Faculty Success Investment Proposal
Integrative Excellence Strategic Initiative Task Force

CI will invest in robust Faculty Success focused on the full range of faculty responsibilities and opportunities. Centralized coordination of range of programs and workshops offered by different units on campus through Faculty Development Advisory Committee and a **Faculty Success Coordinator.** Develop a train-the-trainer model to invest in local expertise as well as bring in external expertise when warranted. Coordinator could be in TLI (which has staff and infrastructure) or another unit. (Strategic Priorities: Facilitate Student Success and Provide High Quality Education)

- Workshops series for cohorts of faculty on active learning, high-impact practices, equity-minded classroom strategies, best practices to reach first-generation students, having difficult conversations
- Workshops offered on best practices on infusing mission perspectives and research into courses and activities
- Workshops on collaboration across courses and with co-curricular staff for faculty and staff collaborating on Learning Communities
- Workshops on design and analysis of student learning outcome assessment
- Workshops offered through a Writing Across the Curriculum committee, in conjunction with the Writing and Multiliteracy Center, on infusing writing and revision into courses
- Services and workshops through Teaching and Learning Innovations on hybrid, online, and other educational technology best practices and teaching innovations generally
- Workshops offered by Student Affairs departments (Career Development, CAPS, ROI, Student Engagement, Housing and Residential Life, etc.) on student development and connecting to co-curricular engagement; career and internships related to major pathways; special populations such as undocumented students, students with disabilities, veteran students, foster students, homeless students; identifying and helping "students of concern"
- Workshops offered by Academic Advising, Stem Center, LRC and WMC on assisting students with academic challenges
- Coordination with grant-funded faculty development programs (such as Critical Learning Collective under OLAS), with goal of institutionalizing successful models post-grant
- Workshops with union reps and faculty leaders and administrators on shared governance best practices
- Coordination with HR for Professional Development workshops
- Training on best practices in formal and informal mentoring of colleagues, including issues of diversity and inclusion
- Training for chairs and observers/evaluators of faculty teaching on how to do holistic evaluations
- Range of opportunities to develop individual research agendas: writing groups/retreats, proposal writing workshops in conjunction with RSP, more local funding for research projects, faculty research/works-in-progress presentation forums
- Coaching on connecting faculty research and creative activities to teaching
- Budget to send faculty to relevant conferences to develop teaching, service, and research components of the profession

- Centralized Faculty Success portal that links to providers: TLI, Centers, HR, Student Affairs

1. What population or populations does this project serve to impact in Spring 2018? Fall 2018 and/ or beyond?

All students will benefit from having successful faculty who are well-prepared to address the learning needs of our students.

2. What is the data or evidence that we will examine to gauge the effectiveness of the project?

Metrics that will be used to determine success of this Strategic Initiative will include:

1. Assessment and evaluation of training curriculum and workshop materials for continuous improvement through participant surveys.

2. Tracking of retention, tenure, and promotion (tenure track) and retention and range elevation progress (lecturers) of faculty participants

3. Tracking of retention, academic success, and time to degree for students in classes taught by faculty who have participated in Faculty Success Programs.

3. What is the implementation timeline? Include budget and/or allocation determination.

<u>Spring 2017</u>
  Coordinator identified, 6 WTU/semester = $12,000
  Survey of faculty with menu (above) to prioritize order of programs
  Develop and deliver top three programs, with train-the-trainer model built in to develop facilitators
  Funding for faculty and staff stipends for Centers, TLI, and other units to develop and deliver programs and gain trainer expertise = $10,000
  Planning a sustainable model that continuously develops faculty and staff to offer workshops for each other and rotate conversations and support
  Building engagement with Faculty Success programs into RTP documents and lecturer range elevations process

<u>Summer 2018</u>
  Planning a sustainable model that continuously develops faculty to offer workshops for each other and rotate conversations and supports full range of professional responsibilities and opportunities.
  Professional development conference attendance for Coordinator, faculty, and staff from other Divisions to gain expertise as facilitators = $15,000

Fall 2018 and Spring 2019
  Coordinator, 6 WTU/semester = $24,000/year, institutionalized in base budget
  Deliver robust menu of faculty success programs through collaboration with units across
  the institution.
  Funding for faculty and staff stipends for Centers, TLI, and other units to develop and
  deliver programs and gain trainer expertise = $10,000

4. Who (person, unit, etc.) will be responsible for implementing, tracking, and evaluating this project?

Faculty Success Coordinator, TLI Executive Director, Faculty Development Advisory Committee

5. What groups and/or individuals provided input during the development of this proposal?

Survey feedback from participants in ISLAS Faculty and Staff Professional Development Academy, 2011-2015

Presentations or proposal draft review: Faculty Senate, Student Government Senators, Student Affairs staff, Business and Finance Division staff, University Advancement staff, Faculty Development Advisory Board, Exec Director of Teaching & Learning/Sr. Acad Tech Officer, Arts and Sciences Chairs, Deans, Center Directors

6. If successful, how could or should this project be scaled up?

It is scalable as it builds on experience and current models that work, as well as is predicated on a train-the-train model to develop multiple local experts in the same areas (i.e. more than one deep) and training curriculum that can be assessed and improved.