

**A COMPREHENSIVE PLAN
FOR
FACULTY DEVELOPMENT AT SIMPSON COLLEGE
February 2, 2007**

SECTION A: Statement of Philosophy

Simpson College is “dedicated to excellence in private higher education” and to “an innovative teaching and learning process enabling students of all ages to develop critical intellectual skills” (Mission Statement).

The breadth and depth of Simpson’s comprehensive faculty development program should support the range of faculty endeavors associated with excellence in private higher education. The ultimate goal of faculty development is to improve student learning. The proximate goals of faculty development include supporting traditional professional work (e.g., scholarship, conference attendance), teaching and learning, institutional development (e.g., nurturing faculty leaders), and personal development (e.g., balancing work and a personal life).

The faculty development program at Simpson must recognize the diverse needs and interests of the faculty. The opportunities an individual faculty member chooses to pursue may be influenced by disciplinary affiliation, amount of prior teaching experience, family obligations, and the stage of the person’s career. The faculty development program should include orientation and mentoring for new faculty, training and support for new department and division chairs, options for faculty considering retirement, programs for faculty struggling with a class, and programs for faculty excited about trying something new, whether that new thing is most closely linked to teaching or to research.

Providing the variety of programs and opportunities necessary to meet these goals for a faculty with diverse needs and interests reflects an investment in the faculty and in the future of the college.

SECTION B: Statement of Purpose

This document will serve to guide the administration of the College as it provides continuing support for the development of the faculty at Simpson College. It presents a comprehensive approach to faculty development that recognizes the wide variety of support needed by faculty members as they grow in their work as teachers and scholars. It recognizes that the needs of faculty members vary by discipline and stage in their career. Having a comprehensive plan will help the College focus its existing faculty development resources and also provide direction on where additional funding may be needed. This plan was created by the Faculty Development Working Group appointed by Dean Steven

Griffith early in the fall of 2006. Meeting every two weeks, the Working Group worked by consensus to address the perceived development needs of faculty. The Working Group sought out best practices from similar institutions. In October 2006, one member of the Working Group attended the Professional Organizational Development Annual Meeting in Portland, Oregon. In November of 2006, several members of the Working Group attended The Collaboration for Teaching and Learning Conference held in Minneapolis, Minnesota.. The Group spent the fall semester working in subgroups and now presents this proposal for a comprehensive plan for faculty development to the Simpson College community.

SECTION C: Survey Results

In order to better understand the development needs of Simpson College faculty, an online survey was conducted during the fall semester of 2006. A total of 67 individuals (25 women, 37 men, and 5 who didn't indicate their gender) completed the faculty development survey. The responses were fairly evenly distributed across the five divisions (18% Policy Studies, 16% Fine Arts, 15% Natural Science, 19% Humanities, and 21% Education and Social Science).

Over half of the respondents (54%) were full-time tenured faculty members; 22% were full-time tenure-track faculty members; 12% work on a fulltime term contract; 3% were part-time adjunct lecturers; and 9% didn't indicate their status.

Top 5 Priorities

When people were asked to indicate their top 5 priorities, most people (72%) selected at least one of the options connected to funding for scholarship as at least one of their top 5 options.

Scholarship Funding	72%
Course Load	64%
Pedagogy	51%
Technical Support	49%
Family Leave	36%

The findings suggest that different people want different things in terms of faculty development; however, faculty priorities do not follow a pattern. With the following exceptions, selection of items across these five categories was independent of gender, age, and number of years spent teaching at Simpson.

- Women (68%) were more likely than men (43%) to select Technical Support among their top 5 priorities; $\chi^2(1) = 3.67, p = .06$.
- Women (52%) were more likely than men (30%) to select at least one of the items related to maternity/paternity leave and stopping the tenure clock, $\chi^2(1) = 3.12, p = .08$.

- Age was also associated with selecting personal items such that younger faculty members were more likely to select at least one of the items related to family issues, $\chi^2(4) = 11.73, p = .02$.

Course Load and Release Time

Overall in this area, the most important priorities for faculty were reducing the course load to six or seven courses per year and providing paid course reduction for professional development activities (e.g., research, scholarship, creativity, holding office in professional associations, editing professional journals). These same two items were most frequently identified among people's top two priorities.

Funding for Research, Scholarship, and Creativity

The two options most commonly endorsed as very important by faculty members were providing increased funding for travel to conferences and providing funding for faculty and students to travel to professional conferences when presenting their collaborative research.

Faculty were also likely to see as very important the following three items: providing in-house funding for research, scholarship and creative activity; providing in-house funding for student/faculty collaboration; and providing funds for individual professional development needs by turning annual travel allotment into funds that could be spent on any professional expense.

Technical Support and Course Development

When selecting their top two options, people were most likely to choose providing funding for course development and providing funding for the purchase of books, journals, professional memberships, etc. A fairly close third choice was providing additional computer resources (software and peripherals) for research and/or course development.

The options in this category tended to be viewed as somewhat important rather than very important.

Teaching Support and Pedagogy

When selecting their top two options, people were most likely to select providing support for on-going discussions on teaching and pedagogy and increasing technical and administrative support for individual grant applications to outside agencies.

All the options were most frequently endorsed as somewhat important.

Family Leave and Related Issues

Four of the family leave and more personal development items tended to be rated very important: providing paid maternity leave; providing paid parental leave; providing paid

family leave; and extending the tenure clock for maternity/parental/family leave. When selecting their top two options, people tended to choose one of the three leave options.

SECTION D: Support for Teaching and Student Learning

Simpson College is committed to an innovative teaching and learning process. The faculty development program should support this mission by providing opportunities to critically reflect upon the current status of teaching and learning at Simpson, investigate new pedagogical methods, and support the implementation and evaluation of innovative practices. Opportunities for teaching and learning faculty development should include stand alone workshops, ongoing pedagogical discussions, pre-semester concurrent sessions, end-of-the-year faculty workshops, and individually utilized opportunities.

Stand Alone “Brown-bag” Discussions (Proposed)

- Interactive discussions and workshops will be regularly scheduled, offered at two different times a week, and address different topics each time that are selected by faculty
- Topics may include: writing a self-evaluation, applying for tenure, diversity, advising, grant-writing, teaching with technology and sabbatical proposals

Ongoing Pedagogical Discussions

- Faculty learning communities will meet regularly for book discussion or to investigate the scholarship of teaching and learning. Although this type of discussion has been available to Simpson College faculty for some time, this plan envisions a significant increase in the number and regularity of such offerings.

Pre-semester Concurrent Sessions (Proposed)

- Sessions relevant to the start of the semester will be held the day before the fall faculty workshop
- Topics may include: writing syllabi, first day of class, creating quality assignments, encouraging students to read, preventing plagiarism

End-of-the-year Faculty Workshop (Proposed)

- Each year, a focused workshop will be held on a pedagogy topic. This may happen by having an outside speaker providing a one-hour presentation following the last faculty meeting, on issues that could lead to a major restructuring of courses and an optional workshop after lunch that provides detailed instruction. Another option would be to hold a day-long session in June. The committee will choose the topic and the date.
- Topics may include: service-learning, problem-based learning, and learner centered teaching

Individually Utilized Opportunities (Proposed)

- Individuals could request peer mentors, videotaping of instruction, and peer observation of teaching separate from the college evaluation process

- Web-site to include links to teaching and learning information
- Grants for course re-design

Of critical significance to the success of any expanded faculty development program is the reduction in regular teaching assignment to six courses. Faculty members who teach eight or more courses each year do not have adequate time to participate in faculty development activity. The Faculty Development Working Group endorses the proposed reduction in teaching assignment to six courses annually.

SECTION E: Support for Advising

The faculty of Simpson College highly value student advising. Unlike many institutions that include advising under the tenure and promotion criteria for teaching, Simpson College believes advising to be distinct enough to warrant its own place in the tenure and promotion process. The Working Group supports the work being done by the Lilly Initiative at Simpson College to strengthen student advising. In addition, the Working Group believes that continuing training and education regarding advising students should be a component of the faculty development offerings of the College. Such education could continue under the direction of the Lilly Initiative in the short-term and later migrate to become part of the regular offerings of a future faculty development center.

SECTION F: Support for Faculty Research, Scholarship and Creativity

The link between good teaching and keeping up to date in one's professional discipline is clear. It is the professional responsibility of all faculty to continue to grow in their expertise by regularly contributing to the development of their discipline. Although in some cases this "scholarship of discovery" can be supported by off-campus grants, Simpson College recognizes the importance of sharing this responsibility. The College currently provides regular travel funding to disciplinary conferences, and is moving toward a regularized sabbatical program. In addition, the Faculty Development Working Group recommends the following additional components be established at the earliest opportunity:

- **Research, Scholarship and Creativity Grants**
Competitive grants of up to \$2,000 to help fund individual grants to faculty for the purpose of supporting faculty research, scholarship and creative projects.
- **Faculty/Student Collaboration Grants**
Competitive grants of up to \$8,000 to help support significant research, scholarship, and creative projects which help foster faculty/student collaboration. Projects must be focused on work leading to publication and/or public presentation.
- **Changing Directions Grants**
Competitive grants available to mid-career and senior faculty for the purpose of exploring new avenues of research, scholarship and creative work. Grants would

normally be one-time only and allow faculty to attend a conference, visit a library, buy new equipment, etc.

- **Fourth-year Pre-Tenure Reduced Teaching Assignment**
Faculty in their fourth year of service should be eligible for a 2-course reduction in teaching assignment for the purpose of completing exploring new pedagogy, or completing research, scholarship and/or creative activity in preparation for tenure.

It should be noted that the Faculty Development Working Group also encourages the College to continue to strengthen the sabbatical leave program by regularizing it and fully funding replacements for faculty on leave. In addition, the College should explore alternate leave opportunities, including enhancing the year-long sabbatical option by increasing the funding. The Faculty Development Working Group endorses the recently announced proposal to increase funding for conference travel and suggests that the administration explore the creation of a professional development fund for each faculty member.

SECTION G: Support for the Curriculum

The curriculum of a college is a dynamic thing that changes to accommodate an ever growing body of knowledge. Individual courses created by faculty are at the center of the college student's experience. Although curriculum development is not necessarily by definition faculty development, the development of new courses and enhancing existing courses contribute to the development of faculty. The Faculty Development Working Group recommends that the following support opportunities be established at the earliest opportunity:

- **New Course Development Grants**
A limited amount of funding should be available to faculty for the purpose of buying books, software, travel to libraries or collections, etc. to be used to develop a new course.
- **Course Enhancement Grants**
A limited amount of funding should be available to faculty for the purpose of buying books, software, travel to libraries or collections, etc. to be used to enhance an existing course.
- **Diversity Grants**
A limited amount of funding should be available to faculty for the purpose of buying books, software, travel to libraries or collections, etc. to be used to develop a new course or enhance an existing course.
- **Cornerstone Grants**
A limited amount of funding should be available to faculty for the purpose of buying books, software, travel to libraries or collections, etc. to be used to develop a new course for the Cornerstone program.

- **Travel Course Grants**
A limited amount of funding should be available to faculty for the purpose of traveling to the location to make final arrangements for the course.
- **Departmental and Program Curricular Support**
A limited amount of funding would be available to a department for the purpose of buying books, software, travel to libraries or collections, retreat expenses, etc. to be used to review, redesign, and assess departmental majors and/or programs.

SECTION H: Support for the Academic Community

Support for the academic community focuses on the relationship of the faculty member and the institution. Typically, this includes the orientation of new members, mentorship to help new members understand and feel comfortable participating in the culture, and ongoing skill enhancement for continuing faculty members as they take on leadership roles within the institution. In addition, the academic community is strengthened by the infusion of new ideas through faculty attendance at inter-disciplinary conferences such as those sponsored by The Collaboration for the Enhancement of College Teaching and Learning, the American Association of Colleges and Universities, First-Year Experience Conference, and American Council on Education. The Faculty Development Working Group supports continued regular funding for attendance at these and other such conferences.

New Faculty Orientation and Mentoring

The purpose of the new faculty orientation and of the mentoring program is to

- provide new faculty members with ways of getting practical questions answered
- communicate the value and importance of teaching in Simpson's culture
- let new faculty know about the opportunities for research, scholarship and creativity at Simpson
- provide opportunities for advising training
- provide support and guidance in finding balance between teaching, scholarship, service, and a personal life

New faculty orientation currently consists of an orientation session that occurs before the start of fall semester classes as well as monthly meetings throughout the year. We recommend that this basic structure remain the same. In addition, we recommend that the orientation session in August continue to consist of a tour of the campus as it did this fall.

The orientation meeting that occurs in August has been held the Wednesday before the first day of class. We recommend that it be moved to the Tuesday before the first day of class. This move would allow for a set of concurrent faculty development sessions to be offered for all faculty members on the Wednesday before classes begin. These concurrent sessions would be designed to cover a wide variety of topics such as teaching the first day of class and effectively communicating requirements of assignments and

would be facilitated by members of the faculty. One of the concurrent sessions, specifically designed for new faculty (though available for all faculty to attend), would be a syllabus workshop. Faculty attending the syllabus workshop would be asked to bring a copy of the syllabus from one of their fall semester courses. Faculty would read each others' syllabi and discuss the course policies included and the appropriateness of the workload levels for both students and faculty.

New Faculty Orientation During the Year

We recommend that new faculty orientation continue with regular meetings at least on a monthly basis throughout the year. Furthermore, we recommend that second year faculty members be invited to attend these meetings as well. Interested second year faculty would assist in determining the specific topics, organizing, and running the monthly meetings. The second year faculty would thus serve as "peer mentors" for the first year faculty (although individual faculty members would not be paired).

We recommend that in late September or early October, faculty development committee or some other group host a party welcoming the first year faculty members to campus. Welcome parties for first year faculty were a tradition at Simpson in the past. We recommend that the director of faculty development (or whatever equivalent position we decide upon) make sure that a welcome party be held each year, perhaps also involving second year faculty members.

We recommend implementing an advisor training program for new tenure-track faculty members as well as any other individuals who wish to attend. This training program would begin with a group session during spring semester in which faculty would discuss advising theory and practice at Simpson. We recommend that following this group session, the new faculty members would join two different existing faculty members for actual advising sessions with students. This would allow the new faculty members to better understand the intricacies of advising at Simpson – particularly the use of StormFront. We thus recommend that the advisor-in-training be the person at the keyboard during the advising sessions.

This same basic advisor training program has also been recommended by the Advising Task Force.

Mentoring Program

We recommend that new faculty members have the option of participating in a mentoring program. The director would talk with each person desiring a mentor to identify the goals those individuals wish to work on, and potential mentors. Mentors and new faculty members would thus be matched with the new faculty members' goals clearly in mind. The mentor would be selected by the new faculty member with guidance from the faculty director. The pairs would be determined at least 2-3 weeks before self-evaluations by new faculty members are due (i.e., by the end of October). We recommend that the mentors involved in the program be selected by application and provide training and guidance on methods of mentoring.

Ongoing Mentoring Program for All Faculty

The need for ongoing mentorship is not limited to new faculty. All members of the academic community should have access to mentoring opportunities as they see need. This often happens as roles change. A faculty member becomes department chair, a department chair becomes division head, and so on. Having the support of a mentor may also be helpful when facing change-related issues, introducing new teaching pedagogy or courses, etc. The Working Group supports the creation of a mentoring program open to all faculty members at their request.

Skills Enhancement for Department Chairs and Division Heads

Not all faculty have received the formal training in administration and leadership education that might be helpful as they provide academic leadership as department chairs and division heads. The Working Group supports the regular offering of workshops and other opportunities to help faculty as they transition to leadership positions within the institution. Similarly, the Working Group believes the leadership skills of department chairs and division heads may be enhanced by attendance at workshops on issues related to providing academic leadership.

Inter-disciplinary Conference Attendance

As suggested elsewhere, the college curriculum is organic, growing and contracting over time. As such, it is important to have ways of feeding new ideas and methods into the process of curricular evolution. The Working Group supports attendance at interdisciplinary conferences by teams of faculty members for the purpose of gathering best practices and methods to strengthen the academic programs of Simpson College.

Faculty Skills Enhancement

The Working Group believes that support for faculty skill enhancement should not be limited to the items identified in this plan. Faculty members must be given the opportunity to participate in workshops on the use of technology, study abroad course development and preparation to teach in the Cornerstone program among other issues. The Working Group assumes that the faculty development program of the future will help facilitate a wide variety of faculty development offerings by partnering with various departments on campus.

SECTION I: Support for the Whole Faculty Member

A comprehensive faculty development program recognizes that faculty members, in their roles as teachers, advisors, scholars, and members of an academic community, are impacted by things that happen in their personal lives. A lengthy illness, death of a loved one, or the birth/adoption of a child, has impact on a faculty member's work with students and colleagues. For this reason, the Working Group supports ongoing faculty development to help faculty with what might be seen as more personal issues. It also

strongly supports College policies that provide such support. The Working Group strongly endorses the attached proposal (Appendix A) with regard to pregnancy leave, family leave, and extending the time to tenure. In addition, it supports regular programming focused on personal issues including health, wellness and balance issues.

SECTION J: Support for Assessment

The ongoing assessment of effectiveness is a natural part of the education process. Faculty participate in regular assessments of their own effectiveness as teachers through the Faculty Personnel Committee process, their in-classroom use of a variety of assessment instruments, and through the ongoing assessment of the work of their students. Faculty research, scholarship and creative work is assessed by professional peer review through publication, scholarly presentations, performances, recitals and shows. Departments and Programs at the College are regularly assessed by the process administered by the APRC. The Faculty Development Working Group recommends the College establish ongoing sources of support for the assessment of the work of faculty, departments and programs by the addition of the following components:

- Voluntary Mid-Term Student Evaluations of Teaching (SETs)
Mid-term evaluations allow the faculty member to make immediate adjustments to improve student learning.
- Review of the Faculty Perception of Teaching Form used by FPC
The Working Group recommends that it be reviewed periodically to make sure that it conforms to best practice in the evaluation of teaching.
- Exploration of an online Faculty Perception of Teaching Form
It may be time to explore online assessment of teaching to provide faster turn around time for faculty.
- Development of a Student Assessment of Advising Program
Advising is a key part of the work of faculty at Simpson College. Faculty members may benefit by having a way to assess their effectiveness in their work with students.

SECTION K: Organizational Structure

High quality faculty development programs are run by and for faculty. Although support for faculty development programming from the dean and other administrators is important, the Faculty Development Working Group believes that in order to provide consistent leadership for the faculty development program at Simpson College it is best to use an organizational model that includes a faculty director of faculty development and a standing committee of the faculty. At least at first, the faculty development director would be appointed from the regular Simpson College faculty on a release-time basis. It is suggested that the faculty development director have a 3-year term of appointment and report to the academic dean. She or he should receive a 50% time release from teaching.

The Faculty Development Working Group proposes that a standing Faculty Development Committee be created consisting of seven members. Five committee members would be nominated by the academic divisions and elected by the full faculty. Two additional members should be appointed by the academic dean to help achieve gender, and seniority balance. The dean and the faculty development director should serve on the Faculty Development Committee, ex officio. The Faculty Development Committee would serve as the faculty's voice in matters of faculty development and provide advice to the faculty development director on matters related to faculty development programming. The committee would also receive applications for and distribute faculty development grants and have other functions as determined by the faculty.

SECTION L: Conclusion

In conclusion, the Faculty Development Working Group presents its plan for faculty development to the community for discussion and adoption by the administration as a important component in the College's strategic plan and vision for the future.

The Working Group has not attempted to prioritize the individual components it presents, although it understands the necessity to do so. A list of projected costs (Appendix B) has been provided to suggest the approximate cost of a fully-funded comprehensive faculty development program. It is unlikely that Simpson College will be able to implement all of the proposed components immediately, but the Working Group believes having the plan provides direction for future funding as it becomes available. It should be noted that the plan is not a "wish list" of faculty development items, but rather a series of integrated components that address the complex development needs of faculty. Each of the components can be found at other colleges similar to Simpson College, although not all colleges have all of the components. A fully-funded faculty development program of the scope envisioned by this plan would put Simpson College among the very best institutions in the United States. Such a program would be attractive to prospective faculty members and demonstrate the College's commitment to its faculty and the importance of teaching and student learning at Simpson College.

Appendix A

Personal and Family Support

In 2001 the American Association of University Professors (AAUP) adopted as policy the Statement of Principles on Family Responsibilities and Academic Work. The AAUP statement contends “the goal of every institution should be to create an academic community in which all members are treated equitably, families are supported and family-care concerns are regarded as legitimate and important.” Based on these recommendations all Simpson College full-time faculty are entitled to the following:

1. **One semester leave at full pay for birth or adoption.** The primary care-giver, either man or woman, is entitled to one semester leave at full pay for birth or adoption of a child. The timing of the leave will be determined by the faculty member.
2. **One semester of unpaid leave for family emergencies.** According to the Family and Medical Leave Act of 1993, employers are required to allow 12 weeks of unpaid leave for employees to care for a newborn or newly adopted child; to care for a parent, spouse, or child with a serious health condition; or to deal with the employee’s own serious health condition. Simpson College faculty members are entitled to one semester of unpaid leave for all of the above circumstances plus care of a domestic partner of either sex. The timing of the leave will be determined by the faculty member.
3. **Replacement of faculty members on family leave.** The Administration is encouraged to hire replacements for faculty members on family leave. The Administration is discouraged from assigning duties to other faculty members in a manner that will create an atmosphere of resentment toward faculty members on family leave.
4. **Extension of time period for achieving tenure.** Faculty members are entitled to extend the time period for achieving tenure when they take leave for birth, adoption or family emergencies. The choice as to whether the time period will be extended will be made by the faculty member.
5. **Faculty members will be not penalized in any way for taking family leave or extending the time period for achieving tenure.** Whether or not a faculty member took leave for birth, adoption or family emergency will not be a factor in decisions on reappointment, tenure, promotion or sabbatical. The Faculty Personnel Committee is strongly discouraged from having any discussions as to whether a faculty member under their consideration took family leave or extended the time period for achieving tenure. The Administration is strictly forbidden from retaliating in any way whatsoever against faculty members who take family leave or extend the time period for achieving tenure.
6. **Dissemination of these policies.** The Administration will actively disseminate these policies, especially among new faculty and candidates for faculty positions. The Administration will actively promote the desirability of family leave under appropriate circumstances.