

Survey on Faculty Development  
Faculty Forum Committee on Research, Service and Faculty Development  
April 20, 2005

“Faculty Development” is a broad term that is frequently understood only vaguely. Members of the Faculty Forum Committee on RSFD, the Graduate Dean, Cathy Anson, the Director of the Center for Teaching and Learning, the current Mandel Foundation Academic Leadership Fellow, and other relevant actors might meet to articulate a more precise understanding of the term. This definition might then be brought before the broader faculty, the Dean of Arts & Sciences, the Dean of the Boler School, the AVP, the VP for Development, and the President.

1. A year-long Grauel should be introduced--perhaps still modeled on the competitive Grauel fellowship. The current one semester scholarship-for-publication oriented leave is geared toward production of articles and conference papers. In fact, colleagues are trying increasingly to maximize the semester leave to make headway on monograph projects. A year-long Grauel would create a third category of Grauel, including the aforementioned one semester leave and the option of applying to engage in scholarship that will reinvigorate pedagogy and student learning.
2. Workshops and brownbags sponsored by the CTL should be offered more consistently throughout the academic year, building on the momentum generated by the previous May's week-long faculty workshop and the late August day-long workshop.
3. Eliminate the red-tape involved when faculty receive external grants that involve research leave time. Faculty should not have to take a salary cut to engage in research leave that enhances the university's profile, intellectual climate, and ultimately student classroom experience. (If faculty take a leave to teach at another institution in the USA or abroad, we might visit the issue of compensation here too, if the salary offered is below JCU value. If the faculty member were to leave JCU, s/he might be required to repay the university for the salary subsidy--not unlike current Grauel stipulations.)
4. Stronger support for team-teaching and learning communities in terms of minimum allowable enrollments.
5. More flexibility built into course development grants (two due dates spaced out over the course of the academic year, and/or a contingency fund for applications that arrive “off schedule”).
6. Increased mentoring for junior faculty beyond the New Faculty Workshop (reconstitute the untenured faculty organization?).
7. Increase availability of start-up funds in the sciences (e.g., lab costs).
8. In addition to already existing funds for new course development, funds should be provided for books and class-related supplies for development of new units within old courses, available on a competitive basis (i.e., with firm justification and documentation of expenses not to exceed a maximum amount).
9. Greater assistance for publication costs (e.g., subventions, photographic and other permissions).
10. Create a university endowment to support the above points.