

Date: 26 May 2009

TO: UW-L Faculty Senate (Joe Heim, Chair)

FROM: Faculty Development Committee (Karl Kattchee, Chair)

RE: Final Report for the 2008-09 Academic Year

MEMBERSHIP:

Melanie Cary (Psychology); Virginia Crank (English); Georges Cravins (Geography); Scott Dickmeyer (Communication Studies); Karl Kattchee (Mathematics); Janet Kirsch (Chemistry); Barbara Rusterholz (Modern Languages); Sharon Scherwitz (Philosophy); Steven Verrall (Physics)

CONSULTANT: Bill Cerbin

SPECIAL THANKS to Bill Cerbin, Sibbie Weathers, and Chandra Hawkins, for their guidance and assistance.

The Faculty Senate Faculty Development Committee was convened on September 24, 2009, by Kattchee. The position of secretary was filled by **Cary** and the position of chair was filled by **Kattchee**. Committee attendance, participation, and cooperation were solid. Whenever anybody could not make it to a meeting, they were very apologetic!

One of the first actions taken by the committee was to discuss the concept of a **teaching center** and whether one should be established on campus. The committee was warm to the idea and passed a resolution in favor of it. Broadly speaking, a teaching center would centralize teaching resources for faculty use. The matter is out of FDC hands for now.

Otherwise, the committee's work was focused on the following duty:

Reviewing, screening, and selecting for funding, proposals which are related to improvement of instruction and faculty development.

The total funding available was \$40,000, and faculty proposals in the categories of Professional Development (PD), Scholarship of Teaching and Learning (SoTL), and Teaching Innovation (TI) were received. See the table below for details on the funded proposals.

The committee was also asked to

Review and discuss the use of various grant categories to determine if changes might be necessary to improve the overall process of review.

The committee struggled at times to understand the spirit of the guidelines. We occasionally found ourselves rejecting otherwise solid proposals/budgets because of technical matters like

- “(FDC) does not fund requests for...capital equipment,”
- “(FDC) does not fund requests for...attending professional conferences,” or
- “(the activities should) enhance the quality of undergraduate and graduate programs.”

We occasionally felt compromised by funding precedents set in previous years.

Case in point: We did not approve a couple of outstanding proposals from faculty working on book projects, based upon our interpretation of the guidelines. We forwarded them to the Provost and allowed her to use her own discretion on whether to fund them, since there was undistributed money. The proposals were funded, but the question remains: **Where exactly should book projects go to apply for funding?**

The committee did not attempt an **overhaul of the guidelines**, but that should probably be done at some point. We agreed that some **coordination between the FDC and the Faculty Research Committee** is in order, in case book projects are unnecessarily falling through the cracks. Or, perhaps a **separate fund for book projects** ought to be established?

TITLE	INVESTIGATOR(S)	FUNDING	TYPE
Fall 2008			
Continuing Study of Korean Traditional Percussion Music Performance Repertoire	S K Ritterling	\$4000 (proposal withdrawn after Fulbright award)	PD
APSA Conference on Teaching & Learning	J Shadforth	\$1684	PD
Voice-Embedded Response: New Frontiers in Response Theory	D Thoune	\$1200	PD
Improving Student Learning Outcomes Through the use of Well-Defined Learning Objectives	Knowles/Strangman	\$4000	SoTL
Relational Turning Point Events and their Outcomes in College Teacher-Student Relationships from Teachers' Perspectives	T Docan-Morgan	\$3000	SoTL
Revitalization of GenWeb Site to Fit Current Curricular Needs	Galbraith/Downey/Weaver/Cooper	\$5000	TI
Spring 2009			
Teaching Diversity through Performance	B Cherne	\$2630	PD
Becoming a Certified Compassion Fatigue Therapist and Developing Coursework in Self-Care for Child Life Specialists and Recreational Therapists	Boon Murray	\$1225	PD
Examining Active Learning in the Online Classroom	J Arney	\$3000	SoTL
Diasporic Rhythm in Toni Morrison's Beloved, Jazz, and Paradise	S Jessee	\$7164 (discretion of Provost)	PD
Surrealism in Egypt, 1937-47	D LaCoss	\$4500 (discretion of Provost)	PD