

Faculty Development Action Plan Report: Summary

The Charge: Develop means to help faculty to understand better the characteristics and expectations of our incoming students. Consider diversity issues and support for international students.

The Committee: Jacqueline Blackwell, Natasha Flowers, *Sharon Hamilton, Stephen Hundley, Bob Osgood, Terri A. Tarr and Irene Queiro-Tajalli.

Current status: The Committee determined that, in addition to the many professional development opportunities provided for faculty by OPD, there were also several formal and informal professional development opportunities provided within schools and departments across the campus. The most formal opportunities to help faculty better understand our incoming students occur in University College and OPD. University College, with the help of IMIR, generates a wide range of data about our incoming students, and University College faculty use the data as a basis for their curricular development of learning communities, themed learning communities, and critical inquiry courses. OPD conducts research on the characteristics of "millennial students" in general, and applies this research to helping faculty understand IUPUI students in several workshops a year, including New Faculty Orientation, the Moore Symposium, Communities of Practice, engaging pedagogies, and integration of new technologies.

Recommendations:

1. Provide several opportunities for faculty to enhance their skills in responding to the individual needs of students of the future. A focus on underserved, underrepresented, and under-prepared students is recommended.
2. University College and the Consortium for Learning and Scholarship, with leadership from the Center for Teaching and Learning, the Office for Multicultural Professional Development, and the Community of Practice on Understanding Society and Culture should collaborate to design faculty workshops focusing on how best to respond to the needs of our diverse student body.
3. A representative from the Consortium for Learning and Scholarship should sit on the Diversity Cabinet in order both to ascertain the needs and direction of faculty across the campus to design workshops that respond to these needs and then to report on the effectiveness of these workshops to the Diversity Cabinet.
4. The Consortium for Learning and Scholarship should collaborate with the Office of International Affairs to develop appropriate workshops to support faculty teaching international students.

Implementation:

The Consortium for Learning and Scholarship is ideal for taking the lead to implement this recommendation, with particular responsibility accorded to the Center for Teaching and Learning, in collaboration with the Office for Multicultural Professional Development, the Office of International Affairs, and the Community of Practice on PUL 5: Understanding Society and Culture.

Resources:

No additional fiscal resources required. This is part of the work of these offices.

Professional Development for Faculty
Academic Plan Sub-Committee Final Report
May, 2007

Members of the Committee: Jacqueline Blackwell; Natasha Flowers; Sharon Hamilton (Convener); Steve Hundley; Julie Lash; Irene Queiro-Tajalli; Bob Osgood; Terri Tarr

The Committee determined that, in addition to the many professional development opportunities provided for faculty by the Office for Professional Development, there were also several formal and informal professional development opportunities provided within schools and departments across the campus. While faculty appreciate the many opportunities available to them, two issues arose that predicated the recommendations in this report:

- a) Faculty were not always aware of all the opportunities available to them.
- b) Faculty would like to see their professional development activities acknowledged more formally in the annual review and promotion and tenure processes.

RECOMMENDATIONS:

1. Recommendation: Develop the *Professional Development Planner and Resource Guide* (OPD 2003-2004) so that it aligns with the annual report, annual review, and promotion and tenure processes, in order for professional development to be acknowledged as part of the faculty roles, responsibilities, and rewards policies and procedures at IUPUI.

Implementation: To provide faculty with a valuable resource for helping them think about their professional growth, it is recommended that the *Professional Development Planner and Resource Guide* that was developed for new faculty at IUPUI in 2003-04 be updated and revised. The guide originally was compiled by the Center for Teaching and Learning, the Office of Research and Graduate Education, the Center for Service and learning, the Indiana University School of Medicine, and University Library. The guide's usefulness would be enhanced by improved alignment with the annual review form and process as well as with promotion and tenure guidelines. The revision should involve consultation with school deans and chairs to ensure that individual school guidelines are appropriately integrated into the guide. This revision could be led by a faculty fellow in the Office for Professional Development, working in collaboration with the units involved in the earlier version of the guide.

Resources: An OPD Faculty Fellow working in collaboration with the CTL Instructional Development and Design team, as well as with deans and chairs.

2: Recommendation: Include in the annual (or other periodic) review of Chairs an item regarding support of the Chairs for Professional Development Activities;

Implementation: The purpose of this recommendation is to facilitate faculty members' involvement with and support from OPD by ensuring that her or his department chair knows about OPD and the resources it makes available to all faculty. We believe that during a chair's standard periodic review, an item should be included that examines the chair's awareness of and communication with OPD on behalf of the department faculty. This item would assess the extent of the chair's knowledge of OPD and its resources. It would also ascertain the extent to which the chair urges faculty to take advantage of those resources. Through the review process, the chair can be made either more aware of OPD or more effective in tapping its opportunities. In doing so the chair can create a supportive environment for faculty development through recommendations, accommodations, and other support mechanisms. In order to support the chairs in this endeavor, the Office for Academic Affairs and OPD will offer at least one workshop per year to identify resources of OPD and their potential use in relation to the particular academic missions of each department.

Resources: Can be implemented with existing resources.

3. Recommendation: A printed version of the OPD program booklet should be distributed each semester to all faculty and administrators.

Implementation: This is a controversial recommendation, as all of this information is readily available online. However, faculty frequently tell OPD how valuable it is to have a printed version. OPD should investigate other print options providing the information in abbreviated format, with links to the online version with additional information. Also, this information could be linked to the Academic Planner (see Recommendation 1).

Resources: No new resources are required, and a savings of current resources is desired.

4. Recommendation: OPD should develop professional development opportunities for faculty at all stages of their career: new and pre-tenure faculty; mid-career; and senior faculty.

Implementation: The subcommittee agreed that the primary focus of faculty development efforts is on junior faculty seeking initial promotion and tenure. This is understandable and fully justifiable. However, the subcommittee also agrees that multiple opportunities exist for more effective and proactive faculty development initiatives for mid-career and late-career (or associate and full professor rank) faculty as well. These would go beyond the standard information sessions on sabbaticals, leaves of absence, and post tenure review. For example, developing targeted faculty learning communities, international projects, formal

mentorships of junior faculty focusing on specific topics, or informal “brown bags” at which faculty can discuss mutual interests and opportunities could be promoted and supported by OPD and the Dean of Faculties office. Mid- and late-career faculty often feel marginalized or “out of the loop,” and this is a shame: such individuals represent excellent yet untapped resources for the entire campus and university.

Resources: This should be achievable for the next couple of years with current resources. On the other hand, the resources that were put into the Chancellor’s Professorships for senior faculty have made a significant impact. It may be advisable in the future to think of some targeted resource allocation for this initiative.

5. Recommendation: Provide opportunities for faculty to enhance their skills in responding to the individual needs of students of the future. A focus on underserved, underrepresented, and underprepared students is recommended.

Implementation: Develop a learning series to promote best practices in addressing individual differences among students within the teaching/learning environment. Student differences may include, but are not limited to, areas of: race, ethnicity, gender, sexual orientation, age, religion, physical and psychological ability/disability factors, international status, and SES. This series will focus on the projected characteristics and needs of future IUPUI students.

Resources: Student Life is currently sponsoring such a series to enhance professional development of the campus community. OPD also currently sponsors programs related to this need (e.g., MTLI focused on international students in 2007 and next year will focus on students with disabilities). Listing of programming on the OPD web-site is recommended in order to increase faculty awareness. It is recommended that a specific member of OPD and Student Life be identified and given responsibility for enhancing and expanding this programming.

6. Recommendation: It is recommended that the Office for Professional Development develop a strategic plan in order to clearly define its purpose and to establish realistic goals and objectives consistent with its mission.

Implementation: Having a strategic plan will help ensure that effective use is made of the organizations resources by focusing the resources on key priorities. Additionally, the strategic plan will enhance communication with others in the campus community about OPD’s mission. The strategic plan should be developed by representatives of units in OPD with input from the schools served by OPD.

Resources: OPD is already engaged with developing a strategic plan, so no additional resources are required for the development of the plan.

7. Recommendation: In order to promote faculty development and ensure visibility of IUPUI's faculty development programs, it is recommended that faculty development specialists partner with faculty as much as possible.

Implementation: The goal of this recommendation is to reap the benefits of the creative synergy that occurs when faculty and professional development specialists integrate their respective areas of expertise. This integration of effort may include partnering to provide professional development opportunities such as workshops, symposia, and other events on the IUPUI campus as well as co-presentations at national conferences. Other partnerships might involve scholarly investigations of issues of teaching, research, and service that impact our students, faculty, and campus community.

Resources: OPD currently provides grants to encourage these integrative efforts. However, if we were to move more formally to a Faculty Fellow program for these partnering experiences, resources would need to be reallocated.

8. Recommendation: Encourage faculty to integrate co-curricular and curricular learning experiences.

Implementation: Increase collaborative efforts between faculty, faculty development specialists, and student development personnel (e.g., Student Life) to implement best practices to enhance student learning through academic integration of student development theory, co-curricular activities, and support services. Professional development programming will be developed to address these issues.

Resources: Convene specified personnel from OPD, Student Life, CCL, and Service Learning to form a committee to brainstorm collaborative efforts and develop programming for faculty.