

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2887-09/FA (Rev)

March 19-20, 2009

CSU Faculty Professional Development Strategic Planning

- RESOLVED: That the Academic Senate of the California State University (ASCSU) commend the Institute for Teaching and Learning (ITL) and the Faculty Development Council (FDC) for their extensive work in preparing the white paper entitled, “CSU Faculty Professional Development Strategic Planning;” and be it further
- RESOLVED: That the ASCSU express its appreciation to both the ITL and the FDC for consulting with the ASCSU during this strategic planning process as it relates to systemwide faculty development; and, be it further
- RESOLVED: That the ASCSU emphasize that institutional support for faculty professional development is in alignment with the CSU *Access to Excellence* strategic plan’s second priority, “Plan for Faculty Turnover and Invest in Faculty Experience;” and, be it further
- RESOLVED: That the ASCSU acknowledge that the objectives outlined in the “CSU Faculty Professional Development Strategic Planning” include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes; and be it further
- RESOLVED: That the ASCSU encourage the ITL and FDC, as part of their strategic planning, to place greater emphasis on the roles of collegial governance, faculty service, and leadership as important elements of faculty development; and be it further
- RESOLVED: That the ASCSU distribute this resolution and the white paper to the local academic senates throughout the CSU and the Provosts’ Academic Council with the goal of securing widespread commitment to the “Strategic Directions and Activities” outlined in the white paper.

RATIONALE: The CSU has committed itself to a comprehensive plan for reinvestment in faculty, including faculty development. The CSU Faculty Professional Development Strategic Planning is in alignment with the CSU Access to Excellence strategic plan’s third priority for the institution: Sustain institutional excellence through investments in faculty and staff, innovation in teaching, and increased involvement of undergraduates in research and in their communities.

Commitment 2 of the Access to Excellence Accountability Plan specifically outlines institutional support for faculty excellence in both pedagogy and scholarship. The current work of the ITL and the FDC, along with the strategic directions, as outlined in the white paper of March 2009, are clearly in alignment with Access to Excellence. As such, the Academic Senate CSU believes this white paper should be given high priority when fulfilling the institutional commitments to system-wide faculty professional development.

Approved – May 8-9, 2009

CSU Faculty Professional Development Strategic Planning

Prepared by:
The Institute for Teaching and Learning
The Faculty Development Council
March 2, 2009

Timeline and Moving Forward

In June 2008, the Institute for Teaching and Learning (ITL), a systemwide faculty professional development unit in the Chancellor's Office, supported a two (2)-day strategic planning meeting for the Faculty Development Council (FDC), an affinity group of 23 teaching and learning center directors in the CSU. Under the guidance of a strategic planning consultant, the FDC leadership team, regional representatives from additional CSU campuses, and the ITL faculty director comprised this eight (8)-person task force. This meeting produced a draft 20-page 3 to 5-year plan. Subsequently, this plan was circulated, discussed, and approved by the full FDC at the next semi-annual meeting in November 2008.

At the February 27, 2009, ITL Advisory Board meeting, a summary of the draft strategic plan, including a list of specific Strategic Directions and Activities was circulated and discussed. The ITL Board unanimously approved the decision to present this FDC/ITL strategic plan to the Statewide Academic Senate, requesting their support and feedback.

Access to Excellence: FDC/ITL as Lever

It should be highlighted at the outset that the faculty professional development centers provide expertise and leadership in furthering many of the CSU strategic goals as outlined in *Access to Excellence*, including:

- Faculty excellence in pedagogy and related scholarly activities
- Instructional practices focused on reducing student achievement gaps
- Active, experiential, and engaged pedagogical practices
- Faculty leadership development

Overview of FDC/ITL Strategic Plans

The FDC/ITL strategic plan focuses on a range of issues related to supporting the ongoing intellectual, scholarly, and professional development of all faculty, tenure-track and lecturers, in the CSU, including:

- Pedagogical innovations
- Research and scholarship
- Community engagement
- Leadership development
- New faculty mentoring and retention
- Experienced and distinguished faculty renewal

In addition, the FDC/ITL strategic plan analyzes the role of faculty professional development and establishes goals to professionalize this critical campus position, including:

- Mentor new center directors and center associates
- Share collective best practices of centers (DEPOT repository)
- Share workshops systemwide (Webinars)
- Strengthen institutional commitment for teaching and learning
- Strengthen center director retention rates

Strategic Directions and Activities: The Next 3-5 Years

- 1. Communicate the ITL/FDC strategic plan**
 - Share with Statewide Academic Senate (Faculty Affairs Committee)
 - Share Provost Academic Council
- 2. Define and document the discipline of faculty professional development**
 - Success cases within the CSU and nationally
 - Required competencies of center director and faculty associates
 - Assessment outcomes
- 3. Strengthen faculty reward structure to recognize good teaching that results in improved student learning**
 - Recognize the scholarship in teaching and learning projects
 - Strengthen the scholarly caliber of teaching and learning projects
- 4. Strengthen the visibility of teaching and learning and faculty professional development through FDC and ITL collaboration**
 - Strengthen, institutionalize, and promote the CSU Regional Symposium on University Teaching
 - FDC members collaborate with ITL
 - Publish and disseminate “Benefits of Faculty Development” brochure
 - ITL features FDC success case stories
- 5. Author white paper on the need for educational change related to faculty professional development**
- 6. Increase Awareness of and Commitment to the FDC in the CSU**
 - Establish relationship with CSU Academic Senate (the Faculty Affairs Committee)
 - Establish faculty development grants that require ongoing institutional commitment
 - Leverage FDC meetings on individual campuses by inviting key academic leaders, such as ITL Advisory Board, Statewide Senators, and Provosts

- Send FDC representative to address the CSU Academic Council
- Work with ITL and EVC Gary Reichard to formulate FDC as institutionalized (i.e., formal and funded)

7. Mentor and Provide Support for CSU Faculty Developers

- Create common baseline director description
- Create faculty developer “essential resources” document
- Promote mentorship and continual development of center directors and center faculty associates
- Develop user-friendly web-based resources:
 - Guidelines
 - Recommended resources
 - Best practices
 - Orientation models
 - Faculty development campus activities description and resources
- Create electronic handbook for directors with resources related to creating and effectively supporting change
- Encourage site exchanges/visits within CSU
- Encourage center directors to meet with appropriate administrator to address job description, make changes/improvements, implement for guaranteed term (5-10 years)
- Maintain ongoing relationship with appropriate administrator so s/he is aware of campus center activities

8. Identify Existing Accreditation Standards and CSU Strategic Goals that Faculty Development Programs Directly Support

- Align system goals with faculty professional development and the scholarship of teaching and learning
- Find resources through the Professional and Organizational Development Network in Higher Education [Note: This is a North American organization of 17,000 educational developers] for certification and accreditation standards related to faculty professional development

9. Collaborate with Other Units to Share Pedagogy

- How can we keep reinforcing, supporting, and embedding teaching and learning in other campus units/efforts, including:
 - Academic Technology
 - First-Year Experience
 - Service Learning
 - Internationalization