/teaching/programs_ongoing.xhtml
113 “Consulting Services.” Elon University. www.elon.edu/e-web/academics/teaching/consulting.xhtml
Midterm student focus group. We can also provide a more structured way to gather midterm feedback from students. Research on this technique, called a Small Group Instructional Diagnosis (SGID), demonstrates that these focus groups typically lead to more student learning and greater student satisfaction. The process involves setting aside about 20 minutes of class time to allow a consultant to gather written feedback and to talk with students while you are not present. The consultant then meets with you and together you analyze the feedback, discussing how you might respond to the range of student comments generated by the focus groups.

Classroom observation. A consultant can observe your classroom teaching. After the visit, the consultant will discuss with you what was observed; together, you and the consultant can develop strategies for further experimentation and refinement, and identify areas for ongoing reflection. A teaching observation works particularly well if you already have engaged in some analysis of your own teaching, but would like another perspective.

Videotaped analysis. You can have your class taped and then watch the recording with a consultant. This kind of analysis offers you the chance to observe and reflect on your practice through a different “lens” than when you’re involved in the moment-to-moment teaching process.114

The CATL also administers a series of Scholarship of Teaching and Learning Conferences and Seminars and various one-time events. The ongoing programs provided to faculty are described in Table 4.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>The Scholarship of Teaching and Learning Seminar</strong></td>
<td>Each Scholarship of Teaching and Learning (SoTL) meeting focuses on a specific aspect of SoTL, starting with refining research questions, designing studies, and completing IRB applications.</td>
</tr>
<tr>
<td><strong>Peer Mentoring Groups</strong></td>
<td>This CATL program supports faculty to work with colleagues on a specific aspect of teaching and learning. Different peer groups focus on different topics of interest to group members. Groups might observe each other teach, examine samples of student work, talk in detail about course materials such as syllabi and assignments, or even co-teach for a while.</td>
</tr>
<tr>
<td><strong>Viz Cult Group</strong></td>
<td>Viz Cult at Elon is an inter- and multi-disciplinary body of faculty and staff interested in how visual culture shapes what they and their students do, how they think, and how they learn. Currently, the group is focusing on visual culture and visual pedagogy as an integral part of a liberal arts education in addition to special issue sessions on topics of interest to Viz Cult faculty.</td>
</tr>
</tbody>
</table>

114 Ibid.
Several opportunities are also available to faculty through the University’s Kernodle Center for Service Learning and Community Engagement, which offers programs designed to help faculty “develop teaching and mentoring skills through service.” These programs include Brown Bag Lunches, the Service-Learning Faculty Scholars program, the Service Trip Advisor program, and the Instruct an ASL Course program.

Grants, Leaves, Awards, and Research

Four types of grants are available to faculty through the CATL to support innovative teaching projects, travel, and integration of academic software, among other faculty activities:

- **CATL Teaching and Learning Grants.** CATL’s Teaching and Learning Grants program supports innovative teaching and learning projects. Grants typically range from $1,000 to $5,000, although smaller and larger proposals will be considered. Grants generally support start-up and one-time expenses (materials, stipends, and so on), rather than paying for ongoing operational costs. These grants will not fund a course release.

- **CATL Travel Grants.** CATL’s Faculty Travel Grant program supports faculty involvement with the scholarship of teaching and learning, and connects faculty with highly innovative programs in teaching and learning. This program is intended to supplement faculty travel support from other parts of the University, making it possible for more faculty to participate in national and international initiatives on teaching and learning.

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116 “Faculty Development.” Elon University. www.elon.edu/e-web/students/servicelearning/facultydev.xhtml
CATL Scholar Fellowships. The CATL Scholar Fellowship program is intended to nurture highly innovative teaching and learning. Echoing the Elon Teacher-Scholar statement, the Scholar program is designed so that participants both engage deeply with the shared goals of our academic community and develop “the unique gifts” that each individual Scholar possesses.

ATACC Software Grants. The Academic Technology and Computing Committee (ATACC) awards grants to faculty to provide funds to purchase software for use in specific academic fields. The purpose is to provide seed money to investigate the qualities and applications of special programs with the potential for broader integration into the teaching/learning process.\textsuperscript{117}

In addition to the grant opportunities described above, through the Kernodle Center, faculty may be awarded Mini-Grants that “provide teams of faculty, students, and community agencies financial support to launch collaborative projects.”\textsuperscript{118} The Center’s Outstanding Service-Learning Paper Award also recognizes a faculty member for service learning achievement.

Mercer University

At Mercer University, faculty development activities appear to be administered through the individual schools and departments of the University.

Programs for New Faculty

New Faculty Orientation appears to be handled at Mercer by the individual schools and departments of the University.

Workshops, Events, and Services

In the College of Liberal Arts, departmental funds are devoted each year to “bring in one or more visiting speakers” who also serve as curricular consultants and “strengthen the work of the department.”\textsuperscript{119}

Grants, Leaves, Awards, and Research

Three major grant initiatives contribute to the development of faculty in the College of Liberal Arts:

\begin{itemize}
  \item Professional Research. These grants are intended to support research extending knowledge in the applicant’s area of expertise.
\end{itemize}

\textsuperscript{117} “Grants and Scholarships.” Elon University. www.elon.edu/e-web/academics/teaching/grants.xhtml

\textsuperscript{118} “Kernodle Center for Service Learning and Community Engagement.” Elon University. www.elon.edu/e-web/students/servicelearning/facultydev.xhtml

\textsuperscript{119} “College of Liberal Arts Faculty Handbook.” Mercer University. 40. www.mercer.edu/Provost/ handbooks/fh_cla.pdf
Improvement of Teaching and Course Development. These grants are intended to support acquisition of materials for new courses or significant course revisions where the acquisition of such materials is not clearly within a regular departmental budget.

Summer Grants. This program consists of stipends to support research for a period during the summer, to the maximum extent allowed by the faculty research and development budget.\(^\text{120}\)

Funding is also available to faculty for Professional Travel, including “travel to pursue advanced degrees and/or certifications, conduct research, serve as an officer of a professional society, present papers at professional meetings, or present public performances or exhibits of artistic creations.”\(^\text{121}\)

Each year, the Spencer B. King, Jr. Distinguished Professor Award is presented to a faculty member “who embodies high standards of scholarship and a commitment to the pursuit of truth,” and who has instilled “a desire for intellectual excellence and spiritual wisdom” among students.\(^\text{122}\)

Faculty members at Mercer are also permitted to take Sabbatical Leaves or Special Professional Leaves. Special consideration in granting leaves shall be granted to “applications which hold promise of enhancing the applicant’s professional effectiveness and future service to the institution.”\(^\text{123}\)

Additional Resources

Faculty in the School of Medicine enjoy a series of development opportunities offered separately by the School, such as a Small Group Tutor Development Program, Faculty Retreats, and Web-based Tutorials.\(^\text{124}\)

No central library of teaching and learning resources appears to be available to Mercer faculty.

Providence College

The Center for Teaching Excellence (CTE) at Providence College provides a series of development opportunities to faculty.\(^\text{125}\)

Programs for New Faculty

Coordinated by the CTE and the Academic Affairs office, New Faculty Orientation takes place each fall and is “designed to welcome new faculty into the ongoing

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\(^\text{120}\) Ibid., 41.
\(^\text{121}\) Ibid., 37.
\(^\text{122}\) Ibid., 40.
\(^\text{123}\) Ibid., 37.
\(^\text{124}\) “Faculty Development.” Mercer University School of Medicine. medicine.mercer.edu/Resources/Faculty%20Development/facdev_ppl
\(^\text{125}\) “The Center for Teaching Excellence.” Providence College. www.providence.edu/CTE/
campus dialogue about teaching and learning.” At Orientation, new faculty members receive information regarding the many services and resources available through the CTE.126

Workshops, Events, and Services

The CTE contributes to faculty development by offering “consultation to colleagues seeking advice and information on instructional concerns.” One of the ways it does this is through the Midsemester Assessment Program, which offers feedback to faculty members on “students’ learning experiences during the middle of their course, when there is time to make adjustments or improvements.”127

Providence College also facilitates peer learning amongst faculty members. Each year, the Interdisciplinary Faculty Seminar collects eight faculty members across disciplines to engage in “a collaborative teaching and learning experience.” This program also brings in “outside scholars” to give presentations on seminar topics.128

The CTE’s Instructional Technology Development Program supports faculty as they strive to integrate technology in the classroom. The program provides faculty with information regarding instructional technology and “a forum for discussing ideas and challenges related to instructional technology design, and for presenting up-to-the-minute information from the world of instructional technology.”129

Grants, Leaves, Awards and Research Opportunities

The CTE provides Funding for Faculty Travel, and support is provided to faculty members who seek to “attend conferences that promote excellence in teaching.” The CTE Director decides what conferences the Center will sponsor faculty participation in and announces them as development opportunities for interested faculty. However, any faculty member can identify relevant conferences and apply to receive CTE travel funding.130

Providence College also recognizes exemplary faculty through various awards and distinctions. For example, the Joseph R. Accinno Faculty Teaching Award is awarded annually to a faculty member “who best exhibits excellence in teaching, passion and

126 “New Faculty Orientation.” Providence College. www.providence.edu/CTE/CTE+Services/Orientation.htm
127 “Midsemester Assessment Program.” Providence College. www.providence.edu/CTE/CTE+Services/Midsemester+Assessment+Program.htm
129 “Instructional Technology Development Program.” Providence College. www.providence.edu/CTE/ITDP/
130 “CTE Funding for Faculty Travel.” Providence College. www.providence.edu/CTE/CTE+Services/CTE+Funding+for+Fac+Travel.htm
enthusiasm for learning, and genuine concern for students’ academic and personal growth.”\(^{131}\) Faculty may also be awarded the **Reverend Robert Randall Distinguished Professorship in Christian Culture**, which recognizes a faculty member for his or her work “on an understanding of culture that embodies a Christian view of human achievement.”\(^{132}\)

**Additional Resources**

The CTE is home to an extensive **Resource Collection**, where faculty members can find a “library of books, articles, newspapers, journals, and videos on a range of topics related to teaching and learning.”\(^{133}\)

**Trinity University**

At Trinity University, faculty development activities are administered through the University’s Faculty Development Committee (FDC) and the Office of Academic Affairs.

**Programs for New Faculty**

The University holds a **New Faculty Orientation** each year, which is coordinated by the Office of Academic Affairs. A **Faculty Mentoring** program is also coordinated through Academic Affairs.

**Workshops, Events, and Services**

Trinity holds **Research Dinners** for faculty – a lecture series in which faculty members present their research and “discuss it with faculty colleagues from all areas of the university in an informal context.”\(^{134}\)

**Grants, Leaves, Awards, and Research**

Grants and other financial supports are the primary method used to develop faculty at Trinity. Through **Summer Stipends**, the University supports faculty as they pursue “research projects, intensive scholarship activities, and activities in the creative and performing arts.”\(^{135}\) **Individual Course Development** serves the purpose of allowing

\(^{131}\) “Teaching Award Selection Committee.” Providence College. www.providence.edu/CTE/TASC/

\(^{132}\) “Rev. Robert Randall Distinguished Professorship in Christian Culture.” Providence College. www.providence.edu/Academics/Faculty/Randall+Chair/

\(^{133}\) “CTE Resource Collection and Links for College Teaching.” Providence College. www.providence.edu/CTE/Resources/


\(^{135}\) “Faculty and Contract Staff Handbook: Faculty Development.” Trinity University. www.trinity.edu/departments/academic_affairs/hb/facdevl/statemnt.htm
faculty to “work on projects for instructional enhancement,” including projects that are “experimental” and involve “new teaching techniques.”

The FDC also administers Special Project Grants, which are designed to either support projects that are not appropriate for other Trinity funding opportunities or to cover additional expenses related to other University-supported faculty projects. Faculty may seek Curricular and Pedagogical Innovations Grants through the Office of Academic Affairs, which “help faculty members enhance the quality of education at Trinity by taking advantage of new technologies, new teaching methods, and new approaches to knowledge.”

In addition to these grant opportunities, faculty and staff can seek assistance from the Research Programs Coordinator at Trinity, who helps faculty members find opportunities for funding and to prepare grant proposals.

Trinity permits faculty members to take Academic Leaves, considering them to be “among the most important means by which a teacher’s effectiveness can be increased.” Through leaves, faculty members participate in research that ultimately strengthens academic programs at the University and allows faculty to grow professionally.

Academic Affairs presents several awards to recognize faculty excellence. In 2009-2010, the Distinguished Achievement Awards included:

- Trinity University Award for Distinguished Scholarship, Research, or Creative Work Activity;
- Trinity University Award for Distinguished University and Community Service;
- Trinity University Award for Distinguished Advising; and
- Trinity University Junior Faculty Award for Distinguished Teaching and Research.

Additionally, the Z. T. Scott Fellowship is awarded annually “for excellence in teaching and advising,” and includes financial support for research or professional development.

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136 Ibid.
137 Ibid.
139 “Faculty and Contract Staff Handbook: Statement on Faculty Development.” Trinity University. www.trinity.edu/departments/academic_affairs/hb/facdevl/statemnt.htm
140 “Distinguished Achievement Awards.” www.trinity.edu/departments/academic_affairs/aahome/Faculty/awards.htm
Valparaiso University

The Teaching Resource Center (TRC) administers a variety of development programs for faculty at Valparaiso University.

Programs for New Faculty

Two *Orientation Sessions* are provided to new faculty each year – one in the fall and the other in the spring. The fall session includes a dinner where “new faculty and their deans…discuss a reading about teaching and learning,” while in the spring session, new faculty meet with “a panel of VU’s teaching award winners to discuss excellence in teaching.”

Workshops, Events, and Services

Through the Teacher Resource Center, several *Faculty Workshops* designed to “enhance…teaching skills” are offered to faculty members at Valparaiso. Topics of past workshops have included:

- Advising Students;
- Working with International Students;
- Course Planning and Grading for Learning and Assessment;
- How to Plan and Carry Out your Sabbatical;
- The ABCs of Developing an Online Course;
- My Students Taught Me How to Teach;
- Improving Engagement Through a Learning Objectives Approach;
- Syllabus Design; and
- Getting Tenure at VU.

In addition to *Faculty Workshops*, *Consultations* are also available to faculty through the Center. Consultation services come in two forms: *Class Observations*, which produce feedback on faculty instructional practices; and *One-to-One Consultations*, through which faculty receive guidance on “course design, student evaluations, discussion-leading, etc.”

Valparaiso further facilitates faculty peer learning through its *Writing Circles* program, which brings together faculty members on a weekly basis to “share written drafts and give each other positive feedback.”

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142 “Faculty Workshops.” Valparaiso University. www.valpo.edu/teachingresourcecenter/workshops/index.php
143 Ibid.
144 Ibid.
145 Ibid.
146 Valparaiso University. www.valpo.edu/teachingresourcecenter/writingcircles/index.php
Grants, Awards, and Research Opportunities

Several awards and grants are provided to faculty through the Valparaiso University Alumni Association, the Committee to Enhance Learning and Teaching, and the Creative Work and Research Committee. These opportunities are outlined below in Table 5.

Table 5. Funding for Faculty Development at Valparaiso

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Opportunities</th>
</tr>
</thead>
</table>
| **Valparaiso University Alumni Association**<sup>147</sup> | ✤ The *Distinguished Teaching Award* recognizes and encourages excellence in the art of teaching.  
       ✤ The *Faculty Development Award* offers faculty at Valparaiso the opportunity and support to pursue terminal degrees, advance postgraduate research, and continue their education by participating in conferences and seminars through its Faculty Development Awards. |
| **Committee to Enhance Learning and Teaching**             | ✤ *Caterpillar Award for Excellence* recognizes an outstanding teacher for commitment to and effectiveness in teaching. Each year a member of the undergraduate faculty is selected for the $1,000 award. An additional $1,000 is made available to the recipient for campus activities intended to promote excellence in teaching on the Valparaiso University campus.<sup>148</sup>  
       ✤ *Travel Grants* supplement the costs of professional travel to conferences and workshops for faculty development are available through the Committee to Enhance Learning and Teaching.<sup>149</sup>  
       ✤ *Teaching/Learning Expense Grants* are designed to assist faculty members to meet expenses which occur in connection with course development and teaching enhancement.<sup>150</sup> |
| **Creative Work and Research Committee**                   | ✤ *University Research Professorships* are designed to recognize and encourage scholarly accomplishments and creative work, and to award financial assistance to those faculty members who have demonstrated ability to conduct original research or produce creative work commensurate with their rank and years of teaching, and who are engaged in worthy projects.<sup>151</sup>  
       ✤ *O.P. Kretzmann Memorial Fund* supports research that addresses the analysis, diagnosis, and/or cure of problems of physical, spiritual, and mental health, irrespective of the academic department of the researcher.<sup>152</sup>  
       ✤ *Kapfer Research Award (College of Arts & Sciences)* is designed to give financial assistance to one faculty member annually in the College of Arts & Sciences...based                                                                 |

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<sup>147</sup> “VUAA Faculty Awards,” Valparaiso University.  
www.valpo.edu/alumni/alumniasociation/awards_faculty.php

<sup>148</sup> “Caterpillar Award General Information,” Valparaiso University.  
www.valpo.edu/celt/caterpillar/index.php

<sup>149</sup> “Travel Grants,” Valparaiso University.  
www.valpo.edu/celt/travel_grants/index.php

<sup>150</sup> “Teaching Learning Expense Grants,” Valparaiso University.  
www.valpo.edu/celt/expense_grants/index.php

<sup>151</sup> “University Research Professorships,” Valparaiso University.  
www.valpo.edu/cwrc/grants_and_awards/research_professorships.php

<sup>152</sup> “O.P. Kretzmann Memorial Fund for Research in the Healing Arts and Sciences (Wheat Ridge Foundation),” Valparaiso University.  
www.valpo.edu/cwrc/grants_and_awards/kretzmann_memorial.php
<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on the originality and significance of the proposal and the applicant’s perceived capacity to complete the work. 153</td>
</tr>
<tr>
<td></td>
<td><strong>Summer Research Fellowships</strong>...give financial assistance to faculty members for conducting creative work and research full time during the summer months. 154</td>
</tr>
<tr>
<td></td>
<td><strong>Expense Grants associated with Creative Work and Research</strong>...help faculty members to meet expenses that occur in connection with creative work and research. 155</td>
</tr>
<tr>
<td></td>
<td><strong>Undergraduate Research, Faculty Development, and Faculty/Student Expense Grants</strong>...[support projects that] enhance and facilitate more undergraduate research at Valparaiso University. 156</td>
</tr>
</tbody>
</table>

Source: Valparaiso University

**Additional Resources**

In addition to the programs discussed above, the Teaching Resource Center partners with the University’s Christopher Center Library Services, to provide resources for ongoing faculty development, including “current books and materials which address issues presented at TRC workshops. 157

**Villanova University**

Established in 1998, the Villanova Institute for Teaching and Learning (VITAL) offers instructional support for the University’s faculty body. VITAL “provides and coordinates services and resources for faculty members from all disciplines who are interested in helping their students become more effective learners.” 158

**Programs for New Faculty**

According to the VITAL website, the Institute offers a *Program for new Villanova faculty members*. Further details of this program, however, are unavailable. 159

**Workshops, Events, and Services**

Individual services offered through VITAL include: *Classroom Observations, Instructional Diagnosis of Student Learning, and Consultations*. Consultations may be with individuals or

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154 “Summer Research Fellowships.” Valparaiso University. www.valpo.edu/cwrc/grants_and_awards/summer_research.php
156 “Undergraduate Research, Faculty Development, And Faculty/Student Grant.” Valparaiso University. www.valpo.edu/cwrc/grants_and_awards/undergrad_research.php
158 “Villanova Institute for Teaching and Learning.” Villanova University. www.villanova.edu/academics/vital/
159 “Services and Resources.” Villanova University. www.villanova.edu/academics/vital/resources/
departments, and generally focus on revising courses and curricula, exploring new teaching strategies, and evaluating classroom observations.\(^{160}\)

VITAL also offers a series of Workshops and hosts Informal Discussion Groups to address issues such as: Balancing teaching and research; Teaching large classes effectively; Considering students’ learning styles; and Using instructional technology.\(^{161}\)

A central aspect of VITAL’s programming is Food for Thought – a series of monthly brown-bag seminars that concentrate on topics central to teaching and learning. Individual sessions do not include a structured presentation or “expert” presenter, but instead provide an organized forum for exchanging ideas with faculty from across the campus. Table 6 below provides descriptions of each seminar from the most recent series.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing for Learning</td>
<td>A collaborative seminar where teachers discuss their own strategies for creating engaging lectures and get some practical tips from others.</td>
</tr>
<tr>
<td>“If this is an introductory course, why is it so hard?”</td>
<td>This seminar discusses strategies for addressing students whose expectations for specific courses were different than their actual experience in them.</td>
</tr>
<tr>
<td>Designing Assignments for Students With Learning Disabilities</td>
<td>In this seminar, Dr. Nancy Mott, Director of Student Support Services, describes the most common types of learning disabilities among Villanova students and offers suggestions about assignments that will play to their abilities rather than to their disabilities. Participants learn what kinds of assignments work – or don’t work – with students who have a particular learning disability and the benefits of incorporating these options for all students.</td>
</tr>
<tr>
<td>Giving Feedback to Students That Will Actually Have an Impact on Learning</td>
<td>In this seminar, faculty discuss ways of giving effective feedback to students and of determining the extent to which that feedback has a positive impact on subsequent learning.</td>
</tr>
</tbody>
</table>

Source: Villanova Institute for Teaching and Learning

Grants, Leaves, Awards, and Research

Through the VITAL Minigrant Program, the institution provides monetary support for faculty members who develop projects to enhance their courses through innovative teaching strategies.\(^{163}\)

\(^{160}\) Ibid.
\(^{161}\) Ibid.
\(^{162}\) “Food for Thought – Schedule for Spring 2010.” Villanova University. www.villanova.edu/academics/vital/programs/discussions.htm
\(^{163}\) “VITAL 2010 Minigrants Announced.” Villanova University. www.villanova.edu/academics/vital/programs/callproposals.htm
Several *Annual Awards* are given to faculty members “who have distinguished themselves by their contributions to the University.” These awards include:

- The *Christian R. and Mary F. Lindback Award for Outstanding Teaching* is presented to a faculty member who excels in undergraduate teaching.

- The *Lawrence C. Gallen, O.S.A, Faculty Service Award* is intended to recognize an individual member of the Villanova University faculty who has, over many years, contributed outstanding service to the Villanova University community.

- The *Outstanding Faculty Research Award* recognizes faculty members who have become outstanding scholars.

- The *Pohlhaus-Stracciolini Award for Teaching Excellence* is presented to an adjunct faculty member who demonstrates a commitment to the life of the mind and to the well-being of students through teaching that is intellectually stimulating, challenging, and accessible, with efforts extending beyond the classroom.

- The *Faculty Award for Innovative Teaching* is given annually to a full-time professor whose courses employ creative techniques to enhance student learning and growth.

- The *Outstanding Faculty Mentor Teaching Award* is presented to a full-time faculty member who has excelled at mentoring students, especially in scholarly research, at the undergraduate and/or graduate level.

- The *Junior Faculty Award for Excellence in Teaching* is presented to a faculty member who has been in a full time position for less than seven years and has developed extraordinarily effective teaching approaches.164

*Additional Resources*

VITAL’s website provides a list of books, journals, and other resources related to teaching and learning that are available at the physical office. The Center also produces a *Teaching Excellence Newsletter*, and facilitates a “Teaching-Talk” e-mail discussion list for faculty members.165

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164 “Awards,” Villanova University. www.villanova.edu/vpaa/office/awards.htm
Faculty Development at Secular Peer Institutions

In this section of the report, we provide detailed overviews of faculty development practices at the following ten secular peer institutions:

- Bentley University;
- Bradley University;
- Butler University;
- College of New Jersey;
- Drake University;
- James Madison University;
- Mills College;
- Rollins College;
- Stetson University; and
- University of Mary Washington.

Bentley University\textsuperscript{166}

Bentley University offers several opportunities for development to faculty members, primarily in the form of faculty awards.

Grants, Leaves, Awards, and Research Opportunities

Bentley University offers Professional Support by providing funds that allow faculty to participate in Conferences and Professional Societies. Funding covers travel and memberships costs and other expenses.\textsuperscript{167}

Faculty Development Grants support “development/growth/enrichment activities,” including:

- Expenses of information gathering or travel for special research or teaching projects;
- Unusual library, document reproduction and computer search expenses;
- Library cards when documents needed are not available elsewhere; and
- Colloquia, workshops, conferences on current developments in higher education (curricular innovation, integration among disciplines, or utilization of audio/video learning techniques).\textsuperscript{168}

\textsuperscript{166} Formerly Bentley College (2008)
\textsuperscript{167} “Section 6.0 – Faculty Rights and Responsibilities.” Bentley University. 8. www.bentley.edu/faculty-affairs/documents/section_06.pdf
\textsuperscript{168} Ibid., 7.
Additionally, the *Henry E. Rauch Faculty Enrichment Fund Grants* support “proposals which foster teaching excellence,” and are awarded by the Teaching Activities Committee.\(^{169}\) These grants are aimed at producing:

- Instructional and curricular innovation;
- Teaching-related scholarship; or
- Solutions of teaching and learning problems.\(^{170}\)

Faculty may also apply for *Bentley Diversity Council Mini-Grants*, designed to support activities that “contribute to Bentley being a place that values the diversity of its people.”\(^{171}\)

Several additional *Faculty Awards* are given to faculty members at Bentley each year, as described on the University’s website:

**Table 7. Bentley University Faculty Awards**\(^{172}\)

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bentley College Awards for Innovation in Teaching</strong></td>
<td>The Bentley College Awards for Innovation in Teaching recognize faculty members who contribute significant teaching innovations to the educational life of Bentley College. The awards, selected by the Teaching Activities Committee, are given for specific teaching innovations rather than overall teaching effectiveness. Up to four awards consisting of a certificate and a monetary amount are presented annually.</td>
</tr>
<tr>
<td><strong>Gregory H. Adamian Awards for Teaching Excellence</strong></td>
<td>Based on nominations by students, alumni, faculty and staff, up to two faculty members (one full- and one part-time) recommended by the Teaching Activities Committee, are recognized annually for outstanding teaching. These awards, presented at Commencement, are made from an endowment provided through the generosity of Gregory H. Adamian, fourth President of the college.</td>
</tr>
<tr>
<td><strong>Bentley College Scholar of the Year Awards</strong></td>
<td>The Bentley College Scholar of the Year Award recognizes a faculty member for a distinguished record of achievement in a discipline, including significant current scholarly output. Based upon departmental nominations and recommendations by the Scholarly Activities Committee, a maximum of two faculty members is recognized annually for a distinguished record of achievement. These awards are presented at Commencement.</td>
</tr>
<tr>
<td><strong>Advisor of the Year Awards</strong></td>
<td>Each year in April, students have the opportunity to nominate faculty advisors for special recognition as “Advisor of the Year.” This award, presented to a General Advisor and a Departmental Advisor, is intended to recognize outstanding academic advising. The student nominations are reviewed by members of the Task Force on Academic Advising. The winners are presented with a plaque and a cash award in the Fall.</td>
</tr>
<tr>
<td><strong>Publication Awards</strong></td>
<td>The Board of Trustees has encouraged members of the faculty to engage in scholarly publishing by establishing certain monetary awards. Full- and part-time faculty members who publish during the previous academic year are urged to submit review copies to the Scholarly Activities Committee... The Committee critically examines each publication and selects those that merit recommendation to the Provost. On occasion, opinions of faculty members at other institutions may be solicited.</td>
</tr>
</tbody>
</table>

Source: Bentley University

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\(^{169}\) Ibid., 10.  
\(^{170}\) Ibid.  
\(^{171}\) “Bentley Diversity Council Mini-Grants” Bentley University. campus-life.bentley.edu/cultural-spiritual-life/diversity/faculty/mini-grants  
Faculty at Bentley may also take *Sabbaticals* in order to “undertake research, exploratory investigations, writing, advanced study, or other creative endeavors.”\(^{173}\) Before going on sabbatical, faculty must perform “preparatory investigations and planning,” and they must also share their research with the University community following the sabbatical. Additionally, full-time faculty may take *General Leave* without compensation to pursue certain research or service-related activities.\(^ {174}\)

**Bradley University**

The Office of Teaching Excellence and Faculty Development (OTEFD) at Bradley University provides a variety of development opportunities to faculty members.

*Programs for New Faculty*

The OTEFD holds a *New Faculty Welcoming Event* each year, and also maintains a *New Faculty Mentorship* program.\(^ {175,176}\) Both programs for new faculty are overseen by the University New Faculty Mentorship Committee.

*Workshops, Events, and Services*

Sponsored by the OTEFD, the *Annual Fall Teaching and Research Forum* offers “discussions of a variety of topics…that are designed to provide useful tools and strategies to enhance teaching and student learning.”\(^ {177}\) Most recently, topics for Forum sessions included:

- **TurnItIn WriteCycle Software and Qualtrics.** Come see two new software tools which may offer just what you need to make your work more productive or polished. TurnItIn WriteCycle software is being piloted this Fall. TurnItIn, best known as plagiarism detection software, also contains: GradeMark digital mark-up and grading tools for student papers, and PeerMark online peer reviewing tools.

- **Attitudes Towards Writing.** This session will discuss the conclusions of a study conducted to look at the top reasons why students do not care for writing, have negative writing experiences in grade school, lack of time to write, lack of interest in the topic, and failure to understand writing techniques. Discussion will cover various ways to retrain students’ thinking about writing, provide helpful writing strategies that will encourage students to grow in their writing skills, and then encourage instructors to use this knowledge to help themselves become better teachers who produce effective student writers.

\(^{173}\) Ibid., 3.

\(^{174}\) Ibid.

\(^{175}\) “Greetings from the New Faculty Mentorship Committee.” Bradley University. www.bradley.edu/otefd/pdf/NewFacultyOuting2010.pdf

\(^{176}\) “2009 - 2010 Panels & Committees.” Bradley University. www.bradley.edu/otefd/Panels/index.html

\(^{177}\) “Fall Forum 2010.” Bradley University. www.bradley.edu/otefd/forum/FallForum2010index.html
Tools for Student Engagement/Active Learning. This session will discuss a variety of strategies and tools that foster student engagement and active learning, including the use of the Instructional Practices Inventory (IPI) as a Tool for Peer Observation and Self-reflection. Using a modified version of the Instructional Practices Inventory (IPI), we are systematically collecting data that describes student engagement in our own college classrooms over two semesters’ time. Through discussion around our preliminary research findings, participants will learn how IPI can be used to improve teaching effectiveness in terms of student engagement in today’s college classrooms.

Assessment Tools. The workshop will discuss evaluation strategies that individual faculty can use to assess student and course performance. It will look at Primary Trait Analysis, rubrics and Item Response Theory as strategies for developing effective assessment. These techniques will be demonstrated and there will be discussion of how they might be used. It will link these strategies to campus wide assessment.178

The Student Scholarship Exposition provides an additional opportunity for faculty to learn from each other, as faculty and students gather to present the results of collaborative research projects.179

Several committees and panels also orchestrate opportunities for faculty development, including the Committee to Promote Teaching and Faculty Student Research and Creative Activity and the BU Campus-Wide Conversation Series Committee.180

Grants, Leaves, Awards, and Research

Three types of grants are available to faculty members through the OTEFD, and these grants are geared toward supporting curriculum development and research among faculty. Grants include:

Teaching Excellence Grants support curriculum development or course modification which demonstrates the prospect for innovation and integration in course design or delivery. These awards to individual faculty or departmental or interdepartmental faculty teams may provide released time, summer support, or other assistance to faculty who want to develop instructional innovation. Cross-disciplinary projects, interdepartmental faculty efforts, and integration of teaching and research are encouraged.

Research Excellence Grants fund projects to initiate new areas of research and creative production, to conduct pilot and planning projects for larger, externally-funded projects, or to prepare work for publication. Also… grants assist faculty in completing major scholarly or creative activity during summer months.

178 Ibid.
Special Emphasis Grants support student-faculty engagement activities in courses as well as research, creative production, and service. Proposals must demonstrate that the student(s) will make a significant intellectual contribution to the project and will gain positive intellectual growth as a result of the engagement.181

Beyond these grant opportunities, Student Travel Funding is available to support “collaborative research and/or creative production” between students and faculty.182 Faculty may also request guidance and assistance from the Office of Sponsored Programs for seeking external grant opportunities.183

Additional Resources

The Office of Sponsored Programs maintains the Faculty Research and Creative Works Database, which collects “research and creative interest descriptions from a large number of faculty members.”184

The OTEFD issues a Newsletter notifying faculty of development opportunities provided by Bradley as well as external organizations.185

Butler University

Butler University’s faculty development program is administered primarily through the Office of the Provost, while opportunities are also available through the Center for Academic Technology and the Institute for Research & Scholarship.

Programs for New Faculty

All new faculty members are invited to the New Faculty Academic-Year Orientation each year.186 However, in addition to general orientation, Butler holds On-Going Orientation Sessions for new faculty throughout the year, covering topics such as “Working with Diverse Learners and Learning Styles” and “Guiding Class Discussions.”187

Beyond these orientation services, the University Mentoring Partners Program helps new tenure track and full-time faculty members transition to working at Butler by pairing them with a senior faculty mentor.188

181 “Grants.” Bradley University. www.bradley.edu/otefd/grant_funding/
182 Ibid.
183 “Office of Sponsored Programs.” Bradley University. www.bradley.edu/osp/
184 “Research and Creative Interests.” Bradley University. explore.bradley.edu/osp/faculty/
186 “Calendar of Events and Programs 2010-11.” Butler University. www.butler.edu/provost/faculty-development/calendar-of-events-
187 Ibid.
188 “New Faculty Programs.” Butler University. www.butler.edu/provost/faculty-development/new-faculty-programs
Workshops, Events, and Services

Butler evaluates faculty using *Assessment Tools & Course Evaluations*. Each department assesses student learning outcomes and faculty members submit *Faculty Activity Reports*, which detail “accomplishments in teaching, research/scholarship/creative work, and service.” Further, *IDEA Course Evaluations* are also used to evaluate faculty performance, and have “a dual focus on evaluative and formative assessment.”

Through the Office of the Provost’s *Brown Bag Series*, faculty at Butler are given the opportunity to “to present their original research, scholarship, and creative work, aimed to speak to both departmental colleagues and those in completely different disciplines.” Similarly, faculty also come together at *Core Curriculum Community-Building Lunches*. Through the *Faculty Sherry Hour*, the University’s president invites faculty “to gather across programs and colleges for conviviality and conversation.” The *Faculty Food for Thought* series offers University faculty ongoing opportunities to sit for presentations on teaching and learning.

Several services are available to faculty through the University’s *Center for Academic Technology*, which assists faculty members in harnessing educational technologies by providing:

- Academic application support;
- One-on-one faculty consulting and training on teaching with technology;
- Group faculty/staff training workshops and continuing education; and
- Special academic projects.

A series of workshops is offered to faculty to assist in their development. These offerings are described in Table 8.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
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<tbody>
<tr>
<td><em>Introduction to the Grant Process Workshop</em></td>
<td>This workshop details best practices for developing proposals for external funding.</td>
</tr>
<tr>
<td><em>Writing Pedagogy Workshops</em></td>
<td>Topics include: Information Literacy in Courses; Sneaky Ways to Embed Writing Instruction; Ways to Streamline Grading; Writing in Service Learning Courses; Wrestling the Grammar Beast; Alternatives to the Research Paper</td>
</tr>
</tbody>
</table>

191 Ibid.
192 “About the Center for Academic Technology.” Butler University. www.butler.edu/center-academic-technology/about
### Workshop Description

**First Year Seminar (FYS) Summer Workshop**
This Summer Workshop is designed to help FYS faculty develop strategies for teaching reading, writing, listening, speaking, and critical thinking to first year students, cultivate their own abilities as readers, writers, and scholars, and foster community with their FYS colleagues. Participants also have opportunities to revise and refine their syllabi.

**Transforming Teaching with Technology**
During this workshop, participants:
- Explore the relationship between pedagogy and technology
- Consider how they think about teaching and learning when partnered with 21st-century students
- Develop course materials using technology
- Collaborate with colleagues about appropriate uses of technology in courses
Faculty have the opportunity during the workshop to enhance or develop a specific course in which technology is best utilized, and engage in substantive conversation with colleagues from across the University. Participants receive a stipend or allowance for a technology purchase for use in courses.

**Writing in Indianapolis Community Requirement and Service-Learning Courses, Summer Writing Workshop**
With new guidelines in place regarding the Indianapolis Community Requirement and Service-Learning courses for students, faculty now find available a new way to engage students with both the community and the ways in which writing can be put to work in practical, community-based service projects. In this workshop, participants share ideas about how to use writing in tandem with service work, consider how to evaluate such work, and develop new activities that can encourage students to write as part of service projects.

**Information Literacy and Writing Intensive Courses, Summer Writing Workshop**
This workshop outlines various research-based assignments faculty can administer beyond the traditional scholarly research paper. It also discusses library support for classes, collaborative activities that include research, and general guidelines for promoting information literacy in classes.

Source: Butler University

### Grants, Leaves, Awards, and Research

Butler offers tenure track faculty the opportunity to compete for *Course Development Grants* with the goal of strengthening the University’s core curriculum. These faculty may also compete for *Class Enhancement Grants* and *First Year Seminar Grants*, which are also intended to improve teaching and learning at the institution.

Butler has established annual “projects” surrounding a certain theme, under which it offered grants, prizes and lectures to faculty members. In 2009-2010, this was the *Sunset Project*. In 2010-2011, it is the *Water Project*. For both projects, the University provides a series of development opportunities for faculty to share in “intellectual, creative, and pedagogical investigation” under the chosen theme. Each project includes:

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194 “Core Curriculum Areas of Inquiry Course Development Grants.” Butler University. www.butler.edu/media/494431/core_curriculum_development_grants.doc
Grants: The Project Committee offer[s] modest grants to help launch or defray the necessary costs involved in faculty or staff carrying out a research, pedagogical, or creative project related to the theme, or involved in integrating the theme into a classroom project.

Stipends: Faculty or staff who initiate and organize a larger event related to the Project (e.g., a lunchtime symposium or service project) receive a modest stipend of $300 in recognition of their contribution to the Butler community.

Lectures: Throughout the year, the Committee co-sponsor[s] several lectures related to the [project’s] theme (again, interpreted very broadly) with departments or groups on campus.

Prizes: To encourage collaboration across colleges, and to recognize creative contributions to the project, the Committee offer[s] prizes of $500 for [various activities].

A pair of Faculty Awards is also given out to tenure track faculty by the University each year through its Institute for Research and Scholarship. The Butler Awards are given for research proposals in the Humanities, Arts, and Social Sciences, while the Holcomb Awards are given for research proposals in the Sciences.

Additional Resources

The Faculty Development Library at Butler maintains a broad collection of books and other resources to help faculty members enhance their teaching abilities. The Opportunities for Faculty Professional Development newsletter is also delivered to faculty members twice a month.

College of New Jersey

Several opportunities for development are offered to faculty at the College of New Jersey through the College’s Center for Excellence in Teaching and Learning (CETL) and other College offices and committees.

Programs for New Faculty

The College appears to hold an annual New Faculty Orientation, but does not publish substantial materials related to this program.

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197 Ibid.
198 “Holcomb Awards Committee Internal Grants for the Sciences and Social Sciences (quantitative research methods).” Butler University. www.butler.edu/research-scholarship/internal-funding/holcomb-awards
200 “Opportunities for Faculty Professional Development,” Butler University. www.butler.edu/provost/faculty-development/newsletters/newsletter-archives
Workshops, Events, and Services

Through the Office of International and Off-Campus Programs, faculty may participate in Faculty Exchanges as a means of development. Current relationships have been established with institutions in Argentina, England, Germany, Thailand, and Japan.201

The CETL sponsors several events for faculty development, including a Speaker Series that has recently covered topics such as “Universal Course Design” and “Promoting Liberal Learning in Capstone Courses.”202

Grants, Leaves, Awards, and Research

Support for research activities is provided through the Office of Academic Grants and Sponsored Research (OAGSR) and the Committee for Support of Scholarly Activity (SOSA). The OAGSR works closely with faculty “to ensure that proposals portray the priorities of the College, comply with the requirements of the funding agency, and accurately reflect the excellence of the work for which they advocate funding.”203

A Career Development Program at the College aims to “improve instruction” and to “meet the expressed direction/mission and needs of the [C]ollege.” Faculty members submit individual career development proposals to the Career Development Committee as part of this program.204

Grant Workshops are also provided to faculty members through the OAGSR, which helps faculty learn how to find and apply for funding opportunities.205 Additionally, the College provides direct financial support for Travel for Professional Development.206

Additional Resources

Through the CETL website, faculty members are led to a series of additional resources pertaining to teaching students with disabilities and universal course design.207

201 “Faculty Exchanges.” The College of New Jersey. www.tcnj.edu/~fhb/exchanges.html
202 “Events.” The College of New Jersey. cetl.pages.tcnj.edu/events/
203 “Office of Grants and Sponsored Research.” The College of New Jersey. grants.intrasun.tcnj.edu/
204 “Career Development Program.” The College of New Jersey. www.tcnj.edu/~cardev/
205 “Workshops.” The College of New Jersey. grants.intrasun.tcnj.edu/Workshops.htm
206 “Faculty Professional Development.” The College of New Jersey. www.tcnj.edu/~fhb/development.html
207 “Resources.” The College of New Jersey. cetl.pages.tcnj.edu/resources/
Drake University

Drake University offers a wide variety of development opportunities to faculty, primarily through the Office of the Provost in the form of grants that support scholarly research activities.

Programs for New Faculty

The University offers a New Faculty Orientation, but does not appear to have any additional programs geared toward new faculty.

Grants, Leaves, Awards, and Research

A suite of grant and award programs serve the development of faculty at Drake and are offered through the Provost’s office. These offerings, which include Faculty Development in Technology Programs and Collaborative Development Grants, are described on the University website:

Table 9. 2010-2011 Faculty and Staff Development Programs in the Office of the Provost

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Promotion Reassignment for Scholarship</td>
<td>Full-time faculty in the third year of a renewable appointment may apply for reassignment for research from one or, in rare circumstances, two courses in their fourth year to allow sustained work on a scholarly or creative activity. The goal of this program is to allow those promotion-eligible Drake faculty whose work is not otherwise eligible for pre-promotion reassignment support to attend to their research portfolio in preparation for tenure and/or promotion review.</td>
</tr>
<tr>
<td>and Creative Activity</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Assistantship Program</td>
<td>The Undergraduate Assistantship Program involves students in project-based collaboration with faculty or administrative staff, or both, in order to engage in significant experiential learning opportunities. These opportunities offer student collaborators skills and experiences that will prepare them to advance in their education or chosen professions, while also offering administrative staff and faculty the chance to work closely with student assistants.</td>
</tr>
<tr>
<td>Faculty Development in Technology Programs</td>
<td>A variety of faculty development opportunities, funded by Student Technology Fees, will be available in the coming year. These funds support both individual faculty and programmatic development in the innovative uses of technology in student learning, whether classroom-based or co-curricular. Centrally, the available awards are intended to advance faculty use of computer-based technology beyond basic competency in instructional software already available on campus.</td>
</tr>
<tr>
<td>Faculty Research Reassignment for Scholarship and Creativity</td>
<td>This program supports a one-course (or one-course equivalent) reassignment for permanent Drake faculty members to complete a scholarly a project, such as a peer-reviewed article, major grant proposal, public performance, composition, exhibition, or the like.</td>
</tr>
</tbody>
</table>

208 “Faculty Development Program.” Drake University. www.drake.edu/academics/acad-grants/fdv-grant.php
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Drake University Research Grant Program</em></td>
<td>This program offers up to $3,000 to fund travel, material, supplies, and student research assistance associated with research carried out by permanent Drake faculty members. In particular, this program seeks to position faculty researchers to more favorably compete for extramural funding and to encourage research projects conducted in collaboration with Drake students. This Program does not fund the purchase of computing equipment, reassignment from teaching, pedagogical or course development, or conference travel.</td>
</tr>
<tr>
<td><em>New Literacies Project</em></td>
<td>This program supports faculty development in areas of knowledge underrepresented at Drake or traditionally underrepresented in higher education, with the explicit aim of advancing research connected to student learning. Of particular interest are new media and digital literacies, along with research and teaching development in emerging fields or fields shaped by innovative technologies. However, proposals for support in literacies and knowledges more broadly construed, such as environmental awareness, non-native cultural familiarity, information literacy, and emerging professional and clinical practices will also be considered.</td>
</tr>
<tr>
<td><em>Collaborative Development Grants</em></td>
<td>Drake University’s Faculty Development Grant program supports faculty and staff participation in activities—such as workshops, discussion groups, and program creation—designed to promote collaboration, individual development, and program enhancement in areas critical to the University’s mission. Of particular, though not exclusive interest are activities that reach across traditional disciplinary and institutional divides, that respond to timely and pressing questions or concerns, and promote development in multiple faculty and staff competencies simultaneously.</td>
</tr>
<tr>
<td><em>International Faculty Development</em></td>
<td>Opportunities for faculty development strategic to the enhancement of Drake’s international initiatives and partnerships will be announced early in the Fall 2010 semester.</td>
</tr>
</tbody>
</table>

Source: Drake University

Several Faculty Honors named for Madelyn M. Levitt are awarded each year by the University. These awards include the *Levitt Excellence in Teaching Award*, the *Levitt Mentor Award*, and the *Levitt Community Service Award*. Faculty members may also earn one of many *Distinguished Professorships*.

**James Madison University**

A series of development opportunities is provided to faculty at James Madison University (JMU), primarily through its Center for Faculty Innovation (CFI).

**Programs for New Faculty**

Presented through the Office of the Provost and the Center for Faculty Innovation, The *New Faculty Orientation* is a “one-day event designed to warmly welcome new faculty to all aspects of life at JMU.”

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209 “Drake University Faculty Honors.” Drake University. www.drake.edu/academics/honors/
210 “New Faculty Orientation.” James Madison University. www.jmu.edu/cfi/events/nfo/index.html
**Workshops, Events, and Services**

JMU offers a robust suite of workshops, services, and events to its faculty members to assist in their development.

Recent themes in the *Faculty Workshop Series* include: “Effective Teaching Strategies, Decoding Feedback & Evaluation, Decoding Disciplinary Thinking, and Decoding Classroom Climate.”\(^{211}\) For each of these topics, the University has created four developmental workshops for the 2010-2011 school year, as described in Table 10.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Workshops</th>
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<tbody>
<tr>
<td><em>Effective Teaching Strategies</em></td>
<td>- Modifying Team-Based Learning for Your Course&lt;br&gt;- Lecturing with Presence&lt;br&gt;- Reflective Teaching Methods &amp; Assignments&lt;br&gt;- Effective Course Redesign Models</td>
</tr>
<tr>
<td><em>Decoding Feedback &amp; Evaluation</em></td>
<td>- Delivering Feedback &amp; Grades to Students&lt;br&gt;- Writing Unique &amp; Effective Letters of Recommendation&lt;br&gt;- Enhancing Student Writing Through Drafts &amp; Editing&lt;br&gt;- Peer Assessment Techniques</td>
</tr>
<tr>
<td><em>Decoding Disciplinary Thinking</em></td>
<td>- Decoding Your Discipline Using Visuals&lt;br&gt;- Decoding Disciplinary Thinking&lt;br&gt;- Decoding Mentored Student Research at JMU&lt;br&gt;- Decoding How Students Think</td>
</tr>
<tr>
<td><em>Decoding Classroom Climate</em></td>
<td>- Getting to Know Your Classroom Climate&lt;br&gt;- Dealing with Disruptive Classroom Behavior&lt;br&gt;- Filling the Vessel vs. Kindling the Flame&lt;br&gt;- Creating Community in Blended &amp; Online Courses</td>
</tr>
</tbody>
</table>

Source: James Madison University

Several programs have been launched by the Center for Faculty Innovation to bring faculty members together in the name of collaboration and sharing expertise in teaching and learning. These include:

- **Faculty Book Discussion.** Book Discussions are intended to provide an opportunity for faculty from across campus to read and discuss a book related to higher education teaching or scholarship.\(^{212}\)

- **Scholarly Writers’ Groups.** The Scholarly Writers’ Groups provide structured, writer-centered environments for faculty to work on scholarly manuscripts, books, or other writing projects. Each group provides individualized objectives, support from peers, accountability for progress, and celebration of successes.\(^{213}\)

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\(^{212}\) “Faculty Book Discussion.” James Madison University. www.jmu.edu/cfi/programs/bookdiscussion/index.html

\(^{213}\) “Scholarly Writers’ Groups.” James Madison University. www.jmu.edu/cfi/programs/writers/index.html
• **SoTL Scholars.** This program is designed for faculty interested in exploring the Scholarship of Teaching and Learning (SoTL) in their courses. More specifically, this program helps faculty move SoTL projects to successful publication in peer-reviewed journals.214

• **Overview of Academic Culture Project.** In Spring 2009, the Center for Faculty Innovation facilitated faculty focus groups on the state of intellectual life at JMU.215

• **Faculty Interest Groups (FIGS).** Faculty Interest Groups, or FIGs, are designed to create an informal forum for learning and dialogue related to topics proposed by faculty.216

• **Arboretum Collaborative.** The Arboretum Collaborative is a Presidential initiative designed to bring together competitively selected JMU faculty during the spring 2011 semester to learn and share with one another.217

The Center also puts on a series of events for faculty development. The **JMU May Symposium**, for example, is a week-long series that “institutes workshops on various topics such as learner-centered teaching and information literacy.”218 The **GA/TA Colloquium** includes workshops for graduate assistants and teaching assistants surrounding the themes of “Effective Teaching Strategies, Academic Technologies, and Life/Career Balance.”219 A variety of “scholarship-enhancing opportunities” are also offered through the **January Symposium**, including: “Quantitative Research Institute; Qualitative Inquiry Institute; Scholarly Writing Lock-down; Survey Research/Qualtrics workshop; Grants/IRB workshop; and Display of faculty members' scholarly activities.”220 Finally, the **Part-Time Faculty Development Day** is held each spring for part-time faculty members.221

In addition to these faculty development events, faculty also have access to an array of development services. The **Teaching Analysis Poll** provides faculty with student feedback “regarding the learning environment in a course” in the middle of the semester.222 **Individual Consultation** is available to faculty members, as is **Department Consultation.**223,224 Faculty may also take the opportunity to use the University’s **Classroom Observations service.**225

216 “Faculty Interest Groups.” James Madison University. www.jmu.edu/cfi/programs/figs/index.html
218 “May Symposium.” James Madison University. www.jmu.edu/cfi/events/maysymposium/index.html
221 “Part-Time Faculty Development Day.” James Madison University. www.jmu.edu/cfi/events/ptf/index.html
223 “Individual Consultation.” James Madison University. www.jmu.edu/cfi/services/individualconsult/index.html
Grants, Leaves, Awards and Research

Through the Madison Teaching Fellows program, small faculty groups explore a variety of teaching and learning topics. As part of the program, faculty members are offered “a one-year experience in a Teaching Community where they develop an interdisciplinary network of colleagues interested in a particular teaching-related issue or pedagogical approach.”

The Madison Research Fellows program, on the other hand, is more focused, engaging faculty in “research around a selected area or topic of study.” These fellows “share their research ideas and provide feedback to others over the course of a year.”

Additionally, the Center for Faculty Innovation also provides financial support to faculty members who seek to attend Conferences.

Additional Resources

The CFI Resource Library contains Book Chains – “a rich array of books, journals, and articles on topics ranging from teaching strategies to running effective meetings.”

Outside of the Center, an extensive set of development opportunities are available to staff through the University’s Training & Development Department.

Mills College

Unfortunately, Mills College publishes a very limited amount of information related to its faculty development activities. However, various strategic materials published on the Mills website indicate that the College is seeking to expand development opportunities for faculty.

Programs for New Faculty

As of 2005, the College indicated that it was developing a faculty mentoring program. According to Andy Workman, Associate Dean of Academic Development and Planning, “Faculty members in their first three years of teaching will be invited to attend monthly seminars to discuss the challenges they face in teaching at the College. The Office of the Provost and Dean of the Faculty will organize this program.”

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224 “Department Consultation.” James Madison University. www.jmu.edu/cfi/services/deptconsult/index.html

225 “Classroom Observations.” James Madison University. www.jmu.edu/cfi/services/observation/index.html


228 “Book Chains.” James Madison University. www.jmu.edu/cfi/services/bookchains/index.html

229 “Workshops by Category.” www.jmu.edu/training/development/categories.shtml

Grants, Leaves, Awards, and Research

While there is a dearth of published material describing faculty research grants, the College does make reference to faculty research activities on its website. As indicated by listings of faculty on leave on the Mills website, it is clear that the College also allows faculty to take Sabbaticals from teaching. However, no materials are available related to the nature of these leaves.

Additional Resources

While there appear to be few development opportunities available internally for faculty at Mills, the Mills Teacher Scholars program is a long-standing program that “supports on-going learning for teachers through facilitating teacher-led investigations of teaching and learning.” 231 The program, however, does not appear to be geared toward development of its own faculty members, but rather the greater teaching community.

Rollins College

At Rollins College, professional development is the responsibility of each of the institution’s schools and divisions. 232 Development opportunities are also available through the Christian A. Johnson Institute for Effective Teaching.

Programs for New Faculty

For new faculty members, the College offers Orientation and Mentoring for New Faculty, which consists of an “[i]nitial meeting before classes begin and then monthly meetings focusing on effective teaching and campus culture.” 233 New faculty can also receive classroom visits and consultation services upon request.

Workshops, Events, and Services

Several development programs — including workshops, seminars, and consultations — are offered to Rollins faculty through the Johnson Institute. These include:

- **Workshops and Colloquia:** Two-hour or half-day training sessions on specific topics related to teaching, research, and planning.

- **Faculty Seminars:** Book discussions for faculty on topics of teaching and intellectual growth.

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231 “About Us.” Mills Teacher Scholars. millsscholars.org/about-us/
232 “Professional Development.” Rollins College. tars.rollins.edu/hr/facultyhandbooksectionivNov01.htm#c6
233 “Christian A. Johnson Institute for Effective Teaching: Information and Services.” Rollins College. tars.rollins.edu/effectiveteaching/infoservices.shtm
Consultations By Request: With individual faculty, departments and programs concerning issues of teaching and planning.

Videotaping Classes: By request and in conjunction with individual consultations.

Assessment Interviews: Focus groups conducted with students in your class or major to determine ways to improve learning.

Faculty Scholarship Forums: Monthly meetings for faculty to discuss their research with peers.

Faculty Day of Scholarship and Teaching: Half-day local conference of concurrent presentations by faculty of their scholarship and teaching.\(^{234}\)

Grants, Leaves, Awards, and Research

In the College of Arts and Sciences, the University offers full-time faculty a series of grant opportunities, including:

Individual Development Grants. These awards to encourage faculty professional development are granted on a competitive basis. The award may be applied to travel, tuition, or other expenses involved in development activity.

Course Development Grants. These grants are designed to encourage the development and preparation of new courses which are cross-disciplinary or exceptionally innovative.

Faculty Research Grants. Research grants are awarded on a competitive basis, and it is anticipated that the results of these projects will lead to a publication, performance, or exhibit, or the presentation of a paper at a professional meeting.

Scholarship of Teaching Grants. Scholarship of Teaching at Rollins College addresses issues of teaching and learning through a cycle of reflection, experimentation, assessment, application, and communication. Faculty engaged in the Scholarship of Teaching focus on specific goals; use recognized and appropriate methods of experimentation, analysis and integration; and make their results available for peer review and collaboration.\(^{235}\)

Faculty members may travel abroad as part of the President's Internationalization Initiative, which “strives to enable every faculty member to have an international experience at least once every three years.” Grants of $3,600 are awarded to faculty

\(^{234}\) Ibid.
that allow them to “conduct individual research projects or to travel internationally with faculty-led groups.”

In addition to these grant opportunities, Arthur Vining Davis Fellowships are awarded to faculty each year to recognize “outstanding teaching, scholarly work and publications, completion of significant research projects,” and various other accomplishments of faculty members. Additionally, the $10,000 Hugh and Jeannette McKean Grant is awarded to one faculty member to support “a special project.”

Additional Resources

The College’s Academic Update is a quarterly online newsletter that covers the scholarly activities of faculty members. Teachers also have access to “[b]ooks, videos, and handouts on teaching, learning, planning, and higher education” through the Johnson Institute Library. The College also provides the Effective Teaching Listserv, through which teachers receive “teaching tips.”

Stetson University

Stetson offers a series of faculty development opportunities through its Office of Academic Affairs. These opportunities come primarily in the form of faculty awards.

Programs for New Faculty

Stetson’s duPont-Ball library provides a range of support services for new faculty, including: Student Research Support, Course Reserves, Subsidized Interlibrary Loans (to aid faculty research), and Ordering Library Materials.

Workshops, Events, and Services

While most development opportunities at Stetson are provided in the form of grants and awards, the University also provides its faculty with International Faculty Exchange Opportunities. Its “longstanding partnerships” with foreign universities have allowed faculty members to travel to Germany, France, and Spain, for short- and long-term exchanges.

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236 “Faculty Internationalization Efforts Have Transformative Impact.” Rollins College. news.rollins.edu/rollins_internationalization_e.shtml


239 Ibid.

240 Ibid.

241 “Welcome New Faculty Members!” Stetson University. www2.stetson.edu/library/welcome_faculty.php

242 “2010-2011 Faculty Professional Development Opportunities.” Stetson University. 17. www.stetson.edu/administration/academicaffairs/media/profdev.rtf
Grants, Leaves, Awards, and Research

Grants and Awards appear to be the primary method through which Stetson promotes the development of its faculty. Departmental Faculty Travel Funds provide support to tenure track faculty “for travel to professional meetings and other professional development activities.” Additionally, Summer Grants are awarded to tenured or tenure track faculty who are working on projects that “contribute to the University’s mission of teaching, research, and artistic development.”

Support is also available to faculty through Hand Faculty Grants, named for Dolly and Homer Hand. These grants are made in two categories:

- **Hand Grants for Professional Development Projects.** These grants are established to support faculty attendance at national seminars/workshops and other similar opportunities directed at various aspects of service within an educational setting (advising, mentoring, creating service-learning courses, or incorporating a student-centered pedagogy, etc.).

- **Hand Grants for Course Enhancement.** These grants are provided to support faculty projects to strengthen presently taught or proposed courses, (e.g., increasing interdisciplinary connections or effective application of technology, etc.).

Among the awards offered to Stetson faculty, the “most prestigious” is the William Hugh McEniry Award, which recognizes faculty for “the highest attainment of teaching excellence.” Another set of awards, the Hand Awards for Distinguished Faculty Achievements, recognizes faculty members’ professional achievement and community involvement.

Several external funding opportunities are available to faculty at Stetson. Every June, the Ball duPont Fund supports two Stetson faculty members attending “a three-week Summer Seminar for Liberal Arts College Faculty.” The University also encourages faculty to apply for Ball duPont’s National Humanities Center Fellowships, designed to support “talented scholars at a breakthrough moment in their work.” Furthermore, faculty may seek National Endowment for the Humanities Summer Stipends, for “scholarly projects.”

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243 Ibid., 2.
244 Ibid., 2.
245 Ibid., 13.
246 Ibid., 25.
247 Ibid., 25
248 Ibid., 23.
249 Ibid., 23
250 Ibid., 23
Tenured faculty members at Stetson are also permitted to take *Sabbatical Leaves* from the University, with the purpose of promoting “professional development within the applicant’s discipline.”

**University of Mary Washington**

Through the University of Mary Washington’s (UMW) Center for Teaching, the University provides “a resource for faculty and staff to promote and sustain excellence in teaching, advance student learning, and develop innovative pedagogy and curriculum.”

*Programs for New Faculty*

The University offers several development opportunities to new faculty through its *Mentoring Programs*. For the 2010-2011, these offerings include the *Knotty Problem Roundtable* in which faculty members present solutions to various teaching dilemmas and classroom scenarios. Further, the “Preparing for Promotion and Tenure at Mary Washington” workshop and other workshops are planned for the spring semester.

*Workshops, Events, and Services*

Through the *Collaborative Teaching Program*, the University provides “opportunities for faculty to work together to explore different teaching methods and approaches, and serve as peer mentors to each other.”

The *Technology and Teaching Showcase Series* includes three seminars, with the first introducing faculty to “a topic examining how technology might augment teaching and scholarship,” which is followed by “two hands-on workshops for participants who want to explore more deeply.” Faculty members may also develop their teaching skills by enrolling in University courses, so long as they do not interfere with their instructional obligations.

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251 Ibid., 25.
253 “Mentoring Programs.” UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/mentoring-programs/
254 Ibid.
255 “Collaborative Teaching.” UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/the-collaborative-teaching-program/
256 “Technology and Teaching.” UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/the-technology-and-teaching-showcase-series/
Grants, Leaves, Awards, and Research

UMW provides faculty with a series of development opportunities through grants and fellowships. Through UMW Grants, each college in the University “makes available in-house grants to assist faculty members in specific projects which exemplify professional initiative.” Among these grants, the Division of Teaching and Learning Technologies (DTLT) provides Supplemental Teaching and Learning Technology Grants “to support professional travel, conference/workshop registration, and software/equipment purchases.” Support is available for Professional Travel using departmental and Provost Office funds. Open Travel Grants provide “up to $500 to support attendance at a conference or workshop,” while Designated Travel Grants provide funds for teachers to represent the institution at conferences like the Educause Learning Initiative.

As part of an initiative designed to attract and retain quality faculty, faculty members may be selected for Jepson Fellowships, a one-year fellowship during which recipients experience a one-half reduction in teaching load. The Teaching Fellows Program intends to “bridge teaching, scholarship and service” by supporting a faculty member in the “sciences, the social sciences, the humanities, business and education.” The current aim of this program is for fellows to produce research on best practices in their disciplines, and faculty members are given a one-class reduction in their workload to complete their work.

The University allows faculty to take Sabbatical Leaves “of either one semester with full pay and full benefits or one academic year with half pay and full benefits.” To be eligible, faculty members must have complete six years of full-time teaching at UMW, and they must also return to teaching at the University for at least a year after completing the sabbatical.

Additional Resources

Through the UMW Center for Teaching website, the institution provides a Resource Library that collects useful articles and links for faculty members regarding current teaching issues and best practices.

258 Ibid.
259 UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/open-travel-grants/
260 UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/designated-travel-grants/
262 “Teaching Fellows,” UMW Center for Advancing Teaching and Learning. teachumw.org/teaching-center-programs/the-university-teaching-fellows-program/
264 Ibid.
265 “Resource Library.” UMW Center for Advancing Teaching and Learning. teachumw.org/resource-library/
## Appendix: Faculty Development Programming at Peer Institutions

<table>
<thead>
<tr>
<th>Programs for New Faculty</th>
<th>Workshops, Events, and Services</th>
<th>Grants, Leaves, Awards, and Research</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley</td>
<td></td>
<td>Funds for Conferences and Professional Societies, Faculty Development Grants, Faculty Enrichment Fund Grants, Diversity Council Mini-Grants, Faculty Awards, Sabbaticals/Leaves</td>
<td>Newsletter, Faculty Research and Creative Works Database</td>
</tr>
<tr>
<td>Bradley</td>
<td>Annual Fall Teaching and Research Forum, Student Scholarship Exposition, Campus-Wide Conversation Series</td>
<td>Teaching Excellence Grants, Research Excellence Grants, Special Emphasis Grants, Student Travel Funding, Assistance w/ External Funding</td>
<td></td>
</tr>
<tr>
<td>Butler</td>
<td>Assessment Tools &amp; Course Evaluations, Faculty Activity Reports, IDEA Course Evaluations, Core Curriculum Community-Building Lunches, Faculty Sherry Hour, Faculty Food for Thought Series, Center for Academic Technology services, Faculty Development Workshops</td>
<td>Course Development Grants, Class Enhancement Grants, First Year Seminar Grants, Project Grants, Faculty Awards</td>
<td>Faculty Development Library, Opportunities for Faculty Professional Development newsletter</td>
</tr>
<tr>
<td>Creighton</td>
<td>Faculty Development Sessions, Interdisciplinary Seminars, Multi-Session Working Groups, SeTL Scholars Program, Time-out for Lunch seminars</td>
<td>Faculty Development Grants, School of Pharmacy and Health Professions Awards</td>
<td>Teaching and Learning Resources</td>
</tr>
<tr>
<td>CNJ</td>
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<td>Drake</td>
<td>Programs for New Faculty</td>
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<td>○ New Faculty Orientation</td>
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<td>○ Faculty Development in Technology Programs</td>
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<td>○ Collaborative Development Grants</td>
<td>○ Pre-Promotion Reassignment for Scholarship and Creative Activity</td>
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<td>○ Undergraduate Assistantship Program</td>
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<td>○ Faculty Research Reassignment for Scholarship and Creativity</td>
<td>○ Research Grant Program</td>
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<th>Elon</th>
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<td>○ New Faculty Coffee/Lunch Program</td>
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<td>○ Mid-term student focus group</td>
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<td>○ Videotaped analysis</td>
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<td>○ Scholarship of Teaching and Learning Conferences and Seminars</td>
<td>○ Outstanding Service-Learning Paper Award</td>
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<td>○ Brown Bag Lunches</td>
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<td>○ Service-Learning Faculty, Scholars</td>
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<td>○ Core-to-Major Integration Funds</td>
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<td>○ First-Year Residential Course Funds</td>
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<td>○ Workshops on Teaching &amp; Learning</td>
<td>○ Summer Institutes on Integrative Learning</td>
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<td>○ Annual Summer Teaching Conference</td>
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<td>○ Faculty Workshop Series</td>
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<td>○ Take Your Professor to Lunch or Coffee</td>
<td>○ Madison Research Fellows</td>
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<td>○ Faculty Book Discussion</td>
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<td>○ Scholarly Writers’ Groups</td>
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<td>○ SoTL Scholars</td>
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<td>○ Faculty Interest Groups</td>
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<td>○ Arboretum Collaborative</td>
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<td>○ JMU May Symposium</td>
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<td>○ C/A/TA Colloquium</td>
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<td>○ Part-Time Faculty Development Day</td>
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### Programs for New Faculty
- New Faculty Seminar
- Junior Faculty Lunch Series
- Faculty Mentoring
- Summer Assessment Workshops
- Luncheon presentations
- SoTL Brown Bag Lunches
- Friday Faculty Colloquia
- Faculty Innovation Center technology support
- Reduced teaching load for research
- Research start-up funding
- New Faculty Orientation
- Visiting speakers
- Midsemester Assessment Program
- Interdisciplinary Faculty Seminar
- Instructional Technology Development Program
- Support for participation at professional meetings
- Individual faculty development funds
- Teaching Support Awards
- Course Development Fellowships
- Summer Teaching Fellowships
- Faculty Instructional Grants
- Financial Assistance to Attend Workshops on Teaching
- Financial Assistance for Research
- Summer Research Fellowships
- Subvention Funds
- Faculty Fellowship
- Academic Technology Grant
- Catholic Studies Curriculum Development Grant
- Faith & Justice Research Grant
- Faith & Justice Curriculum Development Grant
- Transformation of Upper Division Courses in the Major Grant
- Grants in the Scholarship of Teaching and Learning
- Travel Grants
- Research Assistants Program
- Distinguished Teaching Award
- Teaching resources (podcasts, journals, listserves, etc)
- FAIR grants
- Summer Research Grants
- Faith and Justice Grants
- Research & course development support
- Sabbatical Leave
- Junior Faculty Sabbaticals
- Teaching Support Awards
- Professional Research grants
- Improvement of Teaching and Course Development grants
- Summer Grants
- Professional Travel funding
- Distinguished Professor Award
- Sabbatical Leaves
- Center for the Humanities programming
- School of Medicine programs
- Sabbaticals
- Mills Teacher Scholars (external program)
- Resource Collection
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Consultations By Request  
Videotaping Classes  
Assessment Interviews  
Faculty Scholarship Forums  
Faculty Day of Scholarship and Teaching | Individual Development Grants  
Course Development Grants  
Faculty Research Grants  
Scholarship of Teaching Grants  
Internationalization Initiative funding  
Fellowships | Academic Update newsletter  
Johnson Institute Library  
Effective Teaching Listserv |
| Santa Clara             | New Faculty Orientation  
New professor guide | Confidential Consultations on Teaching  
Ethics Across the Curriculum Consultations  
Classroom Observations  
Mentoring for Faculty  
Open Classrooms  
Faculty Study Groups  
Technology Training  
Vitality in Teaching and Learning (VITAL) Group/Workshops | University Grants  
School and College Grants  
Centers of Distinction Grants  
Award for Teaching Excellence  
Award for Curriculum Innovation  
Award for Sustained Excellence in Scholarship  
Award for Recent Achievement in Scholarship  
President’s Recognition Award  
Faculty Senate Professor Award  
Faculty Inclusive Excellence Award  
Professional Development Leave/Sabbaticals | Student Assessment of their Learning Gains course-evaluation tool  
Faculty Development Library  
The Teaching Scholar newsletter |
| Stetson                 | Resources for new faculty | International Faculty Exchange | Departmental Faculty Travel Funds  
Summer Grants  
Hand Grants for Professional Development Projects  
Hand Grants for Course Enhancement  
Awards for Distinguished Faculty Achievements  
National Humanities Center Fellowships  
National Endowment for the Humanities Summer Stipends  
Sabbatical Leaves |
| Trinity                 | New Faculty Orientation  
Faculty Mentoring | Research Dinners lecture series | Summer Stipends  
Individual Course Development grants  
Special Project Grants  
Curricular and Pedagogical Innovations Grants  
Academic Leaves  
Distinguished Achievement Awards  
Teaching and Advising Fellowship |
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<td>Faculty Workshops, Class Observations, One-to-One Consultations, Writing Circles</td>
<td>Distinguished Teaching Award, Faculty Development Award, Caterpillar Award for Excellence, Travel Grants, Teaching/Learning Expense Grants, University Research Professorships, Research Award, Summer Research Fellowships, Expense Grants associated with Creative Work and Research</td>
<td>Teaching Resource Center partnership with University library services</td>
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<td>Villanova</td>
<td>Program for new Villanova faculty members</td>
<td>Consultations, Classroom Observations, Instructional Diagnosis of Student Learning, Workshops and Informal Discussion Groups, Food for Thought seminars, VITAL Workshops</td>
<td>Award for Outstanding Teaching, Faculty Service Award, Faculty Research Award, Award for Teaching Excellence, Award for Innovative Teaching, Faculty Mentor Teaching Award, Junior Faculty Award for Excellence in Teaching</td>
<td>VITAL teaching resources, Teaching Excellence Newsletter</td>
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<td>Resource Library</td>
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<td>Xavier</td>
<td>Manresa for Faculty and Staff</td>
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<td>Faculty Fellows Program, Summer Fellowships, Wheeler Awards, Women of Excellence Giving Circle Grants, Faculty Development Leaves</td>
<td>Bookstore and libraries, Instructional media and technology resources</td>
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Project Evaluation Form

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