2012-2013 Academic Year
Annual Report to the Academic Senate
Center for Teaching and Faculty Development Advisory Board

I. Executive Summary

The first charge of the Center for Teaching and Faculty Development (CTFD) Advisory Board is to provide advice and recommendations regarding the ongoing activities of the CTFD (see Section II below). At each meeting, the Dean of Faculty Affairs/CTFD Director and the CTFD Faculty Development Consultant provided an update of CTFD activities and informed the Advisory Board of all current and upcoming events and projects. Advisory Board members participated actively in the discussion of these issues.

The second charge to the Advisory Board is to serve as liaison to its various constituencies (see Section II below). Following each meeting, the Advisory Board members helped to advertise and disseminate information about CTFD events and activities to their respective colleges and units. Members also brought back information from their colleges that might impact or inform CTFD's work. The CTFD Advisory Board also communicated with other committees. For example, in October, the Faculty Affairs Committee (FAC) contacted the Advisory Board for information on CTFD's capacity for supporting faculty teaching. In February, the Chair of Academic Senate consulted with the Advisory Board for information about how CTFD is currently supporting and providing incentives for post-tenure faculty development. In March, Maggie Beers and Ruth Cox, from Academic Technology, consulted with the Advisory Board about ideas for a summer institute to support faculty with course design. Since this meeting, CTFD and Academic Technology have been working closely to implement this collaborative model in the New Faculty Orientation.

Over the course of the academic year, the more significant accomplishments of the CTFD Advisory Board included:

- Providing advice and recommendations regarding the ongoing activities of the CTFD (Section III. B)
- Identifying priorities related to teaching and faculty development and creating action plans for high priority items (Section III. C)
- Examining CTFD's limited staffing and its impact on CTFD capacity and operations (section III. D)
- Ensuring active representation from and communication with Colleges and other units
• Assisting with the development of a “Virtual Faculty Commons,” an online one-stop faculty support resource to help faculty navigate supports for teaching and faculty development that are available across units. (Section III. E)
• Increasing the visibility of CTFD, including advertising and providing feedback for the High Impact Teaching workshops (Section III. F)
• Invited consultation with other committees and related units on campus, including the Faculty Affairs Committee regarding the current capacity of CTFD, Academic Senate regarding post-tenure support for faculty in CTFD, and Academic Technology regarding the peer mentorship model for faculty support (Section III. G)
• Participating in the WASC session focusing on faculty support (Section III. H)

More detailed description and discussion of activities are found in section III.

II. Charge to the Committee
Two changes were submitted to and approved by the Academic Policies Committee (APC) this year regarding CTFD’s membership as listed under Academic Senate Policy #S07-243. The first is a change in the number of College Representatives to six members as consistent with the university restructuring. The second is a replacement of the phrasing “Associate Dean of Faculty Development (Director of CTFD)” with “Director of CTFD or CTFD Representative” as a description for the CTFD ex officio representative to the Advisory Board. This change was submitted because the position of the Director of CTFD is not currently open.

The CTFD Advisory Board shall:
1. Provide advice and recommendations regarding the ongoing activities of the CTFD;
2. Serve as liaison to its various constituencies; and
3. Provide an annual report to the Academic Senate.

Membership on the CTFD Advisory Board:
• One faculty representative elected from each College and the Library, who will serve staggered 3-year terms;
• The Dean of Faculty Affairs and Professional Development, ex officio;
• Director of CTFD or CTFD representative, ex officio;
• One representative selected by the Vice President for Student Affairs;
• One representative selected by the Director of Academic Technology
• One representative selected by the Academic Senate

The Board will select its own chair and vice-chair through a process of nomination and vote. The chair must have served on the Board for at least one year and will be elected each spring by the Board to serve a one-year term.

The 2012-13 Advisory Board membership included (see II for CTFD membership information):
• Maggie Beers, representing Academic Technology
• Sacha Bunge, Dean of Faculty Affairs and Professional Development, ex officio
• Mary Cavagnaro, representing Student Affairs
• Marie Drennan, representing the Academic Senate (for Michelle Wolf)
• Mindi Golden, representing College of Liberal and Creative Arts (Vice Chair)
• Meg Gorzycki, CTFD Faculty Development Consultant, ex officio
• Erik Rosegard, representing College of Health & Human Services (for Asuncion Suren)
• Jeff Rosen, representing Library
• Ian Sinapuelas, representing College of Business
• Wesley Ueunten, representing College of Ethnic Studies
• Betty Yu, representing Graduate College of Education (Chair)
• No representation, College of Science & Engineering (formerly Leonard Sklar)

We welcomed back a representative from the Library this year after a brief absence last year due to a lack of available representatives. The faculty representing the College of Science and Engineering (CoSE) was on leave last year and had not been able to make the Advisory Board meetings this year due to scheduling conflicts; the CoSE Dean’s office has been actively trying to find a replacement. The Advisory Board will continue working with the Dean to find a new CoSE representative for a new 3-year term starting next year.

III. Activities of the Year
What follows is a summary of discussions and activities that occurred in the 2012-2013 academic year.

A. Attendance and Communications
The Center for Teaching and Faculty Development (CTFD) Advisory Board met eight times during the 2012-2013 year on the first Tuesday of each month. Betty Yu (Chair) led the monthly meetings with support from Mindi Golden (Vice Chair) and other Advisory Board members. The CTFD Advisory Board has been well attended with 7-10 members present at each monthly meeting. The Advisory Board met on the first Tuesday of the month from 12:30 - 2:00 p.m. in LIB 242 in September, October, November, December, February, March, April, and May. The CTFD Advisory Board Chair, Betty Yu (Education), invited suggestions for agenda items from the Board prior to each meeting, distributed minutes of the previous meeting, and circulated reminders of meetings via e-mail. The Advisory Board maintained excellent representation and had only one member who could not participate regularly. A representative from the Library was able to rejoin the Advisory Board following a hiatus last year.

B. Providing Advice and Recommendations Regarding the Ongoing Activities of CTFD
CTFD Faculty Consultant (Meg Gorzycki) and Dean of Faculty Affairs (Sacha Bunge) provided an update of CTFD activities at the start of every monthly meeting and the Advisory Board members provided advice and recommendations regarding those activities. The following is a summary of the major CTFD activities in the past year to support teaching and faculty development for the university, individual faculty members, and the CSU.

University Level Activities
• Planning and implementing the New Faculty Orientation for 37 faculty
• Development of workshops and online tutorials
• Supporting faculty members and Faculty Affairs with seeking, researching, and writing small grant proposals that fund original research and faculty development
• Planning, coordinating, and implementing the 2013 Faculty Research and Creative Activities Retreat

**Individual Faculty Support**

• Individual consultations concerning pedagogy, research, grants, and personal concerns
• Development and facilitation of High Impact Teaching Practices Workshops, which included 44 workshops on 22 topics over the Fall and Spring semesters
• Development and facilitation of additional workshops designed for the New Faculty Orientation, departmental faculty development, and the faculty retreat
• Development and facilitation of Faculty Learning Communities

**CSU Level Activities**

• Meg represented SFSU at the Faculty Developers Council biannual meetings
• Meg facilitated workshops at the CSU Symposia, including “Improving Metacognition Through Writing” in Spring 2013

**C. Developing a List of Priorities for the Advisory Board**
The advisory board members jointly identified several priorities for the year. Each member was then invited to vote for the items that they believed should receive the highest priority. The resulting list of priorities included the following:

10 Increase visibility of CTFD, highlight unique resources offered by CTFD, highlight effective outcomes of CTFD work

10 Expanding leadership development beyond chairs to include faculty

7 Work with PDC, FA, AT to pull together a “one stop” faculty support resource. Guide faculty to the resources most relevant to them.

5 Collaborating with AT to offer mini-tutorials, show & tell by faculty & students

4 Engage lecturers

2 Pull together “lessons learned” from high impact workshops

2 Identify topics of future workshops with faculty input of urgent pedagogical needs

1 Support faculty with curricular innovations as related to RTP

**D. Examining CTFD’s Limited Staffing and Its Impact on CTFD Capacity and Operations**
A significant need that has been identified for CTFD is limited staffing and its impact on CTFD’s service capacity. Since the 2010-11 academic year, there has been a reduction of CTFD staff due to resignations from five full-time and one part-time staff members to one full-time staff member in the position of Faculty Consultant. Previous positions that currently remain unfilled include the Associate Dean of Faculty Affairs/Director of CTFD, Associate Director of CTFD, Web
Manager, and a full-time Administrative Assistant. Sacha reported that there has been no funding for hiring CTFD staff and it is not anticipated that these positions will be reopened.

The reduction in CTFD staff over the last two years has significantly limited the operation of CTFD. The CTFD website (http://ctfd.sfu.edu), for example, has been updated only on a limited basis. Meg reported that the website has been an effective way to reach people across campus and beyond with only a modest demand on staff time. There is wide agreement among the Advisory Board members that the CTFD website is key to campus-wide visibility and outreach, especially given CTFD’s reduced staffing. Recently, staff members from the Office of Faculty Affairs have been working on moving the CTFD website to Drupal, which will make it easier for CTFD staff members to make future updates.

The changes in staffing have also created some confusion regarding personnel roles and responsibilities. Specifically, since the Dean of Faculty Affairs has assumed the CTFD Director’s responsibilities, there was a need to clarify the role of the Dean of Faculty Affairs in relationship to the role of the Director. Discussion with the Advisory Board led to the following points of clarification:

- The CTFD Director oversees CTFD support activities and services; the Faculty Consultant coordinates and provides the support activities and services; the Faculty Consultant reports to the CTFD Director.
- CTFD provides support for teaching and professional development in the form of online resources, workshops, individual and small group consultations, and new faculty and lecturer orientation.
- CTFD keeps records of faculty participation in the services provided for the purposes of planning and program development. The Director and the Faculty Consultant have access to these records; CTFD records of faculty participation are used for internal purposes only within CTFD. CTFD maintains confidentiality when communicating about CTFD services with outside entities.
- It is the responsibility of the Dean of Faculty Affairs to oversee the RTP process including all levels of review; the Dean of Faculty Affairs does not have an evaluative role or responsibilities in the RTP review. Faculty participation in CTFD services does not reflect negatively in the RTP review.
- The Dean of Faculty Affairs is able to provide confidential consultation to faculty regarding RTP and other professional development related issues; the Dean of Faculty Affairs has a confidential assistant to support her in this responsibility.

Under the direction of the Office of Faculty Affairs and in response to CTFD’s reduced capacity, a shift is occurring in the service delivery model being utilized to support teaching and faculty development. Whereas in the past, CTFD has been the centralized entity on campus dedicated to supporting faculty with issues of teaching and learning, the current focus is for CTFD to develop collaborations with other units (AT, ORSP, Library) to support teaching and faculty development. There has also been an emphasis on using technology and on expanding service delivery models, to add additional types of support to face-to-face consultations.
E. Assisting with the Development of a “Virtual Faculty Commons”
The CTFD Advisory agreed that although many teaching and development services are available across campus, faculty often do not know about them or know how to access them. An idea grew out of the discussion about CTFD priorities to have a “one-stop” resource. Sacha has been developing a “Virtual Faculty Commons” website that aims to integrate campus-wide services related to faculty support and that will provide one online entry point for faculty to access resources to support their teaching, scholarship, campus and community service, work/life balance, leadership development and retention, tenure and promotion. Sacha has reached out to 25+ entities (e.g., ICCE, AT, ORSP) to organize a “Virtual Faculty Commons.” The goal is to guide faculty members to access faculty development resources that are based on the faculty’s experience, rather than around specific campus entities. The project is in progress and the Advisory Board has been actively providing feedback and recommendations. An initial draft of the Virtual Faculty Commons was presented to the WASC Visiting team to provide an overview of the support services available to faculty.

F. Increasing the Visibility of CTFD
The Advisory Board made a concerted effort to help advertise and disseminate information on a monthly basis about the CTFD services available to faculty members, departments, and colleges. Many outreach efforts were made by board members who communicated with colleagues within their individual colleges using flyers, in-person announcements, and email.

Announcements about the High Impact Teaching workshops were submitted to the Campus Memo. The announcements were made in this campus-wide publication prior to each workshop. Meg reported that the announcements have helped to make faculty more aware of CTFD and to seek services. The average attendance of workshops in the fall was about four and in the spring the average dropped to two per workshop. One of the benefits of the workshops, however, was that they drew a greater diversity of individuals to the CTFD, and thus, CTFD has made greater contact with lecturers and increased its presence in the College of Science and Engineering.

It was agreed that incentives need to be put in place for faculty to access CTFD services. RTP process could be a strong incentive for people to access CTFD services, especially if participating in CTFD learning events is valued by RTP reviewers. It was suggested that certificates from CTFD could enhance faculty members’ RTP files. Sacha and Meg will explore offering such certificates. Other ideas for incentives involve offering services of high interest to faculty, such as providing supports for online teaching and learning. Maggie offered a wealth of information regarding the current supports available at SFSU for faculty members who want to learn about and get support for online teaching activities. Board members disseminated this information to colleagues in their areas.

G. Invited Consultation with Other Committees and Related Units on Campus (Faculty Affairs Committee, Academic Senate, & Academic Technology)
In October, the chair, Betty Yu, was invited to attend a Faculty Affairs Committee (FAC) meeting and to report on CTFD’s current priorities and capacity for supporting faculty teaching. Members of the FAC raised concerns that the work of CTFD has been shifting away from
teaching to include support for scholarship as well. There is a perceived loss of systematic support for teaching and a perceived shift of values from teaching to research and scholarship. The FAC discussed the need to review the original senate resolution for CTFD and to support CTFD to do its work. The Advisory Board has been invited to request help from the FAC and Academic Senate in these matters.

In February, the Chair of Academic Senate, Larry Hanley, consulted with the Advisory Board to get information regarding resources and incentives available for post-tenure faculty development, especially in teaching. Reportedly, several senators have expressed concern about insufficient support in these areas. In response to this inquiry, Sacha and Meg have helped to prepare summaries of resources and incentives for all faculty, including tenured professors. These summaries were forwarded by Betty to Larry at the end of March.

In March, Maggie Beers and Ruth Cox consulted with the Advisory Board regarding an idea for a collaborative project between Academic Technology (AT), CTFD, and Educational Technology Advisory Committee (ETAC) regarding implementing a two-day summer institute using problem-based learning and peer mentorship to help faculty with course design. The advisory board members were asked to provide feedback for this project, to participate, or to refer faculty members who might be interested in participating. Since this meeting, CTFD and Academic Technology have been working closely to implement this collaborative model in the New Faculty Orientation.

H. Participating in the WASC Session Focusing on Faculty Support
On March 7, members of the CTFD Advisory Board attended the WASC session on Faculty Support at SFSU.

IV. Agenda for the Coming Year

In the 2013-14 academic year, the CTFD Advisory Board will:
- Elect a Chair and Vice-Chair;
- Continue to support the CTFD staff in an advisory capacity;
- Continue to assist with the development of a “Virtual Faculty Commons”;
- Continue to increase the visibility of CTFD;
- Explore how to expand leadership development to include faculty;
- Continue to seek grant monies for faculty development;
- Continue to collaborate with other entities on campus to provide and coordinate faculty support;
- Monitor the impact of reduced CTFD staffing on faculty support and advocate for the increase of staffing in CTFD
IV. Signature Page and Roster

Maggie Beers, Academic Technology

Sacha Bunge, Dean of Faculty Affairs, ex officio

Mary Cavagnaro, Student Affairs (2011-2014)

Marie Drennan, Academic Senate (for Michelle Wolf, 2010-2013)

Mindi Golden, College of Liberal and Creative Arts (2011-2014) (Vice-Chair)

Meg Gorzycki, CTFD, ex officio

Erik Rosegard, College of Health and Human Services (for Asuncion Suren, 2012-2015)

Jeff Rosen, Library (2012-2015)

Ian Sinapuelas, College of Business (2012-2015)
Wesley Uejitten, College of Ethnic Studies (2011-2014)

Betty Yu, Graduate College of Education (2010-2013) (Chair)