

# **Intellectual Capital Grant Proposal: Executive Summary**

## ***Indiana Wesleyan University***

### **Overview and Background of Initiatives**

Indiana Wesleyan University has a long tradition of excellence in teaching, an emphasis associated with “the scholarship of teaching and learning.” We propose to increase engagement in this type of scholarship to strengthen our institution’s intellectual capital. The proposed Initiatives reflect three areas of noted strength within our teaching heritage: 1) the teaching of adults (adult education); 2) the training of new and veteran teachers (teacher training); and 3) the teaching and mentoring of traditional age students (student success).

### **The Proposed Initiatives**

- 1) Research loading: Select faculty will receive released time dedicated to the research of teaching and learning. In adult education, for example, we have scholars interested in the relationship between theory and its practical application in the corporate setting. Corporations often pay for the schooling of adult students and have a vested interest in understanding their developmental desires and needs. Likewise, certain IWU faculty members have become nationally engaged in the study of recent high school graduates and how best to help them to learn. These scholars and IWU will benefit immensely from increased research time. Both types of research are considerable demand, and the findings will provide an updated knowledge base decision making by professors and administrators.
- 2) Student intern program to assist with research: IWU has attained a growing number of honors students with a desire to engage in undergraduate research. The same dynamic is developing among our increasing numbers of graduate students. This Initiative will provide funds and administrative assistance to help with these goals. Simultaneously, IWU professors will receive needed research assistance while helping mentor students in a wide array of scholarship areas.
- 3) Visiting scholars program: Outside scholars will be invited to campus in two categories. The first will provide special lectures and consultations related to teaching and learning. The second category is for a scholar to teach a class or classes at IWU while also assisting with ongoing research. This program will not only enhance our scholarly culture but also introduce IWU to numerous recognized scholars. A secondary goal is to increase interest in IWU positions by gifted scholars.
- 4) Scholarship fund: This fund will make it possible for scholars participating in one or more of the proposed Initiatives to pursue collaboration, to participate in scholarly meetings, and to obtain needed resources for their research.
- 5) Seminar series: An annual seminar will target a research topic on teaching and learning. IWU will invite select scholars and gifted students to participate. This will provide a venue to disseminate ongoing research, attract scholars to campus, and strengthen research through collaboration. Proceedings will be published and also shared via lectures at participating schools.
- 6) Annual workshops: The education department will establish workshops that share new knowledge created by the above Initiatives. These workshops will maximize IWU’s leadership role in existing credit-bearing and credentialing programs for teachers throughout the state.

### **Timetable and Amount Requested**

January 2005 to June 2008, total request -- \$2,500,000.

## **Rationale for Proposed Initiatives**

Time constraints—Research Loading. A common scenario at teaching institutions is a teaching load for faculty that allows minimal time for research. Our faculty teaching load is 24 semester credit hours per year (usually resulting in four courses per semester). Student advising, committee work and other logistical duties have limited significant empirical research at IWU since its inception. We have taken minor steps to improve research support and have seen a growing number of faculty members engaged in scholarly activities. Appendices Seven and Eight show this activity, but they also reveal a relatively small percentage of faculty members engaged nationally in scholarship. In the course of researching for this proposal, we discovered that the latter group (gifted scholars) has at least one thing in common—the reason for their employment at IWU is its Christian mission. However, time for continued research is important to the intellectual satisfaction and the retention of these scholars. An institutional commitment for research time is also important in the solicitation of applications from their network of scholarly colleagues. Three of our top scholars have recently considered offers from other universities where more time and support is available for research endeavors. The time issue is especially acute among the fast-paced adult education staff which faces constant enrollment drives and growth adjustments in their programs. Some of our leading scholars in adult education are full-time administrators with demanding schedules. The IWU scholars who have become nationally engaged in scholarship initiatives have done so with either very limited or no release-time. Therefore, providing release time for research will enhance the research efforts of these scholars, assist with faculty retention, and better position IWU for attracting gifted scholars.

Modeling teaching and learning—Student Intern Program. The involvement of students in supporting faculty research makes sense for both utilitarian and philosophical reasons. In many cases, these students can save considerable budget dollars in research projects due to the difference between student and faculty wages. However, a pronounced desire among our gifted students is engagement in research. These students, especially the 119 members of our John Wesley Honors College, have increased their requests for resources to assist with research. Currently, student research receives little budget support and usually occurs through limited internships or faculty office positions. This grant would help to establish research mentoring projects with faculty, which would assist not only with research but with teaching the skills of research. Therefore, the establishment of a program for guided faculty research would meet student and faculty scholarship needs while also facilitating a mentoring relationship for gifted students.

The need for collaboration—Seminar Series, Visiting Scholars, Annual Workshops, Scholarship Fund. A common aspect among communities of scholarship is collaboration, and this same dynamic plays out in the scholarship of teaching and learning. In efforts to produce well reasoned and peer-reviewed research, venues for interaction with leading scholars are important. Likewise, avenues to share scholarship are important to the scholars themselves. And, in the case of the Annual Workshops (to assist with teacher training), the scholars have immediate application of their work. The scholarship fund will also assist researchers in attending off-campus initiatives related to their work, such as working group meetings, conference attendance, library visits and data collection trips. An aspect of this collaboration that will also help with the recruitment of scholars and gifted students is bringing an increasing number of individuals to our campus. Both the facilities and the campus experience have helped in the recruitment of students,

and have garnered positive feedback from visiting professors. As detailed in our Appendix 4, Indiana Wesleyan University has found it challenging to find applicants for faculty positions, especially for positions usually assumed by veteran scholars (such as division chairpersons and deans).

Scholarship consistent with our institutional heritage. Indiana Wesleyan University has a culture of teaching. In the area of scholarship, IWU is in the process of redefining who it is while holding to our rich and worthy past. There is interest in improving key academic areas which will require a higher percentage of doctorally prepared faculty and a new commitment to appropriate scholarship. However, we recognize that this proposal reflects a manageable and important step within reach (or, within our capacity to support). Much of the current scholarship among our faculty reflects interest in the scholarship of teaching and learning so it seems prudent to make that our first step. This is also evident in the scholarship areas of colleagues who are currently “nationally-engaged.” This same emphasis on the scholarship of teaching and learning is common among the annual scholarly activities of our faculty in general. Therefore, we conclude that supporting scholarship that will assist the teaching profession is a reasonable step in improving intellectual capital. It is our expectation that our research of teaching and learning is an area where we can help address needs within the state.

A pronounced need in Indiana is to educate a higher percentage of the workforce. By assisting scholars of adult education, we will learn more about trends in career choices. Likewise, a better understanding of the areas of expertise that are needed by adult workers will assist in the preparation of curriculum and programs. The majority of our adult students enroll through corporate educational plans, and their employers look for noticeable outcomes that will assist both their employees and their companies. Scholars in the field of adult education will add to our understanding of the adult worker profile and learning habits and help close the gap between theory and practice. In short, higher level research will help us to stay current with our programs and pedagogy. Therefore, supporting scholars in the research of adult education will help to address the needs of both the university and its corporate partners.

Recognized strengths within the teaching profession. The proposed Initiatives will enhance our areas of scholarship strength. Indiana Wesleyan University is widely recognized for its success with **adult education** (teaching over 8,000 full-time adult students this year). Two of our colleagues have recently contracted to write a key work on adult education strategies. An IWU administrator serves on a regional accrediting body for adult programs and on the federal FIPSE board (Fund for the Improvement of Post Secondary Education). Our strategies for attracting and retaining adult students have been outstanding as evidenced by very large matriculation numbers and by graduation rates of over 90%. Likewise, state and national organizations have recognized IWU for its efforts with **traditional students**. *The Policy Center for the First Year of College* placed it among the nation’s top 12 private schools for effective strategies in teaching and retaining new students (2004), and IWU personnel have become leading voices in this scholarship area (commonly called “student success”). IWU’s successful practice of helping students address the issue of a “life calling” is of special interest to other colleges. It is a concept ripe with research possibilities that will help education at all levels. Indiana Wesleyan University has also become a leader in the state’s “Transition to Teaching” program, one of many aspects of our **teacher training** emphasis. About half of all students in this state-mandated program are enrolled at IWU. While IWU has a long history of educating future teachers through its traditional courses, this program has positioned IWU to orchestrate the application of our

research findings. IWU is also leading an assessment project for around one half of the state-certified mentoring programs (a program that will be required of all K-12 schools by 2006). We are at the forefront of research in this area, and supporting research of mentoring new teachers will prove both beneficial and timely. Workshops and additional teaching units will provide steady and important access to a whole wave of new teachers. Therefore, supporting scholarship initiatives in our recognized areas of strength seems the most sensible approach to support our gifted faculty. It is our expectation that this Initiative will help faculty engage in research that will add to the much needed body of literature of adult education and student success. This emphasis will also pay dividends in our ongoing work to improve the status of education throughout the state.

Building upon recent Lilly Endowment initiatives. During the past eight years, The Lilly Endowment has supported significant initiatives at Indiana Wesleyan University. Two of these grants are especially important to this current proposal and have helped position us to accomplish our proposed Initiatives. *The Special Retention Initiative* jumpstarted our assessment of student programs and learning objectives and our interest in student profiles. It was the impetus behind the development of our student success initiatives that, as mentioned above, have garnered much attention. The projects that began with this grant are now institutionalized and are part of a culture of student success and assessment of student development. *The Programs for the Theological Exploration of Vocation* helped launch our “Life Calling Initiative,” and the establishment of our Center for Life Calling and Leadership Development. We have developed a life-calling model and curriculum that is required of all undeclared students (those students who have not selected a major). The ties between knowing one’s life calling and college completion rates is an area of much interest in several parts of the academy, including a current collaborative project with Indiana University. The considerable work in the areas of student success and life calling has realized a cadre of individuals who are engaged in state, regional and national research endeavors. The Endowment also awarded grants that helped establish the “Innovative Network” and the “Possibility Network.” The latter has helped create a considerable cache of information on adult education and remote access and data on a variety of aspects of educational choices. Likewise, The Innovative Network is providing us with information about the retention of students after graduation, the value of internships, and the role of amenities. All of these Initiatives contribute to the understanding of the educational enterprise and how to improve in our effort to educate students. In short, they are inline with our current initiatives that will enhance the scholarship of teaching and learning.

## **Recruiting and Retaining Intellectual Capital in Indiana**

### *Successes:*

- a) As a teaching institution, one of IWU’s main successes is the retention of its faculty, many of whom have Indiana connections. Around half of the faculty at IWU’s main campus have at least one degree from an Indiana college. Of the 121 full-time faculty, 45% have their bachelors degrees from Indiana institutions. Likewise, 37% of their masters degrees and 35% of their doctorates are from Indiana universities. Of this same group of 121 faculty, 25% are alumni of IWU.

- b) The same Hoosier dynamic is true of our student body, including our honors students. Over half of our traditional freshmen (recent high school graduates) come from Indiana. The same is true of our 119 students in our John Wesleyan Honors College, with average SAT scores of 1340. Given the history noted above of hiring IWU alumni, the retention of these gifted students appears rather important to future hires.
- c) A prominent contingent of faculty in our adult professional studies programs also has Indiana roots and is establishing a long history with IWU. We have several campuses for adult professional students in three states, and the majority of the faculty at the Indiana sites are longtime Indiana residents. A majority are alumni of Indiana institutions as well. Of the nearly 1300 faculty on our active list for our adult professional studies programs, 372 have been with us for over five years, and 85 of these have been with us for over ten years. Of the current active professors, 925 have joined since July 1, 1999—reflecting our rapid enrollment growth. Many of these faculty members are highly successful in the business or corporate world.
- d) There seems to be a correlation between hiring Indiana graduates and their longevity as professors. Around 10% fewer professors with Indiana degrees leave IWU. Overall, our professors tend to stay at IWU. On our main campus in Marion, the average length of service is 9.2 years, with over 14% of the faculty serving for more than twenty years. The following chart provides a glimpse of the longevity of faculty. Around 85% of those employed full-time in 1997 that were eligible to remain at IWU, chose to do so:

| 1997:<br>Full-Time<br>Faculty at<br>Main Campus | Retired | Left IWU<br>for Health<br>Reasons | Contract Not<br>Renewed | Left IWU for<br>Different<br>Position | Shifted to<br>IWU<br>Administra<br>tion | Still IWU<br>Full-time<br>Faculty | 2004:<br>Full-Time<br>Faculty and<br>Main<br>Campus |
|---|---------|-----------------------------------|-------------------------|---------------------------------------|---|-----------------------------------|---|
| 96  | 7       | 1                                 | 9                       | 14                                    | 5                                       | 60                                | 121   |

- e) While the above discussion reflects the retention of all faculty, IWU is also realizing small changes that help in the retention and attraction of gifted scholars. An increased percentage of full-time faculty are participating in scholarly activities. Appendix Eight charts this growth in numbers and types of presentations. Establishing a culture of scholarship is a common theme among schools attempting to recruit gifted scholars and/or to improve academic profiles. While our increased scholarly activity is largely at entry-levels in the various academic areas, it's a small but positive step forward.
- f) In 2003-2004, IWU had two Fulbright scholars. One scholar has taught at IWU for a decade and the other is in his eighth year. Their awards were celebrated in many formats and brought attention to scholarship needs and policies.
- g) Along this same line of success is the development of a critical mass of faculty engaged in national scholarly projects. In preparation for this grant, our faculty identified a list of approximately thirty colleagues currently engaged at the national level in scholarship. Most of this scholarship relates to teaching and learning. At least five individuals among the above are leading voices in specific fields of scholarship. All of these scholars note the university's mission as the main reason for their employment at IWU.

- h) IWU has been able to retain a professor for 23 years who is recognized nationally for his work in landscape and wildlife painting. He is a 1976 alumnus. He returned to IWU after early national recognition because of his love for teaching and for the university's mission. In 1981 his position was designated "Artist in Residence," with a lighter teaching load. Private funding helped to establish this arrangement. While this is a success, it also represents our need for change—he remains the only professor with such an arrangement on an annual basis.

*Failures:*

- a) Part of the reason for IWU's "Hoosier dynamic" is the low number of applicants for faculty positions who are non-Indiana residents. In fact, the 27 faculty hires the past two years averaged 7.3 applicants, with 22 of these positions averaging only 4.6 applicants (see Appendix Four). Positions that typically attract veteran scholars in national job searches have had abysmal recruiting records at IWU. For example, four recent division chairs (Nursing, Business, Social Sciences and Natural Sciences) realized only nineteen total applications. Three positions were filled by internal candidates. Only one position had more than four applicants. The same dynamic occurred in the selection of three recent deans, and two similar administrative positions (College of Liberal Arts and Sciences, College of Graduate Studies, Adult Education, Academic Affairs Assistant V.P., and V.P. of Adult Professional Studies). Fewer than twenty candidates applied for these positions.
- b) While capable people were selected for all of the above positions, it reveals a serious challenge in recruiting intellectual capital. IWU's entrepreneur spirit has made it increasingly difficult to find gifted leaders and scholars who understand our mission and fast pace. Many of our colleagues have experience and skills honed at IWU.
- c) Of the five individuals designated among the above successes as "leading voices" in their fields, the grant planning team is aware that at least three have recently considered opportunities at other universities. All three noted lack of support at IWU for scholarly pursuits as a frustration. One professor detailed the institutional need to support student scholarship and the importance of the student role in assisting faculty. Last year he personally raised funds that enabled his students to present collaborative work at conferences. All of the five "leading voices" were consulted in the drafting of this proposal.
- d) In 1997, Indiana Wesleyan University's campus-wide study and program assessment revealed a startling find – that an inordinate amount of our brightest students were leaving. This study was conducted in preparation for our proposal for The Endowment's retention initiative. This initial research led to numerous other studies and to the establishment of an honors college. This particular failure has been turned into one of the campus's brightest academic areas—The John Wesley Honors College. However, as noted earlier, these brighter students are requesting research funding beyond our current budget.
- e) Although professors recently receiving sabbatical leaves have produced significant research with recognized scholarly publications pending, few sabbaticals in the history of IWU have resulted in significant scholarly publications or presentations. Local lectures or presentations

have been the standard result of research providing little impact on the scholarship of teaching and learning at professional or national levels.

### **Plans in place prior to this initiative to recruit superior intellectual talent**

- a) Last year, IWU announced its first endowed chair—The David Bancharnd Endowed Chair for Mathematics and Physics. The selection process is scheduled for spring, 2005. In keeping with our heritage, this position will still include teaching but at a reduced level.
- b) The beginning salaries for faculty have steadily increased. The starting salary for new professors with Ph.D.s and no teaching experience is \$45,000 plus a generous benefit package. During the term of our current president, the university's contribution to TIA-CREF's retirement fund has grown from 6% with a required match from the professor to 12% with no required match. Although salaries are still below the national average, it's a considerable increase over the past decade. IWU salaries have gone from 24% to 74% among our comparable group of schools (the Council of Christian Colleges and Universities). Other key benefits include full tuition waivers for children and spouses, active membership in the Council of Christian Colleges and Universities, a financial incentive for health and wellness, and an incentive program to purchase homes near campus. This attention to salaries and benefits also assists with the retention of gifted professors.
- c) IWU recruited eleven students this fall from Heritage Christian High School, one of the state's top academic programs. In large part, this recruitment was made possible through the dual credit program through Project Vision Athena, a remote delivery initiative. IWU has become the leading college in Indiana to take advantage of this SBC(Ameritech)-sponsored dual credit program. Appendix Fourteen shows the history of these course offerings to schools. This spring we will add Wheaton Academy to the list. IWU has also begun regular meetings with the regional and national leaders of the Association of Christian Schools International (ACSI), a group of like-minded institutions (over 4,000) for K-12 students. IWU's president was elected to the ACSI executive board in 2004.

### **Plans in place prior to this initiative to retain superior intellectual talent**

- a) In 2002, IWU implemented the Hinds fellowships. Three professors per semester can receive a one-course load reduction in order to pursue scholarly endeavors.
- b) In 2002, the new Lewis Jackson Library opened. It contains nine study carrels for faculty—the first such spaces in the university's history. Seven faculty are on a waiting list this fall.
- c) Professors receive \$400 in conference fees annually, with some options for additional funds.
- d) Faculty Development initiatives have received increased funding, as well as provided a new workshop series to assist with teaching and research. Likewise, IWU remains involved in the Lilly Scholars Program. The Director of Faculty Development was also given release time, beginning in 2000. Likewise, the faculty development program has greatly enhanced its services during the past three years as outlined in the Appendix Seven.

- e) IWU has become officially associated with organizations that provide regular opportunities for collaboration: The National Council of Christian Colleges and Universities; the Independent Colleges of Indiana, and the Council of Independent Colleges. These organizations provide multiple forums for scholarly engagement. Likewise, they represent the most likely pool of candidates of gifted scholars for IWU openings (due to mission fit).
- f) Faculty are eligible for sabbaticals for research after seven years, and up to three are awarded annually.

### **Specific challenges IWU will address through the proposed strategy.**

While IWU has a long history of teaching excellence, and has recently become nationally engaged in the scholarship of teaching and learning, there remain challenges to scholarly support. To remain competitive and true to its historic mission, tuition remains low. Likewise, our overall endowment is relatively small with no continuing support earmarked for faculty research. IWU's desire to service an increasing number of students annually faces the reality of finding faculty who are also a mission fit. Many of our challenges of increasing intellectual capital are not unique to IWU, and were brought to the national forefront through the *Atlantic Monthly* article in 1996 (see Appendix Nineteen). Limited funds and the pressure of scheduling research time have been common challenges for our sister colleges. These challenges are outlined in a series of articles in the *Christian Scholar's Review*, the journal sponsored by the Council of Christian Colleges and Universities (see Appendix Twenty Two).

As a teaching institution in an explosive growth mode, there will be consistent pressure to teach instead of research, even if the latter is intended to help improve teaching. Beginning in 2002, the Board of Trustees began a two-fold strategic study for significant qualitative and quantitative growth. This would evolve into a mandate to improve IWU's academic quality and simultaneously prepare for rapid growth on the traditional campus in Marion—from 2,700 currently to at least 4,200 students. Some of The Endowment's previous grants resonate with the Trustees' desire to educate more students, and the current Endowment initiative is timely in IWU's quest to improve scholarship. Gifted faculty members are needed for the research of teaching and learning. Nonetheless, the need for professors in the classroom will be great and research, even when intended to improve teaching, finds itself in tension with teaching needs.

### **Description of Indiana Wesleyan University's proposed strategy**

IWU's strategy to recruit and retain intellectual capital rests on the following six Initiatives. Each is discussed, in turn, including the current status of related efforts followed by the goals and objectives of that Initiative. More details of the Initiatives are found in Appendices 1-3. There you find a "Timeline of Implementation" and an "Evaluation Plan" for the six Initiatives. Likewise, the budget ramifications of the objectives are included in the "Budget and Narrative."

The budget amounts given are based on the availability of \$90,000 annually. This is factored on \$2,250,000 placed in an endowment at a 4% payout.

1. **Research Loading:** Select faculty will receive release time dedicated to the research of teaching and learning. *Current Status: IWU professors have a regular teaching load of 12 credit hours per semester for two semesters. There are three Hinds Fellowships available, allowing a course load reduction of 3 credits in a semester for research. No summer loading is given for research, and only one professor has a permanent contract with reduced loading— Rod Crossman, an Artist in Residence. A new endowed chair in the sciences will begin in the fall of 2005 with release time for research.*

**Annual budget amount -- \$14,000**

Goals:

- To enable scholars the necessary time for research and scholarly engagement
- To enable gifted IWU professors to add to the knowledge base of the scholarship of teaching and learning
- To enable gifted IWU professors to engage educators and employers in the application of new knowledge about teaching and learning
- To facilitate the recruitment of gifted scholars through more attractive research loads

Objectives:

- 1) Recruit outside scholars to assist with establishing policies in research loading in the light of our goals.
  - 2) Establish policies for eligibility and reporting of scholarship by funded individuals
  - 3) Identify an initial list of IWU scholars (faculty or administrators) who have demonstrated a pattern of scholarship.
  - 4) Through the Office of the Executive Vice President, establish an executive committee to oversee the establishment and communication of policies to campus, and the selection of the first recipients.
  - 5) Establish a workshop for invited scholars to discuss the launching of this Initiative
  - 6) Select five professors annually for a three-credit reduction in teaching for a semester. New hires will be eligible. These awards can be doubled with the Hinds Fellowships.
  - 7) Establish a May-term working session with the professors to strategize on making their research public, both on IWU's campus and for outside constituencies
  - 8) Provide a regular update of research accomplishments for university deans, with an updated website to assist with faculty recruitment.
2. **Student intern program to assist with research:** Gifted undergraduate and graduate students will receive funding and mentoring assistance for scholarly endeavors. This Initiative will simultaneously assist IWU professors in a wide array of scholarship areas. *Current Status: IWU provides a limited number of funded experiences for students. However, these are sporadic and are rarely attached to a professor's research project. IWU's incoming freshmen have an average high school g.p.a. of 3.5, representing a good work ethic, and the John Wesley Honors College students average near 4.0. An increasing number of students are welcoming special research opportunities, and many of honors students are requesting them.*

**Annual budget amount -- \$12,000**

Goals:

- To facilitate the learning of gifted students
- To assist gifted faculty in their desire to mentor students in research areas
- To retain more honors students to IWU

- To become more attractive to potential honors and graduate students during their selection of college programs

Objectives:

- 1) Establish selection qualifications for the recipients of research funding at the undergraduate level
  - 2) Establish selection qualifications for the recipients of research funding at the graduate level (these cannot be the same recipients selected for continuing graduate research support, no. 2)
  - 3) Outline the expectations of mentoring faculty members
  - 4) Plan a public forum for students to share research
  - 5) Establish a written venue for students to share research (e.g., dedicated section in current journal, new journal, and/or assistance with publishing in national journals)
  - 6) Involve a minimum of 10 gifted students annually
  - 7) Develop a senior-level forum to address career decisions for participants pursuing careers in higher education
3. **Visiting Scholars Program:** Distinguished scholars will help to enhance IWU scholarship through on-campus lectures, teaching, consultations and collaborative research with faculty. Special faculty positions will be created for some of these faculty members, such as the arrangement Dr. Richard Foster established with Azusa Pacific University (a sister school in California). It is IWU's hope that other Indiana schools will collaborate in expanding the use and sharing of such scholars. It is also hoped that some of scholars will recommend their students and colleagues to our school as position open. *Current status: There are currently no special arrangements for scholars to become visiting lecturers, other than providing a week's lecture to graduate students in religion, a single lecture through our John Wesley Honors College, or as a chapel speaker.*

**Annual budget amount -- \$14,000**

Goals:

- To provide a venue in which IWU's gifted faculty and students have interaction with leading scholars
- To familiarize more leading scholars with IWU's campus, mission, and culture
- To develop relationships with scholars who could provide names of potential candidates for faculty positions
- To enhance research efforts underway on the scholarship of teaching and learning
- To use the involvement of leading scholars in the recruitment of gifted students

Objectives:

- 1) Appoint a Visiting Scholars Director who will oversee the invitation and hosting logistics
- 2) Select a Visiting Scholars Committee with equal representation for the three colleges (traditional, adult professional and graduate)
- 3) Prepare two-year list of scholars for lectures and consultations
- 4) Prepare two-year list of scholars for teaching and research
- 5) Finalize plans for two years of visits—invitations, reservations, speaking commitments

6) Establish long-term visiting scholars schedule

4. **Scholarship Fund:** IWU’s gifted scholars will receive funds for scholarly activities. Priority of funding will go to the five scholars receiving research loading (Initiative One, above). This fund is not for general campus use, but for those scholars that considered nationally engaged (or “gifted”—defined in Appendix Three). The Executive Vice President will lead a committee to determine the permanent name of this faculty category and the qualifications. Many schools have designations for research-minded professors. A model institution for this Initiative is Texas A & M—Commerce, a university with a strong history in teaching and training teachers. It has an Academy for gifted faculty who have similar benefits to the one proposed here.<sup>1</sup> *Current status: Faculty members have \$400 annually to use for scholarly events, which most commonly is for conference participation. If this amount is not requested by a professor by March 15, it is placed in the common fund and all professors compete for it.*

**Annual budget amount -- \$28,000**

Goals:

- To increase the number of gifted professors engaging in the scholarship of teaching and learning
- To establish ongoing support for the research of gifted professors
- To facilitate collaboration between IWU professors and national and state organizations researching the scholarship of teaching and learning
- To foster a cadre of gifted scholars that can help to recruit others

Objectives:

- 1) Establish clear criteria for eligible faculty—those referred to above as “gifted faculty”
- 2) Establish and update a list of faculty eligible to apply for funds (making a clear distinction between the expectations of research and the available topics)
- 3) Provide research fees for material purchases and license agreements directly pertaining to a scholar’s research
- 4) Provide travel funds for scholarship activities related to approved research projects
- 5) Celebrate the work resulting from the scholarship fund via campus communications
- 6) Provide a searchable repository of work aided by this Initiative

5. **Seminar Series:** IWU will host annual seminars that target research topics on teaching and learning. These seminars will bring together at least ten scholars and their gifted students annually. Proceedings will be published and also shared via lectures at participating schools. *Current status: IWU has no such initiative. Although we are beginning to host some national and regional conferences, these are occasional and no internal incentives are in place for participation other than the small scholarship awards if work is presented or published.*

**Annual budget amount -- \$12,000**

Goals:

- To realize scholarly collaboration with professors from other Indiana universities

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<sup>1</sup> One of the members of the grant planning team has served as a special guest of the Academy. Also, an IWU Education professor is a graduate of Texas A & M—Commerce.

- To realize scholarly collaboration with gifted students from other Indiana universities
- To become a recognized contributor to research on teaching and learning
- To provide a forum for gifted scholars and students to present research

Objectives:

- 1) Secure commitments from a minimum of two other Indiana colleges annually to promote the seminar
  - 2) Arrange for the presentation of work by those scholars receiving research loading (Initiative One, listed above)
  - 3) By the fall of 2008, secure commitments from three other Indiana colleges to provide financial backing for their own professors to participate
  - 4) Coordinate the use of Visiting Scholars with this Initiative
  - 5) Arrange for the publication of the proceedings of this series (in consultation with IWU's Triangle Publishing, and via regular scholarly publications)
6. **Annual Workshops:** The education department will establish workshops that share new knowledge created by the above Initiatives. These workshops will utilize IWU's leadership role in existing credit-bearing and credentialing programs for teachers throughout the state. This workshop venue will also enhance understanding of teaching traditional and non-traditional students. At least one workshop per year will highlight adult education and invite Indiana professors. *Current status: Although IWU meets regularly with educational groups and consults with leaders, IWU has no regular workshop format.*

**Annual budget amount -- \$10,000**

Goals:

- To enhance the interaction between IWU scholars and public teachers and administrators
- To disseminate new knowledge from grant Initiatives to K-12 programs
- To assist Indiana colleges by sharing new knowledge about teaching adult students, and new information about their learning patterns.

Objectives:

- 1) Establish a minimum of two workshops annually
- 2) Involve researchers funded in grant Initiatives—providing a venue for sharing their work
- 3) Provide helpful resources for attendees
- 4) Establish a statewide planning team
- 5) Develop a network of K-12 teachers and staff that can serve as resources for recruiting gifted professors.

**The Relationship of this proposed strategy to current IWU efforts with similar objectives**

IWU has made significant inroads into the training of Indiana teachers, as noted above (page 4). The workshops proposed in Initiative Six are contingent upon those relationships with teachers, principals and superintendents.

The scholarship fund will take the current program a step forward, and help to set standards for new professors and those new to active scholarship. A residual effect of this will be the application and/or dissemination of research to faculty through our recently enhanced faculty development offerings.

While IWU currently brings speakers to campus for a variety of occasions, the Visiting Scholars and Seminar Series will provide opportunities for prolonged engagement with these scholars. This is true for both professors and students. It also will provide annual scholarly forums on the scholarship of teaching and learning. Our largest major on our main campus is Education, and these Initiatives will provide annual highlights for students and community educators.

Our John Wesley Honors College students are required to take a research seminar. The student intern program (Initiative Two) will greatly enhance the level of engagement in these exercises. Our new emphasis in our Student Support Services area to help gifted students, as well as those at-risk, comes at a time that could provide on-campus collaboration in obtaining common goals with students.

### **Possible obstacles to the proposed strategy**

While overall faculty salaries are beyond the scope of this grant, our salary structure will continue to be an obstacle in attracting gifted professors. It remains unknown how many professors never make the initial contact due to salary levels, or how many decide not to accept offers when the salary is announced during the interview. As Appendix Twelve reveals, IWU is reasonably placed among the 120 colleges in the Council of Christian Colleges and Universities. However, many key professors are easily marketable and can demand higher salaries elsewhere. According to average faculty salaries as reported in the *Chronicle of Higher Education*, IWU and its sister Christian institutions remain at least \$20,000 below state schools in full-professor salaries. This gap accents the importance of initiatives built into this proposal, and the maintenance of our strong Christian mission.

Collaboration with other Indiana private colleges remains somewhat out of our control. Initiative Five above, the “Seminar Series,” has collaborative goals. While we are enjoying recent collaborative success with Taylor University in the Innovative Network project (sponsored by The Endowment), collaboration for the Seminar Series remains unclear. Our initial draft for this grant proposal called for considerable more budget support for this Initiative. Nonetheless, we hope that designating the financial support for this Initiative is a positive step in securing involvement from other professors and in attracting outside scholars to all of our schools.

The focus of this proposal on the scholarship of teaching and learning, rather than on the recruitment of top scholars in various fields, helped to avoid obstacles beyond IWU’s capacity at this time. Obstacles to the latter approach are reflected in the Appendices 12, 13, 19, and 22, and provide a fuller understanding of our academic climate.

### **Evaluation plan for proposed initiatives**

Each of the Initiatives will have quantitative and qualitative assessments conducted in conjunction with the Office of Institutional Effectiveness and Assessment. We are also proposing

a ten-year reporting schedule due the nature of the projects. Attracting gifted students with the hopes of hiring them after their doctoral program is a long-term proposition. The same is true of the production of various scholarly publications on teaching and learning.

Some of the key benchmarks are the retention rates of faculty overall, the retention of faculty designated as nationally engaged in scholarship, and the hiring of gifted faculty. We will also track the number of applications for positions, the number of scholarly presentations by supported faculty members and students, and participation rates for all events.

The overall assessment plan is found in Appendix Three, and includes performance indicators for appropriate goals. 2004 serves as the benchmark year for the assessment chart (9/15/04), 2008 marks the end of the official grant period (6/30/2008), and 2014 represents the end of the period of annual reports (6/30/2014). Key quantitative gains include:

| <b>Annual Outcomes</b>  | <b>2004</b> | <b>2008</b> | <b>2014</b> | <b>Projected Annual Increase</b>     |
|---|-------------|-------------|-------------|--------------------------------------|
| Number of applications per IWU faculty position                                     | 7.3         | 9.3         | 12.3        | 5                                    |
| Percentage of faculty from Indiana baccalaureate programs                           | 45%         | 47%         | 50%         | 5%                                   |
| Conference presentations by IWU faculty on the scholarship of teaching and learning | 9           | 24          | 59          | 50                                   |
| Number of applications from gifted students--honors college level                   | 48          | 78          | 148         | 100                                  |
| Average years of service of faculty members at main campus                          | 9.2         | 9.5         | 10.2        | 1%                                   |
| Number of faculty meeting "nationally engaged" criteria                             | 30          | 34          | 40          | 10                                   |
| <b>Cumulative Outcomes</b>  | <b>2004</b> | <b>2008</b> | <b>2014</b> | <b>Projected Cumulative Increase</b> |
| Professors with research contracts for a semester                                   | 3           | 9           | 23          | 20                                   |
| Major contributors by IWU faculty to books about adult education                    | 1           | 2           | 10          | 11                                   |
| Major contributors by IWU faculty to books about teacher training                   | 0           | 2           | 10          | 10                                   |
| Major contributors by IWU faculty to books about student success                    | 2           | 4           | 12          | 10                                   |
| Outside scholars participating in on-campus scholarly collaboration                 | 2           | 17          | 32          | 30                                   |

## **General Budget**

The following represents the major budget categories. The detailed budget and budget narrative follow in Appendix Two. The six Initiatives will be funded from endowed payouts, beginning in the fall of 2005/2006. That is, \$2,250,000 of the funds will be placed into an endowment, providing approximately \$90,000 annually for programming. The \$250,000 not placed into endowment will be used for the implementation and oversight of the Initiatives during the grant period, and for launching of the seminar series (Initiative Five). The payout from the endowed funds during the first six months (\$45,000) will assist with publications associated with the various Initiatives. As noted above in "Possible Obstacles," IWU hopes that other schools will commit to funding for their own professors' involvement in seminars beginning in 2008.

**1/1/2005 – 6/30/2008**

| <u>Funding Decision</u>                | <u>Amount</u>       | <u>Program Item</u>   | <u>Amount</u>    |
|--|---------------------|---|------------------|
| Funds not placed in endowment          | \$ 250,000          | Seminar Series Initiative<br><i>Collaborative implementation.</i> | \$ 80,000        |
|  |                     | Administrative Oversight<br><i>During 3.5 years of grant</i>      | 149,000          |
|  |                     | Assessment consultations  | 21,000           |
| Funds placed in endowment              | \$ 2,250,000        | <i>Publishing of Research</i>                                     | <i>\$ 45,000</i> |
| <i>Initiatives funded from payouts</i> |                     | <i>from spring 2005 payout</i>                                    |                  |
|  |                     | <i>Annual budgets for 6 Initiatives</i>                           |                  |
|  |                     | 1. Research Loading   | \$ 14,000        |
|  |                     | 2. Student Research   | 12,000           |
|  |                     | 3. Visiting Scholars  | 14,000           |
|  |                     | 4. Scholarship Fund   | 28,000           |
|  |                     | 5. Seminar Series   | 12,000           |
|  |                     | 6. Workshop Series  | 10,000           |
|  |                     | <i>Annual Budget for Initiatives</i>                              | <i>90,000</i>    |
| <b>Total Amount of Request</b>         | <b>\$ 2,500,000</b> |   |                  |

**Conclusion**

Successful accomplishment of its stated objectives for the six Initiatives will greatly increase engagement in the scholarship of teaching and learning. In keeping with IWU,s heritage as a teaching institution, these are reasonable steps for increasing our intellectual capital at this point in our history. However, these same steps could have a wide range of impact for other institutions and organizations as well. Our strategy will support current gifted faculty and students while helping to attract others to IWU. These measurable Initiatives would be implemented at a time when IWU faculty and administration are attempting to address long term academic and scholarship goals.

# **Timeline of Implementation**

## **Appendix 1**

### **Three Year Overview**

#### **Planning Stage – 1/1/05 to 6/30/05**

- Appointment of Steering Committee for Scholarship
- Selection of directors of Initiatives
- Strategic planning sessions for implementation of initiatives
- Bring at least one consult for strategic planning on scholarly Initiatives
- Planning of first seminar for summer of 2005
- Establish college collaborators for seminar series for Year One
- Campus-wide session to share overview of scholarship Initiatives
- Selection of five scholars for research loading during the 2005/06 year
- Invite two visiting scholars for Year One (2005/06 academic year)
- Propose administrative structural changes for oversight of scholarship
- Select outside assessment help for three-year commitment
- Hold planning meeting with internal assessment team and outside assessment consultant

#### **Year One of Initiatives – 7/1/05 to 6/30/06**

- Five scholars receive half-time research loads for a semester
- Select five scholars to receive half-time research loads for Year Two
- Select up to ten John Wesley Honors Scholars (honor students) to receive research funding
- Orchestrate research mentoring for John Wesley Scholars' research projects
- Select up to five graduate students to receive research funding
- Orchestrate research mentoring for graduate students
- Host a visiting scholar for special lectures on the scholarship of teaching and learning
- Hold public forum for John Wesley Honors Scholars and faculty mentors to present research
- Hold public forum for graduate students and faculty mentors to present research
- Class taught by visiting scholar
- Visiting scholar works with research team of IWU professors
- At least two visiting scholars provide special lectures or consultation on research related to Initiatives
- Fund up to 18 “gifted professors in research activities”
- Hold a workshop for K-12 teachers
- Hold a workshop for college professors and administrators on adult education research
- Make arrangements with Triangle Publishing for the publication of research from Initiatives
- Establish plans and recruit editor of publications from Initiatives
- Implement administrative structural changes for oversight of scholarship
- Meet with outside assessment consultant by March 15<sup>th</sup>, adjust assessment reports as needed
- Use year-end assessment reports for improvements to six Initiatives for Year Two

#### **Year Two of Initiatives – 7/1/06 to 6/30/07**

- Five scholars receive half-time research loads for a semester

- Select five scholars to receive half-time research loads for Year Three
- Select up to ten John Wesley Honors Scholars (honor students) to receive research funding
- Orchestrate research mentoring for John Wesley Scholars' research projects
- Select up to five graduate students to receive research funding
- Orchestrate research mentoring for graduate students
- Host a visiting scholar for special lectures on the scholarship of teaching and learning
- Hold public forum for John Wesley Honors Scholars and faculty mentors to present research
- Hold public forum for graduate students and faculty mentors to present research
- Class taught by visiting scholar
- Visiting scholar works with research team of IWU professors
- At least two visiting scholars provide special lectures or consultation on research related to Initiatives
- Fund up to 18 "gifted professors in research activities"
- Hold a workshop for K-12 teachers in different geographical location than Year One
- Hold a workshop for college professors and administrators on adult education research. Involve scholars funded in Year One
- Begin book project with Triangle Publishing for the publication of research from Initiatives
- Provide update on institutionalization of scholarship oversight implemented in Year One
- Meet with outside assessment consultant by March 15<sup>th</sup>, adjust assessment reports as needed
- Use year-end assessment reports for improvements to six Initiatives for Year Three

### **Year Three of Initiatives – 7/01/07 to 6/30/08**

- Five scholars receive half-time research loads for a semester
- Select five scholars to receive half-time research loads for the 2008/2009 academic year
- Select up to ten John Wesley Honors Scholars (honor students) to receive research funding
- Orchestrate research mentoring for John Wesley Scholars' research projects
- Select up to five graduate students to receive research funding
- Orchestrate research mentoring for graduate students
- Host a visiting scholar for special lectures on the scholarship of teaching and learning
- Hold public forum for John Wesley Honors Scholars and faculty mentors to present research
- Hold public forum for graduate students and faculty mentors to present research
- Class taught by visiting scholar
- Visiting scholar works with research team of IWU professors
- At least two visiting scholars provide special lectures or consultation on research related to Initiatives
- Fund up to 18 "gifted professors in research activities"
- Hold a workshop for K-12 teachers in different geographical location than Year One
- Hold a workshop for college professors and administrators on adult education research. Involve scholars funded in Year One
- Begin book project with Triangle Publishing for the publication of research from Initiatives
- Provide update on institutionalization of scholarship oversight implemented in Year One
- Meet with outside assessment consultant by March 15<sup>th</sup>, adjust assessment reports as needed
- Use year-end assessment reports for improvements to six Initiatives for the 2008/2009 academic year
- Capstone Workshop for Indiana educators and the business community

- Release of book based on research (suggested title, *Conversations with Veteran Teachers: Applications from Recent Research Initiatives*)

**2008-2014 Academic Years**

- Continue Initiatives with annual improvements based on annual assessments
- Continue annual reports to The Lilly Endowment
- Utilize an assessment consultant every other year, i.e., 2009, 2011, and 2013

## Budget Plan and Narrative

### Appendix 2

| Item                             | Planning Stage<br>Spring 2005 | Year One<br>2005 – 2006 | Year Two<br>2006 - 2007 | Year Three<br>2007 - 2008 | Sub Totals  | Totals             |
|----------------------------------|-------------------------------|-------------------------|-------------------------|---------------------------|-------------|--------------------|
| Endowment                        | \$2,250,000                   |                         |                         |                           | \$2,250,000 |                    |
| Assessment                       | 3,000                         | 3,000                   | 3,000                   | 12,000                    | 21,000      |                    |
| Seminar Series<br>Collaboration  | 16,500                        | 23,500                  | 20,000                  | 20,000                    | 80,000      |                    |
| Administrative<br>Oversight      | \$24,887                      | \$41,371                | \$41,371                | \$41,371                  | 149,000     |                    |
| <i>Central</i>                   | -13,687                       | -27,371                 | -27,371                 | -27,371                   |             |                    |
| <i>Student Research</i>          | -2,800                        | -2,800                  | -2,800                  | -2,800                    |             |                    |
| <i>Visiting Scholars</i>         | -2,800                        | -2,800                  | -2,800                  | -2,800                    |             |                    |
| <i>Seminar Series</i>            | -5,600                        | -5,600                  | -5,600                  | -5,600                    |             |                    |
| <i>Workshop Series</i>           |                               | -2,800                  | -2,800                  | -2,800                    |             |                    |
|                                  |                               |                         |                         |                           |             | \$2,500,000        |
| <b>Funded from<br/>Endowment</b> |                               |                         |                         |                           |             |                    |
| Publishing                       |                               | 15,000                  | 15,000                  | 15,000                    | 45,000      |                    |
| Research Loadin                  |                               | 14,000                  | 14,000                  | 14,000                    | 42,000      |                    |
| Student Research                 |                               | 12,000                  | 12,000                  | 12,000                    | 36,000      |                    |
| Visiting Scholars                |                               | 14,000                  | 14,000                  | 14,000                    | 42,000      |                    |
| Scholarship Func                 |                               | 28,000                  | 28,000                  | 28,000                    | 84,000      |                    |
| Seminar Series                   |                               | 12,000                  | 12,000                  | 12,000                    | 36,000      |                    |
| Workshop Series                  |                               | 10,000                  | 10,000                  | 10,000                    | 30,000      |                    |
|                                  |                               |                         |                         |                           |             | \$ 315,000         |
| Totals                           | 2,294,387                     | 172,871                 | 169,371                 | 178,371                   | 2,815,000   | <b>\$2,815,000</b> |

- 1) *Endowment*: The intent of placing the majority of the grant into an endowment is to ensure the sustainability of these Initiatives for the life of the institution. Some funds (\$250,000) are kept out in order to implement the program.
- 2) *Assessment*: IWU's Office of Assessment and Institutional Effectiveness will assess the effectiveness of the Initiatives in meeting stated objectives. This department will also hire an outside assessment expert to assist with annual reports and planning. The last year of the funding period has \$12,000 marked for assessment: \$3,000 is for the annual report in Year Three. The remainder, \$12,000, will be put into an account to pay for subsequent assessment visits in 2009, 2011, and 2013.
- 3) *Seminar Series Collaboration*: These funds will be used by the director of this Initiative to secure scholars in a research initiative. This research will deal with an aspect of the scholarship of teaching and learning and it will reflect one of IWU's three strengths in this area—adult education, teacher training or student success. The first year will involve five professors with \$3,000 stipends for research. An operational budget (\$1500) for resources, travel, room and board will be provided. These scholars will set the stage for the Year One seminar and will participate. They will each receive an additional \$500 stipend for sharing research at the Year One seminar (from the Year One budget). This team of scholars will receive a \$3000 fellowship from Year One budget to assist with their continued research. The remaining \$18,000 from Year One's budget line will provide five professors fellowships to participate (\$3,000 stipends), and a fellowship of

\$3,000 for the team's research. Year Two and Year Three will also include five scholars with similar arrangements, with a \$2,000 research budget for each team.

- 4) *Administrative oversight:* Four of the Initiatives require a project director. The directors of the student research initiative, visiting scholar initiative, and workshop series initiative will receive a \$2,800 stipend. This amount is the projected stipend for a three-credit course, and is in line with our university policy for remuneration. The workshop series director will begin in Year One and receive stipends for three years. The other three directors will begin immediately and receive the stipend with expectations of fulfilling duties in the spring and summer of the Planning Stage, plus each of the succeeding years. The director of the seminar series will have considerably more duties in orchestrating both seminars and a major research initiative. His/her stipend will be for six-credit hours, or \$5,600 annually for the four years. The "central" oversight line represents oversight and support time in the offices of Academic Affairs, the Dean of Adult Professional Studies, the Dean of Graduate Studies, the Dean of the College of Arts and Sciences, and the Vice President for Financial Affairs. This amount for central oversight comes to 3.8% of the grant, and there is no additional request for indirect costs.
- 5) *Publishing:* These funds will allow the publisher of Triangle Publishing to hire additional editors to assist with the Initiatives' publishing interests. During the Planning Stage, and throughout Year One, these funds will be developed into a budget that best serves the nature of the projects. Project directors and the publisher will make key decisions on the type or types of publications, the allotment to editing and marketing, and a strategy for using publications to help sustain publishing interests beyond the grant.
- 6) *Research loading:* These funds will permit five research stipends at \$2,800, or five course reductions. Faculty can use these at any time during the year.
- 7) *Student research:* Each year, ten John Wesley Scholars and five graduate students can receive \$800 fellowships to assist with approved research projects. Preference will be given to those working with faculty engaged in scholarly work as part of these Initiatives. The Director of the honors college will help to secure faculty mentors in other situations.
- 8) *Visiting scholars:* The amount of stipends and expenses will vary from scholar to scholar. The university provides a stipend of \$2800 for a three credit course. For the visiting scholar who teaches a class, this stipend will be paid by the regular university operating budget. This Initiative's funds will provide added incentive to attract professors. With two professors participating annually, one as a course instructor (in a one to two week format) and another for special lectures, the travel costs could vary from \$500 to \$1000 per professor for the foreseeable future. Stipends will vary considerably from \$1000 to \$5000 per professor, and the director of this Initiative will need to balance the invitations accordingly. The current university charge for on-campus accommodations is \$40 per night. It is anticipated that visiting scholars will be on campus a minimum of three weeks annually (\$840). Food, figured at a \$30 daily per diem, will add another \$630.
- 9) *Scholarship Fund:* The articulation of Initiative Four (pages 2 and 11) mention various types of scholarly activities. In 2004/2005, 64 IWU professors used the existing funds available, averaging \$734 each. Several professors (qualifying as "gifted" in this

proposal) made multiple requests and simply could not attend numerous events related to their scholarly interests. The Scholarship Fund in this Initiative will be limited to faculty demonstrating a pattern of scholarship, and committed to accountability measures for research. In keeping with the emphasis of this grant, these funds are also restricted to the scholarship of teaching and learning, with an expectation of assisting IWU professors as well as the larger academy. The five scholars selected in Initiative One will be given preference, and will make requests by August 1. The rest of the eligible faculty will apply afterwards. The maximum request per eligible professor is \$6,000. Following the current policy for the general scholarship fund, if there are undesignated funds on March 15, then additional requests can be made by participating faculty.

- 10) *Seminar series*: During the first three years of the seminar series, professors from other universities will be invited to participate and can secure funding through the “Seminar Series Collaboration” budget line. In addition, these four stipends (\$3,000 each) will be reserved only for IWU professors.
- 11) *Workshop series*: A minimum of two workshops will be provided annually. These funds will assist with room reservations, materials, refreshments, stipends for speakers and advertisement. The price of workshops varies, and this amount could possibly support several workshops depending on the expenses for particular topics, locations and group size.

## Evaluation Plan

### Appendix 3

At the end of the grant period, a successful strategy will have enhanced IWU's retention and recruitment of intellectual capital in numerous ways. While each of the six Initiatives has goals and objectives as charted below, the overall indicators of a successful program at the end of this grant are:

- 1) IWU has more gifted faculty than in 2004—through both recruitment and retention
- 2) IWU has more gifted students than in 2004—through both recruitment and retention
- 3) IWU has made a more significant impact in the scholarship of teaching and learning than in 2004, especially in the areas of its strengths:
  - a. teacher training
  - b. adult education
  - c. student success

While each of the initiatives will have an effect on the all of the overall goals, the following chart represents the direct correlation of an initiative to an overall goal:

1. IWU has more gifted faculty than in 2004—through both recruitment and retention  
**Initiative One – Research Loading**  
**Initiative Four – Scholarship Fund**  
**Initiative Three – Visiting Scholars Program**
2. IWU has more gifted students than in 2004—through both recruitment and retention  
**Initiative Two – Student Research**  
**Initiative Five – Seminar Series**
3. IWU has made a more significant impact in the scholarship of teaching and learning than in 2004  
**Initiative Five – Seminar Series**  
**Initiative Six – Workshop Series**

During the months of planning for this grant proposal, the planning team found it necessary to establish a workable definition of a “gifted faculty member.” After shifting from the first draft's focus to the present one, from an effort to compete for top research professors to a desire to attract great teachers and scholars of teaching, this definition became easier to articulate for our campus. Gifted faculty members at Indiana Wesleyan University will meet at least one of the following criteria:

*gifted faculty member* = a) someone with recognized teaching skills, and an established record of helping other teachers; b) someone with an established history of scholarship in national situations—they are nationally engage; and/or c) a new faculty member who has shown exceptional promise through official scholarly engagement and/teaching during graduate years

Gifted students at Indiana Wesleyan University will meet at least one of the following criteria. Not all students who qualify for The John Wesley Honors College choose to participate, however, the

honors college is the most concentrated program of gifted students. It also has an organizational structure that will facilitate the objectives of our proposed Initiatives.

*gifted student* = a) a student meeting standard honors-level criteria as published in the most recent IWU catalogue; and/or b) a *John Wesley Scholar* (member of IWU’s John Wesley Honors College)

Numerical assessment of objectives that will help to accomplish the above goals include:

| <b>Annual Outcomes</b>  | <b>2004</b> | <b>2008</b> | <b>2014</b> | <b>Projected Annual Increase</b>     |
|---|-------------|-------------|-------------|--------------------------------------|
| Number of applications per IWU faculty position                                     | 7.3         | 9.3         | 12.3        | 5                                    |
| Percentage of faculty from Indiana baccalaureate programs                           | 45%         | 47%         | 50%         | 5%                                   |
| Conference presentations by IWU faculty on the scholarship of teaching and learning | 9           | 24          | 59          | 50                                   |
| Number of applications from gifted students--honors college level                   | 48          | 78          | 148         | 100                                  |
| Average years of service of faculty members at main campus                          | 9.2         | 9.5         | 10.2        | 1%                                   |
| Number of faculty meeting “nationally engaged” criteria                             | 30          | 34          | 40          | 10                                   |
| <b>Cumulative Outcomes</b>  | <b>2004</b> | <b>2008</b> | <b>2014</b> | <b>Projected Cumulative Increase</b> |
| Professors with research contracts for a semester                                   | 3           | 9           | 23          | 20                                   |
| Major contributors by IWU faculty to books about adult education                    | 1           | 2           | 10          | 11                                   |
| Major contributors by IWU faculty to books about teacher training                   | 0           | 2           | 10          | 10                                   |
| Major contributors by IWU faculty to books about student success                    | 2           | 4           | 12          | 10                                   |
| Outside scholars participating in on-campus scholarly collaboration                 | 2           | 17          | 32          | 30                                   |

The assessment charts for the six Initiatives include the following (the dates will coincide with the Timeline in Appendix One, and finalized in conjunction with the Executive Vice President, the Initiative Directors, and the Scholarship Task Force):

### **Initiative One: Research Loading**

| <b>GOALS</b>  | <b>PERFORMANCE INDICATORS</b>  | <b>EXPECTED RESULTS</b>   | <b>DATE TBD</b> | <b>USE OF RESULTS</b> |
|---|--|---|-----------------|-----------------------|
| To enable scholars the necessary time for research and scholarly engagement | Recruit outside scholars to assist with establishing policies in research loading in the light of our goals.   | Contracts with participating scholars, with calendar confirmed                            |                 |                       |
|   |  | An Informational meeting with IWU full-time faculty provide feedback on policy decisions. |                 |                       |
|   | Select five professors annually for a three-credit reduction in teaching for a semester. New hires will be eligible. These awards can be doubled with the Hinds Fellowships. | Contracts with participating scholars   |                 |                       |
|   |  | Include description of the si   |                 |                       |

|   |   |   |  |  |
|---|---|---|--|--|
|   |   | Initiatives in faculty orientation packets  |  |  |
|   | Through the Office of the Executive Vice President, establish an executive committee to oversee the establishment and communication of policies to campus, and the selection of the first recipients. | Commitments from 5-7 scholars to serve two years on the “Scholarship Task Force”  |  |  |
|   | Identify an initial list of IWU scholars (faculty or administrators) who have demonstrated a pattern of scholarship.  | Scholarship Task Force provides list of criteria and selection process  |  |  |
|   | Establish policies for eligibility and reporting of scholarship by funded individuals   | Scholarship Task Force Members meet with other university representatives to learn best practices—and adaptability to IWU’s culture |  |  |
|   | Establish a workshop for invited scholars to discuss the launching of this initiative   | Ten IWU scholars will meet with Scholarship Task Force and will receive guidelines for involvement                                  |  |  |
| To enable gifted IWU professors to add to the knowledge base of the scholarship of teaching and learning                          | Provide a regular update of research accomplishments for universities deans, with an updated website, to assist with faculty recruitment.   | Establish an IWU website for the six Initiatives, with a dedicated page for research and reports                                    |  |  |
|   | Establish a May-term working session with the professors to strategize on making their research public, both on IWU’s campus and for outside constituencies   | An outlined plan for dissemination of research  |  |  |
| To enable gifted IWU professors to engage educators and employers in the application of new knowledge about teaching and learning | Hold regular roundtable meetings with an advisory group, such as the Grant County Citizens Advisory Board   | Reports to Dean of CAS  |  |  |
| To facilitate the recruitment of gifted scholars through more attractive research loads   | Arrange “Exploring Options” meetings at professional settings with IWU’s Dean, a participating scholar, and invited scholars  | Survey of faculty candidates’ scholarship desires   |  |  |
|   |   | Presentation to candidates of scholarship aided through the six Initiatives   |  |  |

## Initiative Two: Student Research

| GOALS  | PERFORMANCE INDICATORS   | EXPECTED RESULTS  | DATE TBD | USE OF RESULTS |
|--|--|---|----------|----------------|
| To facilitate the learning of gifted students  | Establish selection qualifications for the recipients of research funding at the undergraduate level   | Outline of approved criteria placed on John Wesley Honors College website, and on the Six Initiatives website |          |                |
|  | Establish selection qualifications for the recipients of research funding at the graduate level  | Outline of approved criteria placed on Graduate Studies website, and on the Six Initiatives website           |          |                |
|  | Plan a public forum for students to share research   | Public Forum held, with attendance tracked  |          |                |
|  | Establish a written venue for students to share research (e.g., dedicated section in current journal, new journal, and/or assistance with publishing in national journals) | Options placed on website; published works celebrated and disseminated  |          |                |
| To assist gifted faculty in their desire to mentor students in research areas                                  | Outline the expectations of mentoring faculty members  | Expectations placed on website; Director shares them personally with mentor                                   |          |                |
| To retain more honors students to IWU  | Develop a senior-level forum to address career decisions for participants pursuing careers in higher education   | Forum attended by all participants, and organized with the Life Calling Center                                |          |                |
| To become more attractive to potential honors and graduate students during their selection of college programs | Involve a minimum of 10 gifted students annually   | Ten gifted students or more participated and fulfilled requirements   |          |                |

## Initiative Three: Visiting Scholars Program

| GOALS  | PERFORMANCE INDICATORS   | EXPECTED RESULTS   | DATE TBD | USE OF RESULTS |
|--|--|--|----------|----------------|
| To provide a venue in which IWU's gifted faculty and students have interaction with leading scholars | Appoint a Visiting Scholars Director who will oversee the invitation and hosting logistics   | Director named, job description finalized                                    |          |                |
|  | Select a Visiting Scholars Committee with equal representation for the three colleges (traditional, adult professional and graduate) | Visiting Scholars Committee meets, membership posted on Initiatives' website |          |                |
|  | Establish long-term visiting scholars schedule   | Calendar approved by Executive V.P.  |          |                |

|  |  |  |  |  |
|--|--|--|--|--|
|  | Finalize plans for two years of visits—invitations, reservations, speaking commitments   | Contracts finalized, calendar posted on the website  |  |  |
| To familiarize more leading scholars with IWU's campus, mission, and culture                                 | Prepare two-year list of scholars for lectures and consultations   | List approved by Executive V.P., contracts issued  |  |  |
|  | Prepare two-year list of scholars for teaching and research  | List approved by Executive V.P., contracts issued  |  |  |
| To develop relationships with scholars who could provide names of potential candidates for faculty positions | Include the objectives of this initiative in correspondence with Visiting Scholars, and establish lunch sessions to discuss them | Discussion of objectives, database started with potential candidates, begin correspondence                         |  |  |
| To enhance research efforts underway on the scholarship of teaching and learning                             | Arrange for scholars involved in projects to assist with planning, and to participate in Q & A formats with the Visiting Scholar | Planning sessions held, local scholars and Visiting Scholar discuss possible collaboration and scholarship options |  |  |
| To use the involvement of leading scholars in the recruitment of gifted students                             | Discuss research options with the Visiting Scholar and the mission fit with his/her students                                     | Begin database of possible gifted students to invite for functions, and to track for future job possibilities      |  |  |
|  | Develop strategic materials for initiating dialogue about scholarship and employment at IWU                                      | Provide materials specifically designed for this type of possible hire   |  |  |

### Initiative Four: Scholarship Fund

| GOALS  | PERFORMANCE INDICATORS  | EXPECTED RESULTS   | DATE TBD | USE OF RESULTS |
|--|---|--|----------|----------------|
| To increase the number of gifted professors engaging in the scholarship of teaching and learning | Establish clear criteria for eligible faculty—those referred to above as “gifted faculty”   | Present criteria and initiative to faculty on a regular basis                            |          |                |
|  | Establish and update a list of faculty eligible to apply for funds (making a clear distinction between the expectations of research and the available topics) | Organize eligible faculty into a collegial association (like the Academy at Texas A & M) |          |                |
| To establish ongoing support for the research of gifted professors                               | Provide research fees for material purchases and license agreements directly pertaining to a scholar's research   | Expend funds on clear research objectives, with reporting deadlines                      |          |                |
| To facilitate collaboration between IWU professors and   | Provide travel funds for scholarship activities related to approved   | Engagement at significant scholarly functions by participants                            |          |                |

|   |  |  |  |  |
|---|--|--|--|--|
| national and state organizations researching the scholarship of teaching and learning | research projects  |  |  |  |
| To foster a cadre of gifted scholars that can help to recruit others                  | Celebrate the work resulting from the scholarship fund via campus communications | Research is included in normal reporting format, and in special releases associated with the Initiatives |  |  |
|   | Provide a searchable repository of work aided by this Initiative                 | Database available to all faculty, and to outside groups   |  |  |

### Initiative Five: Seminar Series

| GOALS   | PERFORMANCE INDICATORS  | EXPECTED RESULTS  | DATES (TBD) | USE OF RESULTS |
|---|---|---|-------------|----------------|
| To realize scholarly collaboration with professors from other Indiana universities      | Secure commitments from a minimum of two other Indiana colleges annually to promote the seminar among faculty   | Written agreements from at least two colleges; promotion to faculty on those campuses   |             |                |
|   | By the fall of 2008, secure commitments from three other Indiana colleges to provide financial backing for their own professors to participate          | Written agreements from at least five colleges included in 2008 report; scholars from those schools registered for Seminar Series   |             |                |
| To realize scholarly collaboration with gifted students from other Indiana universities | Secure commitments from a minimum of two other Indiana colleges annually to promote the seminar among faculty   | Written agreements from at least two colleges; promotion to students on those campuses  |             |                |
| To become a recognized contributor to research on teaching and learning                 | Coordinate the use of Visiting Scholars with this Initiative  | At least one Visiting Scholar assisted with seminar   |             |                |
| To provide a forum for gifted scholars and students to present research                 | Arrange for the presentation of work by those scholars receiving research loading (Initiative One, listed above)  | Scholars and students present Seminar   |             |                |
|   | Utilize Visiting Scholars' field of expertise to develop topic and invitation list  | Materials advertising Seminar other gifted scholars revolves around topic and respected authority (Visiting Scholar)  |             |                |
|   | Arrange for the publication of the proceedings of this series (in consultation with IWU's Triangle Publishing, and via regular scholarly publications). | Publisher of Triangle Publishing assists with publication plan; Visiting Scholar assists with publication plan in scholarly venues; publications announced and made available to participating schools, and through workshops |             |                |

## Initiative Six: Annual Workshops

| GOALS   | PERFORMANCE INDICATORS  | EXPECTED RESULTS   | DATE TBD | USE OF RESULTS |
|---|---|--|----------|----------------|
| To enhance the interaction between IWU scholars and public teachers and administrators  | Establish a minimum of two workshops annually   | Workshops held in conjunction with working groups among K-12 and business partners                                     |          |                |
|   | Establish a statewide planning team   | Planning team members announced and meet   |          |                |
|   | Develop a network of K-12 teachers and staff that can serve as resources for recruiting gifted professors.  | Database established with both teachers and possible IWU gifted faculty— materials presented that reveal this interest |          |                |
| To disseminate new knowledge from grant Initiatives to K-12 programs  | Hold roundtable discussions between the participating scholars in the Initiatives and the IWU Education Department to package research in applicable ways for frontline users | Disseminate research through workshops, with follow-up ordering options  |          |                |
| To assist Indiana colleges by sharing new knowledge about teaching adult students, and new information about their learning patterns. | Involve researchers funded in grant Initiatives— providing a venue for sharing their work   | Each workshop will include at least one participant from one of the six Initiatives                                    |          |                |
|   | Develop helpful resources for attendees   | Materials provided for attendees; feedback forms included  |          |                |