

# MSU INVESTMENT PROPOSAL FOR INSTITUTIONAL PRIORITIES

## PROPOSAL OVERVIEW

<b>Title</b>	Faculty Development	<b>Request Date</b>	12/16/11
<b>Department</b>	Office of the Provost	<b>Email</b>	lockhart@montana.edu
<b>Requestor</b>	Marilyn Lockhart	<b>Phone</b>	994-4555

## STRATEGIC ALIGNMENT

**Core Themes and Objectives (check all that apply)**

### Educate Students

- Our graduates will have achieved mastery in their major disciplines
- Our graduates will become active citizens and leaders
- Our graduates will have a multicultural and global perspective
- Our graduates will understand the ways that knowledge & art are created and applied in a variety of disciplines
- Our graduates are prepared for careers in their field
- We will provide increased access to our educational programs
- Communities and external stake holders benefit from broadly defined education partnerships with MSU

### Create Knowledge and Art

- Students, faculty, and staff will create knowledge and art that is communicated widely

### Serve Communities

- We help meet a fundamental need of the citizens of Montana by providing degree programs for our students
- We help meet the educational needs of the citizens of Montana by providing a wide range of educational opportunities to a variety of students
- Our students, faculty, staff, and administrators reach out to engage and serve communities
- Our students, faculty, staff, and administrator reach in to build the university community

### Integrate Learning, Discovery, and Engagement

- Each graduate will have had experiences that integrate learning, discovery and engagement
- Outreach activities will educate students and address the needs of the communities we serve
- Students, faculty, and staff will create knowledge and art that addresses societal needs
- MSU is a community that will be characterized by synergy within and across disciplines, roles and functions.

### Stewardship

- The public trusts the institution to operate openly and use resources wisely
- The faculty and staff are well-qualified and supported
- MSU will support Native American students, programs, and communities
- MSU will be an inclusive community, supporting and encouraging diversity
- Our publicly provided resources are used efficiently and effectively
- Natural resources are used efficiently and sustainably
- MSU nurtures a culture of resource conservation and ecological literacy among students, faculty and staff
- Our physical infrastructure (e.g., building, equipment, open spaces) will be well-maintained and useful

**INSITUTIONAL BENEFIT**

**Campuses** X  Bozeman  Billings  Havre  Great Falls  FSTS  Extension  MAES

**Cross Depts** Please List: \_\_Proposals would impact all departments at the University

**TIMEFRAME**

**Proposed Dates** Start: Spring Semester 2012 End: Ongoing

**COST AND REQUIREMENTS**

Funding Type	One-Time (\$)	Multi-Year (\$)			Base (\$)	FTE
		Year 1	Year 2	Year 3		
Personnel (w/benefits)		\$41,067-\$56,192 (range)	\$41,067-\$56,192 (range)	\$41,067-\$56,192 (range)	\$18,000	
Materials & Supplies						
Travel						
Contracted Services						
Capital						
Other Operations		\$33,000	\$33,000	\$33,000		
<b>TOTAL</b>		\$89,192	\$89,192	\$89,192	\$18,000	

Proposal described in the next item describes costs.

Please comment, if necessary, regarding cost and requirements.

## PROPOSAL SCOPE

### Describe the Proposal

#### OVERVIEW

Continually providing faculty with the tools to help them deliver excellence in all areas of their jobs, including teaching, research/creativity, and outreach/service, is fundamental to our ability to bring about high quality student learning. In the past, professional development activities for faculty have been managed by the Teaching and Learning Committee and devoted to teaching. This service is currently undergoing a transformation to provide a full range of opportunities that encompass all aspects of faculty work. We want to provide greater scope and depth and become known as the Faculty Development Center.

#### BACKGROUND

In previous years, professional development for faculty has been led by Jeff Adams, working in the Provost's Office, and the University Teaching and Learning Committee. The Teaching and Learning Committee was only one of many responsibilities of Jeff's and members of the Teaching and Learning Committee participated as part of their service commitment. Provost Martha Potvin created and filled a new full-time Director of Faculty Development beginning August 15, 2011. I have been working as the Interim Director since this time. Provost Potvin asked that I work with the Teaching and Learning Committee to create a vision and recommendation for Faculty Development including the scope of activities, constituency served, and staffing.

Since August, I have gathered information to fulfill these responsibilities and the following proposals are based upon my work. I visited three premier Faculty Development Centers in the country and attended a national conference for leaders in faculty development. I moderated two work sessions with over fifty MSU-Bozeman faculty in October to gather their input. Based upon this information and working with the Teaching and Learning Committee, a mission statement was drafted and will be presented to faculty in January. The draft expands the mission of faculty development to include research/creative activity, outreach/service, leadership, and work/life integration and to support future faculty, such as GTA's, in addition to tenure-track and adjunct faculty. Innovation, interdisciplinary collaboration, and partnerships are valued in the new mission. We want to emphasize two approaches: breadth - onetime activities on many topics; and depth - multiple ongoing activities on a specific topic for faculty.

During Fall Semester 2011, we sponsored or co-sponsored thirteen workshops and sessions, double our offerings from prior semesters. All sessions have been well attended.

#### PROPOSAL:

1. \$41,067 to \$56,192 (includes benefits) for a Program Coordinator II. Program coordination is currently shared with a position in the Office of the Provost Office on a part-time basis. Since we began broadening the scope of our program in Fall 2011, I have determined that additional assistance is needed to support Faculty Development. These responsibilities include support to a Faculty Development Advisory Committee that will be created January 2012, the Teaching and Learning Committee, the Certificate of Teaching Enhancement and Membership Program, and providing assistance in all areas of the program. The Faculty Development Center will be limited in what the program can accomplish without additional support. If any of the items listed below are approved, this additional support will be needed in order to accomplish them.
2. \$6000 per year (\$3,000 per semester) for lunch sessions focusing on research/creativity and outreach/ service. This would be an ongoing additional cost.

Literature on faculty development states that learning for faculty is a social activity. Conversations with faculty from other disciplines stimulates thinking and builds learning communities, and eating lunch together provides an avenue for this to occur as well as encouraging attendance. On December 2, 2011, the Teaching and Learning Committee offered their first session on outreach/service titled "*Developing Public Outreach Strategies for Your Grant Proposal.*" More than seventy faculty attended the session, indicating to us that faculty at MSU are interested in an expansion of topics. The cost of the December 2 session was \$600, which was for a simple soup, sandwich, and salad lunch.

Based upon input from faculty, I am planning three sessions on research, *Tips for Writing NIH Grants*, *Tips for Writing NSF Grants*, and *Building a Scholarly Career*, for spring 2012. I anticipate that additional sessions will be recommended by our new Advisory Committee that will be formed during January 2012.

3. \$15,000 for outside speakers for deans and department heads leadership sessions. I anticipate that other groups, such as DEAL (Developing Excellence in Academic Leadership), may be interested in these speakers as well. Tara Gray from New Mexico State recommended C.K. Gunsalus, author of *College Administrator's Survival Guide* and Walter Gmelch, a leading researcher in the study of academic leaders in higher education .
4. \$12,000 for a Networked Mentoring Grant Program. Each individual given a grant could be awarded up to \$1200 for one year. Ten awards would be made during spring 2012 for the following academic year. The Teaching and Learning Committee would send out a call for proposals beginning spring semester 2012, review proposals, and make awards for the following year.
5. \$18,000 annually for base funding of the DEAL program. This program - Developing Excellence in Academic Leadership - has been in place for the past three years, supported with OTO moneys from the MSU President's Office and Provost's Office. Its mission is to provide leadership training for individuals in academic positions. Each DEAL cohort has included twenty-five members spanning department heads/chairs, assistant/associate deans, and academic research center directors. The goal is enhancement or rejuvenation of leadership skills and enthusiasm. The program includes one half-day seminar per month during the academic. The seminars focus on both professional development and technical skills.  
This faculty development program will be modeled after the highly successful program at University of Massachusetts at Amherst. Initiated in 2007, the UMass program was honored with the Menges Award at a 2011 national conference for faculty developers. The networked mentoring framework is in contrast to traditional models of top-down, one-on-one relationships. Network mentors may include senior faculty, administrators, peers, consultants (such as a writing coach), peers at other institutions, or others that mentees identify. Recent literature (Gray & Birch, 2008, Yun & Sorcinelli, 2009) documents the emergence of more flexible approaches to mentoring in which early-career faculty work with multiple mentors who address a variety of career challenges. Mentoring "constellations" have been positively associated with career satisfaction and, thus, retention (Van Emmerik, 2004). Additionally, a networked model of mentoring may be more inclusive of women and minorities than the "grooming model" of traditional mentoring (Girves, Lepeda, & Gwathmey, 2005). The individual mentoring grants would be designed to encourage early career (pre-tenure) faculty to identify desirable areas for professional growth and opportunity, and to develop the necessary mentoring relationships to make such achievements possible. Networks are built around self-selected topics of interest, such as teaching, research/creativity, outreach/service, and/or tenure. Benefits of networked mentoring extend to mentees and senior faculty alike.

Examples of grant-eligible activities would include organizing on-campus meetings of faculty to come together around a particular issue, such as research interests, effective teaching, or tenure preparation; creating a faculty writing group to peer review manuscripts; sharing travel expenses to co-present with a mentoring partner (or partners) at a professional conference; and developing faculty colloquia on or off campus. A key consideration would be to encourage early-career faculty to be proactive and intentional about their professional development – two factors that research has proven to be necessary to achieve successful faculty mentoring (Haring, 2006). Proposals by early-career faculty would include naming specific individuals who would be included in the network and documentation of the support of these individuals. Examples of the use of grant money at the University of Massachusetts Amherst include stipends for mentoring partners to meet independently and in small mentoring groups, travel to conferences or other institutions to meet with specific individuals relevant to their area of interest, long-distance communication with mentors, and meals.

The proposed budget reflects a three-year pilot period for new programs, which will be assessed for continuation, via base budget requests after a pilot period of three years. The DEAL program has established its quality and value to MSU over its first three years of operation. In future years, it administered through the Faculty Development Office using the requested base budget.

Girves, J., Zepeda, Y., & Gwathmey, J. (2005). Mentoring in a post-affirmative action world. *Journal of Social Issues*, 61 (3), 449-479.

Gray, T. & Birch, A. (2008). Team mentoring: An alternative way to mentor new faculty. *To improve the academy*, 28, 230-241.

Haring, M. (2006, November). *Networking mentoring*. Paper presented at the meeting of the Mentoring in the Academy Conference, Providence, RI.

Van Emmerik, I. (2004). The more you can get the better: Mentoring constellations and intrinsic career success. *Career Development International*, 9 (6/7), 578.

Yun, J. & Sorcinelli, M. D. (2009). When mentoring is the medium: Lessons learned from a faculty development initiative. *To improve the academy*, 27, 365-384.

## PROPOSAL SCOPE

### Describe the broader impacts and benefits of this proposal

Transforming Faculty Development at Montana State University will have widespread impact. Faculty who are excellent in all areas of their work is fundamental to our ability to bring about high quality student learning.

Montana State University is known for its outstanding students and faculty. Over the years, our Carnegie Classification has changed: we are now one of 96 research institutions with "very high research activity" (MSU News Service, March 17, 2006). For fiscal year 2010, 974 grant proposals were submitted with 371 funded. Offering workshops that provide guidance in writing and obtaining grants would, hopefully, increase the number of grant proposals submitted and awarded. These sessions will be planned in collaboration with the Office of Sponsored Programs.

In January 2011, the Carnegie Foundation for the Advancement of Teaching awarded MSU its community engagement classification. The classification brought national recognition to MSU's commitment to teaching that encourages volunteer service in communities and the spreading of knowledge that benefits the public. In a letter announcing the decision, Anthony Bryk, Carnegie Foundation President, encouraged MSU to "continue to develop ways to assess community engagement, create reciprocal partnerships with community entities, and continue to include community engagement as part of the university's overall plans" (MSU News Service, January 12, 2011). While many faculty at MSU are well versed in community engagement, others would like to know more about how to work with local and international communities. Offering workshops in outreach/service will, ultimately, benefit our students, our faculty, and our world.

Deans and department heads are typically experts in their disciplines but some have minimal leadership training. Bringing in expert leadership speakers as part of an overall leadership development program for deans and department heads would help give them valuable skills they need to build teams, negotiate, and deal with personnel situations. In informal conversations that I have had with department heads, they have stated that they are most interested in learning more about handling difficult personnel situations and having the opportunity to talk about their own situations with each other.

Mentoring networks have been shown to increase faculty satisfaction and, thus, retention. The outcomes of mentoring networks built early in a faculty's career can last a lifetime. Experienced faculty can benefit as well, by providing them an opportunity for refreshment and learning.

## ADDITIONAL INFORMATION

### Implementation Plan (Please describe with timelines)

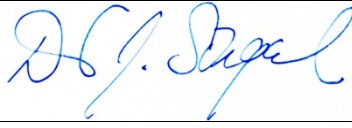
1. Additional support – begin Spring Semester 2012
2. Workshops/panels on topics of research/creativity and outreach/service – Spring 2012
3. Outside speakers - one speaker Spring 2012, one speaker Fall 2012
4. Networked Mentoring Grant Program – request for proposals sent out Spring 2012, money awarded beginning Summer 2012

**Assessment Plan** *(Please describe with indicators)*

1. Workshops/panels on topics of research/creativity and outreach/service. During Fall 2011, we developed an assessment form asking participants about the value and impact of sessions. The form is distributed to all participants at the end of each session and results are reviewed immediately for feedback to presenters and for planning. Long range assessment is planned in which participants would be sent an evaluation form at the end of the academic year asking them about the outcomes and impact on their practice. For the sessions on research/creativity, we would hope to see an increase in grant proposals, successful grants, and research publications. For the sessions on outreach/creativity, we would hope to see increases in outreach at the local, state, and national levels.
2. Outside speakers for deans and department heads – Assessment forms asking about the value of the session would be given to participants immediately after the session and again one year later asking about the long term impact.
3. Networked Mentoring Grant Program – Assessment in the program will be ongoing throughout, with monthly contact between the mentee and the Director of Faculty Development. At the end of the grant, mentees will write a reflective paper describing outcomes. One year later, the Faculty Development Center will contact the individual again to ask about ongoing outcomes.

**If assessed objectives are not met in the timeframe outlined, what is the plan to sunset this proposal?**

Participants in these programs will be asked for input regarding improvement for sessions and programs. If the programs are not of value, they will be revised, gradually phased out, or terminated.

SIGNATURES		
<b>Department Head</b> <i>(please print)</i>	<b>Signature</b> <i>(required)</i>	<b>Date</b>
<b>Dept Head Priority</b> <i>(please circle one):</i> Very High    High    Medium    Low    Very Low		
<b>Dean/Director</b> <i>(please print)</i>	<b>Signature</b> <i>(required)</i>	<b>Date</b>
David Singel		January 3, 2012
<b>Dean/Director Priority</b> <i>(please circle one):</i> <b>Very High</b> High    Medium    Low    Very Low		
<b>Executive/VP</b> <i>(please print)</i>	<b>Signatures</b> <i>(required)</i>	<b>Date</b>
<b>Executive/VP Priority</b> <i>(please circle one):</i> Very High    High    Medium    Low    Very Low		