

POLICY ON FACULTY DEVELOPMENT

To fulfill their potential and to make maximum contribution to the excellence of the college, faculty members should be provided with certain professional resources throughout their career but especially in the pretenure period. The needs of faculty members vary greatly because of discipline, sub-discipline, stage of career, and individual duties. It shall be the responsibility of the dean and the department chairs to arrange for the resources to be made available in an equitable way and to the extent that college resources allow. While there are many demands placed on the college's budget, faculty development always should be considered a priority. The college's Executive Committee will discuss the issue of faculty development each year and may ask the dean to summarize what is being done for tenure-track and new faculty development. The following guidelines should be used by deans and chairs.

1. **Set-Up Packages**

New faculty members should be provided with the facilities and materials to do well the research and teaching for which they have been recruited. This includes laboratory facilities for experimental scientists, computer hardware and software, and library collections particularly for those in the humanities and social sciences. These set-ups do not include any academic year salary funds for the faculty members, but rather provide the environment within which their intellectual growth can take place.

2. **Travel**

The dean should develop a travel fund that can be tapped for research trips or for delivering papers at conferences when departmental funds are exhausted. It should be available primarily to tenure-track and new faculty members. These additional funds will be housed in the college rather than distributed to departments, since from year to year they will be needed in different areas.

3. **Pretenure Release Time**

Each tenure-track faculty member should have one semester free from teaching duties unless other kinds of considerations during the probationary period (such as reduced teaching loads in multiple semesters) provide the same benefit. This is not a formal leave and other departmental duties shall continue. In some areas an early free semester providing time to set up a laboratory may be helpful; in others, a later semester without teaching to aid in the completion of a book might be in order.

4. **Cost-Sharing**

The dean should make special consideration for funding research of tenure-track and new faculty members, for example when seed grants do not provide for normal overhead rates or when important equipment can be obtained through cost-sharing.

5. **Teaching Skills**

Optimal development in the area of teaching should be enabled by providing resources which support individual faculty member initiatives in course development, travel to conferences about teaching issues and techniques, and the

development of technical innovations in the classroom. Faculty members should be provided with various opportunities to improve their teaching skills including, but not limited to, UCITE programs. Forums for both tenure-track and senior faculty members to discuss teaching issues are especially important. The use of sabbaticals and leaves should be for research and teaching. Sabbatical requests for the purpose of developing classroom innovations and teaching initiatives are acceptable.

6. Department and University Service

Tenure-track faculty members, while assuming some duties in departmental, college, or university service, should not be burdened with heavy service responsibilities. They are encouraged to limit their participation to no more than three committees at one time. The dean and chairs should be aware of pressures on women and minorities to serve on committees and should monitor their service responsibilities.

7. Mentoring

Every department should develop a written plan for mentoring tenure-track and new faculty members. Each tenure-track and new faculty member should have the opportunity to receive guidance from senior faculty members in the areas of research, teaching, and service. A variety of models already exist within the university. Mentors are usually from within the department, but also can be from outside the department. A faculty member could have one mentor for development of teaching skills and another for development of research. Mentors from the university community could be helpful to women and minority faculty especially when they are dealing with issues specific to gender and race. An ideal mentoring program would be flexible and sensitive to the needs of the individual faculty member.

8. Senior Faculty

There continues to be a need for resources for faculty development after tenure, but cases vary greatly among individuals. Chairs should monitor the progress of all their faculty members and discuss with the dean those cases where additional resources might make a significant difference in an individual's development.