2019-2021 Biennium Internal Budget Proposal Narrative
Division: Academic Affairs

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

New Faculty Orientation and Mentoring

☒   This is a revised version of a previously submitted budget proposal.
If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

Two of the three components of this proposal were previously submitted as an emergent needs request. The proposal is being resubmitted because 1) demand for these services has increased, 2) the services proposed are more closely aligned to the new strategic plan than the former plan, 3) the pilots of these services are now more mature, their impact more clearly demonstrated and, 4) this proposal now contains services specific to the needs and requests of new faculty of color.

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

Over the last five years, faculty and institutional demands for New Faculty Orientation, mentoring, and professional development have expanded beyond the limits of our current services. The short window between the start of faculty contracts and the departmental retreats immediately preceding the start of classes is too short and tumultuous to adequately orient new faculty and prepare them for their first classes. In addition, new faculty requests for mentoring and professional development—particularly from diverse faculty—have increased, as has institutional concern for new faculty welfare and retention. Fortunately, three initiatives for meeting these needs and demands have been successfully piloted. These include a three-day, faculty-led student-centered teaching workshop, a new faculty mentoring program, and a supplemental professional development course provided by the National Center for Faculty Development and Diversity. Consequently, the problem created by the inadequacy of our current new faculty services is nicely aligned with an *opportunity* to sustain these successfully piloted programs with annual funding, and to provide a more substantial new faculty orientation. More specifically, this proposal would provide:

- Stipends to incentivize new faculty to attend an expanded week of new faculty orientation that would include the 3-day, faculty-led Student Centered Teaching Workshop and which would occur the week before fall contracts begin. A 5-day orientation would bring Western's NFO into alignment with those of other institutions, such as the University of Washington.

- Funding to sustain and expand the current New Faculty Mentoring Program.

- Funding to permit underrepresented faculty (faculty of color, women in stem, etc.) to

participate in the peer-support and professional development programs of the National Center for Faculty Development and Diversity.

Anticipated Outcome(s):

These programs are anticipated to result in the following outcomes:

Improved Instruction and Student Achievement as a result of:

- Acculturating new faculty to Western, its mission and culture and high standards of excellence in teaching.
- Acquainting new faculty with the evidence-based teaching and learning methods encouraged at Western.
- Assisting new faculty in incorporating evidence-based teaching and learning methods into their course planning and syllabi.
- Acquainting new faculty with Canvas and supporting them in the uses of Canvas which best support evidence-based teaching methods.

Greater Equity in Educational Outcomes as a result of:

- Acquainting new faculty with the needs and contexts of minoritized and underserved students, including first-generation students, low-income students, non-traditional students and students of color.
- Acquainting new faculty with the mechanisms by which institutional racism, unconscious biases, and other inequities are perpetuated, even by well-meaning individuals within progressive institutions.
- Acquainting new faculty with evidence-based teaching and learning methods (both in class and out of class) demonstrated to support the inclusion, achievement and success of historically underserved students.

Improved student protection, health and well-being as a result of:

- Sufficiently acquainting new faculty with the opportunity to sufficiently learn of, discuss and ask questions about the faculty code of ethics, our students' rights and responsibilities, our EEO services, their Title IX responsibilities as mandatory reporters, FERPA, the ADA, and our state's ethics laws.
- Adequately acquainting new faculty with Western's resources and services concerning student health, counseling, and sexual assault prevention so that they may more effectively identify students in need and refer them for services.
- Training new faculty in suicide prevention and risk identification so that they can better recognize students at risk of suicide and refer them for services.

Improved faculty well-being and retention as a result of:

- Year-long mentoring for each new faculty member who seeks it in an area of their selection. For instance, new faculty can request to receive mentoring for a concern related to teaching or scholarship, new faculty may request a member of their identity, etc.
- Providing opportunities for the new faculty to create communities of support among themselves and with successful mentor faculty.

- Being provided the tools, time and support needed for a successful start to the school year.

- Receiving an external mentor, evidence-based instruction in goal setting, and a national cohort of support, as well as additional resources, from the National Center for Faculty Development and Diversity.

Metrics: *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the* Overall Metrics *included in the university's strategic plan, please indicate which specific ones here.)*

This proposal is expected to directly impact metrics included in the university's strategic plan. For instance, a majority of the faculty in the current new-faculty mentoring pilot are faculty of color, as are those we have funded to participate in the faculty development and cohort/peer-support program of the National Center for Faculty Development and Diversity. Consequently, this proposal is expected to positively impact the retention and overall percentage of Western's faculty of color.

Second, by acquainting new faculty with the evidence-based teaching and learning methods, and by helping them to incorporate these methods into their curricula, the proposal is expected to help increase rates of student retention, achievement and graduation.

Third, by acquainting new faculty with the needs and contexts of minoritized and underserved students, including first-generation students, low-income students, non-traditional students and students of color, this proposal is expected to decrease achievement gaps for those specific populations.

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

This proposal is aligned with the University's strategic plan; this plan comprises the strategic priorities of the Office of the Provost.

How does this proposal support the University Mission and Strategic Objectives? *(Please refer to the* 2018-2025 Strategic Plan *and indicate which core theme(s) this proposal will help achieve.)*

This proposal advances inclusive success, increases Washington impact, and enhances academic excellence.

What are the consequences of not funding this proposal?

Not funding this emergent need would be expected to result in the following consequences:

- As a result of not receiving the 3-day, faculty-led student-centered teaching workshop, many new faculty would remain unaware of evidence-backed approaches to improving student achievement, resulting in reduced student achievement and lower rates of retention and graduation for the many thousands of students these new faculty will teach

over the course of their careers at Western. New faculty would also not have the opportunity to embed these methods into their curriculum with the assistance of some of Western's most distinguished faculty.

- With less support and guidance, new faculty would be more stressed and less-prepared for their courses, resulting in higher attrition and decreased morale.

- New faculty of color, and others, would have fewer opportunities to receive the benefit of mentoring specific to their needs and requests, and to receive the benefits of the resources of the National Center for Faculty Development and Diversity. This would be expected to result in lower rates of retention for these faculty, and consequently, a lower overall percentage of faculty of color.

- Without the more substantial orientation provided by this proposal, new faculty would be less prepared to recognize mental health and disability struggles of their students and less prepared to effectively refer students for services, resulting in poorer student wellbeing and health, fewer students being referred to health and counseling services, and lower student achievement. Similarly, new faculty would be less likely to act in compliance with FERPA, Title IX, the Faculty Code of Ethics, the ADA, and other matters concerning students rights and protections, resulting in greater risk to the university and faculty member and stress and harm to the students.

What alternatives were explored?

We have piloted each of these programs with one-time dollars. However, this support could not serve all the new faculty who wished these services. In addition, the pilot funding for these programs will time-out.

Which units (departments, colleges, etc.) will be involved?

These programs serve faculty from all departments and colleges.

Equipment needed:

NA

Human Resources *(Complete the table below adding additional rows if necessary)***:**

Position Title	Total Headcount	Total FTE	Salary and Benefits per FTE	Total Cost
Faculty Stipends and Course Releases	*37*	*0.76*	*$57,000*	*$57,000*

Detail	Purpose of funds
New Faculty Stipend	Pre-contract stipends for up to 30 new faculty to attend the expanded NFO and student-centered teaching workshop (40 hours at $25.00/hour or $1,000.00 each).
Faculty Trainer Stipends	Summer hourly salary and benefits for 3 experienced faculty to plan and provide the student-centered teaching workshop at their faculty rates.
Summer stipend and benefits equivalent to one course release for the Faculty Director	To support the Faculty Director in planning the mentoring initiative.
One academic year course release for the Faculty Director.	To release the Faculty Director to make mentoring matches and to train faculty mentors and run the peer-support of the program.
Two stipends of $2,000.00 for terms in which Faculty Director does not receive a course release.	To compensate Faculty Director when not receiving a course release, per the CBA for Academic Program Directors.

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

Student-Centered Teaching Workshop and New Faculty Orientation

Cost	Detail	Purpose of funds
$1,000	Resources & Materials	To purchase resources and make copies for new faculty.
$2,000	Catering and incidentals	Breakfast, Lunch and one pizza picnic for a 30 new faculty and 3 faculty trainers for 5 days.
Cost: $3,000		

New Faculty Mentoring Initiative

Cost	Detail	Purpose of funds
$2,000	Catering and materials	Catering and materials for mentors and mentees.
Cost: $2,000		

Professional Development: National Center for Faculty Development and Diversity

Cost	Detail	Purpose of funds

$16,000	Grant funding for the National Center for Faculty Development and Diversity.	To provide grants to enable four new faculty to participate in the Faculty Support program.
$2,000	Resource access to the National Center for Faculty Development and Diversity.	To enable the Faculty Director of the New Faculty Mentoring initiative to access and use resources of the National Center for Faculty Development and Diversity.
Cost: $18,000		

Total operating costs for the New Faculty Orientation and Mentoring Initiative: $23,000

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)

No additional space is needed.

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

Click here to enter text

What needs can be accommodated within your existing space?

All program needs can be accommodated within existing space.

How much new space will be required?

Click here to enter text

Notes and Resources

The Faculty Success Program of the National Center for Faculty Development and Diversity. http://www.facultydiversity.org/?FSProgramDescription

Western's New Faculty Mentoring Initiative Pilot Announcement https://westerntoday.wwu.edu/news/position-announcement-academic-program-director-of-the-new-faculty-mentoring-initiative

Wilson, R. A. (2016, November 6). New Front of Activism. *The Chronicle of Higher Education.* http://www.chronicle.com/article/A-New-Front-of-Activism/238319

Fall New Faculty Workshop Survey Results (N=12)

In this survey, you will be asked about your impressions of the Fall 2015 New Faculty Workshop. The survey should take about 10 minutes to complete. Your participation is voluntary, but very important to the program. Your responses are anonymous, so please be candid. Information from this survey will be shared in aggregate form with C-Core project staff to help inform and improve this workshop for next year.

1. Please indicate the extent to which you agree or disagree with each statement below.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a. The goals of the workshop were clear.	-	-	-	-	25%	75%
b. The workshop reflected careful planning and organization.	-	-	-	-	25%	75%
c. The workshop deepened my understanding of how learning occurs.	-	-	-	-	42%	58%
d. The workshop deepened my understanding of effective teaching strategies.	-	-	-	-	42%	58%
e. The workshop facilitators modeled effective teaching strategies.	-	-	-	-	42%	58%
f. The workshop facilitators explicitly discussed the teaching strategies they modeled.	-	-	-	-	25%	75%
g. Time was used efficiently in the workshop.	-	-	8%	17%	25%	50%
h. The workshop was relevant to my teaching.	-	-	-	17%	50%	33%
i. The workshop was valuable.	-	-	-	-	25%	75%
j. I found the workshop discussions valuable.	-	-	-	-	42%	58%
k. The atmosphere of the workshop encouraged me to make contributions to the discussions.	-	-	-	-	-	100%
l. I would recommend this workshop to my colleagues.	-	-	-	-	8%	92%

2. To what extent did this workshop deepen your understanding of the following principles about how learning occurs?

	Not at all		Somewhat		To a Great Extent
a. Students' prior knowledge influences how they filter and interpret what they are learning.	-	-	25%	33%	42%
b. How students organize knowledge influences their ability to learn and apply what they know.	-	-	25%	42%	33%
c. Students need to be taught how to monitor and direct their learning (i.e. metacognition).	-	-	8%	42%	50%
d. Students who engage in a variety of metacognitive processes learn more effectively.	-	-	-	17%	83%

3. After participating in this workshop, how prepared do you feel to do each of the following?

	Not at all Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared
a. Provide opportunities for students to think about their prior knowledge	-	8%	42%	50%
b. Apply formative assessment strategies to elicit or reveal students' thinking	-	8%	50%	42%
c. Identify which concepts in a course are most important to cover in-depth (i.e., the "big ideas")	-	-	25%	75%
d. Create/revise learning outcomes that can guide students' learning	8%	-	50%	42%
e. Decide when and how to teach metacognitive skills in a course	-	25%	58%	17%
f. Create a more inclusive classroom learning environment	-	17%	17%	66%

4. What aspects of this workshop were most helpful to you?

Demonstrations of student-centered instruction
- The modeling of student-centered teaching approaches also increased my awareness regarding the actual implementation of these technique
- I found various strategies demonstrated here to be the most helpful. I absolutely love the ABCD cards.
- Demonstrating a variety of student-centered teaching techniques
- Learning more about student centered techniques used in other disciplines and institutions. New techniques that I had not previously considered
- Learning all of the different strategies (tools for ceasing a student centered learning environment and actually doing them)

Discussions with colleagues
- Discussing teaching strategies with other participants.
- Discussions with faculty and sharing teaching practices
- Interaction with colleagues from diverse backgrounds with respect to discipline.
- Having feedback from previous workshop grads helped understand which strategies were better than others
- Opportunity to discuss teaching and learning with other new faculty from various disciplines
- Time to get to know new faculty outside my college

Other Comments
- Talking about big ideas and how to frame the course around them. Reminders about formative assessment.
- The discussion of the research about learning
- The time to work on syllabi and first week.
- Wow, all of them! Mostly the formative assessment and meta cognition. These were relatively new concepts to me and seem so powerful. Looking forward to learning more and applying these.
- Learn the three important parts of learning

5.   In what ways could this workshop have been more helpful to you?

More examples outside of science
- Fewer stem examples, more broad application. Show an example of a typical course objective or syllabus and then a reworked version to highlighting how to describe big ideas
- Maybe have a lesson or two outside. Instead of only examples from biology or chem, have examples everyone can immediately relate to

More Discussion, Demonstration, and Practice
- More discussion of the research about effective teaching. More disciplinary diversity
- There were moments where I feel there wasn't enough time to reflect on/discuss material with groups. However, this is a very minor issue as the time provided still allowed for some deep discussion
- Metacognitive related teaching skills perhaps could have more extensively illustrated?
- I need more practice. I have a strong theoretical understand and now need to put this to practice
- Make it longer maybe? I'd like some hands on application with methods for implementing formative assessment and metacognition.

Reading Materials in Advance
- If I have the reading materials a few days early, I am a not so fast reader
- Providing reading in advance

- I would have enjoyed this workshop better had there been an afternoon break. The content was great but the afternoon I am not at my best
- Do readings in the morning when our brains are fresh. Have us get up and move groups even more to interact with more people

6. What will you take away from this workshop as the one thing you are most excited to try in your own teaching?

ABCD Cards
- A/B/C/D cards.
- ABCD cards
- ABCD cards - great low tech option for gagging how students are interacting and struggling while they build knowledge within a given domain and context.
- ABCD

Think Pair Share
- Think pair share
- Think - pair-share
- Think pair share

Other Comments: Assessment, metacognition, group work
- Assessment and metacognition!
- Helping students learn to think about their learning (metacognition)
- More emphasis on group work and peer review /feedback
- More group work
- Exit slips
- Big idea organizing
- None, I love this stuff.   I have been being more and more ok with "covering" less content

7. What concerns, if any, do you have about changing your teaching practices to be more aligned with principles about how learning occurs?

Patience
- Just have to keep in mind it's a process and will take time.
- Trying to make too many changes at once
- Presumably integration will increase over time, this isn't going to fully happen this quarter (this has been said is normal)

Content Coverage
- My course has a lot of content. I am a little concerned that trying new techniques will slow down my teaching speed
- Student centered learning tasks time and I am concerned about time constraints and explaining all relevant content

Other Concerns
- Did not discuss much about applying concepts to large courses
- Getting over the initial jitters of trying out something different.
- I'm still concerned that in group discussions of prior knowledge or activities to construct understanding that misconception could inadvertently be repeated and reinforced and that students might remember the discussion, but not its conclusion
- The catalog / course descriptors sometimes work against the adoption of these techniques

8.   Do you have any other comments or questions?

- Fantastic workshop! Would be happy to be featured or the panel in subsequent years.
- Loved this seminar
- Nice job overall, the workshop exceeded expectations
- Overall, this was a very helpful experience. Thank you!
- Overall, well worth the time!
- Smart pens are affordable and invaluable learning and teaching tools. They should be introduced.
- Thank you all! It is clear you put tons of efforts to this workshop. I appreciate your time and efforts.
- Thank you!
- Thanks!