

SPECIAL MEETING

1987-88

ACADEMIC SENATE

California State University, Sacramento

AGENDA

Thursday, April 21, 1988

3:00-4:30 p.m.

Senate Chambers, University Union

REGULAR AGENDA

agreed upon
AS 88-41/Ex. ^A _{Fla} FACULTY PROFESSIONAL DEVELOPMENT *AS 88-41B*

The Academic Senate commends the members of the ad hoc Committee on Faculty Professional Development for their thorough and timely completion of its report. The Academic Senate accepts the Committee's report [attached], endorses the recommendations therein, and forwards the report to the President for action.

agreed

FACULTY PROFESSIONAL DEVELOPMENT: A CSUS INVESTMENT
IN PROFESSIONAL GROWTH¹

I. PREAMBLE

The faculty is the most important resource of the University. To invest in and enrich rather than to deplete that resource, the University must foster opportunities for faculty members to increase their effectiveness as teachers and scholars and their professional satisfaction. Faculty offer their rich educational experience and expertise to the campus community. In return they earn the privilege of support for their continuing growth and development. Faculty Professional Development (FPD) activities enhance individual academic careers; they are also critical for the vitality of the institution.

II. DEFINITION OF FACULTY PROFESSIONAL DEVELOPMENT

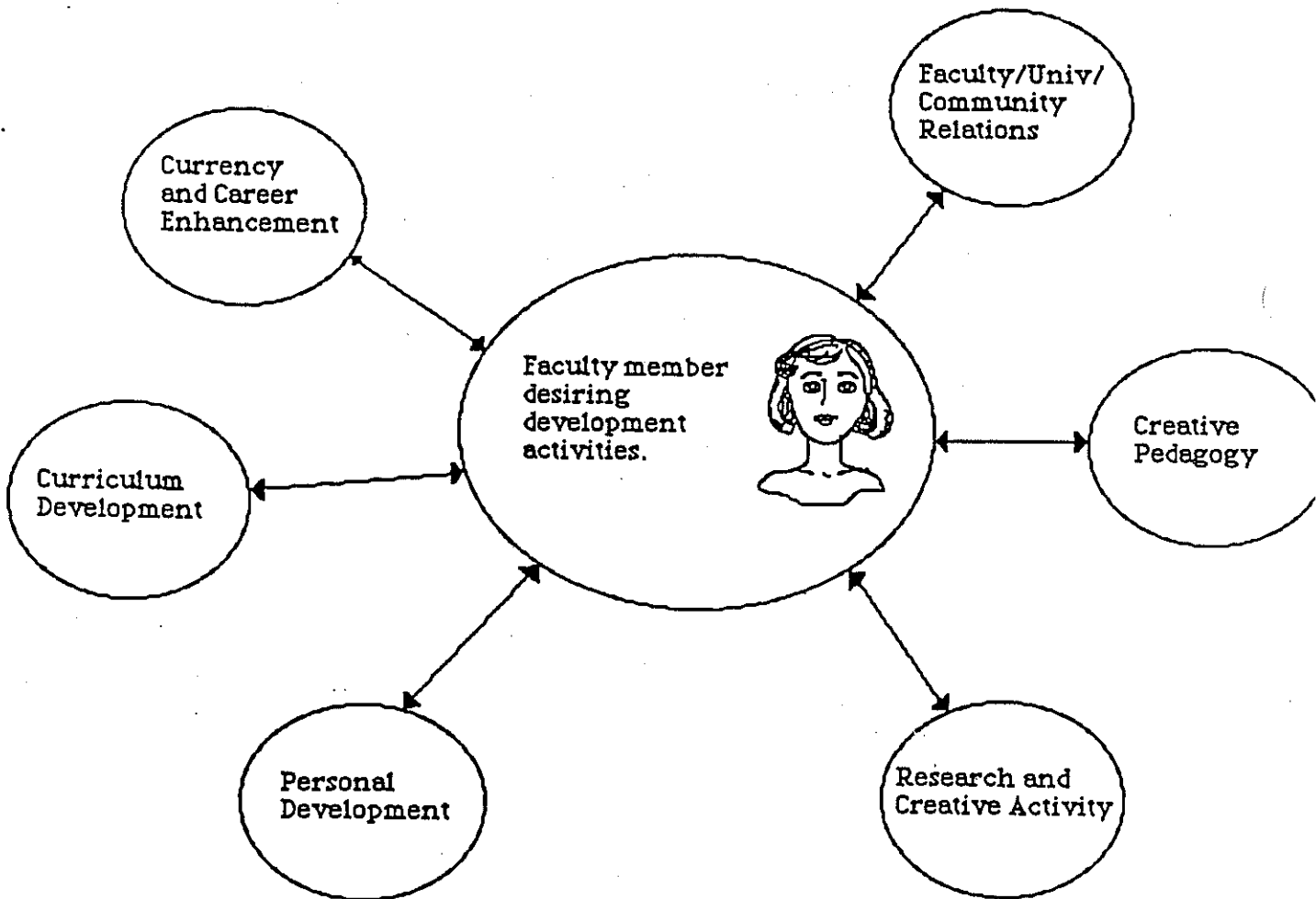
A. Introduction

Activities which provide faculty members with opportunities to increase their effectiveness as teachers and scholars and also their professional satisfaction are defined as Faculty Professional Development. This definition is consonant with the policy report of the California Postsecondary Education Commission on California Faculty Development: "Faculty development refers to college and university activities designed to 'renew and maintain the vitality of their staffs' (Centra, 1985) and 'help faculty members

¹Report submitted by the ad hoc Committee on Faculty Professional Development, on April 12, 1988. Committee Members:

Janelle Reinelt, ad hoc Committee Chair, Theatre Arts
Asoke Basu, Administrative Fellow
Mary Burger, Vice President for Academic Affairs
Lou Cohan, Government
Les Gabriel, Civil Engineering
Cecilia Gray, School of Arts and Sciences
Craig Kelley, Management
Phyllis Mills, Nursing
Elizabeth Moulds, Dean of Faculty and Staff Affairs
Mary Ann Reihman, Biological Sciences
Cirenio Rodriguez, Counseling, Administration and Policy
Studies
Stephanie Tucker, English
Robert Tzakiri, Foreign Languages

improve their competence as teachers and scholars' (Elbe and McKeachie, 1985)." There are a variety of activities which can help accomplish the objectives of these definitions, and they all contribute to the professional life of individual faculty members. The following pictograph represents the relationship between the faculty member and Faculty Professional Development (FPD) activities:



B. Categories

The ad hoc Committee on Faculty Professional Development has prepared a list of categories to help specify what some of the areas of FPD might be. The list is intended to indicate the field, not exhaust it.

Faculty Professional Development, on this campus, should comprise, but not be limited to, the following categories (in alphabetical order):

Creative Pedagogy: Activities designed to support teaching excellence and developments of new materials/methods/techniques related to the various academic functions of the University, including support areas. Activities designed to support exploration and development of new ideas, skills, techniques, emphasizing the "seed" nature of experimental projects. (Examples: workshops, travel, peer counseling, Writing Across the Curriculum, critical thinking workshops, text books, manuals, visual aids, computer-assisted instruction, honors programs)

Currency and Career Enhancement: Activities designed to support individuals in the acquisition of new knowledge and capacities and/or greater expertise in discipline-based activities. (Examples: course work, seminars, workshops, conference travel, software, study time, on-site visitations, library searches, faculty-on-loan programs)

Curriculum Development: Activities designed to support the individuals in their interests in curriculum development. (Examples: Internship programs, innovative changes in major or core courses in response to program reviews or credential requirement changes, and/or changes in entrance/exit requirements)

Faculty/University/Community Relations: Activities designed to facilitate the relationship of faculty to the University emphasizing commonly shared institutional functions or systems. (Examples: New Faculty Orientation, programs for Chairs, workshops on conducting meetings, shared activities [Faculty/University/Community] resulting in seed money for future projects).

Personal Development: Activities designed to improve the performance of individuals working at CSUS through enhancing well-being, satisfaction, and health. (Examples: stress workshops, exercise classes, financial planning, exchange opportunities, strategies for renewal and professional growth)

Research and Creative Activity: Activities designed to support contributions to new knowledge, emphasizing extra-campus venues of presentation and publication. (Examples: Research Award Program, Monetary Grant Program)

Note: There are some activities, which while worthwhile and appropriate for faculty to undertake, do not fall under the definition of faculty professional development and should not be confused with it. These include administrative assignments, project or program coordination or supervision, preparation of program review documents, course coordination of multiple sections, and student advising.

III. ORGANIZATIONAL RECOMMENDATIONS

A. Responsibility for FPD Activities

It is appropriate that some Faculty Professional Development activities be responsible to program centers operating at the University level while others function more effectively at the school level. The category priorities for activities and the appropriate location for them will change, reflecting the needs of our faculty at different points in time. While the planning for Faculty Professional Development must be flexible enough to incorporate these changes, it must be stable enough to provide consistency and clarity for all those affected by it. It is especially important that information on Faculty Professional Development activities be available to all faculty. To ensure openness, consistency and fairness in the processing of activity availability, faculty application procedures, criteria of evaluation, and final reports, full public access is imperative.

B. Faculty Resource Center

One of the most pressing needs for Faculty Professional Development is adequate information about available and on-going opportunities here and elsewhere. The Faculty

Resource Center would minimally consist of a location equipped with communication and publication capacities. This facility will be the repository of information about all FPD activities on campus. The FRC will compile a catalog listing information about all campus FPD activities yearly. The Center will be staffed with a faculty person to serve as director of the Center and student assistance for clerical work. The FPD Committee will further define the functions of the Center and the duties of the director.

C. Faculty Professional Development Committee

1. Charge

In order to ensure yearly review and revision of priorities for Faculty Professional Development on this campus, we recommend the establishment of a new Senate Committee, the Faculty Professional Development Committee (FPDC). Primarily, this standing committee would be a policy making body to design, provide guidance for, receive reports from, establish, and evaluate faculty professional development activities. One of the central tasks of the Committee each year will be to establish appropriate liaisons with schools and other relevant campus committees and groups--for example, Peer Coaching, Writing Across the Curriculum, New Faculty Orientation, Research Award Program, etc. Specifically, we recommend that this committee be charged with the following five functions:

--to design policy and priorities on a year-to-year basis and recommend same to the Senate and the appropriate administrators and program centers;

--to provide guidance for the Faculty Resource Center;

--to receive reports on programs and allocations from all campus FPD programs, committees, and activities and to keep abreast of the latest developments in the national and state FPD arena;

--to evaluate the effectiveness of on-going activities and programs;

--to establish a public reporting system for schools and programs participating in the Faculty Professional Development activities.

2. Membership

The FPD Committee would be appointed by the Academic Senate and consist of the following: One instructional faculty member each from the Faculty Affairs Committee and the Research and Scholarly Activity Committee appointed annually; at-large members, one from each of the schools and the Library, serving three-year staggered terms; the director of the Faculty Resource Center. The Vice President for Academic Affairs and the Dean of Faculty and Staff Affairs serve as ex-officio non-voting members.

IV. FPD PRIORITIES AND IMPLEMENTATION PLAN FOR 1988-89

While the definition and model of Faculty Professional Development given above is intended to be a permanent description, the ad hoc Committee also addressed the necessity, given limited resources, of targeting certain priorities for immediate attention. The following series of recommendations should be understood as responding to present needs for the 1988-89 academic year. The FPDC will review needs and recommend priorities annually.

A. Priorities

On-going Programs: A number of activities are already in place on the campus. We recommend their continuance both because they address important concerns and because they are in the process of being developed, refined, and evaluated.

Category Priorities: In addition to the above activities, extra efforts need to be made in the following specific categories: Currency and Career Enhancement, Curriculum Development, and Creative Pedagogy. Opportunities should be available at both the University and school levels, ensuring that all faculty have access to activities in all three categories.

Specific Suggestions: Given the time constraints which will make it difficult to get programs established by the fall semester, we recommend three specific programs which could respond to category priorities: Travel Grants, Mini-Grants, and Workshop Grants (using lottery funds). The guidelines for last year's Mini-Grants and Workshops could be revised and improved, and specific guidelines for the Travel Grants could be developed. These programs could award money instead of or in

addition to time and could be available to faculty by fall, 1988.

B. Implementation Plan for 1988-89

The Senate does not recommend budget allocations, but in order to give some indication of the scope of this proposal, we have approximated some probable costs. We recommend that in addition to the 15 positions already designated for the Research Award Program, the monetary equivalent of approximately 20 other positions (\$660,000) be identified and used for additional Faculty Professional Development activities. These could be generated from a variety of sources including the lottery funds, general budget allocations through URPC, special legislative allocations, and school funds designated for faculty professional development activities other than research, as defined in this document.

Since the University Resources and Planning Council is in the middle of a two-year budget cycle, it will probably be necessary to rely on lottery funds from the program enhancement, visiting scholars and discretionary accounts for a major part of the funding for FPD activities. In addition, some faculty professional development opportunities are already funded by the schools.

Specific Recommendations: In light of the necessity for timely action in order to have programs in place for fall 1988, the following specifics are recommended (these items together approximate the request for the monetary equivalent of 20 positions):

1. The proposed 1988-89 CSU budget contains a Program Change Proposal to support faculty research, scholarship, and creative activity. The amount expected to be allocated to the campus, if the PCP is approved, is \$175,000. The PCP specifies that each campus will appoint a "committee of faculty and administrators with student representation," which "would develop an overall policy, within specified systemwide guidelines and would provide for the allocation, on a competitive basis, of internally generated funds for research, scholarship, and creative activity." At CSU, Sacramento, this committee will be a subcommittee of the Faculty Professional Development Committee.

2. While the Research Award Program and the monies described in #1 above are University-wide, there is a need for more local, school-based programs as well. The three specific program recommendations listed above, Travel Grants, Lottery Mini-Grants and Lottery Workshop Grants, could be combined under the following protocol:

--\$300,000 to be made available for activities which fall under the three stipulated category priorities (Currency & Career Enhancement, Curriculum Development, Creative Pedagogy). The ad hoc Committee on Faculty Professional Development will revise and expand the Lottery Mini-Grant and Lottery Workshop Grant guidelines to include these three priorities and develop University-wide award and funding procedures. These procedures would be administered by school-level faculty committees in each school. These funds could be made available to the schools on the basis of shared financing according to school needs and abilities.

--\$100,000 to be made available for travel and O.E. as it serves the category priorities on a pro-rata basis to the schools. School committees to recommend guidelines and accountability procedures.

3. \$15,000 for Writing Across the Curriculum, which allows the completion of its pilot program, under the purview of Arts and Sciences and Academic Affairs.
4. \$6,000 for New Faculty Orientation. This program, under the purview of the ad hoc Committee and Faculty and Staff Affairs, is currently under review.
5. In addition, Peer Coaching, under the purview of School of Arts and Sciences, School of Education, and Academic Affairs, is in the process of being reviewed and will be eligible for lottery funding under #2 above. (The current funding level of this program is \$9,500.)

V. ITEMS FOR IMMEDIATE ACTION

--In order to provide faculty with opportunities for professional development activities in the category priorities of this document, it will be necessary for each school (and the library, where appropriate) to establish a faculty committee to determine guidelines and application procedures for the school-based activities.

--The ad hoc Committee should be instructed to propose revision of the 1988-89 Mini Grant and Workshop programs.

--The ad hoc Committee should be charged to work closely with the Lottery Fund Allocation Committee to secure the funding for these activities.

JR/CD

GLOSSARY OF TERMS

ad hoc Committee on Faculty Professional Development: The Senate-appointed Committee which prepared this document, charged with defining Faculty Professional Development for this campus and setting priorities for funding. (To be replaced with the Faculty Professional Development Committee described under Organizational Recommendations above.)

New Faculty Orientation: A series of workshops for newly hired faculty on topics ranging from university governance to teaching effectiveness to scholarship and research, under the purview of Faculty and Staff Affairs.

Lottery Mini-grants and Workshops: Refers to programs developed in response to lottery allocations for this past year, 1987-88, but also to the projected revisions of those programs for the coming year. The Mini-Grants were designated for curriculum development; the workshops were designated for instructional enhancement. Academic Affairs and Faculty and Staff Affairs were the responsible program centers, respectively.

Peer Coaching: A pilot program funded from lottery monies which involves faculty in a method of improving teacher effectiveness through observation and discussion of one another's teaching in an evaluation free environment. The School of Arts and Sciences and the School of Education cooperate in this endeavor, under the purview of Academic Affairs.

Research Award Program: A yearly program of assigned time support for research and creative activity, administered by Academic Affairs through the Research and Scholarly Activity Committee of the Senate.

Writing Across the Curriculum: A pilot program funded from lottery monies which assists faculty in developing appropriate writing assignments and in evaluating student writing through workshops and individual consultation across the disciplines, under the purview of Arts and Sciences and Academic Affairs.