I. Executive Summary

The 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. 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.

Over the course of the academic year, the more significant accomplishments of the CTFD Advisory Board includes:
- Providing advice and recommendations for the new CTFD website (Section III.B)
- Providing feedback on the Topic of the Month workshop series (Section III.C)
- Proposing a workshop for disruptive or distressed students (Section III.D)
- Formulating recommendations to the Strategic Planning Committee (Section III.E)
- Providing feedback on the new Lecturer Orientation Tutorial (Section III.F)
- Identifying the need for and initiating the development of a faculty needs assessment survey (Section III.G)

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

The second charge to the Advisory Board is to serve as liaison to its various constituencies. The Advisory Board members found an opportunity to communicate with their constituencies with the Topic of the Month workshop series. However, these workshops were discontinued due to the lack of interest. The CTFD Advisory Board also communicated with other university committees. In particular, the Advisory Board submitted a proposal to the University Strategic Planning Committee, and requested from the same committee a copy of its faculty survey results. The Strategic Planning Committee's survey inspired the Advisory Board to start a faculty needs assessment survey. The Advisory Board will work with the University Academic Assessment Advisory Committee (UAAAC) in releasing this survey to the faculty community in the coming academic year.

II. Charge to the Committee

The CTFD Advisory Board shall:
1. Provide advice and recommendations regarding the ongoing activities of the CTFD
2. Serve as a 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 library services, who will serve staggered 3-year terms;
The Dean of Faculty Affairs and Professional Development, ex officio;
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 2013-14 Advisory Board membership includes:
• Maggie Beers, representing Academic Technology, ex officio
• Sacha Bunge, Dean of Faculty Affairs and Professional Development, ex officio
• Mary Cavagnaro, representing Student Affairs
• Vivian Chavez, representing College of Health & Human Services
• Therese Doan, Nursing, representing the Academic Senate
• Marie Drennan, representing College of Liberal and Creative Arts
• Alegra Eroy-Reveles, College of Science & Engineering
• Meg Gorzycki, CTFD Faculty Development Consultant, ex officio
• Jeff Rosen, representing Library
• Ian Sinapuelas, representing College of Business, (Co-chair)
• Patti Solomon-Rice, representing Graduate College of Education
• Wesley Ueunten, representing College of Ethnic Studies, (Co-chair)

III. Activities of the Year
What follows is a summary of discussions and activities that occurred in the 2013-2014 academic year.

A. Attendance and Communication
The Center for Teaching and Faculty Development (CTFD) Advisory Board met eight times during the 2013-2014 year on the first Tuesday of each month. Wes Ueunten (Co-Chair) led the monthly meetings in the Fall and Ian Sinapuelas (Co-Chair) led the monthly meetings in the Spring with the support of the other Advisory Board members. With the exception of the December 2013 meeting, the CTFD Advisory Board had been well attended with 7-11 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 September, October, November, December, February, March, April, and May. The CTFD Advisory Board co-chairs 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.

B. CTFD Webpage Redesign
In September 2013, Meg Gorzycki reported to the Board that the CTFD website had been converted to the Drupal format. In the process some data were lost and some pages were no longer open. Meg indicated that she had been trained to manage the website and was in the process of cleaning, restructuring, and revising the content of the website. For the purposes of offering suggestions to improve the website, the Board offered to examine and compare the old CTFD website framework and content with the proposed new framework.
and sample of new content. Meg did not put any content up on the CTFD website until it had been reviewed by the CTFD Advisory and Director for feedback. The subsequent meetings assigned time for website review.

Multiple suggestions were offered by the Board in the October 2013 meeting: (1) reduce the number of pages (2) provide examples from within a faculty member’s discipline as this might be the most powerful elements in the new CTFD site, (3) have representation from all the colleges, (4) include the history of faculty development on campus prior to 2005, and (6) use best practices on writing for the web and web design, using the SF State template.

In November 2013, Meg reported re-writing parts of the website’s content as the website was very outdated and substandard. Meg requested the Board to review all or some parts of the revised content.

In February 2014, Meg highlighted changes to the new website: (1) everything on the landing page was new and the menu items had been changed, (2) tutorials were folded into each menu item, and these tutorials offered rationale and were supported with scholarship, (3) each section has a sub-section with additional resources for in-depth discussion. Additionally, all outdated stuff had been purged from the system, and new themes had been posted. A template for adding references and additional resources was available, and the website material could be edited anytime.

In the February 2014 meeting, several issues were raised by the Board: (1) Should the narrative be eliminated? (The narrative introduces the instructors thinking through the design). (2) Should the format be more visual friendly since the website is a visual media? Other suggestions included listing the top ten principles and a link to those principles. In addition, the Boarc suggested using the format of the Universal Design for Learning Activity Center website.

In March 2014, Meg reported that the changes suggested by the Board had been implemented. For example, on the PowerPoint section, sub-topics were posted above the fold, and bullets were used rather than dense narrative. This was done to improve and speed up navigation on the site. All tutorials on the CTFD website would benefit from using this same format.

As part of phase 2 of updating the CTFD website, Meg requested the Board and others to create and author tutorials that would be linked from the CTFD website. Meg will send out a list of topics to be disseminated to faculty and faculty can speak about a particular topic. In the May 2014 meeting, Meg circulated a handout that features a proposal to create space on the CTFD website to recognize faculty works, and to provide readers the opportunity to learn from what faculty members have to say about what motivated their work and what activities in the process of producing these works were especially meaningful, helpful, and significant.
C. Workshops: Topic of the Month
CTFD planned to reduce the number of workshops offered in AY 2013-14. In the previous academic year, 11 workshops were offered each semester, but with relatively low turnout. This year, CTFD experimented with a new approach whereby Sacha Bunge invited the faculty through e-mail to participate in upcoming workshops and include in those e-mails a link or attached documents that address a "Topic of the Month." Those interested were directed to read the materials and to join a discussion at a given place and time. Faculty were invited to consult with the CTFD if they preferred individual consultations and additional resources.

In the October 2013 meeting, Meg distributed a sample unit to the Board that demonstrates effective course design principles in response to Patti Solomon-Rice’s request. Meg had hoped that “topics of the month” would raise faculty awareness on particular pedagogical concepts and present opportunities to engage with others and reflect on one’s own practice. Board members discussed methods for engaging faculty, either through extrinsic motivators such as certificates and incentives, or intrinsic motivators, such as the desire to meet student needs. Sacha encouraged members to use these topics of the month to reach out to colleagues to raise awareness around teaching topics and CTFD resources. Vivian Chavez mentioned that the CTFD resources were very useful to teach the language of pedagogy and assessment that faculty are being asked to use for WASC and other accreditation bodies. Patti mentioned that lecturers are in need of support, resources and guidance since they are new to SF State. Sacha and Meg took the Board’s feedback on the course design document and revised it for the October session.

On October 10, 2014, Faculty Affairs released an email introducing the “Topic of the Month” series, with Effective Course Design as its first topic. The discussion session however only drew one participant. It was a good conversation with one person but with only one person. The topic of the month for November was to be Assessment. However, due to scheduling difficulties, the topic was not presented to the SFSU faculty.

The Board discussed how to disseminate the Topic of the Month content to faculty. Two options were presented, email or the CTFD website, with the CTFD website identified as the superior alternative. Topic of the Month content were to be placed on the website as soon as the CTFD website was accessible.

D. Faculty workshop on disruptive or distressed students
The Board proposed a CTFD workshop to cope with disruptive or distressed students. Mary Cavagnaro volunteered to explore with Meg the possibility of co-facilitating a workshop on how to respond to students in distress. A date was set but the board was informed that Sacha cancelled the event. The cancelling of this workshop after it was requested felt a bit awkward especially as several CTFD Advisory Board members had requested the workshop.

In an email to the board (March 6, 2014), Sacha explained that the event was not cancelled but that a date was not set. Following is an excerpt from the email that Sacha sent out to the board explaining the series of events:
"Meg contacted and spoke with Pat Davis (Counseling and Psych Services) about the idea, and Pat suggested that, for this topic to be addressed effectively, it should include a panel of presenters and discussants. Psych services had held such workshops before and they have some experience with what works and doesn’t work. I then contacted Derethia Duval (Director of Psych Services) about how to manage all of this, because this was a more complicated proposal. In my conversation with Derethia it became clear that a panel or workshop really would only work if we already had a self-identified audience, e.g. A request from an existing unit (like a college or department) where we would know that enough faculty would attend based on expressed need by the faculty.”

It was noted that Psychological and Counseling Services is offering training in suicide prevention. Faculty can also go to Counseling Services, and services are available through the Employee Assistance Program (EAP).

**E. Recommendations to the Strategic Planning Committee**

President Wong has appointed a Strategic Planning Committee to update the university strategic plan. The Board would like to include support for teaching and faculty development in the updated university strategic plan. In February, the Board submitted a memo to the Strategic Planning Committee (see attached) in support of teaching and faculty development.

**F. New Lecturer Orientation Tutorial**

Meg shared a new lecturer orientation tutorial with the Board to get feedback before putting it online. The tutorial represents an online experience where new lecturers can freely navigate to get a variety of information. The proposed location would be on the Faculty Affairs website with a link to CTFD and AT websites.

The Board was requested to assess whether the tutorial adequately addresses major categories of needs and potential concerns of future lecturers, and identifies all resources within categories. In addition, feedback on order of information presented.

The Board deemed that the tutorial comprehensive and commended the work behind it. Nonetheless, the Board suggested that: (1) the section “Class management, Student Needs, and Safety” seemed to be more about mental health, rather than about student needs and should be “Class management, Mental Health, and Student Needs”; (2) creating a 5-minute video that welcomes new faculty, showing them where services are available for them, (3) approaching ASI about a video to be done by students about their “biggest challenge in college”; (4) creating a link for class management to Code of Student Conduct; and (5) providing links and information for helping new faculty members navigate the library websites such as with reserve materials, streaming video for course syllabi, etc.

**G. Needs Assessment Survey**

In Spring 2014, the Board obtained the results of a faculty survey conducted by the Strategic Planning Committee. The survey reveals that there is an overall feeling that teaching is neglected and that teaching is not given proper weight in the RTP process. In addition, there is a need for more awareness of the center since respondents do allude to
center, but do not remember its exact name. Finally, there is a need for more support for teaching, acknowledgement for good teaching, evaluation of teaching, and peer feedback for teaching.

In response to the survey, the Board identified the need to have more defined articulation of the requested “support” for teaching. The responses from the Strategic Planning Committee survey were general (“We need more support,” “We need teaching awards,” etc.), so a needs assessment survey in which people respond in more detail about what shape, form, and areas constitute support for teaching should be developed.

The Board expected to collaborate with the University Academic Assessment Advisory Committee (UAAAC) in developing and implementing the survey. Since the UAAAC is focused on assessment, the CTFD Advisory Board should focus on other teaching support areas.

IV. Agenda for the coming year (AY 2014-2015)
Co-Chairs Alegra E-roy-Reveles and Patti Solomon-Rice, and the CTFD Advisory Board will:

- Work with the UAAAC to conduct the faculty needs assessment survey.
- Formulate and submit recommendations to the academic senate based on the needs assessment survey.
- Advise the CTFD on future improvements to the website.

V. Signature Page and Roster

Maggie Beers, Academic Technology, ex officio

Sacha Bunge, Dean of Faculty Affairs and Professional Development, ex officio

Mary Cavagnaro, Student Affairs, (2011-2014)

Vivian Chavez, College of Health & Human Services, (2013-2016)

Therese Doan, Academic Senate, (2013-2016)
Marie Drennan, College of Liberal and Creative Arts, (2013-2016)

Alegra Eroy-Revelcs, College of Science & Engineering, (2013-2016)

Meg Gorzycki, CTFD Faculty Development Consultant, ex officio


Ian Sinapuelas, College of Business, (2012-2015), (Co-chair)

Patti Solomon-Rice, Graduate College of Education, (2013-2016)

Wesley Ueunten, College of Ethnic Studies, (2011-2014), (Co-chair)
Attachment

CTFD Advisory Board Memo to the Strategic Planning Committee

Received by
Prof. Trevor Getz on February 14, 2014
via email
February 14, 2014

To: SF State Strategic Planning Committee

From: CTFD Advisory Board

Subject: CTFD Advisory Board Recommendations for the Strategic Plan

The Advisory Board for the Center for Teaching and Faculty Development (CTFD), recommends that the Strategic Planning Committee prioritize support for faculty development in teaching and take steps to foster a **culture of collaboration and innovation in teaching** at SF State. The advisory board considers the campus wide implementation of a comprehensive approach to teaching development a necessary foundation for an invigorated and innovative classroom experience. With the high attrition of our undergraduate students (only 46% of our First-Time Freshmen students graduate within 6 years) and increasing pressure on faculty to assess learning outcomes and degrees, it is important for our faculty to have the time, knowledge, support, and recognition to make regular changes in our classrooms to promote and advance student success.

We envision the active development of a community of educators across the institution that is supported in providing the best and most innovative educational experience possible to our students. To this end, we see the need for support from the administration to foster faculty development in a variety of ways, particularly through articulation in the RTP process to reinforce involvement of faculty in the advancement of their instruction through “teaching communities”. We applaud the effort and success of the CTFD in planning and executing the New Faculty Orientation. However, more must be done to support faculty beyond this introduction to teaching at SFSU. New faculty come to SFSU partly because of the community, and advancement within this community extends to their professional development as teachers.

**Development/Growth of CTFD.** We recognize that the CTFD plays a critical role in cultivating and disseminating teaching innovations and should be given more support. We believe that an initial 3-5 year investment can build a community of teachers by facilitating the establishment of Faculty Learning Communities, provide professional development to help faculty assess learning in the classroom, and working with new faculty to develop new skills and methods in their instruction that will enhance student progress through their degree objectives.

**Institutional support for Teaching Development.** We would like to see SFSU take a comprehensive approach to teaching development, which includes supporting faculty in their roles as educators and scholars. The administration must **confirm its commitment to exceptional teaching and teaching development in the RTP process** by valuing
the development of the teacher equal to the development of the researcher. Similar to ORSP providing many venues and resources for faculty to develop research projects and collaborations, CTFD should lead the campus in providing opportunities for faculty to expand their pedagogical expertise and engage in regular conversations and activities focused on teaching practices, assessment inside the classroom, and student learning. We recommend that the RTP increase recognition of participation in teaching scholarship, faculty development about engaged teaching approaches and participation in Faculty Learning Communities.

We would also like to see the development of institutional practices/policies that allow faculty to engage in co-teaching or team teaching. We propose that release time be made available for faculty for design, implement, and evaluate innovative teaching initiatives. This support is critical in order for faculty to iteratively change their teaching with evidence collected from classroom assessments. We also suggest the addition of other methods for evaluating teaching, such as the Student Assessment of Learning Gains (SALG, www.salgsite.org), which allows students to rate how specific activities help their learning.

Greater recognition of exemplary and effective teaching will encourage our best teachers to take a leadership role in developing a community of teachers. While many faculty are highlighted in the CTFD website, their achievements could be more widely recognized and utilized by such steps as giving them release time to work with "developing" teaching faculty.

**Infrastructure.** To support our quest to engage students in collaborative learning, we need to be able to teach in classrooms that foster students to interact with each other. This would look like many of the new classrooms in the library (as well as elsewhere) where movable tables and chairs allow students to work equally well in pairs as in groups of 4-6 people. Innovative teaching can also be facilitated by having flexible classrooms that can allow comfortable physical learning environments. We commend the institutional investment into reconfiguring classrooms into Technology Enhanced Classrooms and look forward to their adoption to all classrooms. Lastly, we request smaller class sizes in spaces that are not crowded and more conducive to learning.

**Work-Life Balance.** To support our faculty in their constant quest for Work-Life balance, we request that you look into ways to maintain and/or provide faculty with resources important to the work-life balance such as access to affordable, on-campus childcare, on-campus access to mental health services, parking, resources to encourage carpooling, and social activities to utilize the Faculty Commons.

Ian Sinapuelas (Business, co-chair), Wesley Ueunten (Ethnic Studies, co-chair), Maggie Beers (Academic Technology, Ex-O), Sacha Bunge (Faculty Affairs, Ex-O), Mary Cavagnaro (Counseling and Psychological Services), Vivian Chavez (Health and Social Sciences), Marie Drennan (Liberal and Creative Arts), Meg Gorzycki (CTFD, Ex-O), Alegra Eroy Reveles (Science and Engineering), Patti Solomon-Rice (Education), and Jeff Rosen (Library)