MEMO

To: Improvement of Learning Committee
From: B. J. Reed
Date: 27 Feb. 2015
Subject: Proposal for a New Approach to Faculty Development

First, note that UW System provides approximately $17,000 per year (not for salaries) to UW-Platteville for a Teaching & Learning Center. UW System does not track how that money is used. UW-Platteville has consistently provided TSI funds to the Teaching & Learning Center (TLC) because our focus is on new hires (directly linked to the growth of TSI). In recent years, the mentoring efforts on campus were supported by approximately $3,000 a year, in an account controlled by the provost. That responsibility was given to the T&LC for overview, but the monies have not been.

Currently, we have a budget crisis, difficulty tracking all of the various approaches to development on campus, and, yet, growing efforts to offer guidance to new faculty and instructional academic staff. A new approach to professional development for educators on campus seems necessary. The proposal below will have some costs, but it does eliminate the office called the Teaching & Learning Center and most of its associated expenses. You might call this proposal “A Grassroots Approach to Teaching Success at UW-Platteville.” Here are the key elements.

1) Appoint one faculty member per college to oversee mentoring and teaching enhancement in that college. This person should have at least a 25% appointment (one course release) and an equivalent pay per summer. Call this person the mentoring director. The cost of the release time would be absorbed by the dean’s office (equivalent to the backfill for the course this person isn’t teaching).

2) The mentoring directors should be appointed to serve on the Improvement of Learning Committee (ILC). This committee meets twice a month throughout the academic year.

3) Maintain the Teaching Professional Development Levels 1 and 2 program (TPD). The ILC should be charged with overseeing the content of the TPD. To maintain it, pay a faculty member or instructional academic staff to do the updates and to interact with participants weekly. This pay could be calculated as equivalent to a course each semester and through summer. This person would be in contact with the ILC.

4) Mentors and mentees should work through the TPD and could discuss the contents with the mentoring director at their meetings. The TPD could be viewed as covering the basics of effective college teaching. The mentoring director, along with ILC input and the college mentors, could offer complementary or additional information at meetings.

5) Mentors should meet with the mentoring director once a semester or more often (left to the discretion of the mentoring director).
6) Mentees should meet with the mentoring director once a month or more often (left to the discretion of the mentoring director).

7) The mentoring director would report directly to the college dean.

8) The provost’s office, upon notification from the mentoring directors, would produce the certificate of completion for the TPD. This certificate would be placed in the educator’s review file.

9) To support the mentoring director’s efforts, each college should be given $3,000 to spend on speaker honorariums, travel, food for meetings, books, or other necessary expenses. Should the mentoring directors choose to do so, they could combine their monies to have a single annual symposium for all faculty and instructional academic staff.

10) The mentoring directors would be charged with development efforts to enhance teaching within the colleges and to support the scholarship of teaching and learning. The mentoring directors would also be charged with assessment their efforts and reporting the results of that assessment to ILC annually.

**Costs of the proposal:**

<table>
<thead>
<tr>
<th>Current (TLC)</th>
<th>Cost</th>
<th>-</th>
<th>Future (College Mentoring)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, 75% appt. academic year</td>
<td>Combined $80,000+ estimated</td>
<td></td>
<td>3 mentoring directors, cost absorbed by deans</td>
<td>$69,000 est. or simply consider overload/backfill pay ($10,500 est.)</td>
</tr>
<tr>
<td>Director, 100% summer</td>
<td>None</td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Asst. Director, 50% academic year</td>
<td>None</td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Graduate assistant, 50% appt. academic year</td>
<td>Unknown, Graduate School account</td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Work study 10-15 hrs/wk</td>
<td>$600</td>
<td></td>
<td>Overload pay for TPD faculty support</td>
<td>Est. $10,500</td>
</tr>
<tr>
<td>Supplies</td>
<td>$13,000</td>
<td></td>
<td>3 mentoring directors</td>
<td>$9,000</td>
</tr>
<tr>
<td>Resources that support professional development for faculty and IAS</td>
<td>Unknown amount, multiple accounts</td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Value of the proposal:**

a) The colleges are keen on creating community among their new hires; this proposal supports those efforts.
b) The colleges remain positive about and supportive of mentoring. This proposal combines their efforts and resources with those of the existing T&LC, while encouraging collaboration through membership on the ILC.

c) The colleges will be in touch with what their faculty and instructional academic staff want for professional development and teaching enhancement, and they will be encouraged to share those desires with the ILC.

d) The colleges will decide how to spend their funds and other resources on teaching and learning enhancements within their college.

e) Duplication between a centralized mentoring and professional development office and college-level efforts, as well as other temporary committees/groups across campus will be eliminated.

f) The ILC will serve as the advisory body to the mentoring directors and will connect the directors with OPID representatives (and the UW System).

g) Savings will be realized, but the concept of effective teaching and enhanced learning will not be lost during a severe budget crisis.

h) Multiple accounts that are being used to support requests from individual groups, colleges, and committees (including the “Think Tank,” the strategic planning committees, and others) will be eliminated, which are currently “hidden” costs for duplicative efforts.

i) Through the ILC, the faculty will have direct influence on the collaborative efforts between the three colleges to mentor and provide teaching guidance to new hires.

j) While the T&LC is eliminated, and savings will be realized, the concept of helping new hires acclimate to college teaching, as well as encouraging and supporting best teaching practices at UW-Platteville, will be maintained. When the budget problems are resolved, the proposal would allow us to reconsider our efforts and direct more resources to the most useful approaches by college.

k) The proposal builds on the fact that two colleges, at least, have devoted resources to mentoring and professional development for new hires.