3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Faculty development is highlighted throughout the ongoing professional development opportunities supported by the institution and respective colleges or school. Faculty professional development is necessary to meet the mission of the institution and includes policies, procedures, activities, and initiatives to assist faculty in improving their capacity and performance as teachers, scholars, and practitioners. Activities classified as faculty professional development are those activities which "promote the continuing development of an academic atmosphere which fosters the University's commitment to quality education and to learning as a desirable and esteemed process" [1]. These activities are broad to support the individual needs of faculty members and the faculty's communities of interest as they relate to continuing education, formal and informal development training opportunities, tenure, and promotion. These ongoing faculty professional development opportunities are available on a continual basis across multiple academic, administrative, and academic support units at Tennessee Technological University (TTU).

Institutional Support of Faculty Professional Development

Office of the President.

University Strategic Plan.   TTU's strategic plan, referred to as Flight Plan includes an emphasis on faculty development. In Flight Plan Focus Area 3: Create Distinctive Programs and Invigorate Faculty, faculty development is addressed with the goal to create distinctive programs and invigorate faculty.   Corresponding objectives include: expand research and faculty scholarly activity; support faculty collaboration and development; evaluate structure where appropriate to promote cross-disciplinary and integrated programs and scholarship; improve graduate recruitment, incoming student quality, enrollment and degrees conferred; and provide undergraduate research opportunities [2].

Faculty Development Steering Committee. The Faculty Development Steering Committee membership is appointed by the President of TTU in accordance with approved procedures. This membership includes members of the faculty and administration who champion faculty development activities across the University. Faculty members include the Quality Enhancement Plan (QEP) Director, the Teaching Quality Improvement (TQI) Director, the Technology Institute Director and the STEM Center Director. The administrators include the Online Programs Director, Dean of Library and Learning Assistance, and the Senior Associate Provost [3]. The Faculty Development Steering Committee is a University standing committee and reports to the Academic Council.

Office of the Provost. The Office of the Provost supports several faculty development initiatives and opportunities. Examples include, but are not limited to

Tech Faculty Leadership Development Program (TFLD). The overall goal of the TFLD is to foster skills to promote future administrators in higher education. Faculty who may be interested in future administrative positions can be nominated annually for the program by their dean or departmental chair.   The program is a year-long commitment, and participants can gain a broader understanding of the operations at TTU. The faculty coordinator helps facilitate the planning and

implementation of this program and provides updates to the Provost and the Faculty Development Steering Committee [4].

Tech Eagle Administrators in Mentoring (T.E.A.M) Leadership. Offered by the Office of the Provost and in collaboration with the partner institution of Middle Tennessee State University (MTSU), the T.E.A.M. program will "mentor and assist faculty members who are interested in and dedicated to either becoming administrators or holding other relevant leadership positions in higher education administration" [5]. T.E.A.M. participants gain a broader understanding of campus operations at their institutions as well as the partner institutions. Facilitators include individuals in the Provost Office as well as those units which report to the Office of the Provost. The faculty coordinator helps facilitate the planning and implementation of this program and provides updates to the Provost and the Faculty Development Steering Committee.

International study abroad. Faculty have several professional development opportunities through the Study Abroad programs [6]. Faculty can lead study abroad programs with their discipline-specific students as well as seek out opportunity for cross-disciplinary faculty-led programs. TTU is part of the Magellan Exchange, a faculty exchange program where faculty can "explore global issues and gain first-hand experience" to bring back to the TTU campus and their classroom [7]. The Senior Associate Provost provides oversight of the program and approves faculty and institutional support of various studies.

Faculty non-instructional assignments. The purposes of the non-instructional assignments are to contribute to the professional growth of the faculty, improve teaching and curriculum across the University, and enhance scholarship and academic excellence of the University in ways that cannot be accomplished under the constraints of the regular workload assignments. It is recognized that these purposes might be served by granting non-instructional assignments to promising faculty members with a variety of professional profiles, ranging from those who have engaged in little non-instructional work because of teaching or other work responsibilities to those who have already distinguished themselves in non-instructional areas. Thus, over the long term, it is expected that faculty members in this whole range of categories will participate in the non-instructional assignment program on a uniform basis. The extent of an assignment may be full-time for one semester or half-time for the academic year. Funds exist for three to four assignments to be made per year. To be eligible for a non-instructional assignment, an applicant must be a tenured member of the full-time teaching faculty, including departmental chairpersons; have seven years employment at TTU; and have evidence or potential for scholarly performance in the faculty member's discipline. The Non-Instructional Faculty Assignment Committee, reports to the Academic Council. The work of the Committee is to evaluate and rank applications and recommend recipients to the Associate Vice President for Academic Affairs. The Associate Vice President for Academic Affairs announces recipients [8].

Quality Enhancement Plan (QEP). The QEP is a "five-year university initiative to improve the quality of student learning and is part of the TTU Strategic Plan and a component of the SACSCOC Reaffirmation of Accreditation Process" [9]. Faculty/staff may apply for grants to implement new ideas in their classroom or on campus that are focused on the QEP topic. Individual or joint proposals are welcome. There is a $5,000 limit on each proposal. Proposals are submitted through the online application system and reviewed by a QEP committee of faculty peers. From 2010-2015, the QEP topic emphasized communication skills, teamwork skills, and creative thinking. Sample endeavors include real-world projects that involve teamwork, case studies, original research, simulations, using technology effectively to solve problems, using information technology effectively to solve problems, debates, role playing, seeing other points of view, collaborative learning, alumni mentoring, coops, projects that involve written or oral presentations, service learning experiences, student ambassador experiences, and professional presentations. In 2012/2013, twenty QEP grants were awarded. Each year, the QEP Committee also requests nominations for the QEP Award for Excellence in Innovative Instruction. Faculty, staff, administrators, students, and alumni are invited to nominate individuals. The QEP Committee also identifies potential award recipients based upon the grantees ranking across evaluation measures. Three monetary awards are given to individuals to recognize and disseminate these valuable practices.

Beginning in Spring 2015, the campus solicited a request for proposals focused on the newly identified 2016 to 2021 QEP topic, "Undergraduate Creative Inquiry (CI)" [10]. In total, 24 projects with 27 grant recipients and $105,000 was awarded for the inaugural year of the new QEP topic. The overarching goal of TTU's new QEP is to create a culture of undergraduate creative inquiry through increased involvement in and recognition of CI classroom and co-curricular activities. To ensure that a large part of the campus community is engaged in this endeavor, a Faculty Fellows Program was established for our new QEP. Faculty Fellows will be selected annually based on their background and expertise to serve as mentors to faculty teaching courses that are enhanced with undergraduate CI grants. For our 2015-2016 pilot year, TTU's Faculty Fellows include Bedelia Russell, from the School of Nursing; Tom Timmerman, from the College of Business; Shelley Brown, from the College of Arts and Sciences; and Sandi Smith, from the College of Education. Along with the QEP Director, Dr. Lenly Weathers, the Faculty Fellows met with their assigned grant recipients from QEP Boot Camp on May 20, 2015. The goals of the QEP Boot Camp were to review the QEP Committee work completed to establish the new QEP and provide an overview of the expectations of grant recipients as well as to answer questions and establish goals and objectives for the upcoming year.

Learning About Learning (LAL). The Learning About Learning program emerged from the "Modeling" strand of the TBR Teaching Quality Initiative (TQI). The driving idea was that pre-service teachers should be exposed to best practices in teaching in their own classes and see these practices modeled by University faculty. This should occur not just in education classes but across their content classes as well. The then provost (Jack Armistead) suggested that if these were really "best" practices then all students should benefit from them, not just education majors. Initially the program worked with both new and current faculty, but with limited resources and increases in numbers being hired, it has evolved to focus on new tenure-track hires. One part of the program has new faculty meet together as a large group 5 to 6 times during the year to hear about, and discuss, general theoretical and practical aspects of how people learn and how this translates into more effective classroom practice. These sessions are video recorded and placed on an iLearn site for those who cannot attend in person. A discussion forum is also provided.

Last year the large-group sessions were as follows:

1. Introduction to Program - outline program elements, foundations, and expectations

2. Implications of Educational Research - description of research into how people learn and what those results tell us about effective teaching

3. Formative Assessment - practical strategies to monitor student learning in the classroom

4. Role of Prior Knowledge in Learning – why instruction should take account of students' knowledge and misconceptions

5. Active Learning Round Table – several faculty from across campus describe how they engage students in their classes

6. Technology in Teaching – tools available to enhance instruction

Another part of the program has the new faculty meet in smaller, discipline-focused, groups to discuss instruction in their own area. These groups are mentored by current faculty who are known on campus for their efforts to engage students in their own learning in various ways. The groups are free to meet when they want and set their own agendas. Mentors are asked to convene at least 4 meetings during the year. Each participant receives two books addressing instruction in higher education. These books are

1. *What the Best College Teachers Do*, by Ken Bain
2. *How Learning Works*, by Susan Ambrose et al.

Each participant has access to up to $500 to support travel or to spend on classroom resources. Use of these funds must be justified as being education-related and approved by the program coordinator. Each participant is also asked to complete two surveys at the beginning and end of the year.

1. Teaching Perspectives Inventory (available online at http://www.teachingperspectives.com/tpi/)
2. Approaches to Teaching Inventory (available online at eric.ed.gov/?id=EJ732421)

Each participant receives up to $1,000 in extra pay ($500 per semester) for active participation in the program, as judged by the coordinator. Each of the small group mentors receives $500 in extra pay ($250 per semester).

Faculty exchange. Faculty exchange assignments with higher educational institutions, other appropriate educational institutions, business and industry, and private or governmental agencies provide opportunities for faculty to acquire new information and skills, to bring to their home institutions a general awareness of different environments which are relevant to their teaching areas, and to expand experiences with the objective of improving their professional expertise.

Sponsored workshops. The Office of the Provost offers one or more sponsored workshops each year. In 2012/2013, a two-day face-to-face workshop was provided to 30 faculty members on Friday and Saturday, February 22nd - 23rd, 2013, 8:30 a.m. to 3:30 p.m. This workshop was based on Dee Fink's book, *Creating Significant Learning Experiences* (Jossey-Bass, 2003). This experience is specifically intended to help faculty design or redesign their own online or hybrid courses. This learning experience showed how the principles of Integrated Course Design can be used and also provided information about tools and procedures that can be used to meet the specific challenges and opportunities of teaching in an online environment. From 2008 to 2014, $33,653 has been spent on sponsored workshops and other incentives for faculty development.

Office of the Provost -Fiscal data for faculty professional development opportunities.
Fiscal data for the various programs administered by the Office of the Provost and/or units reporting to the Office is summarized below.

Table 1. Fiscal Data for Programs Administered by the Office of the Provost.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Faculty Travel	$33,418	$24,150	$19,302	$26,745	$12,840	$25,435
Non-Instructional Faculty Assignments	$44,000	$44,000	$33,000	$33,000	$33,000	$33,000
LAL	$54,574	$46,315	$32,000	$40,796	$43,767	$23,277
Innovation Technology Institute	$26,273	$25,870	$15,512	$26,239	$26,242	$24,183
TOTAL	$158,265	$140,335	$99,814	$126,780	$115,849	$105,895

Center for Teaching and Learning Excellence. The Center for Teaching and Learning Excellence assists faculty to identify the best teaching/learning practices and to help faculty improve their teaching skills. The Center will also make available seed funding for scholarly work in the area of teaching/learning, will investigate and make recommendations on new teaching/learning technologies, will establish Teaching Excellence Awards, will establish procedures to award teaching innovation funds when such funds become available, and will offer teaching/learning workshops and seminars. The Director of the Center for Teaching and Learning Excellence reports to the Office of the Provost and the Chief Information Officer.

The Innovation Technology Institute. The Innovation Technology Institute offers several faculty development opportunities focused on use of technology in teaching and learning [11]. The mission of the Institute is faculty centered and intends to "foster the effective and innovative use of technology supporting excellence in the educational mission of the faculty of TTU" [12]. The Institute also offers a Tablet Computing in Instruction Grant Program and since 2004 has enhanced the technological learning environment at TTU [13]. In Spring 2015, the Institute in conjunction with the Center for Teaching and Learning Excellence and the Office of the Provost sponsored a Faculty Development Series [14].

Office of Research and Economic Development. The Office of Research and Economic Development assists faculty from the pre-proposal planning stages of grant proposal development through to the post-award management and closeout process. Faculty are offered many, varied training opportunities [15]. A New Faculty Luncheon is also sponsored by the Office of Research and Economic Development [16].

Human Resources employee educational benefits. TTU recognizes and is committed to addressing the need for the continued professional growth and development of employees. Employee educational assistance is available to further formal or informal educational preparation of personnel. There are four educational assistance programs [17]:

- Fee Waiver for Tennessee Board of Regents (TBR)/University of Tennessee (UT) Employees Program
- Faculty and Staff Tuition Reimbursement Program
- Employee Audit/Non-Credit Program

- Faculty or Administrative/Professional Staff Grant-in-Aid Program

TTU Human Resources Office is responsible for the administration of the various programs. With the exception of the Fee Waiver Program, all other programs are dependent upon the availability of funds at the home institution.

Other academic and academic support units faculty professional development opportunities. Various academic and academic support service units on campus offer targeted programs that faculty can attend as ways to continue their professional development. Two examples of special programs that academic support units may offer to the campus faculty are:

- Office of Disability Services. The Office of Disability Services has sponsored a series of Brown Bag Sessions. Sessions were held on Tuesdays at 11:00am during dead hour in Roaden University Center 342. Topics included are The Art of Aspergers; Are You the Next UD Design Star? Universal Design & the Universal Access Initiative; Dyslexia & Other Disabilities that "Don't Exist" but Really Do; "Oh No, They Didn't!" Disability Studies and Diversity; and Defining & Reframing Disabilities and TTU Processes.
- College of Business Distinguished Lecture Series. The Distinguished Lecture Series Program provides students and faculty with an opportunity to interact with prominent executives for an open exchange of views on current issues. Through this vital program, executives are brought into the classroom to offer students first-hand information about the complexities of the business world, while inspiring them to seek new ways to meet the challenges of tomorrow. The program hosts speakers from diverse backgrounds and occupations.

Colleges/School Support of Faculty Professional Development

Expectations and requirements for faculty development in the various colleges typically follow campus promotion and tenure guidelines. Some colleges have specific requirements according to discipline. The various colleges and their respective departments have different reporting methods regarding professional development activities with most relying on the individual plans that faculty have established in consultation with their departmental chairs. Examples cited by colleges or schools related to financial support, activities, policies, procedures, communication of opportunity, and evidence of activity are provided in the table below.

Table 2. Examples of College/School Support of Faculty Professional Development.

Source of Financial Support	Activities Classified as Professional Development	Policies/ Procedures / Programs	Communication of Opportunities	Evidence
• Department travel budget • Unencumbered operating expenses • Specialized course fees • University funded opportunities	• Professional meetings • Focus trainings • Scholarly Conferences • National/state discipline specific organizations • Professional certification maintenance • Required licensure continuing education	• Call for requests at the department and/or college level • Tenure and promotion guidelines • Workload policy guidelines • Ad hoc faculty mentoring groups	• Annual evaluation periods • Email • Personal communication • College, or department meetings • Regional, state, or national organization or disciplines listservs • Tech Times • Deans Council • University Administrative Calendar	• Colleges/School annual reports • Faculty presentations • Tenure and promotion benchmarks defined by the departments • National accreditations • Annual evaluations reporting • Peer evaluations

Faculty Professional Development Policies and Procedures

The TTU Faculty Handbook contains policies and procedures related to annual faculty evaluation, educational assistance, faculty exchange program, faculty promotion, Fulbright and related leaves, faculty awards, and non-instructional faculty assignments as each relates to faculty development [18]. Opportunities governed by the Office of the President, Office of the Provost, Innovation Technology Institute, Office of Research and Economic Development, and Human Resources are maintained on their respective websites and outline policies and procedures to the faculty professional development program or initiative. In addition, each department maintains its own policies and procedures related to faculty professional development opportunities.

Disclosure of Faculty Professional Development Opportunities

Faculty professional development opportunities supported by the institution are disclosed during new faculty orientation, via Tech Times (the University daily electronic newsletter), posted in the TTU Faculty Handbook and the TTU administrative calendar, and disseminated through Deans' Council and/or the committees and/or departments which support the opportunity. Each full-time faculty member provides an annual report of yearly work activities to his/her respective departmental chairperson. The report contains the faculty's outcomes relative to faculty development. Many faculty professional development opportunities provide additional opportunity for faculty to share with campus peers through forums, presentations, and department brown bags.

In addition, faculty can be recognized for their outcomes of ongoing faculty professional development through award opportunities such as the QEP Award for Excellence in Innovation Instruction [19] or a Faculty Research Award [20]. The Outstanding Faculty Awards provide up to three awards in teaching and one in professional service that can be awarded annually [21]. In addition, the Distinguished

Faculty Fellow Award has been established "to recognize faculty who have made significant contributions toward providing external recognition to the University. The Distinguished Faculty Fellow Award honors faculty who have distinguished themselves with significant contributions in the areas of instruction, scholarship, and/or service at the state, regional, and/or national level" [22]. Recipients of these awards will provide workshops and seminars to the campus community.

Conclusion

Faculty development is philosophically, practically, and financially supported by the University and the respective colleges or schools. Multiple opportunities for faculty development exist each academic year. These opportunities are broad to support the individual needs of faculty members and the faculty's communities of interest as they relate to continuing education, formal and informal development training opportunities, tenure, and promotion. Therefore, TTU provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners and is in compliance with Comprehensive Standard 3.7.3.

Sources

[01] Purpose of Faculty Development Steering Committee

[02] TTU Flight Plan Focus Area_3

[03] Faculty Development Steering Committee

[04] Tech Faculty Leadership Development Program

[05] Tech Eagle Administrators Mentoring Program

[06] International Study Abroad

[07] Magellan Exchange

[08] Faculty Noninstructional Assignments

[09] Quality Enhancement Plan

[10] 2016_2021 Quality Enhancement Plan

[11] Innovation Technology Institute Workshops

[12] Innovation Technology Institute Mission

[13] Tablet Computing in Instruction Grant Program

[14] Innovation Technology Institute Spring Summer Series

[15] Office of Research and Economic Development Training

[16] Office of Research and Economic Development Announcements

[17] TBR Employee Educational Benefits

[18] TTU Faculty Handbook

[19] QEP Award for Excellence in Innovation Instruction

[20] Faculty Research Awards

[21] Outstanding Faculty Awards

[22] Distinguished Faculty Fellow Award