University of Richmond

Faculty Development Support for Scholarship on Teaching and Learning (SoTL)

I. Introduction

The University of Richmond faculty development programs, services, and resources enhance instructional innovation and support scholarly and creative activities that further the University's mission to "educate in an academically challenging, intellectually vibrant, and collaborative community dedicated to the holistic development of students and the production of scholarly and creative work."

The University accomplishes this through a wide range of professional development opportunities and support programs for faculty. All faculty development opportunities and programs are available to faculty regardless of full-time or part-time status and begins upon hire with new faculty orientation. Faculty members gain support for their professional development on an ongoing basis through numerous University-wide and school-specific programs.

The Office of the Provost supports professional development in conjunction with the University Faculty Senate's Faculty Development Committee. The Office of the Provost sponsors Faculty Learning Communities (FLCs); provides grants and other resources for development in teaching, leadership, research, and creative work; and supports attendance at conferences to improve teaching practices.

The University's schools offer ongoing development and support for their respective faculties through various offices and units. The Center for Teaching, Learning and Technology (CTLT) provides faculty consultations and expertise in helping faculty improve teaching with pedagogical best practices and teaching with technology. The Office of Foundation, Corporate and Government Relations (FCGR) supports faculty who seek outside funding. The summary below provides an overview of the various professional development programs at UR.

II. The UR Teacher Scholar Model: A Brief Overview of Scholarship on Teaching and Learning (SoTL)

While not the only model for engaged learning and pedagogy, the “Scholarship on Teaching and Learning” or “SoTL” has gained prominence in higher education. In brief, SoTL is considered an emerging movement of pedagogical scholarship that draws on the complimentary relationship between teaching and learning at the post-secondary level. An important goal of SoTL is to enhance and augment learning amongst and between individual learners by investigating the many features of discipline-specific expertise, and best pedagogical practices that enhance the teacher-scholar model.

Vanderbilt University's Center for Teaching offers a precise introduction to SoTL: “Joëlle Fanghanel explains that SoTL ‘offers an alternative and more faculty-friendly model of faculty development that replaces the pervasive model based on competition, outputs, performativity, and solitude with one that's democratic, dialogic, process-focused, and collaborative’ (Chick & Poole, 2013, p.3)."
The information and links below provide a sense of the range of faculty development opportunities at UR for both SoTL funding opportunities as well as general funding for faculty research and scholarship.

University-Wide Programs (Office of the Provost)

University-wide support for professional development is run through the Office of the Provost in conjunction with the University Senate's Faculty Development Committee. The Office of the Provost funds and administers a number of programs to encourage cross-school faculty development and professional enrichment. The University Senate's Faculty Development Committee also makes recommendations to the Office of the Provost for funding requests for the following programs. ([https://provost.richmond.edu/faculty-development/index.html](https://provost.richmond.edu/faculty-development/index.html))

1. Faculty Professional Development for Teaching (FPDT)

The Office of the Provost provides support for Faculty Professional Development for Teaching (FPDT). FPDT funding supports faculty involved in teaching and academic programs, either individually or in groups, who wish to develop their teaching skills, enhance their practice of teaching, or expand their understanding of best practices. Funds may be used to attend professional conferences or otherwise participate in professional development aimed at enhancing teaching. Proposals from faculty/staff teams who wish to build community and teamwork by attending a program together are also encouraged. The FPDT application is available online. ([https://provost.richmond.edu/faculty-development/grants/index.html](https://provost.richmond.edu/faculty-development/grants/index.html))

2. Course Enhancement Grants

Course enhancement grants support faculty members and staff involved in academic programs who wish to take advantage of an opportunity to add a curricular or co-curricular element to their course which would bring added cost (for example, attending a show or a lecture). Funds can be used for tickets or transportation or similar items. The fund is open to support any course, including First Year Seminars. [This fund is not intended to support large or significant trips, e.g. similar to those funded by the SSIR program. This fund will support items justified as contributing significantly to the academic impact and student learning in a course, but which is not supported by the Dupont Fund or by the faculty member's own school or department. (Associate Provost Johnson)]

3. Curriculum and Course Transformation Grants

Curriculum and Course Transformation Grants support individual faculty members and staff involved teaching, programs or departments who submit a strong proposal to develop a significantly new course or curriculum or transform an existing course by introducing a new way of teaching, a new technology or other significant enhancement. Proposed transformations must be aligned with stated student learning goals for the course and the learning goals for the program (if any). Proposals from groups of faculty, programs or departments for radical transformation of curriculum and learning of best practices are encouraged. (These funds are not to be used for standard course development and improvement, which is expected as part of the faculty member’s teaching responsibilities.) ([Note: program partly subsumes the program formerly known as PETE.](https://provost.richmond.edu/academic-innovation/grants/index.html))

4. Faculty Learning Communities (FLCs)
Faculty leadership of curricular, academic, scholarly, and creative endeavors is supported through year-long faculty seminars and directed meetings through the University's Faculty Learning Communities (FLCs). Faculty from the University's five schools can apply to either lead or participate in FLCs that engage the institution's mission. (https://provost.richmond.edu/faculty-development/faculty-learning-communities/index.html)

5. Leadership, Coaching, Professional Development

Funds are available to support faculty in leadership professional development opportunities to attend conferences, symposia, and related leadership programs and institutes. Applications are accepted on a rolling-basis throughout the year. (Provost Legro)

6. First-Year Seminar Faculty Development

First-Year Seminar (FYS) faculty are required to participate in faculty development activities focused on teaching first-year students. FYS instructors receive a $500 stipend for participating in the designated workshops, a $1,000 stipend for the summer institute, and $500 stipend for their first FYS course offering. (https://fys.richmond.edu)

The Center for Teaching, Learning and Technology (CTLT) provides faculty consultations and expertise on course design, course development (or re-development) and integration of appropriate academic technologies in teaching and learning. In addition to the Center’s specialists in faculty development, academic technologies, digital humanities, multimedia production, and initial geospatial project planning, its staff also collaborates with other relevant campus resources such as the Library and Information Services. The CTLT facilitates regular pedagogy-focused luncheons, faculty reading groups and other events featuring an array of topics relevant to faculty. (https://learning.richmond.edu)

School-Sponsored Faculty Development

1. School of Arts and Sciences

The School of Arts and Sciences also provides financial support for travel to professional conferences as well as research support. This support is administered through departments.

The school also provides support for regular sabbatical leave and junior research leave for those faculty who qualify.

The A&S Faculty Research Committee (FRC) sponsors and supports 1) summer research fellowships (up to $6,000.00), 2) reviews and administers research grant opportunities, and 3) travel grants. (https://asadmin.richmond.edu/research/faculty-research-support/application-process.html)

2. School of Business

The School of Business provides each tenure-track faculty and most visiting faculty with a $3,500 individual spending account. This is used for items such as professional travel, association dues, registration fees, and journal submission fees.
Faculty are eligible to apply for summer research grants and summer course development/teaching innovation grants. Faculty engaged in international travel and/or research can request supplemental travel funding through the school's International Programs Office.

3. School of Leadership Studies

The School of Leadership Studies provides regular support for professional development through support for research and travel to conferences.

The school provides financial support for travel to professional conferences as well as research grants for faculty. The school also provides support for regular sabbatical leave and junior research leave for those who qualify.

4. School of Law

All law faculty, whether tenured, tenure-track, or contract faculty, receive a $2,000 allowance for travel and attendance at professional conferences and symposia around the nation and the world, focusing on areas of their scholarship and teaching. This allowance can be increased upon request in specific circumstances. Faculty also receive up to $250 toward membership dues in professional associations of his/her choice. Eligible tenured faculty receive a sabbatical every seven years, and junior faculty on tenure-track receive a one-semester research leave during their fourth year. Junior faculty also receive a lighter teaching load in their first year as faculty.

The law school also provides a number of opportunities for law faculty to share papers and ideas with other faculty within and outside the University. The school has a robust colloquy series in which legal scholars from around the country present papers to the law faculty and select students every week. The school also has one or more Emroch lectures per year in which renowned scholars and judges speak to the larger school community. Throughout the year, including through the summer, the school provides significant opportunity for faculty to present their own scholarship. The school also invites one or two faculty from other University departments to present their work during the year. During the spring semester, the school also has a weekly series in which law faculty can present early-stage projects and receive feedback on their ideas. Finally, throughout the academic year, the law school has an additional weekly “food for thought” series where faculty discuss issues related to teaching or scholarship in an informal setting.

Additionally, the school provides more specific mentoring and other assistance for junior faculty members. The school has a junior faculty exchange with several other law schools, including William & Mary, Temple, Wake Forest, and Maryland, to allow junior faculty to present papers at those schools. The school also provides funds for junior faculty to present at the Southeastern Association of Law Schools’ New Scholars Workshop once during the pre-tenure years and to attend the American Association of Law Schools Annual Meeting each year. The school also organizes and hosts the annual Mid-Atlantic Junior Faculty Forum where junior faculty from law schools in the mid-Atlantic region and beyond come to the law school to present papers and share ideas. The junior faculty have their own internal workshop series where they present papers to each other once a month. Finally, the Associate Dean for Faculty Development works closely with junior faculty to assist them with their teaching and scholarship. In addition to the other opportunities to present their work described above, the Associate Dean may also organize additional sessions for junior faculty to present papers or early-stage projects to small groups of faculty.
The school also benefits from a robust culture of informal exchanging of drafts. Faculty routinely share their works-in-progress with each other, providing extensive comments and feedback. Faculty often find this informal support just as helpful, if not more helpful, than the more formal means of support.

5. School of Professional and Continuing Studies

The School of Professional and Continuing Studies provides full-time and part-time faculty with professional development funding. Full-time faculty are provided $3,500 each academic year for professional development. Additionally, faculty are entitled to $1,000 to use in support of their travel to conferences, meetings, research and activities required by program chairs with the approval of the dean.

Part-time and adjunct faculty are provided $100 per year to be used for professional development that may include attending conference meetings, upgrading teaching competencies, and purchasing software and publications to improve instruction.

SPCS Policy on Special Funds for SPCS Full-time Faculty

Professional and Personal Development

Each full-time faculty member (SPCS program chair or other designated full-time faculty member) is entitled to request up to $3,500 per academic year to be used for improvement of instruction, personal and professional growth and development, maintenance or improvement of subject matter competency, and other related activities to support these goals. Faculty members may use these funds at their discretion, within guidelines of this policy, subject to approval by the associate dean for administration.

Travel

Each full-time faculty member (SPCS program chair or other designated full-time faculty member) is entitled to request up to $1,000 per academic year to support attendance at academic conferences and meetings, travel for the promotion of programs, and other work-related travel necessary to support activities required of program chairs/faculty. Faculty members may use these funds at their discretion, within guidelines of this policy, subject to approval by the associate dean for administration. Funds may not be used for any form of personal travel.

Entertainment
Each full-time faculty member (SPCS program chair or other designated full-time faculty member) is entitled to request up to $1,000 per academic year to support entertainment functions related to the academic program. Approved functions include meals involving business of the School and University, social activities of similar purpose, and professional events related to program growth, development and promotion, including entertainment of students/faculty and potential students and faculty in the program. Faculty members may use these funds at their discretion, within guidelines of this policy, subject to approval by the associate dean for administration. Faculty members are encouraged to make use of University services, when possible.
6. UR Summer Fellowships for Students

Summer Research Grants

UR Summer Fellowships build on a strong foundation of summer research grants and University-supported internship experiences. Through the eight different programs that make up the UR Summer Fellowships program, students have the opportunity to pursue a research project or internship that fits their passion.

Each program below offers a unique experience and has distinct selection criteria. All applications will be available on SpiderConnect in January 2018. Contact program managers with specific questions. ([https://ursf.richmond.edu](https://ursf.richmond.edu))

- Arts and Sciences Summer Research Fellowship
- Chaplaincy Summer Internships
- Civic Fellowships
- Jepson Summer Research Grants
- Robert L. Burrus Jr. Fellowship
- Spider Internship Funds
- RSB Research Fellowships
- Urban Education Fellowships
- Weinstein Grants

7. A&S Summer Research Fellowships

University of Richmond students who are interested in an Arts & Sciences discipline and who wish to conduct full-time research over the course of the summer should apply for a summer research fellowship through the School of Arts & Sciences. Fellowships are available for a minimum of 6 weeks and a maximum of 10 weeks. The A&S Summer Fellowship fulfills the Richmond Guarantee for recipients.

Students who plan to do research on campus need to apply to Summer Housing by April 21. Students doing research outside of the standard research period may need to move between a residence hall and a university apartment and pay prorated differences depending on their housing plans. ([https://as.richmond.edu/student-research/summer-research/index.html](https://as.richmond.edu/student-research/summer-research/index.html))

External Funding Support: Office of Foundation, Corporate and Government Relations

The Office of Foundation, Corporate and Government Relations (FCGR) supports faculty and administrators who wish to submit applications for external funding. FCGR welcomes the opportunity to work with colleagues across campus to ensure a smooth and successful proposal submission process. ([https://grants.richmond.edu/funding/index.html](https://grants.richmond.edu/funding/index.html))

1. Young Investigator Funding

Several funding agencies offer grants and fellowships to young investigators, who are typically untenured or at the assistant professor level. Some may specify the applicant must be within a certain number of years from obtaining the Ph.D. ([https://grants.richmond.edu/funding/young-investigator.html](https://grants.richmond.edu/funding/young-investigator.html))

2. External Grant Support

All external funding proposals must be routed through and approved by FCGR prior to submission. This step ensures that each application is thoroughly vetted to ensure compliance.
with University, federal, and agency-specific policies and guidelines. Funds received as a result of grant proposals submitted without prior FCGR review, and appropriate institutional approvals, may be returned to the granting agency. (https://grants.richmond.edu/submit/index.html)