



FACULTY DEVELOPMENT

Presented By:

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Program Goals and Objectives

In support of the University mission, the CSUCI Faculty Development Office and the Faculty Development Advisory Committee (FDAC) are dedicated to helping all faculty flourish as teachers, scholars, and colleagues. Faculty development programs, services, and resources enhance instructional innovation and effectiveness and support scholarly and creative activities, including the scholarship of teaching, and University or community service. The Faculty Development Office and FDAC advocate for university resources to support faculty needs and cultivate a positive, sustainable academic environment.

Vision

A faculty vital at all career stages, who continue to learn, design, develop and teach courses, work as scholars and artists, and make fresh contributions to program and University governance.

A faculty development program dedicated to promoting a university culture in which faculty have the necessary time for reflection, assessment, and scholarly work.

A faculty development program that provides communication and coordination across diverse University programs and encourages interdisciplinary, international and multicultural perspectives and activities.

A Faculty Development Office that brings together a full-time director, staff, faculty, and other university resources to support faculty professional development and collaborative work.

Current activities scheduled for 2006-2007 include:

- Finish our work in creating a Faculty Development strategic plan that is aligned with the University's (with Carol Holder's assistance)
- Serve as core search committee for a full-time Faculty Development Director
- Oversee a new round of mini-grants this fall for spring (with remaining funds); in the Spring the process will become annual only.
- Sponsor a winter writing retreat to support faculty efforts in their professional and scholarly work.
- Assist in developing the "Making Teaching Public" event and activities on campus
- Serve in an advisory capacity to the Interim Director of Faculty Development and to the Dean.

During the 2005-06 academic year, FDAC worked on the following activities:

- Developed, administered, and analyzed faculty survey on faculty development.
- Oversaw the mini-grant program.
- Developed a set of procedures to standardize the mini-grant review process.
- Developed preliminary mentoring guidelines.
- Revised our understanding of the faculty development mission in light of the survey.
- Served in an advisory capacity to the Interim Director of Faculty Development and to the Dean.
- Advocated for the advertising/hiring of a faculty development director.

In the future, FDAC plans to:

- Continue to grow faculty development initiatives.
- Implement the faculty development strategic plan in collaboration with a new faculty development director.
- Use periodic faculty surveys as an assessment mechanism for faculty development and for the university.
- Served in an advisory capacity to the Interim Director of Faculty Development and to the Dean.
- Advocated for the advertising/hiring of a faculty development director.

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Examples of Mini-Grant Projects

Paper: "Universal Properties of Integer-Valued Polynomial Rings" (Jesse Elliott, Assistant Professor of Mathematics)

The Molecular Biology of Alzheimer's disease: Development of an in vitro assay (Blake Gillespie, Assistant Professor of Chemistry)

Academic and Social Adjustment of University Freshman: What are the keys for success? (Kimmy Kee-Rose, Associate Professor of Psychology)

The Effects of Inclusion: A Local and National Investigation (Jill Leafstedt, Assistant Professor of Special Education)

Isolation of sea urchin cortical granule proteins and an initial examination of their 3-D structure (Nancy Mozingo, Associate Professor of Biology)

Support for Wetland Restoration Research (Sean Anderson, Assistant Professor of Environmental and Resource Management)

Electronic Portfolio Assessment: Implications for Quality Teacher Education Programs Across the Nation (Maria Denney, Assistant Professor of Special Education)

The Domestic Atlantic World 1750-1900 (Marie Francois, Associate Professor of History)

Political Leadership in Foreign Policy: Manipulating Support Across Borders (Andrea Grove, Associate

Professor of Political Science)

Creating a Microscopic Statistical Model of Water (Gregory Wood, Assistant Professor of Physics)

Mentoring Program

Purpose: Provide first year tenure-track faculty with opportunities to learn about CSU Channel Islands and address questions or concerns arising in their first year.

Fall 2006 Activities: A series of brown-bag lunches, including sharing ideas on engaging students in our classes:

- Calling on students.
 - Using small groups to jump start discussion.
 - Asking students to begin class by writing down main points from the previous class.
 - Playing devil's advocate in provoking participation.
 - Using thumbs up and thumbs down to instantly assess if they remember previous discussion.
 - Assigning short writings at end of one class that are due at the beginning of the next.
 - Asking "real" questions (those without predetermined answers, or ones the teacher doesn't already know the answer to).
 - Modeling enthusiasm ourselves.
 - Asking students to assess their own contribution to class.
 - Incorporating community building exercises
- Assigning 2-3 students as "on-call" experts for each class meeting.



Writing Retreats

The Office of Faculty Development has sponsored two multi-day writing retreats, held just before Winter Break in 2005 (Zzyzx, California) and 2006 (Santa Barbara). Both were highly successful, interdisciplinary ventures that produced renewed commitment to scholarship among the participants.

Writers and artists attended from a diversity of disciplines, including:

- English
- Business
- Education (Elementary and Secondary)
- Liberal Studies
- Art
- Psychology
- Library Science
- Mathematics
- Performing Arts

This past December, faculty articulated how valuable this sustained time was for the development of both scholarship and collegiality across disciplines. They asked that we consider doing the writing retreats more often—perhaps once per semester—to continue to cultivate our faculty as teacher-scholars.