

Faculty Development at Ithaca College in Perspective

**Report to Provost Peter Bardaglio
Part of a Sabbatical Leave Project**

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Faculty Development at Ithaca College in Perspective

Susanne Morgan, January 2005

Summary:

1. Ithaca College currently provides substantial resources to faculty, especially in funding/release time and technology support.
2. The Center for Faculty Excellence now is a real, if virtual, presence.
3. The coherence of the overall faculty development programming and its support for the college mission is increasing but is not as deep or effective as it could be.

Issues for Discussion:

1. Faculty development is central to many current concerns of the college, including
 - a. Enhancing the culture and identity of the college in addition to the identity of the schools,
 - b. Establishing all-college programming for students that build their understanding of knowledge as connected,
 - c. Developing academic programs that encourage faculty members to work in interdisciplinary or collaborative arrangements,
 - d. Designing courses and curricula that are outcome-based and use a variety of learning experiences and assessment strategies,
 - e. Integrating the learning environments of the divisions of academic affairs and student affairs,
 - f. Furthering such all-college initiatives as Academic Advising or Sustainability through concerted work with faculty members.
2. The field of faculty development nationally has moved beyond instructional support to include organizational and curricular development.
3. Faculty development at Ithaca College could provide structures and incentives for integrated conversations, planning, and programming in areas such as #1 above.
4. A visible and inclusive faculty development effort could be a coordinating mechanism for support for faculty as the college moves forward in achieving its mission
5. As the college experiences widespread retirements and welcomes new faculty, an all-college, contemporary faculty development presence could help shape the values and skills that the college needs in faculty members.

Specific Topics for Consideration:

1. The Center for Faculty Excellence should be stabilized and developed so that it serves as a more effective center for faculty support.
2. The current arrangement, in which support for faculty development is provided primarily by a part time faculty member, should be reconsidered.
3. This report includes some ideas of possible organizational strategies to enhance support for the college's faculty.
4. The Center for Faculty Excellence, as an inclusive mechanism for faculty development, could be a very attractive item in college development and the capital campaign.

Faculty Development at Ithaca College: a Review

This section provides a brief review of the history of faculty development at Ithaca College followed by a description of the Center for Faculty Excellence.

Recent History

During the 1980s the college employed an instructional specialist, Spilios Stamas, who worked primarily with new faculty members to assess and improve their classroom behaviors. A decision was made during the period of downsizing to eliminate this position and to engage a faculty member for a three-year term to be released from four courses per year as Coordinator of Faculty Development Activities. The occupants of this position have been John Schwartz, Physics, 1995-1998; Mary Ann Rishel, Writing, 1998-2001; and Susanne Morgan, Sociology, 2001-2004. During 2004-2005 she has combined this assignment with a sabbatical leave, on leave from teaching and departmental duties but working in faculty development. The tasks of this position have been primarily soliciting and scheduling noon-time programs and mounting periodic large workshops, as well as supporting the Faculty Development Committee in various annual activities. The coordinator reports to the Associate Provost.

Support for individual faculty members to engage in projects related to their teaching, scholarship, or artistic endeavors has been provided in many ways for many years. Summer Research Grants fund many faculty members; Instructional Development Grants support course improvement, and a variety of other programs supplement faculty work. In 1999 the college established the Center for Faculty Research and Development, a program of project-based released time opportunities. Funded in part by Atlantic Philanthropies, the program was evaluated in 2004 and found to be extremely helpful to faculty members from all the schools and many career stages. Each year the college provides funds or released time for a total budget of approximately \$250,000.

The Faculty Development Committee is a standing committee of Faculty Council, that has been in existence since the mid 1970's. It consists of members elected from the schools/division for one or two three-year terms. The committee solicits and selects recipients the annual Faculty Excellence Awards, and undertakes projects that advance various aspects of faculty development.

The Center for Faculty Excellence

The Center for Faculty Excellence was created in 2003 by designing and maintaining a web page. There is no physical space and yet the Center is now real. In the Ithaca College Quarterly 2004:4, the President's description of The Ithaca Model leads off with a reference to the Center for Faculty Excellence. Faculty members make comments such as "My first year would have been much more difficult without the Center," and the Center

for Faculty Excellence is identified in increasing numbers of campus documents. A longer description of the Center for Faculty Excellence is attached as an Appendix and available at <http://www.ithaca.edu/cfe/resources>.

Ithaca College in Faculty Development Terms

This section presents a standard definition of faculty development and briefly assesses the Ithaca College context for each of the functions described. Following that is a brief discussion of the organizational location of the range of services that frequently are part of faculty development centers

Definitions of Faculty Development

The national organization for faculty development, the Professional and Organizational Development (POD) Network in Higher Education, identifies three overlapping focus levels, of generally increasing complexity:

1. Faculty development, with a focus on individual faculty members,
2. Instructional development, with activities that include course and curriculum design, and
3. Organizational development, with a focus on the structure and units of the institution.

At Ithaca College we have strong support at level one, developing individual faculty members, in terms of grants and release time; these are substantial when compared to similar institutions. Additionally, our office of Instructional Support Services provides training for faculty in learning to use technology. We are less strong in supporting faculty members in building teaching and course design skills. Our system of rotating coordinators has not emphasized expertise in the areas of individual consulting, classroom assessment, and workshop design and implementation.

The second level, course design, has occurred at Ithaca College primarily within special programs. Examples are the First Year Seminar program in the School of Humanities and Sciences and recently the all-college FYS program, the reorganization and assessment within the School of Business, the Hewlett and Keck grant projects, the Sustainability grant, the Gerontology Institute, the two Summer Faculty Institutes on Multicultural Teaching and Service Learning, and others. At present there is no all-campus resource to help faculty and departments with course and curriculum design.

The third level, organizational development, is present through many of the ways the institutional plan is addressed and campus walls are lowered, but it is not an official focus of faculty development efforts. The creation of the virtual Center for Faculty Excellence, the all-college mentoring program, and many recent programming choices have represented organizational development.

Predictors of Success in Building Faculty Development Programs

The higher education literature includes several valuable analyses of organizational principles and strategies in supporting faculty effectively. Most note that the specifics must be relevant to the particular institution (Diamond 2002; Fink 2002; Sorcinelli 2002; Svinicki 2002), but patterns do emerge.

The placement in the organization matters. The higher up in administrative hierarchy and the more central, physically and organizationally, the greater the potential impact of a program. (Diamond 2002; Sorcinelli 2002) The center must be aligned with institutional mission and priorities and the administration should be an advocate for it. (Frantz 2005) At Ithaca College the position has always been central, in the office of the provost, and the provost has been articulate in stressing and supporting the faculty development goals of the institution. However, the fact that all three of the coordinators have been faculty in the School of Humanities and Sciences may reduce the relevance perceived by members of the professional schools. This also increases the costs of the program to the School of Humanities and Sciences, as it removes H&S faculty members from central roles.

Visibility to and engagement by faculty and other stakeholders is also critical to the success of a program. It must be seen as belonging to faculty and responsive to faculty concerns; and building collaboration and collegiality can be more important than any particular program. (Frantz 2005; Sorcinelli 2002) Ithaca College is attempting in a variety of ways to lower the walls between schools and strengthen all-college communication through electronic communication and increasing the visibility of faculty development efforts.

Professional development of the leaders of a center is also important. (Fink 2002) The person should be familiar with contemporary issues in higher education and in pedagogy and curricular design. At Ithaca College the coordinator has been well supported to attend conferences and the current coordinator came to the position with substantial background in faculty development.

The Scope of Responsibilities and Services

Institutions vary in what is included with faculty development efforts. Some institutions include functions that at Ithaca are major units separate from faculty development. Institutions such as ours have centers with different kinds of titles and for this discussion the term “Center” will refer to any of these.

This section identifies tasks and activities typically seen in centers on midsize campuses and suggests how effectively the current organizational model accomplishes the goal at Ithaca College.

- Workshops on teaching, advising, and other topics of faculty interest are usually included in a Center. Effective workshop design is a skill that many faculty members learn, and an apprenticeship pattern is common.

- The present workshops are well designed and very well received. Increased collaboration with faculty as presenters could provide better service to larger numbers of faculty members.
- Consultation refers to work with individual faculty members, generally on concerns with teaching and file preparation. Many centers, particularly larger ones with a specialization in teaching and learning, provide extensive consultation services.
 - Ithaca College employed an instructional specialist until the system was changed to the rotating faculty role. Confidential consultation is currently provided to faculty members upon request, but this service is not publicized since it is very time consuming.
- Grants are coordinated through many Centers. This is true for internal grants and released time programs, which often have a visible connection to the goals of the Center. Some Centers, such as Capital University, include support for external grant writing as well.
 - At Ithaca, external grants are supported by a large staff external to faculty development efforts. Internal grants and released time are handled directly by the Provost's Office and have no direct relationship to the Center for Faculty Excellence. It would be good to make the process more transparent. Although in fact the review of proposals is done by faculty members, the selection of reviewers and criteria for review is invisible to most faculty members.
- New Faculty Orientation is the responsibility of most Centers and some also provide extended orientation programs through the year.
 - The New Faculty Orientation at Ithaca College was reorganized in 2004 and the Center for Faculty Excellence planned and implemented two concurrent workshops on teaching and advising in which all new faculty participated. One advantage of this change is the increased visibility of the Center to our new faculty.
- Technology and support for faculty using it effectively is a focus of some centers, often due to historical reasons. On these campuses, the funding for technology provided the initial support for faculty development and a center, and then expanded into additional services.
 - Ithaca College is structured so that technology is in a different administrative area. As is often true, support for faculty has typically been limited to learning how to use the technology rather than on enhancing teaching and learning. Following the ITPAC process, though, discussions have begun to identify ways to link the Center for Faculty Excellence and the Technology-Enabled Teaching, Learning, and Research initiatives.
- Student Services are included in some Centers, often ones with "Learning" prominent in the title of the center. The context here is to provide support for student writing, for students with disabilities, and for effective advising. The link to faculty services is in the fact that successful faculty members are knowledgeable in these areas and that the final goal of most faculty development is enhanced student learning. Capital University is reorganizing to include these services and others under an assistant provost who is Director of the Center.

- At Ithaca there are substantial numbers of student support services located in different administrative areas, and the Division of Student Affairs and Campus Life does not report to the Provost, so a full coordination of these services probably would not occur here. The efforts to coordinate advising services, (AAA, Academic Achievement and Advising) could potentially be incorporated with faculty development services.
- Assessment of institutional outcomes is included in the charge of very few Centers. Since course design is increasingly incorporating assessment as a fundamental element, assessment is commonly the subject of workshops or other kinds of faculty development. On some campuses, the administrator who is assigned to faculty development is also assigned to coordinate program assessment, accreditation self-studies, or the like.
 - Though beyond the scope of the current position, a focus such as “provide resources and support for assessment processes in various institutional contexts” could be something to consider for the center at Ithaca College.
- Other faculty support is included in centers, based on the organization and concerns of those involved. On campuses similar to ours these can include mentoring, faculty discussions of books or teaching, newsletter, library of books related to faculty work, or additional resources to help faculty.
 - Our center provides some of these services, particularly by supporting the all-college mentoring program, which involves both mentoring and discussions. We do not have a library or a newsletter, although some of the functions of a newsletter are served by the Center for Faculty Excellence web page and the ICTeach e-mail discussion list.
- Other institutional roles such as Director of First Year Program, Honors Program, or Writing Center, for example, are performed by the same person who leads the faculty development center on some campuses. On some campuses the faculty development position is part of the administrative structure and is an Assistant Provost or Dean.
 - Ithaca College has not centralized these roles into an administrative position, using instead the model of program coordination by faculty released to engage in such functions.

The Question of Physical Space

Ithaca College is unusual in not having a physical space to house a Center since the elimination of the instructional support staff person. The files and small library have been kept by the faculty coordinator in his or her personal office. Most similar campuses do have a location, which is sometimes shared with other offices or functions.

By chance, the college currently has an experimental arrangement that appears to be working well. Since the faculty coordinator is on leave from departmental and teaching duties, it is important to be physically separate. The Dean of one of the other schools offered an office for short term use and so at present (2004-05) the “Center” is housed in the Smiddy Hall offices of the School of Health Science and Human Performance.

The professional consensus about physical space includes several conflicting items.

- No space is better than bad space. Bad space is
 - far away from most faculty or
 - a location where faculty might feel their presence or absence at the Center was monitored by administrators.
- Ideal spaces are locations near other services that support faculty members, such as the library, technology support, or advising support. Locations near the offices of all-college programs can work effectively also.
- In the present era, most people contact a Center initially through a personal contact or a web page, rather than expecting to drop in.
- A physical Center should be available much of the day to people who might stop by, so the office of a busy faculty member is not a good choice.

On the other hand,

- Despite these points, a physical space communicates unequivocal support by the institution for faculty and their well being. A good physical space should be the goal of any faculty development program.
- Many campuses have centers that are named for benefactors, enhancing even further the visible importance of the faculty in the institution.

Organizational and Staffing Models for Faculty Development

Some institutions similar to Ithaca College have no unified program for faculty development. Typically they might provide grants through the provost's office, instructional support through technology services, curricular innovation through new programs such as first year seminars, new faculty orientation through the provost's office, workshops through a faculty development committee, mentoring through departments, and so on. Many of these institutions have been teaching-oriented since their inception and had not seen a need for instructional assistance that could be perceived as remedial. Several ANAC institutions are at present exploring integrating these services into a center; these include North Central, Capital, Hamline, and most visibly Elon, which is advertising for a high-profile director of a new center. Ithaca College has much in common with the more decentralized institutions despite having the virtual Center for Faculty Excellence.

In a private communication about the institutional location of faculty development services, Peter Frederick (Frederick 2004) refers to the above approach as embedded faculty development and suggests that in the culture of smaller institutions it is a more organic and authentic process for faculty growth. Michael Reder responds that an identified center is nevertheless of value in status, permanence, and continuity (Reder 2004). Since Ithaca College does not at this point claim an overall campus culture and indeed establishing an all-college community is a strong priority, the value of an identified center is particularly strong. A visible all-college center for support for course design and curriculum transformation would enhance communication and coordination among the embedded program-based sources of faculty growth.

Models of organization of centers at small colleges were the topic of a panel at the national faculty development conference in November 2004. Participants in the panel adapted a typology suggested by Michael Reder and it has been further refined by Susanne Morgan (Morgan 2004). Using this framework (Appendix : Figure 1) suggests that Ithaca College is in transition from the *Faculty Leader* model and is operating as if it is a *Faculty Center with Director*. Some of the disadvantages of the *Faculty Leader* model, such as little continuity or background in faculty development, are reduced because the coordinator has been asked to continue in the role for a limited additional period. The advantages of the *Faculty Center with Director* model, however, may be hard to achieve in the current staffing arrangement.

In general, institutions staff their faculty development or teaching centers in congruence with the organizational model of the center. As seen in the chart, Figure 2 in the Appendix, the range is from a volunteer faculty member or a faculty member released for certain tasks, to a more administrative position in which the center director may have multiple assignments. Ithaca College has not used the model of multiple administrative assignments in one position, and most programs are staffed by rotating coordinators. A hybrid model, described by Michael Reder (Reder 2004), can have the stability and focus of an administrative position with the continuing classroom experience of teaching.

Considerations for Ithaca College

All suggestions, recommendations, and proposals in this section are presented as ideas and drafts from which conversations should continue.

Build the Center for Faculty Excellence

It is now time to build the Center so that it is organizationally indeed a center. Just as faculty excellence is central to the mission of the college, the Center for Faculty Excellence could be a major locus of transformation of campus culture and academic life.

The reasons it is important to do this now relate to both internal and external factors. Internally, campus integration is a major concern and the proposed Center enhances the integration of both faculty and programming across the schools. The expanded role of the Center supports the institutional plan in many ways listed below.

Externally, a fully-functioning Center would position Ithaca College in the leadership among ANAC institutions presently establishing centers and as one of the only ones whose coordinator is active in national faculty development circles. Two institutions identified as peer or aspirant institutions, Rollins College and Villanova University, maintain well-established centers with nationally prominent directors. The existence of a fully-functioning Center also would communicate a strong supportive message to

potential faculty members, critical in recruiting and retaining excellent faculty members as the institution experiences many retirements.

The proposed system (described below) of liaisons, interest groups, and faculty affiliates, would integrate the faculty development aspects of campus-wide programs in order to enhance the communication and resource-sharing among them, and also assemble people engaged in similar scholarly or institutional work in order to provide more effective support.

Align the Center for Faculty Excellence and the Institutional Plan

A fully functioning Center for Faculty Excellence reflects and reinforces the Institutional Plan.

1. With a large number of retirements ahead, the Center will provide new faculty with thorough orientation to the college mission and strong support for success in the Ithaca College culture. The salary savings from retirements could be used to support an expanded center.
2. The priority on diversity (page 7) is a feature of the Center for Faculty Excellence through
 - a. Providing and collaborating on sophisticated programming on diversity issues and cultural dynamics.
 - b. Organizing summer institutes on inclusive teaching in 2003 and 2004.
3. As the college addresses the priority of shared academic experiences (page 5,) the Center provides a central and visible locus for special and on-going faculty development in
 - a. Teaching critical thinking, conflict resolution, teamwork, and problem-solving skills
 - b. Being both a support and a context for developing interdisciplinary courses or programs such as the All College First Year Seminar program..
 - c. Guiding program review and assessment or providing networks for assisting in these processes.
4. The Center for Faculty Excellence reinforces the priority of experiential and performance-based learning (page 12) by
 - a. Supporting faculty members who are engaged in or want to incorporate performance-based and experiential learning strategies in their teaching through workshops, ongoing support, and collaboration.
 - b. Linking with the Office for Student Leadership and Involvement to help faculty members develop academic service learning projects.
 - c. Providing opportunities for student interns to work within the Center in areas related to their academic learning objectives
5. In collaboration with the Instructional Support Services of Institutional Technology Services the Center addresses the following elements of the technology priority area of the Institutional Plan (page 26):
 - a. Goal 4: Address the need for instructional design, advice, consulting, and assistance

- b. Goal 5: Explore models for coordinating support between the Office of Information Technology and other units in order to blend technology skills with expertise in area disciplines, and
- c. Goal 8: Identify, recognize, and appropriately compensate individuals involved in technology development activities

The Center for Faculty Excellence: Next Steps

The remainder of this document suggests a specific organization for a fully functioning Center for Faculty Excellence. All elements are ideas for exploration and discussion.

Concepts about Organization of the Center

The Center for Faculty Excellence would serve as an increasingly valuable focus of faculty work and institutional development and curricular transformation through a number of kinds of structures and group that support and extend the work of the director and the centrality of the Center.

- Liaisons to the Center for Faculty Excellence would be assigned from each of the all-college initiatives, including the Center for Faculty Research and Development, the First Year Seminars Program, the Honors Program, the Core Experience Task Force, the Center for Academic Achievement and Advising, the New Media Center, and the ad-hoc groups working on Sustainability and on Service Learning. Other liaisons would be from offices and divisions, such as the Division of Student Affairs and Campus Life, the Division of Finance and Administration, and the Office of Institutional Advancement. The person identified as liaison would be responsible for communicating with the director of the Center for Faculty Excellence to exchange resources and information related to faculty development within their programs. The system of liaisons would use faculty development efforts more efficiently and enhance collaboration across campus.
- Interest Groups within the Center for Faculty Excellence would consist of faculty and staff members who share an interest or engagement in a particular area. Examples include the scholarship of teaching and learning, teaching enhancement through technology, assessment of student learning, e-portfolios, faculty leadership roles, information literacy, and other topics related to campus programs. The interest groups would meet through the Center for Faculty Excellence to talk about common concerns and identify ways the Center could provide support to them. Some of the interest groups would probably develop program proposals; the Center for Faculty Excellence would serve as an incubator of such programs.
- Affiliates in the Center for Faculty Excellence would be faculty members who receive released time to engage in a particular role within the Center. The range of possibilities for faculty projects is very wide. Initial proposals are the TAP (Technology in Academic) role proposed by the ITPAC process and the

Coordinator of Service Learning Activities detailed in a forthcoming proposal from the ad-hoc committee working on service learning. Additional examples include assessment of the Center, design and implementation of specialized workshops, spearheading the proposed Legacy Project, and many others.

Staffing and Placement within the College

The proposed Center for Faculty Excellence would be staffed by a director and a part time student or staff administrative support person.

Ideally, the Center would be an accessible physical space, near other all-college resources or programs. One possibility is part of the space near International Programs in the Center for Health Sciences. If a physical space is not possible, the proposal is that the Center would rotate annually among different schools and buildings.

Support for the proposed Center for Faculty Excellence would be provided primarily by students. A student worker would help a few hours each week with clerical tasks. Other undergraduate or graduate students would be recruited for specific projects that are related to their fields of study.

The Faculty Development Committee, a standing committee of Faculty Council, would serve as an advisory body for the proposed model of the Center for Faculty Excellence.

The director would be fully qualified as a faculty member in a discipline represented at Ithaca College and expected to teach in at least one all-campus program. If the director is a tenured member of the Ithaca College faculty, the department would be provided a full time faculty member as a replacement. The director would be selected through an internal search process initially, with the understanding that in future a wider search should be undertaken.

Expectations of the director include teaching in at least one all-college program, representing the Center for Faculty Excellence on appropriate campus bodies, and building visibility for Ithaca College in the scholarship of faculty development through presentations and publications.

The reason the proposal limits the director to a one- or two-course teaching assignment is that the current load of four courses is impossible to maintain with the expanded nature of the Center. In addition, the institutions that do staff their centers with a faculty member released part time are invariably far smaller than Ithaca College and the teaching expected is far less than the present situation. Ithaca College, thus, expects far more of its coordinator with far less proportional release from teaching.

This model suggests that the director be assigned to the Provost's Office full time with teaching assignment, a radically different situation from that of a full faculty member who teaches only four courses per year. Working in an academic department involves far more than simply teaching courses and the existing arrangements have not accounted for

the advising, curriculum, and personnel work that faculty members do. . If a faculty member is reassigned to the provost's office and replaced by four or more part-time courses, it is a disservice to the department, which cannot support core courses, advising, or committee work with part time faculty members. The proposed arrangement could permit the department to hire a non-tenure eligible faculty member for a specified period of time

Activities of the Center for Faculty Excellence

The following list includes activities that were part of the position in 2001, activities that have been added since 2001 and proposed activities that would be feasible if the Center were more fully supported.

These activities were part of the position in 2001.

- Schedule regular noon programs for presentations of scholarly work and discussions of topics related to faculty work.
- Plan the annual Spring Faculty Conference featuring presentations by recipients of internal funding.
- Write the citations for the recipients of the Faculty Excellence Awards, and also the letters for nominees who were not selected.
- Report annually to the Provost and the Faculty Development Committee.
- Work with and support the Faculty Development Committee in its activities and initiatives.
- Schedule occasional longer workshops with internal or external presenters.
- Consult with individual faculty about their work, on a confidential basis.

These activities have been added or substantially increased since 2001. It will be necessary to limit some of these if the coordinator returns to departmental work and teaching four courses.

- Design and implement hands-on workshops on best practices in teaching and advising strategies.
- Increase the frequency of faculty colloquia and collaborate with other campus organizations in planning them. Host the Sustainability Café series.
- Create and maintain a comprehensive web site of resources for faculty.
- Design and implement annual week-long faculty institutes featuring national leaders, related to elements of the Institutional Plan.
- Design, implement, support, and assess an all-college Mentoring Program based on small groups of faculty.
- Help revise the format of New Faculty Orientation, including designing and implementing two hands-on workshops on teaching and advising.
- Provide workshops on external funding and on tenure and promotion.
- Create and maintain an electronic discussion list, used primarily to share resources about teaching and about campus events.
- Collaborate regularly with leaders in all-campus programs including the Center for Academic Achievement and Advising, the Sustainability Initiatives, the e-

portfolio project, and various departments within the Division of Student Affairs and Campus Life.

- Collaborate with the office for Health Promotion and Substance Abuse Prevention to engage faculty in innovative programming.
- Represent Ithaca College in ANAC, higher education, and faculty development professional organizations.
- Actively maintain contact with new faculty members through New Faculty Orientation and follow-up communication.
- Coordinate unique campus initiatives such as the collaborative course, “Making Sense of September 11,” in fall 2001.

If the Center for Faculty Excellence were a fully functioning center, these activities should be possible.

- Plan and implement a thorough assessment of the Center for Faculty Excellence as it changes its organization.
- Develop the individual consultation service and market it to new and experienced faculty members.
- Improve communication with faculty about internal funding through regular contact with review committees.
- Coordinate the faculty development elements of selected initiatives such as those on service learning, scholarship of teaching and learning, faculty leadership roles, enhancing teaching through technology, faculty approaching retirement, or others.
- Plan an internship program in collaboration with an academic department to provide a valuable learning experience for a student and valuable expertise for the Center.
- Increase the profile of Ithaca College in ANAC and faculty development networks through multi-campus collaborations and publications.
- Explore the possibilities of the Center as a focus of institutional advancement efforts.
- Collaborate with faculty members to design and present teaching workshops based on the culture and expectations of their schools.
- Participate in appropriate all-college bodies such as the chairs council.
- Support the faculty development or teaching efforts for the Middle States self study.
- Supervise a part-time student or staff administrative assistant, permitting the Center to
 - Support an expanded individual consultation service through coordinating arrangements and reports.
 - Maintain lists of participants in activities and collect other quantitative data.
 - Provide thank-you letters to participants.
 - Produce a printed schedule of Center activities.
 - Collect quotes about the Center and other qualitative data.
 - Build a file of photographs of Center activities.
 - Maintain a library of books and photocopied resources.
 - Continue to update and expand the links on the web page.

Conclusion

This preliminary review of literature and data is a sabbatical project during 2004-2005. Ithaca College provides strong support for faculty in many ways. An expanded Center for Faculty Excellence would serve to maintain the leadership of the college in the years to come.

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