

Towson University

Faculty Development Center Task Force Report

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Barker, Lisa (Assistant Professor)
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Chappell, Annette/Siegel, Martha (Professors Emerita)
Finkelstein, Carla (Assistant Professor)
Figg, Jennifer (Assistant Professor)
Ghent, Cynthia (Associate Professor)
Jensen, Chris (Director)
Johnson, Quincey (Lecturer)
Kedzior, Sya Buryn (Assistant Professor)
Koot, Christian (Associate Professor)
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Myers, Nicholas (Graduate Student)
Neapolitan, Jane (Assistant Provost for Academic Innovation)
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Schmidt, Jeff (Associate Vice President/CIO)
Sigmon, Tyler (Clinical Assistant Professor)
Spitzer, Sandy (Associate Professor)
Stansbury, Jessica (Lecturer)
Thavikulwat, Precha (Professor)
Young, Kalima (Adjunct)

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Towson University Faculty Development Center Task Force Report

Task Force Charge and Development

The Faculty Development Center (FDC) Task Force was formed by the Office of the Provost as a means of providing leadership for the Faculty Development Center initiative announced by Towson University President Kim Schatzel during her 2016 Spring Address. Task Force appointments were made to ensure a diverse array of constituents (see Appendix A, Faculty Development Center Task Force Membership). The Task Force received input through a variety of faculty groups including the Full Professor 2017-2018 Leadership Class, Lecturers' Breakfast attendees, January Conference session participants, the ART Document Revision Committee, the Towson University Retired Faculty Association (TURFA), and the University Promotion & Tenure Committee.

Task force members developed recommendations for the President and Provost on the development of a plan to create the Towson University Faculty Development Center. The recommendations include specifics such as funding requirements for facilities, technology, collaborative space, seminars, teaching workshops, and staff, as well as stipends to support faculty development and promote academic innovation. A draft report with recommendations was presented to the University Senate on May 15, 2017 and will be presented to the President's Work Group on June 7, 2017.

Processes and Timeline

The Task Force met 16 times from September 2016 through May 2017. At its first meeting, the Task Force reviewed the charge, an inventory of current services within the Division of Academic Affairs (see Appendix B, Inventory of Current Services and Programming), and divided into three subcommittees: Inventory, Needs Assessment, and Exemplars. An additional subcommittee was added in early Spring 2017 to provide suggestions as to the vision, mission, and name of the faculty development center. Below are brief summaries of each subcommittee's efforts throughout the 2016-2017 academic year:

The **Inventory Subcommittee** (chaired by Dr. Jane Neapolitan, Assistant Provost for Academic Innovation) identified and compiled a list of faculty development resources already in place across the university at college and departmental levels. A pre-formatted Excel spreadsheet with categories such as physical resources, virtual resources, programs, grant/scholarly support, etc., were sent to all the colleges, Albert S. Cook Library, Office of the Provost, Academic Affairs, Student Affairs, Office of the President, and Division of Innovation and Applied Research (DIAR.) Responses were analyzed to determine the most frequently listed resources (see Appendix C, Inventory Subcommittee Findings). The top 5 included (1) workshops and classes; (2) mentoring programs; (3) travel grants; (4) specialized equipment, software, databases, web resources, and book collections; and (5) centers. When looking at TU as a whole, about 60% of the resources listed came from all the colleges and library combined. Another 30% of the resources came from Academic Affairs, while 10% came from a combination of Student Affairs, the Office of the Provost, the Office of the President, and DIAR.

The **Needs Assessment Subcommittee** (chaired by Dr. Carla Finkelstein, Assistant Professor in the Department of Instructional Leadership and Professional Development) broadened their focus beyond a survey to the consideration of their task as collection of faculty needs assessments. Their goal of implementing an electronic survey and a series of focus groups across various, diverse collections of TU faculty was initiated at the beginning of Spring 2017.

Survey

The subcommittee reviewed several survey tools from similar universities and culled useful formats and questions. Subcommittee members composed a survey draft, which they piloted with the full FDC Task Force on December 5, 2016. The survey was deployed to faculty and members of the Towson University Retired Faculty Association (TURFA) between mid-February to mid-March. A total of 280 faculty responded; a summary of the results appear in Appendix D, Faculty Survey Results.

Focus Groups

The subcommittee researched best practices for conducting faculty focus groups, which would provide more detailed insights about faculty's needs/interests. After reviewing responses from the initial survey, they recommend that focus groups among faculty across by rank and potentially college be conducted in early Fall to assist with implementation planning. The plan is to work with DIAR to conduct these focus groups.

The **Exemplars Subcommittee** (chaired by Dr. Karla Kubitz, Associate Professor in the Department of Kinesiology) were delegated two tasks. First, they conducted a literature review using Cook Library's One Search, looking for articles related to faculty development. Subcommittee members then prepared and shared an annotated bibliography of these articles to share with the larger Faculty Development Center Task Force. Second, they explored a dozen or so possible Exemplar institutions including nearby institutions and peer institutions for Towson University. They gathered information on groups' targeted, physical spaces, types of programming, content of programming, mission statements, contact e-mails and websites. The subcommittee compiled information and shared with the larger Faculty Development Center Task Force.

Site Visits

This subcommittee also identified Universities with well-developed faculty oriented programs for team site visits. The site visits began towards the end of March and were completed in early May. A list of the sites, dates, and teams appears as Appendix E, Site Visit Summary Table.

The **Vision, Mission, and Name Subcommittee** (chaired by Christina Yeager Pelatti, Assistant Professor in Audiology, Speech-Language Pathology, and Deaf Studies) reviewed visions, missions, and names from various organizations (e.g., Apple) and universities (e.g., James Madison University) as exemplars and analyzed common themes from the visual representations of the Center created by faculty/staff at various events (e.g., January Conference). They also reviewed TU's mission statement, institutional objectives/outcomes, and presidential priorities as well as quantitative and qualitative results from the Needs Assessment Survey. Members of the subcommittee then developed and refined a vision, mission, and name for Towson University's Center based on feedback from the Task Force and other members of the university community.

Name: *Faculty Academic Center for Excellence*

Vision: *A world-class center to enhance faculty's academic experiences throughout their careers*

Mission: *The Faculty Academic Center for Excellence serves the faculty to create an inclusive and collaborative community designed to foster a culture of excellence in teaching and scholarship*

Summary of Recommendations

A set of recommendations for the Faculty Academic Center for Excellence (FACE) with sources to support inclusion appear in Appendix F, Faculty Development Center Task Force Recommendations . This set includes recommendations related to (a) mission, vision, and name; (b) locations, physical facilities and structure, and amenities; (c) virtual resources and technology; (d) other resources; (e) programming; (f) Stipend model for research, scholarship, or creative inquiry (g) budget; and (h) staffing. The recommendations were developed by Writing Teams who are identified in Appendix F and will be prioritized at a later date by the FACE Faculty Advisory Board.

The development of the recommendations flowed from broad aspects such as scope and vision and then concentrated on more detailed aspects. One of the first decisions that was made was in regard to the scope of the FACE. Based on meetings with stake holders and the survey (response to question #1) of the faculty stakeholders it was strongly recommended that FACE should focus primarily on teaching and research, scholarly, and creative activity. In addition advising and mentoring services need to be included. Another early theme that emerged was the need to leverage current activities and to be vigilant of what makes sense to centralize and what makes sense to decentralize (i.e., to colleges in terms of resources and outcomes. Consistent with the theme of centralizing and leveraging resources the Task Force recommends placing all faculty fellow programs under FACE.

In terms of facilities adequate and welcoming physical and virtual space is highly desired. Besides access to technology for teaching, the need for big data utilization and a system to manage cutting edge technology is a must. Another theme was access to experts in multiple areas (e.g., statistical and data analysis, technical and professional writing). Programming should be a mixture of centralized, decentralized (i.e., at the college/department level), face-to-face, virtual, and available for faculty at TUNE and other off-campus locations and sites. An increase in internal funding for research. Scholarship, and creative activities was a clear theme. Another very clear message from faculty is that FACE should be run by faculty who currently are in the classroom and are expert teachers, scholars, and mentors which follows the UMass at Dartmouth (and other institutions) practice of having multiple directors with re-assigned time to develop and implement the vision and advice of the faculty advisory board. Development of an incremental staffing plan is one of the first actions for the FACE Faculty Advisory Board. An early dream of the face of FACE is depicted in Appendix J, Faculty Academic Center for Excellence.

Conclusion

In closing, the Faculty Development Task Force would like to thank President Schatzel and Provost Chandler for the opportunity to provide input into the evolution of a faculty development center which will provide the resources that our stellar faculty need to continue to fulfill the university's commitment to student success. As one of the President's eight priorities, the commitment to a world-class faculty development center is clearly evident. The next step is to work with the FACE Faculty Advisory Board to prioritize timing of recommendations according to available funding.

Appendix A: Faculty Development Center Task Force Membership

Name/Title	Department
Arnold-Garza, Sara (Research & Instruction Librarian)	Library
Ballengee, Jennifer (Professor, University Senate President) *	University Senate
Baradwaj, Babu (Professor/Chairperson), Co-Chair	Finance
Barker, Lisa (Assistant Professor) **	Secondary & Middle School Education
Chakraborty, Suranjan (Associate Professor)	Computer & Information Sciences
Chappell, Annette/Siegel, Martha (Professors Emerita)	Towson University Retired Faculty Association (TURFA)
Finkelstein, Carla (Assistant Professor)	Instructional Leadership & Professional Development
Figg, Jennifer (Assistant Professor)	Faculty Development and Research Committee (FDRC)
Ghent, Cynthia (Associate Professor)	Biological Sciences
Jensen, Chris (Director)	Civic Engagement & Leadership
Johnson, Quincey (Lecturer)	Business Excellence
Kedzior, Sya Buryn (Assistant Professor)	Geography and Environmental Planning
Koot, Christian (Associate Professor)	History
Kubitz, Karla (Associate Professor)	Kinesiology
Lee, Jung-Sook (Professor/Chairperson)	Mass Communication and Communication Studies
Meyer, Charles (Lecturer)	Special Education
Miller, Kimberly (Learning Technologies Librarian)	Library
Myers, Nicholas (Graduate Student)	Graduate Student Association (GSA)
Neapolitan, Jane (Assistant Provost for Academic Innovation)	Office of Academic Innovation
Pelatti, Christina Yeager (Assistant Professor)	Audiology - Speech-Language Pathology and Deaf Studies
Reitz, Maggie (Vice Provost), Co-Chair	Office of the Provost
Schmidt, Jeff (Associate Vice President/CIO)	Office of Technology Services
Sigmon, Tyler (Clinical Assistant Professor)	Kinesiology
Spitzer, Sandy (Associate Professor) ***	Mathematics
Stansbury, Jessica (Lecturer)	Psychology
Thavikulwat, Precha (Professor)	Management
Young, Kalima (Adjunct)	Electronic Media and Film

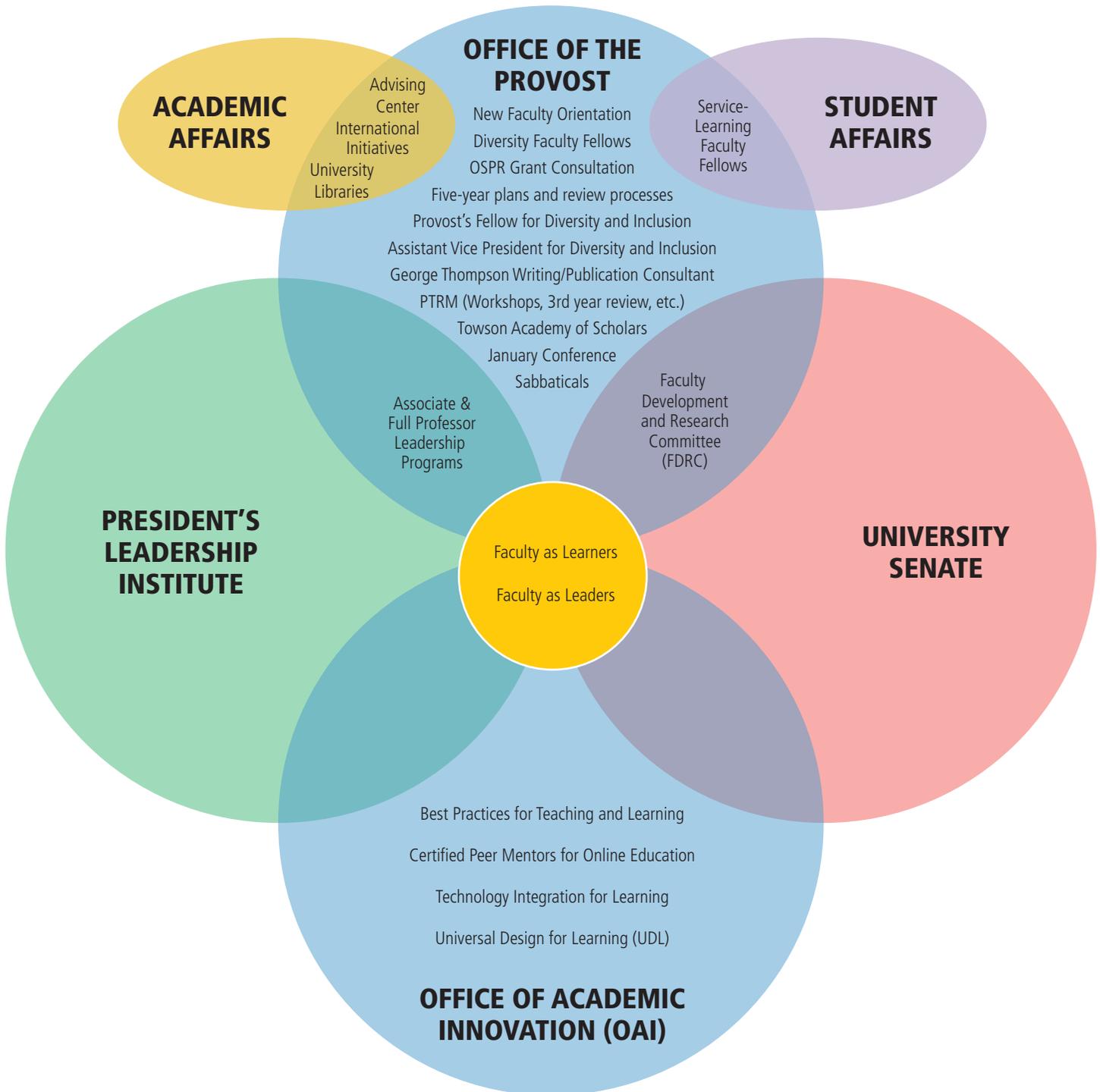
* Added mid-Spring 2017

** Spring 2017 substitute: Dr. William Sadera (Professor)

*** Spring 2017 substitute: Dr. Xiaoyin Wang (Associate Professor)

Appendix B: Inventory of Current Services and Programming

CURRENT COMPONENTS: Future Faculty Leadership and Professional Development Center

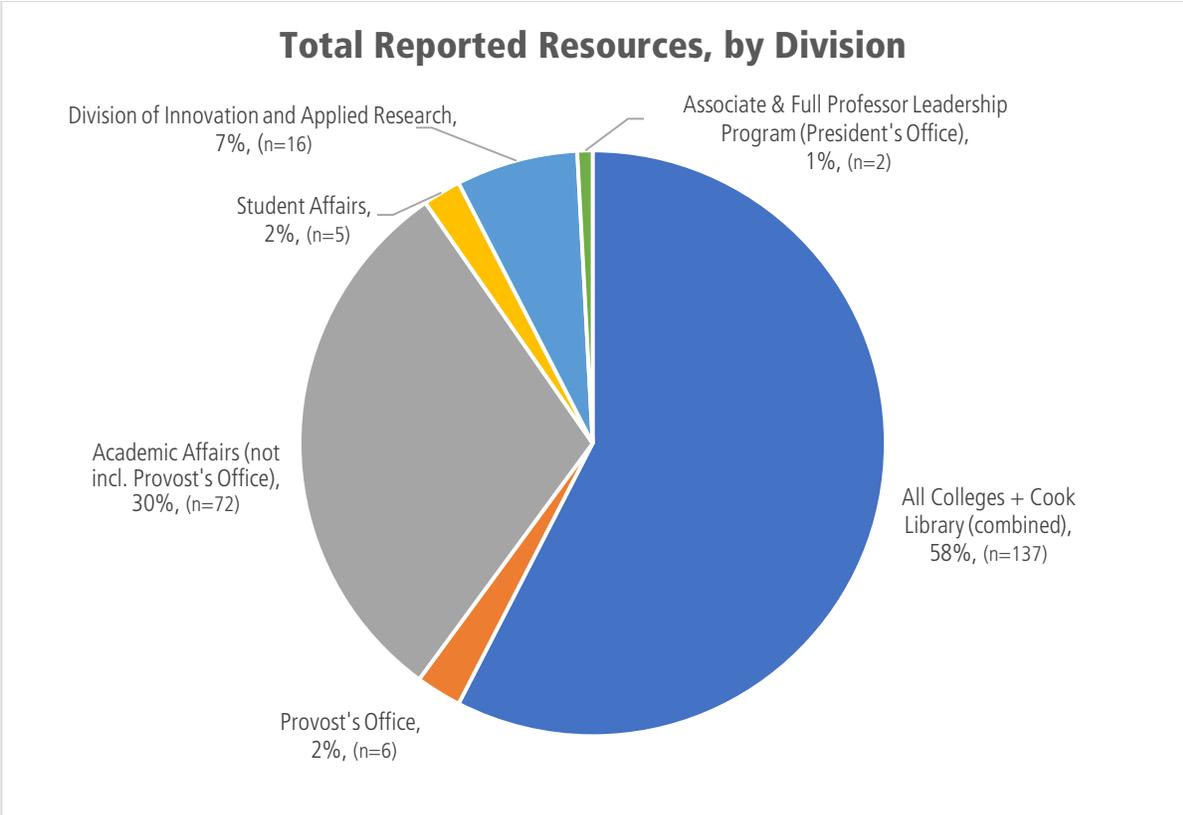


Appendix C: Inventory Subcommittee Findings

Faculty Development Center Task Force
Inventory Subcommittee Findings
11/18/16

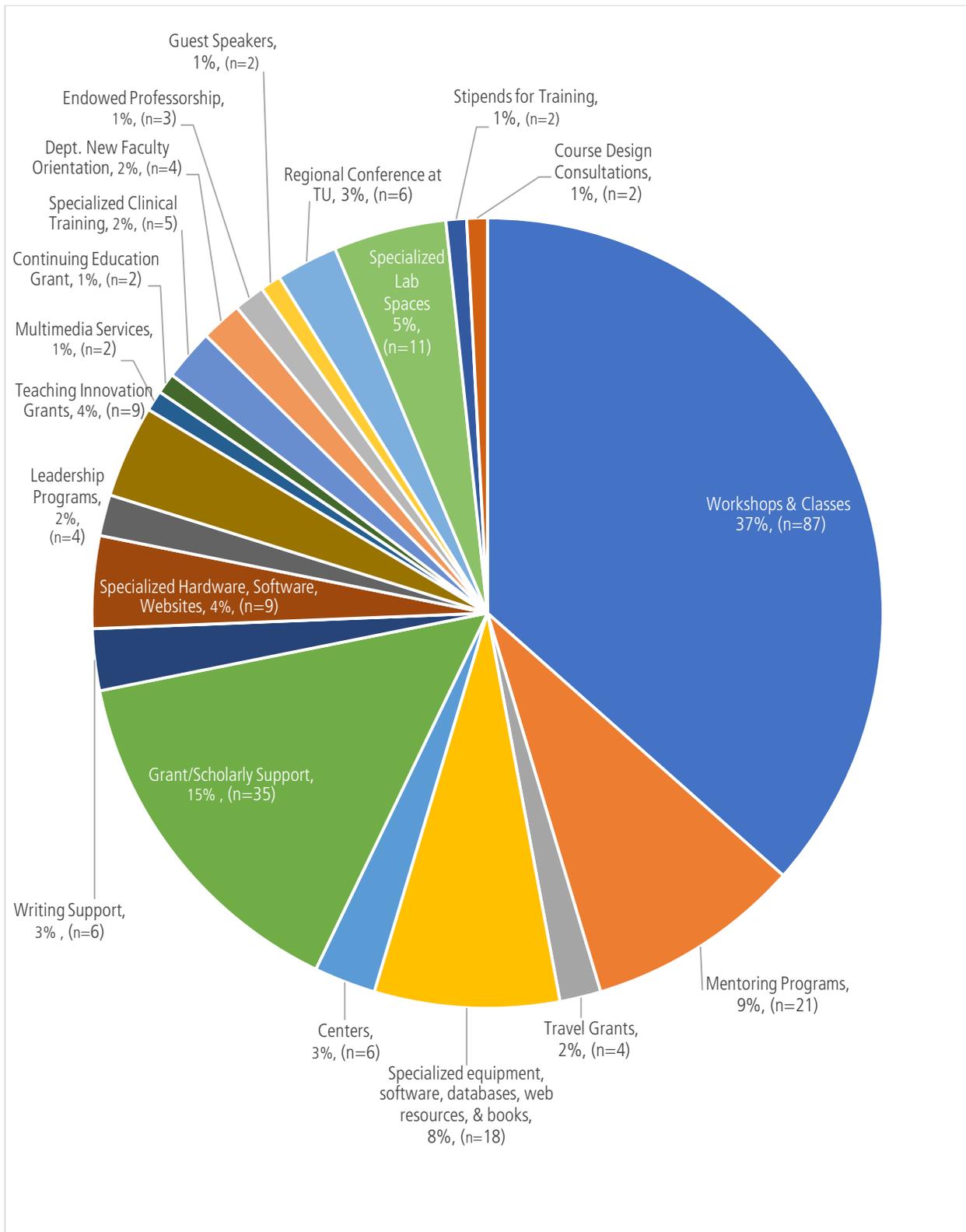
Please note:

- Based on self-reports from all colleges, Albert S. Cook Library, and several non-academic units
- Some college reports were incomplete



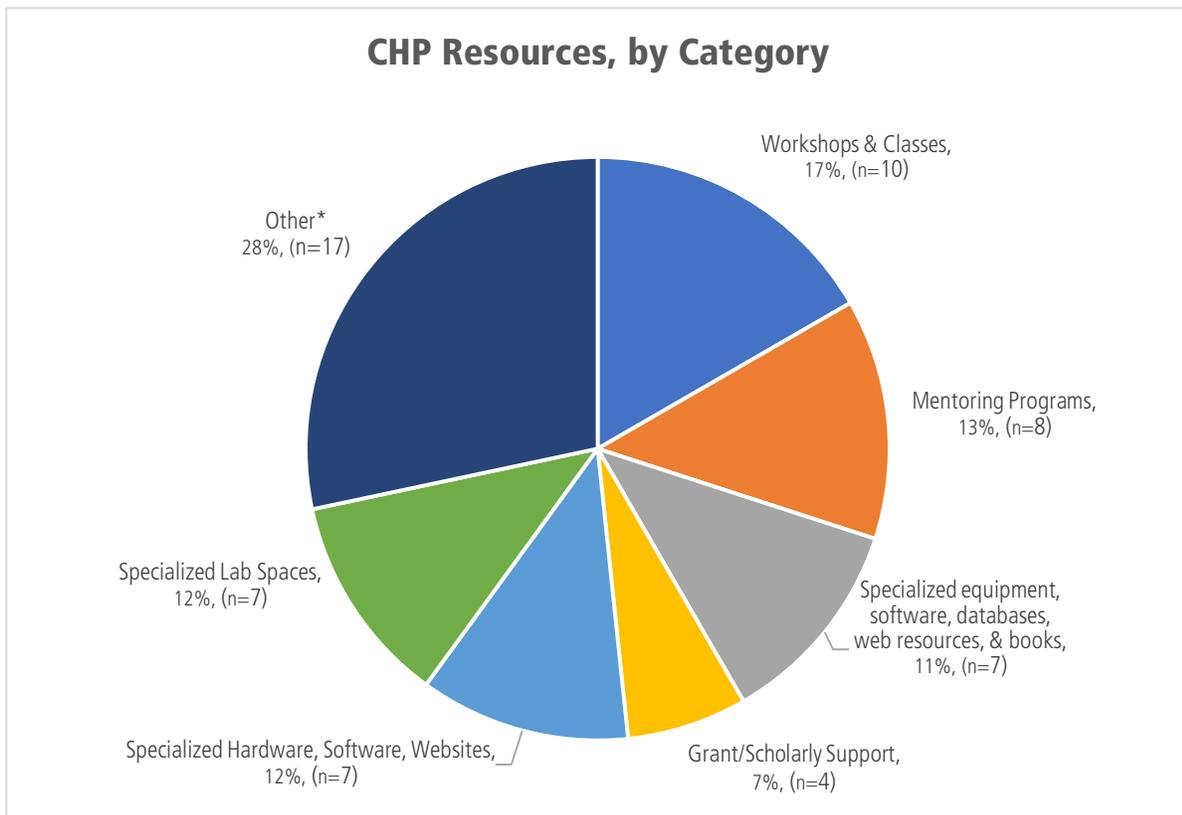
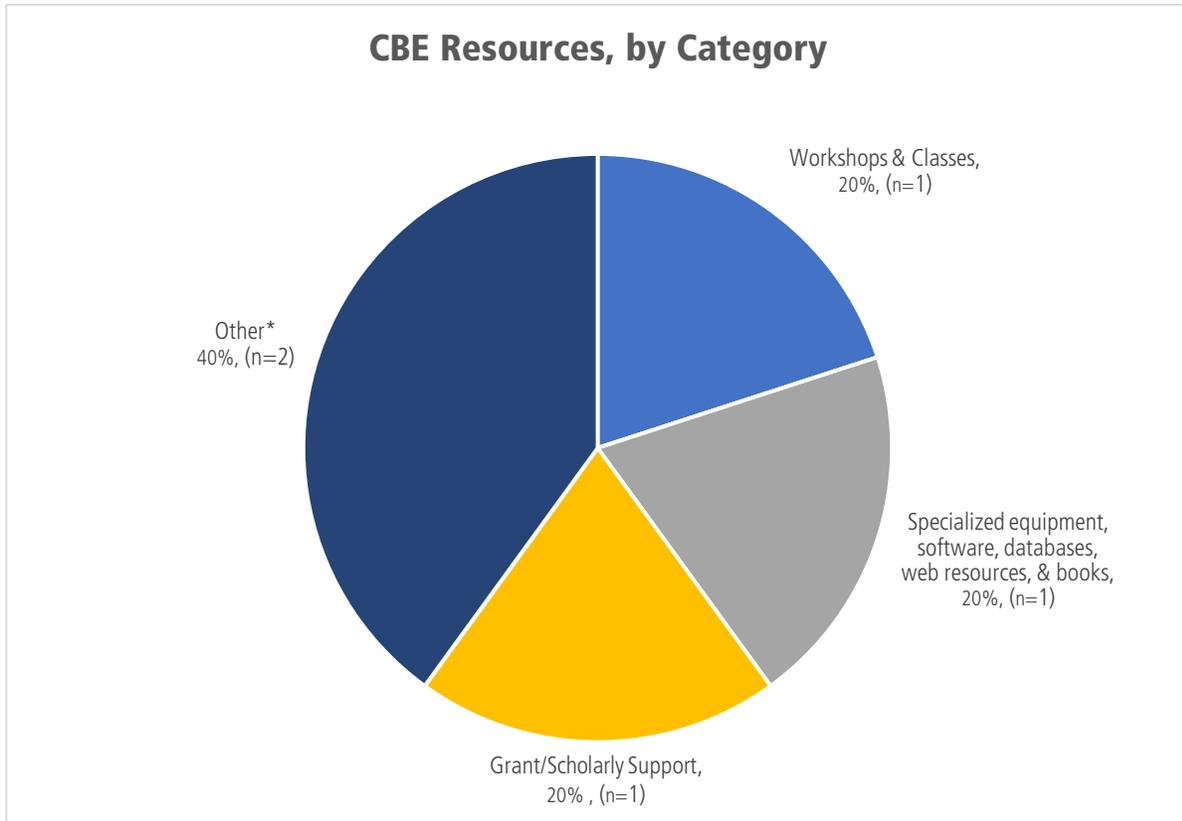
Appendix C: Inventory Subcommittee Findings

Distribution of resources, by category

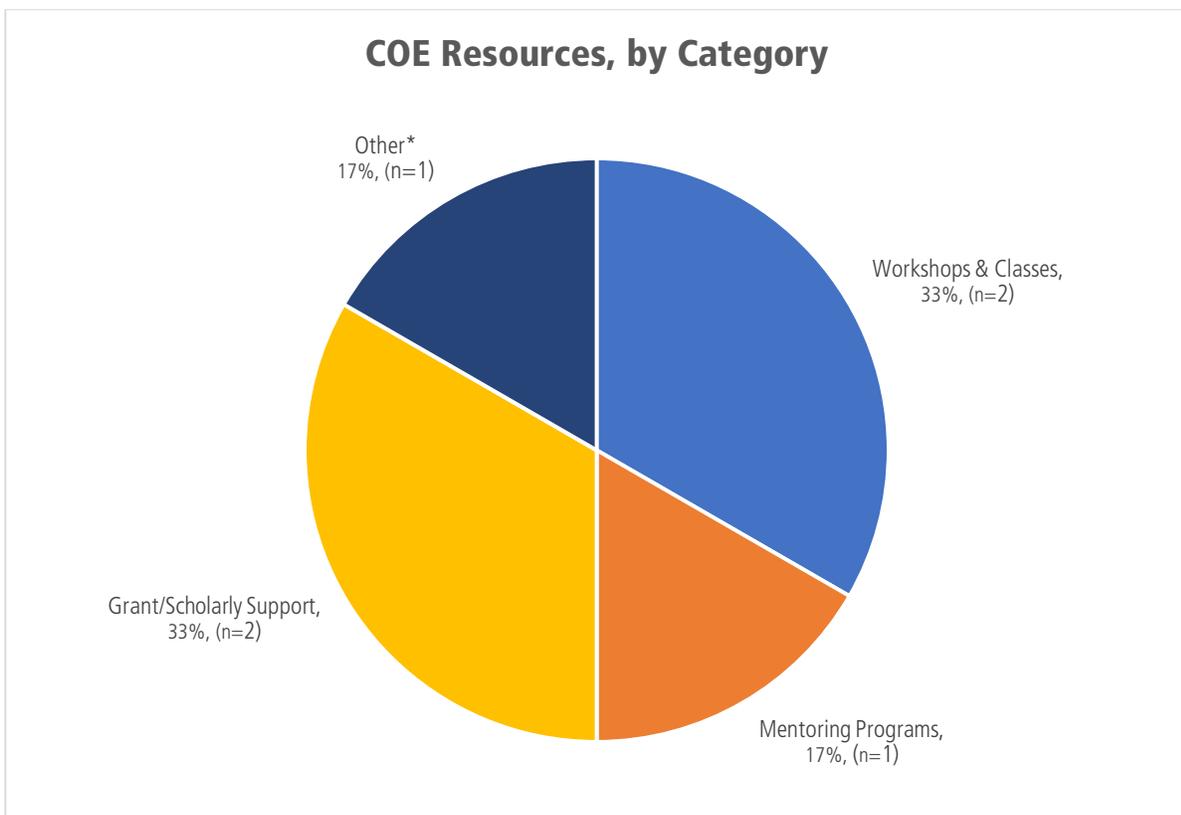
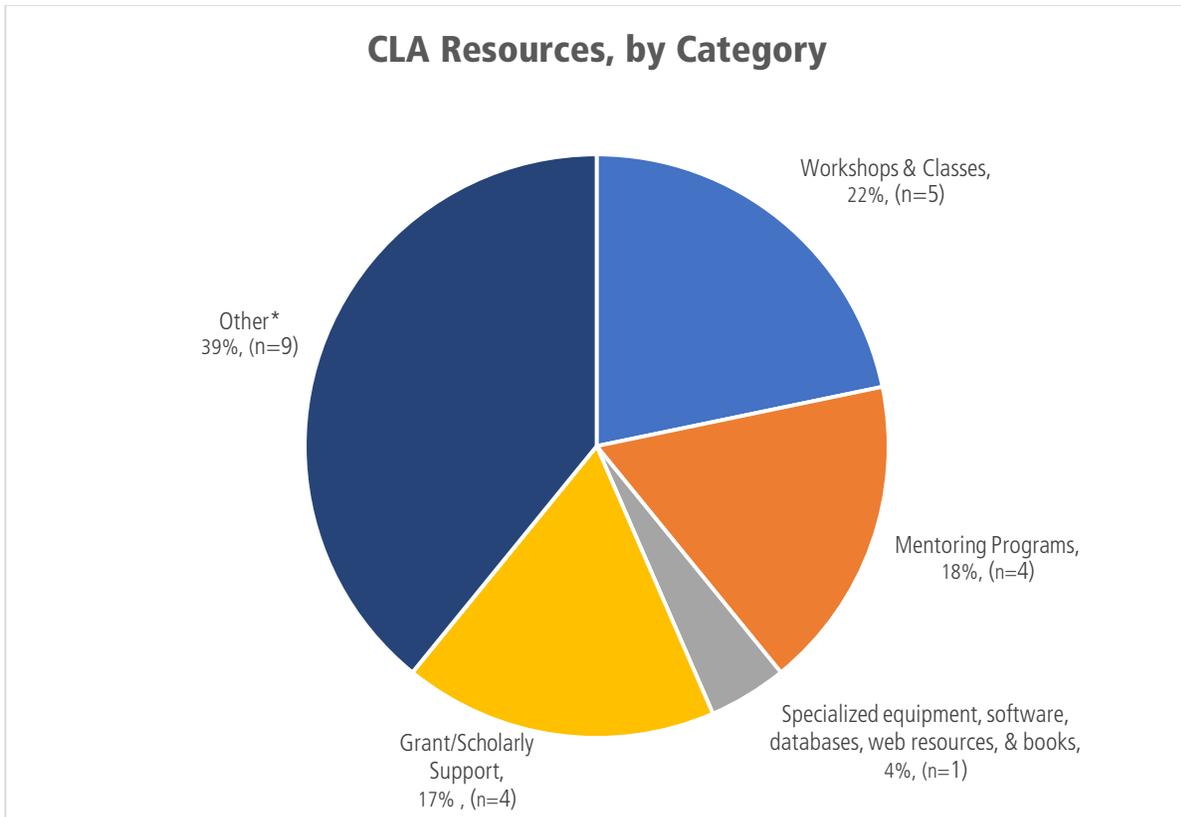


Appendix C: Inventory Subcommittee Findings

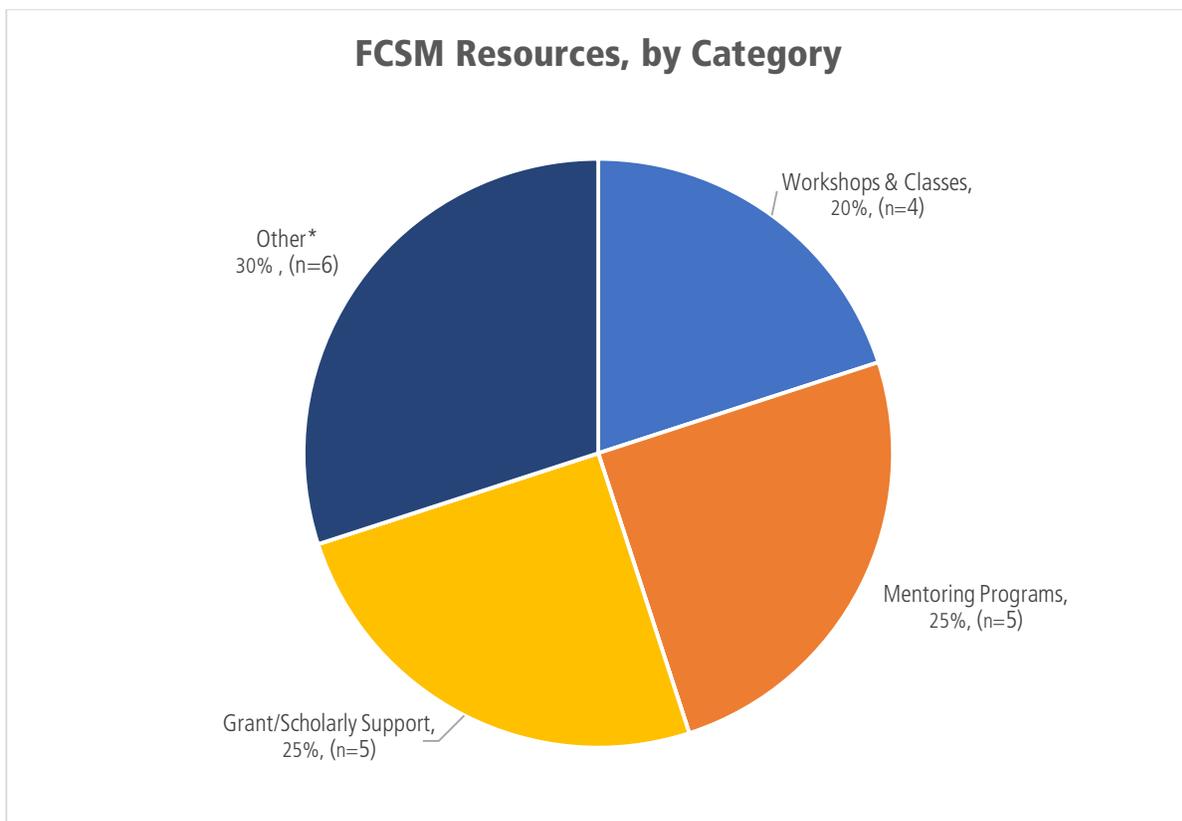
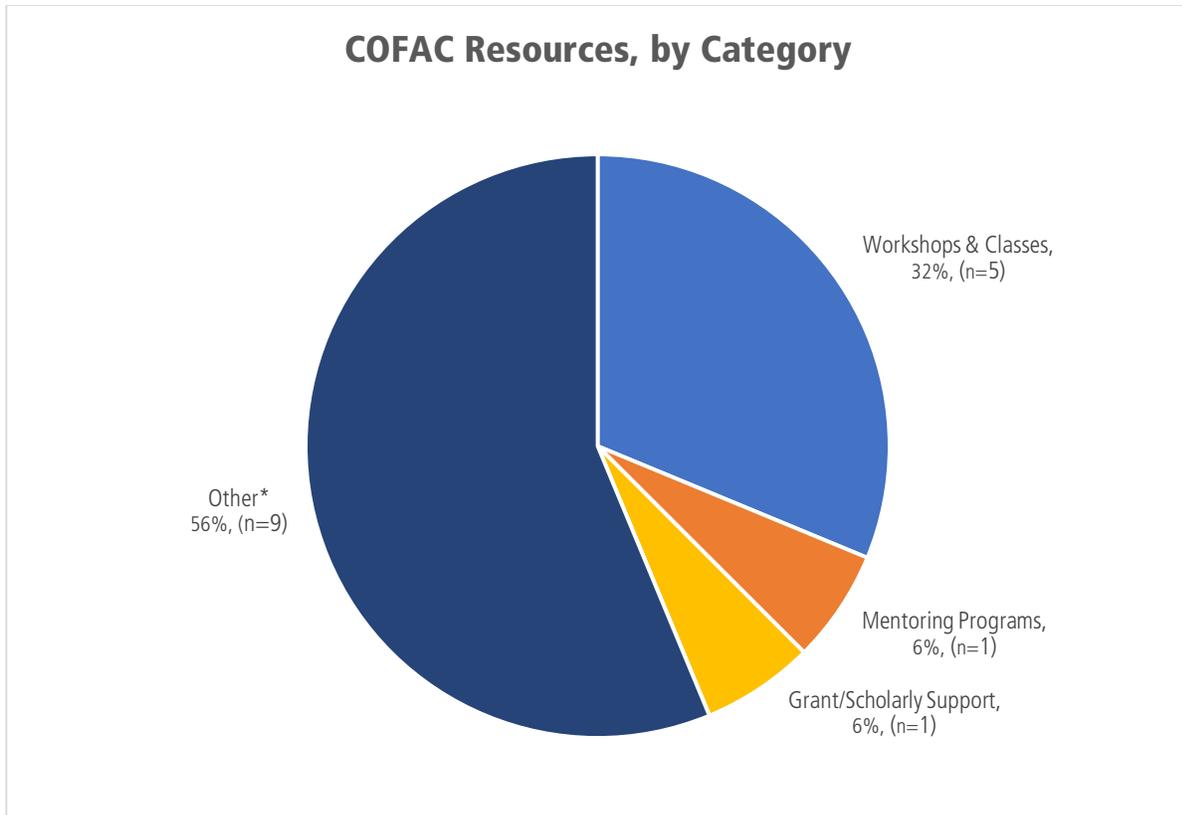
Resources Reported, by College/Library



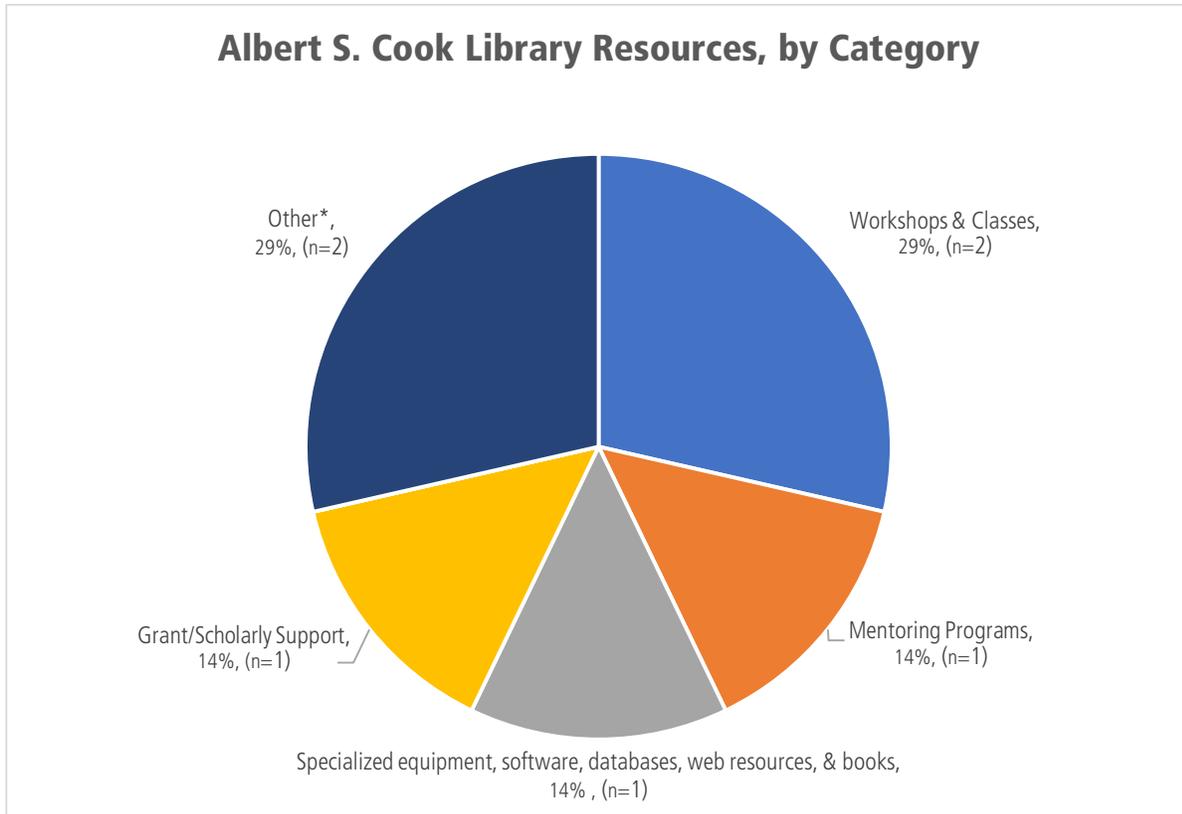
Appendix C: Inventory Subcommittee Findings



Appendix C: Inventory Subcommittee Findings



Appendix C: Inventory Subcommittee Findings



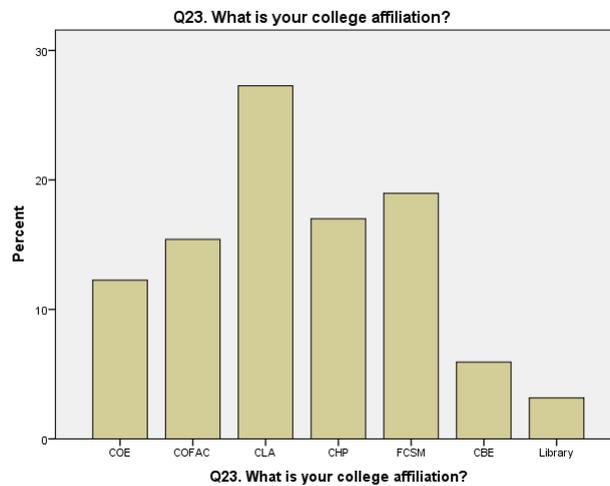
***Categories represented by "Other"** (fewer than 10 reported across all units)

- Travel Grants
- Centers
- Writing Support
- Leadership Programs
- Teaching Innovation Grants
- Multimedia Services
- Continuing Education Grant
- Specialized Clinical Training
- Department-level New Faculty Orientation
- Endowed Professorship
- Guest Speakers
- Regional Conference (hosted at Towson)
- Stipends for Training
- Course Design Consultations

Quick Summary of Survey Results

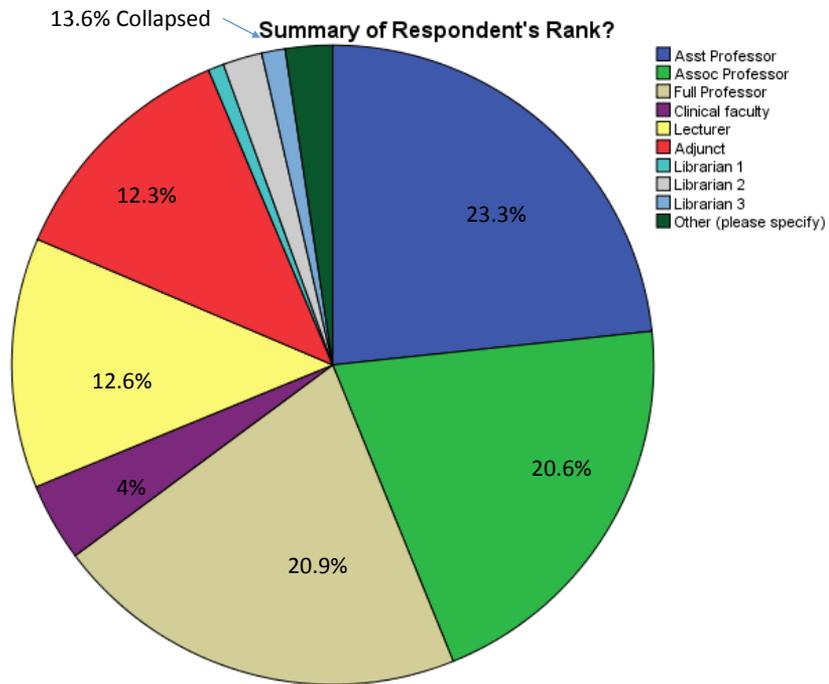
3/6/17 Stansbury/ Revised 4/27/17

Who Responded?

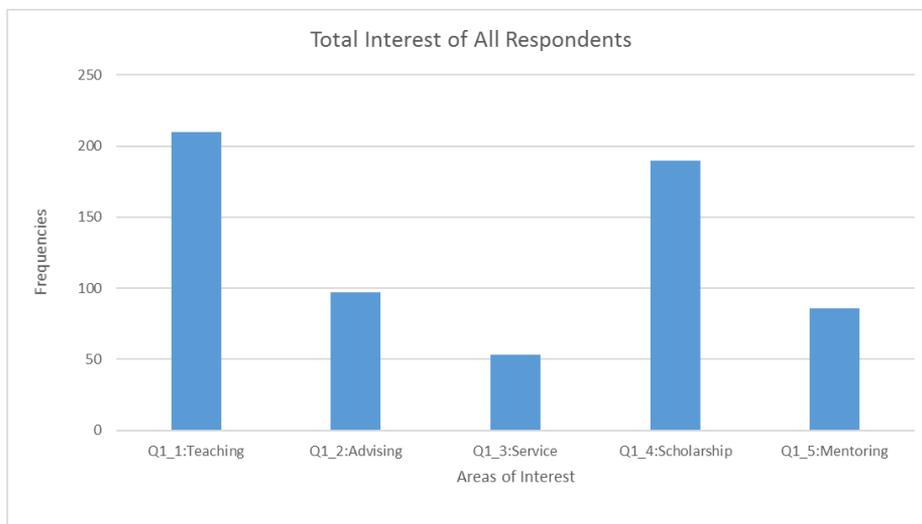


Total Percentage of Respondents per College so Far

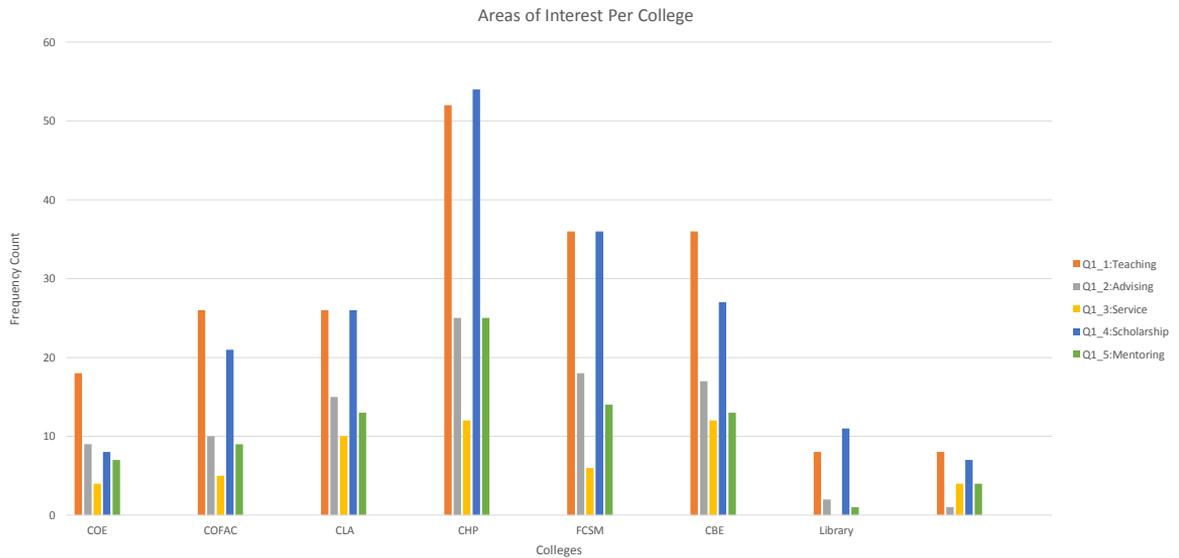
Appendix D: Faculty Survey Results



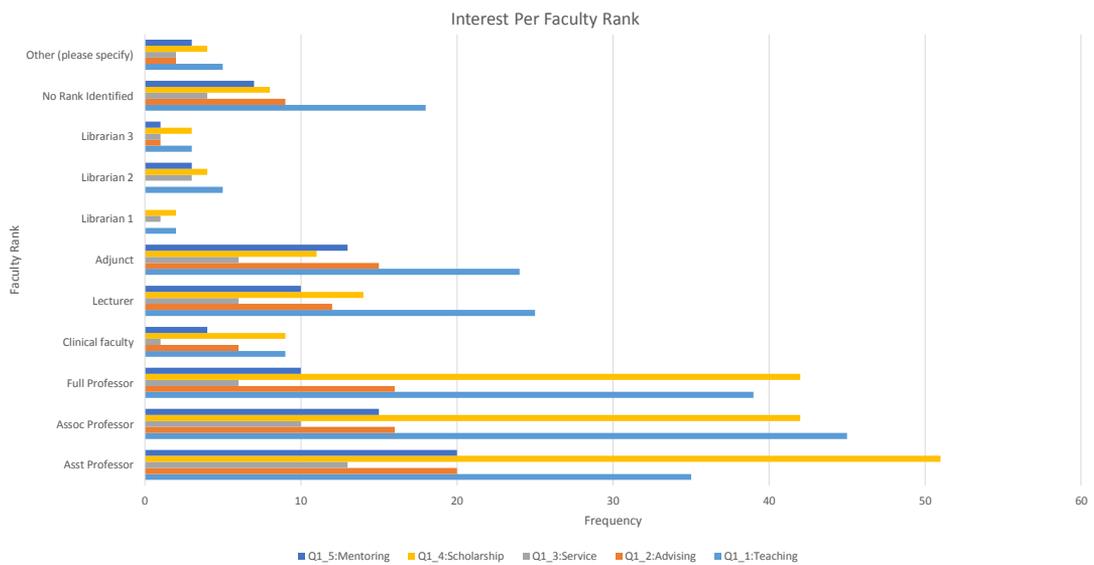
Question #1



Appendix D: Faculty Survey Results

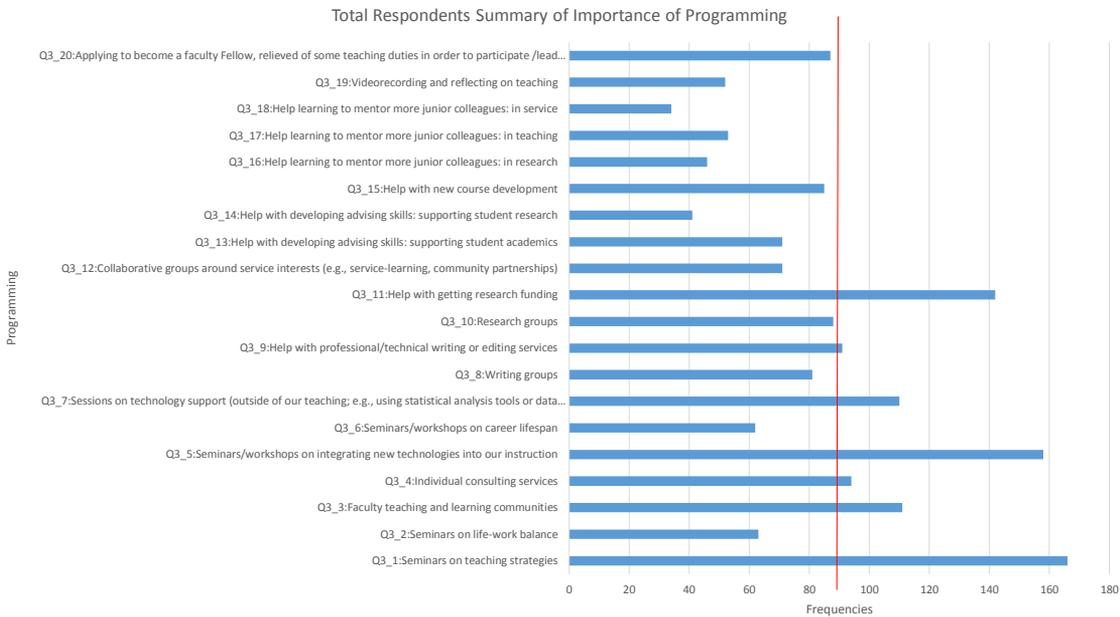


Question #1 Broken Down by College



Question #1 Broken Down by Faculty Rank

Appendix D: Faculty Survey Results



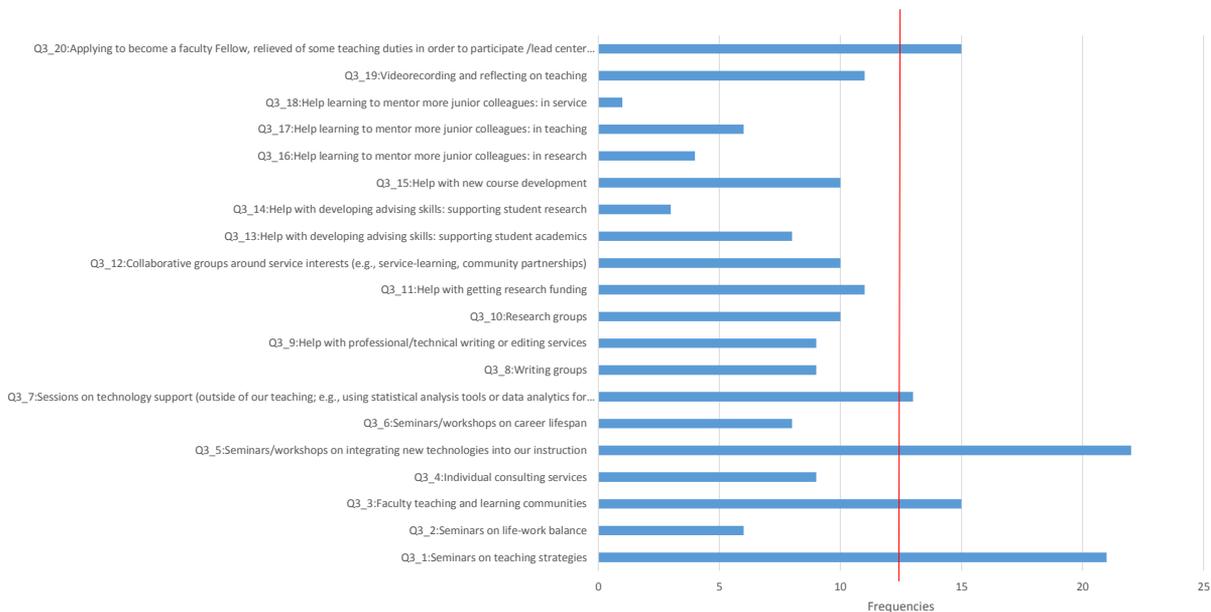
Question #3 Summary of All Responses; Red Line Indicates Median. We should focus on things above the red line.

Summary of Programming Interests Per College

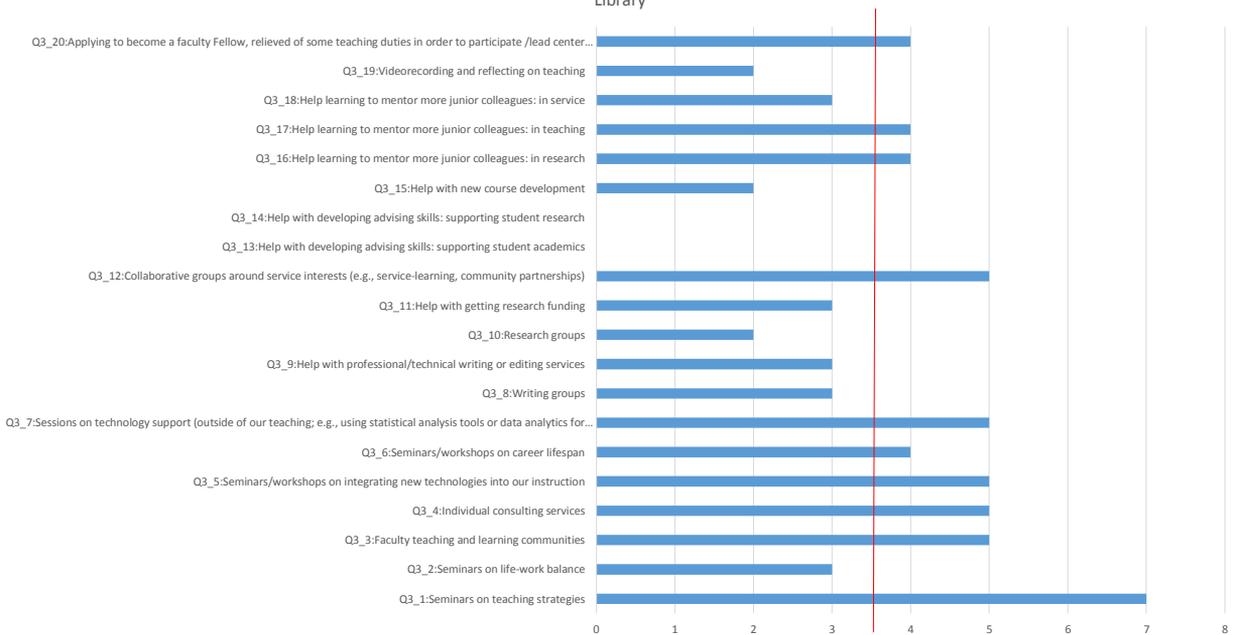
(Could Help Give us Insight Into Needs of Colleges)

Appendix D: Faculty Survey Results

COE Responses

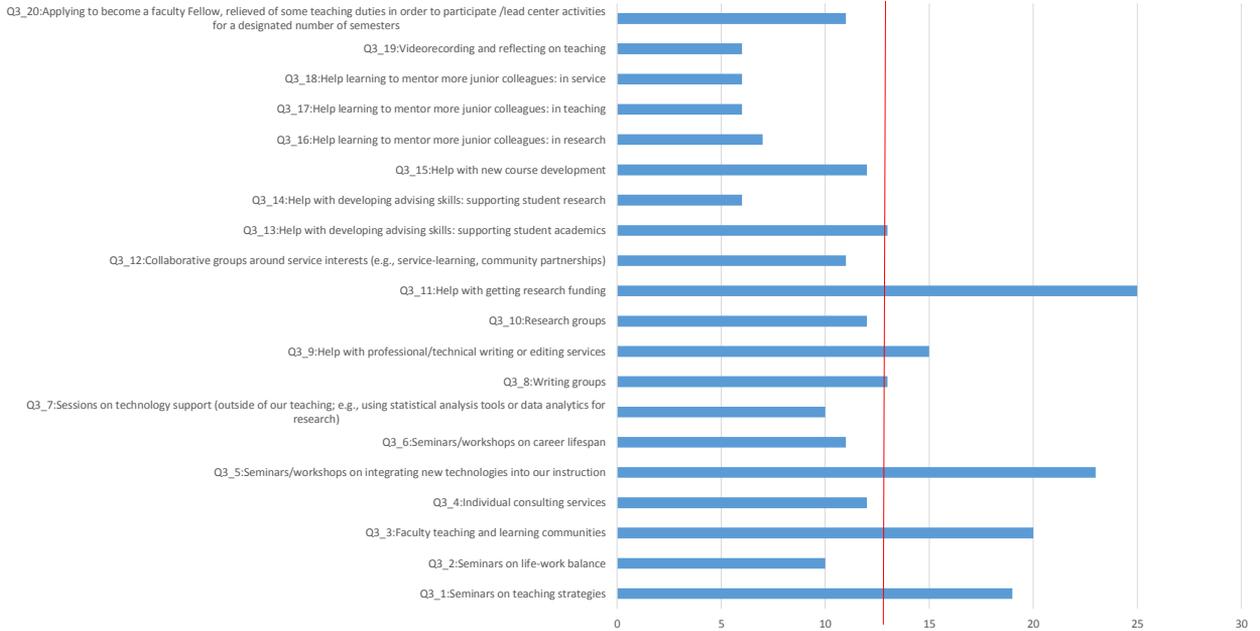


Library

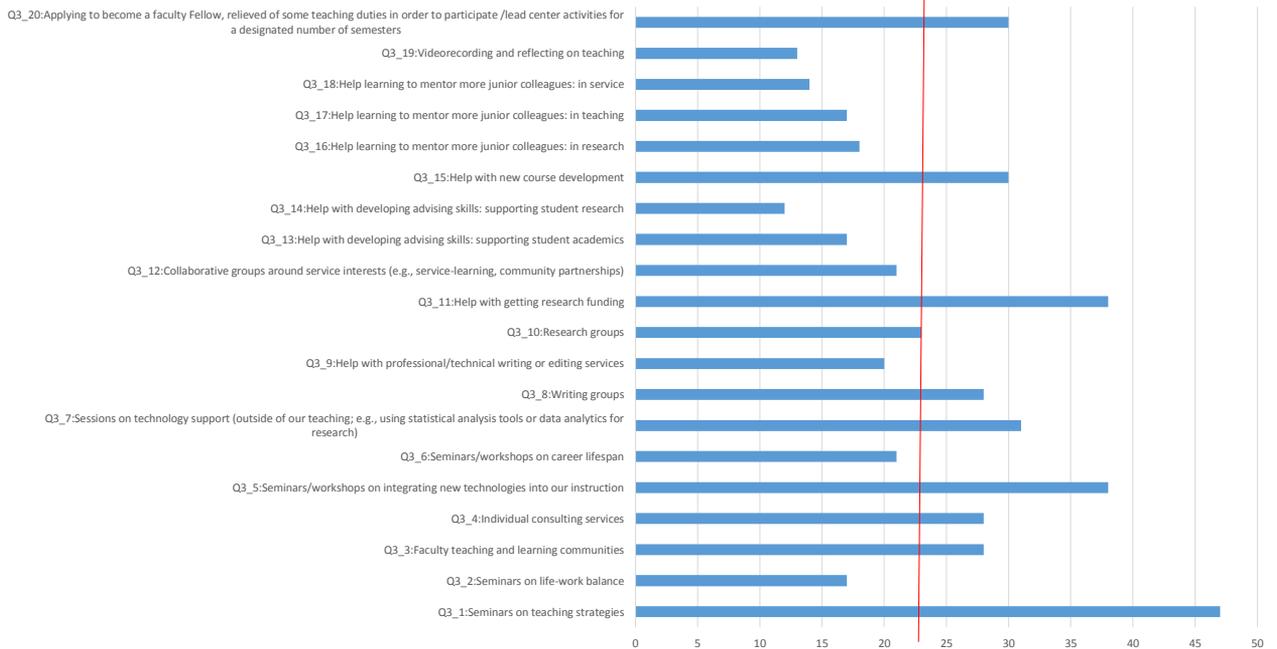


Appendix D: Faculty Survey Results

COFAC

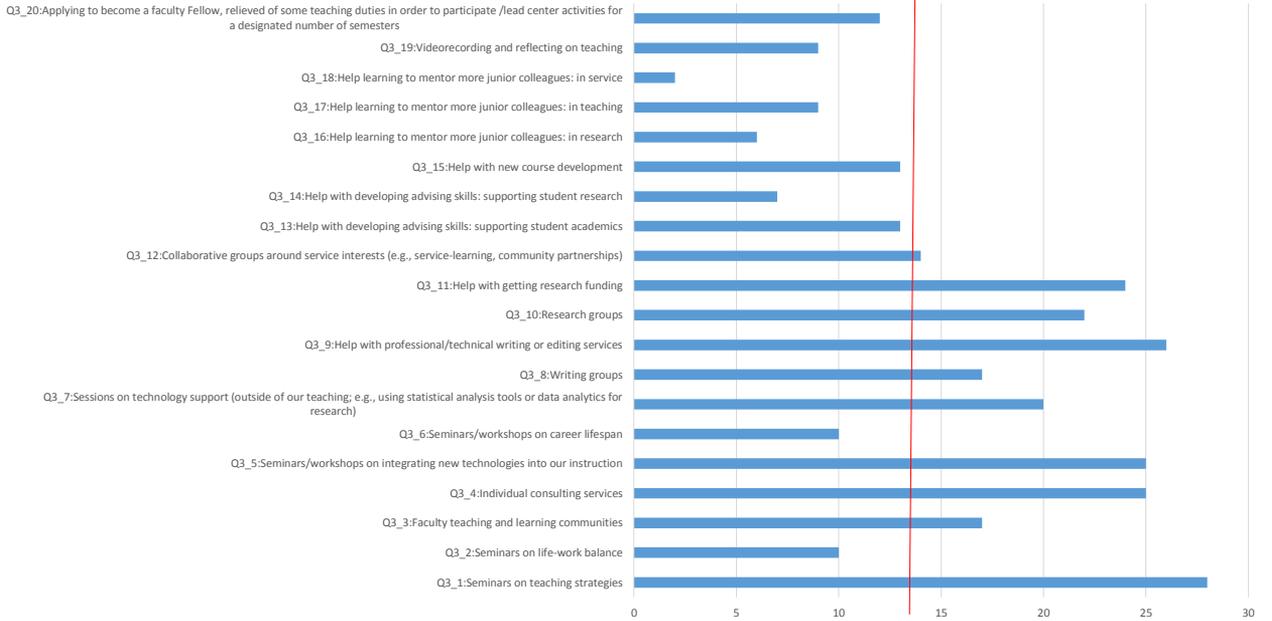


CLA

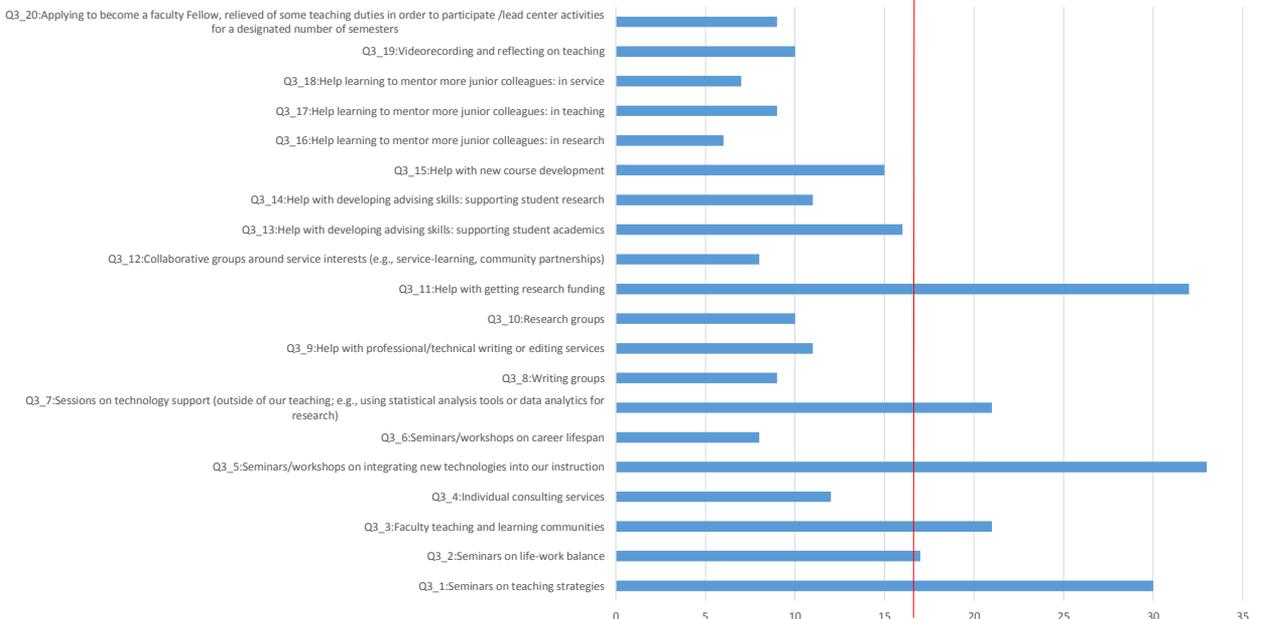


Appendix D: Faculty Survey Results

CHP

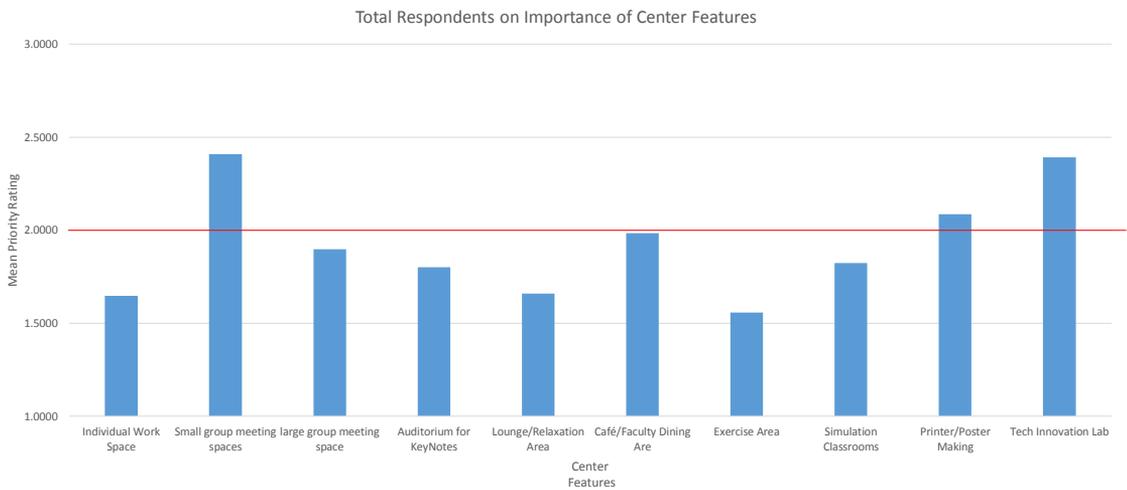
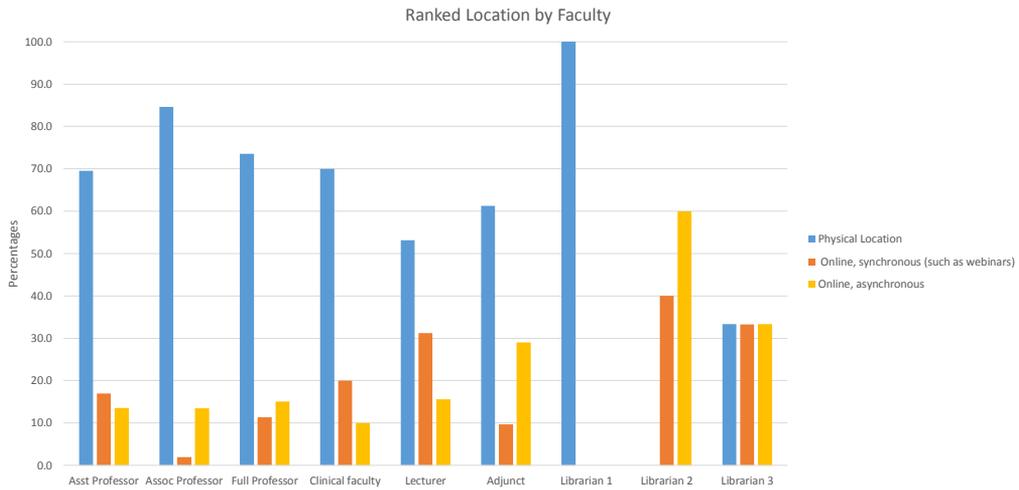


FCSM



Appendix D: Faculty Survey Results

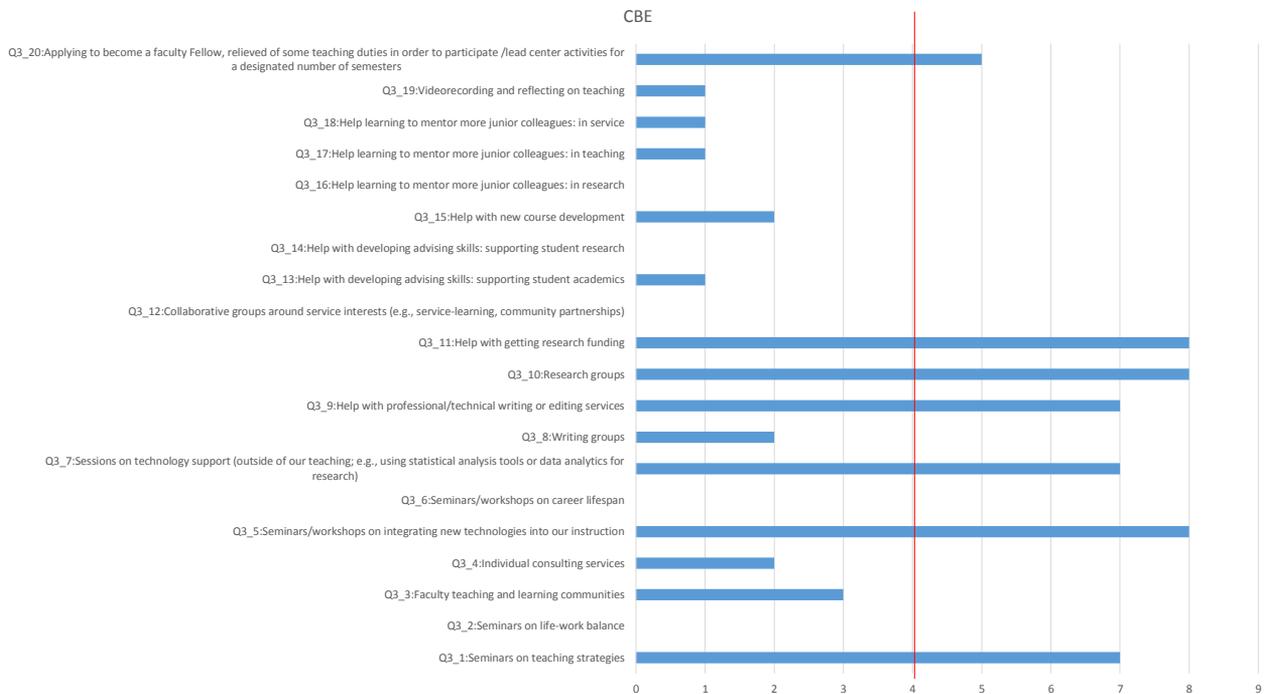
Priority of Location by Faculty Rank



Question # 7-16 (Center Features)

1= Low Priority 2= Priority 3 = High Priority

Appendix D: Faculty Survey Results

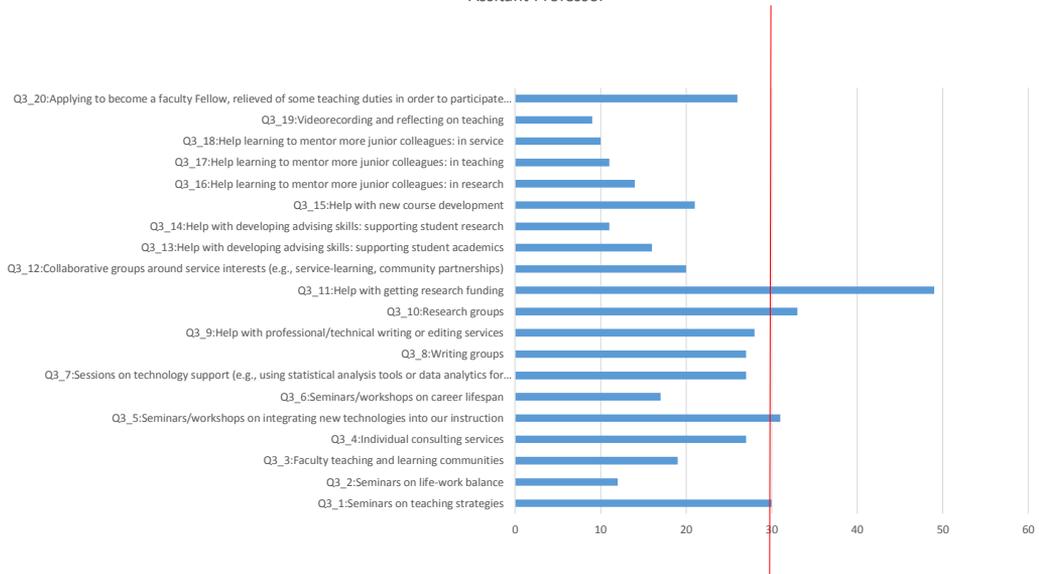


Summary of Programming Interests Per Faculty Rank

(Could Help Give us Insight Into Needs of Faculty Members by Rank)

Appendix D: Faculty Survey Results

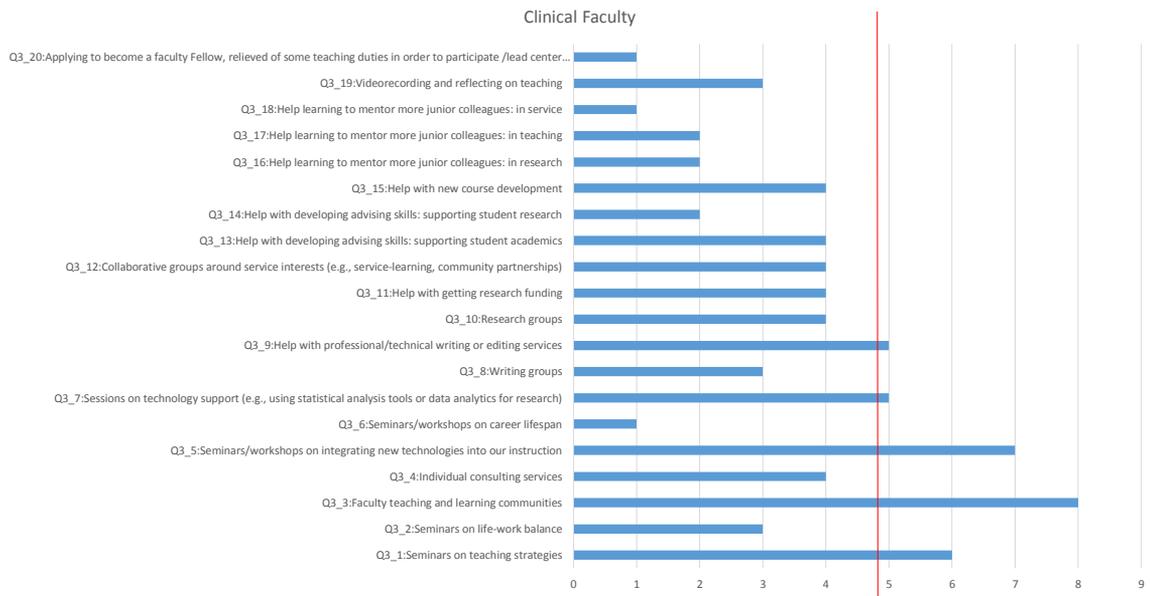
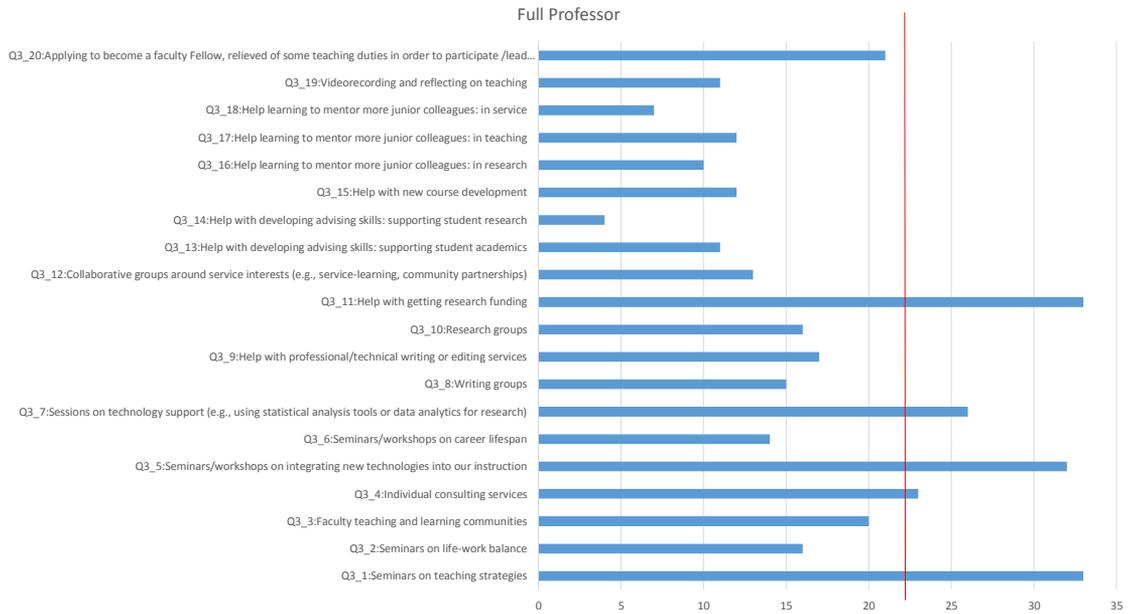
Assistant Professor



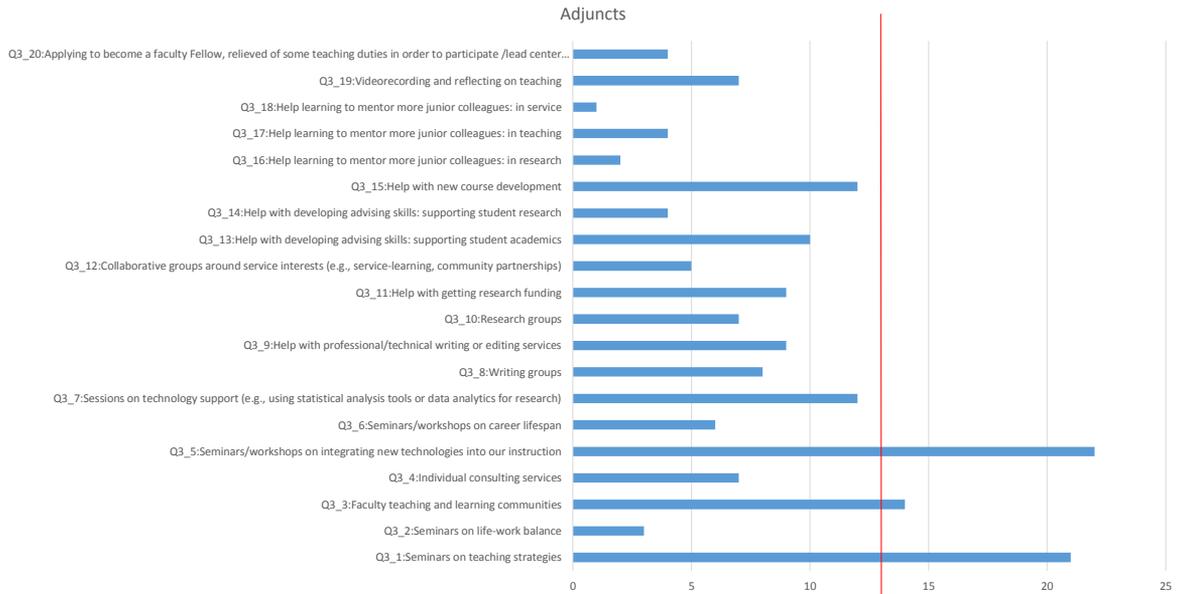
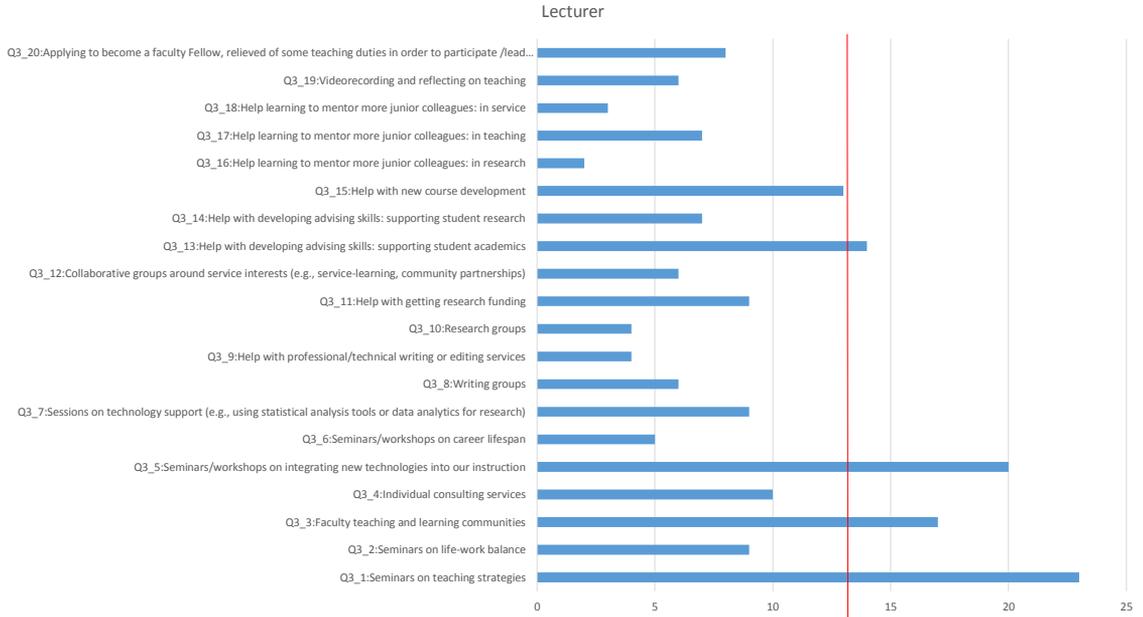
Associate Professor



Appendix D: Faculty Survey Results

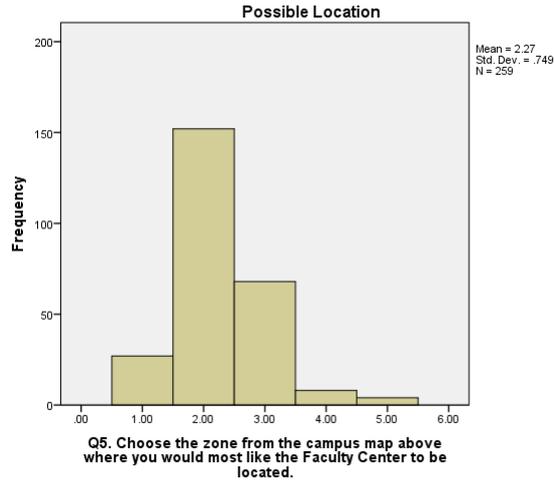


Appendix D: Faculty Survey Results

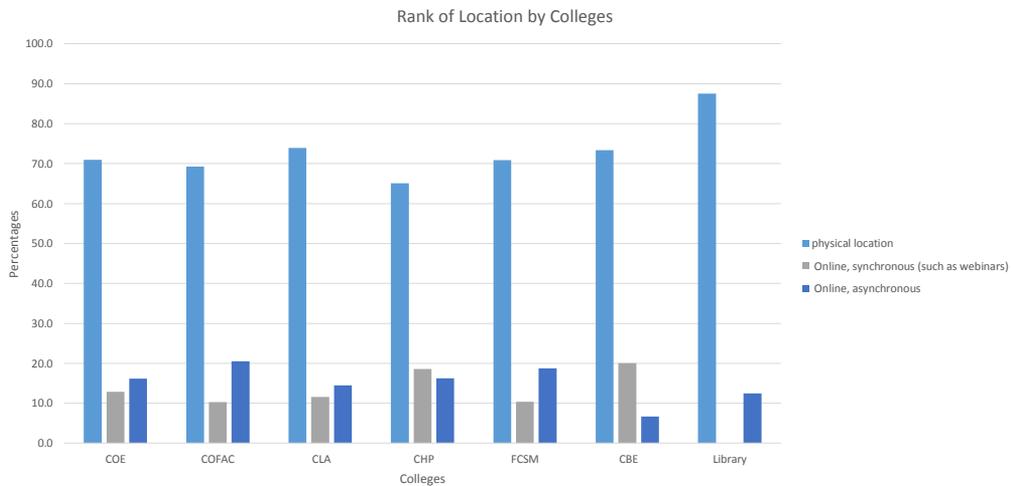


Appendix D: Faculty Survey Results

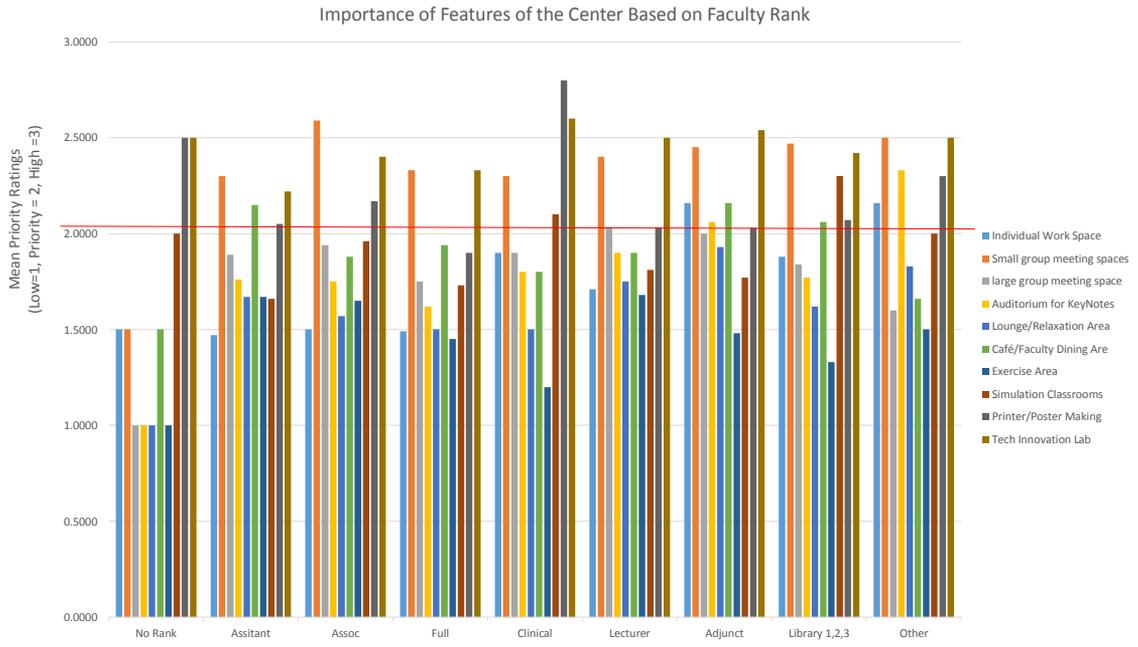
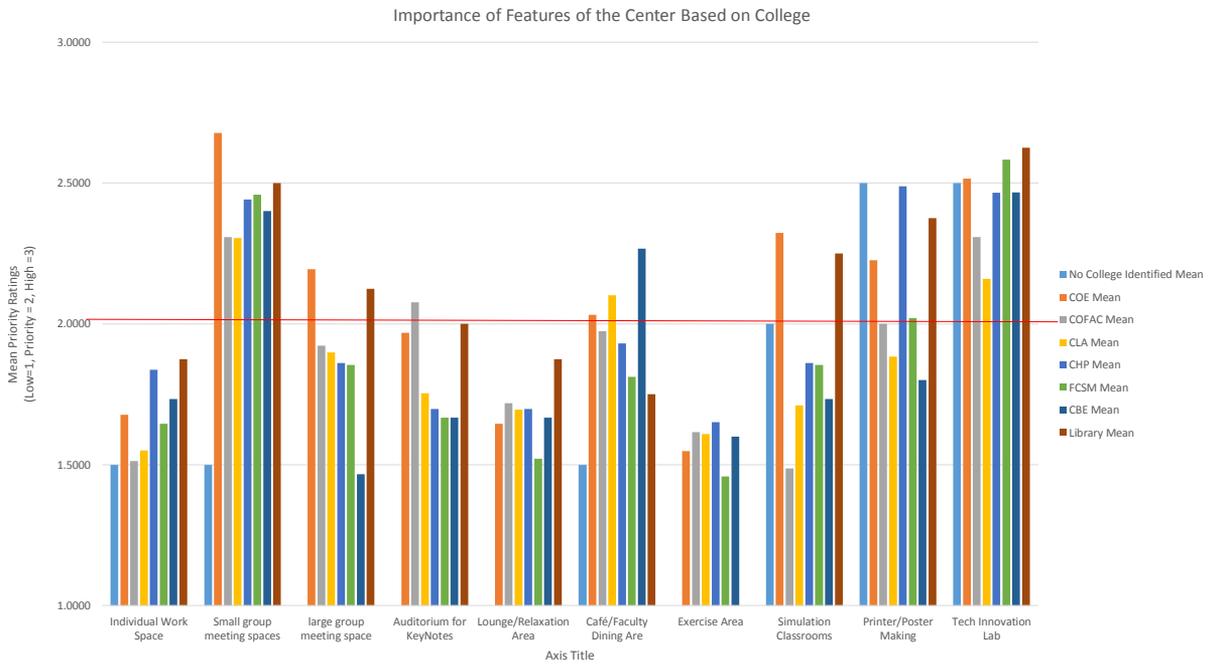
Where Do They Want it?



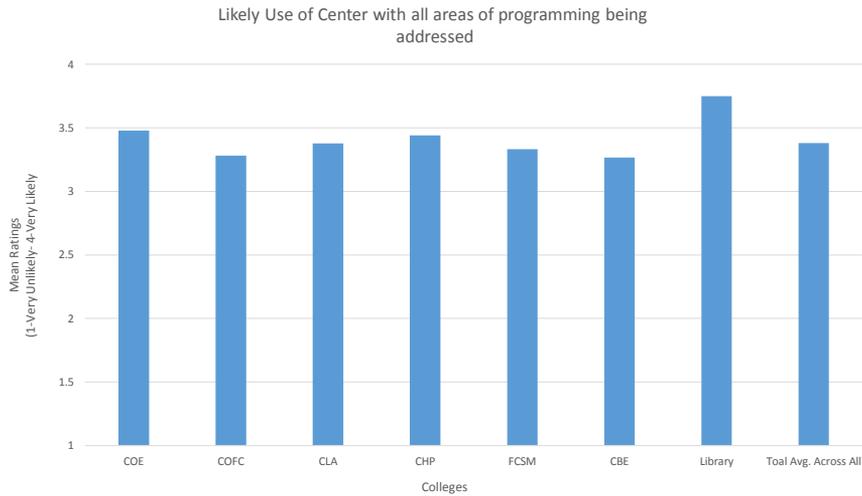
Priority of Location by College



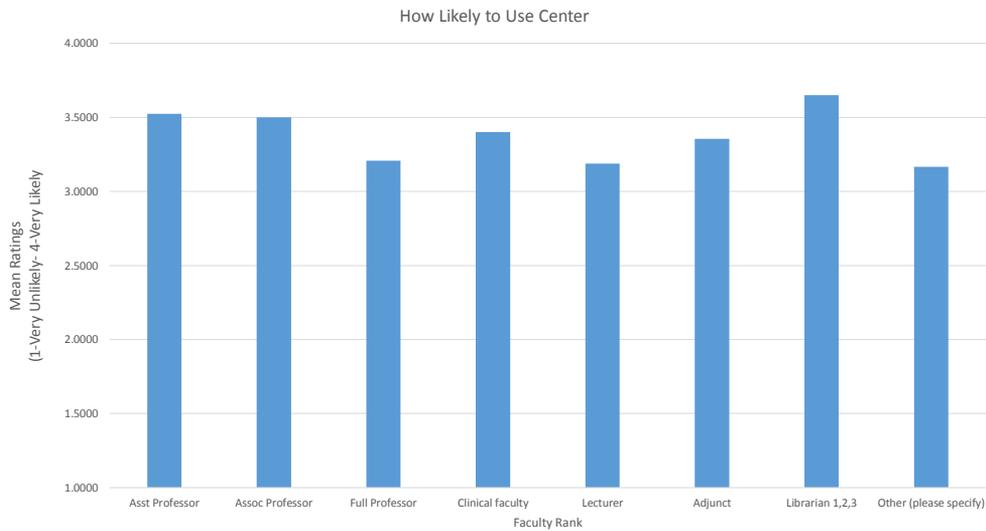
Appendix D: Faculty Survey Results



Appendix D: Faculty Survey Results



Will they Use it By College? (Question # 24)



Will they Use it by Faculty Rank? (Question # 24)

Appendix E: Site Visit Summary Table

Site	Contact	Dates of Travel	Team
University of North Carolina-Wilmington Center for Teaching Excellence and Faculty Leadership and University of North Carolina-Charlotte Center for Teaching and Learning	Diana Ashe, Director ashed@uncw.edu J. Garvey Pyke, Director j.g.pyke@uncc.edu	March 27- March 28	Jane Neapolitan Matthew Wynd
James Madison University Center for Faculty Innovation	Cara Meixner, Executive Director meixnecx@jmu.edu	April 17	Tyler Sigmon Sara Arnold-Garza Michael Bachman
University of Massachusetts-Dartmouth Office of Faculty Development	Thomas Stubblefield, Director tstubblefield@umassd.edu	May 8	Maggie Reitz Michael Bachman

Appendix F: Faculty Development Center Task Force Recommendations

Mission/Vision/Name (Pelatti, Miller, Stansbury, Jensen):

	RECOMMENDATIONS	SOURCE(S)
1.	Name: Faculty Academic Center for Excellence	<ul style="list-style-type: none"> • Names, visions, and missions from various organizations (e.g., Apple) and universities (e.g., James Madison) • TU's mission statement, institutional objectives/outcomes, and presidential priorities • Faculty feedback from January Conference and leadership programs • Needs Assessment survey • Feedback from Task Force participants
2.	Vision: A world-class center to enhance faculty's academic experiences throughout their career.	See above.
3.	Mission: The Faculty Academic Center for Excellence serves faculty to create an inclusive and collaborative community designed to foster a culture of excellence in teaching and scholarship.	See above.
4.	NOTE: The term, "faculty," is used to represent adjuncts, clinical faculty, graduate students, lecturers, librarians, retired faculty, tenured, and tenured track faculty.	Discussion in Task Force meetings

Location, Physical Facilities & Structure, and Amenities

(Kedzior, Meyer, Kubitz, Siegel/Chappel, Neapolitan):

	RECOMMENDATIONS	SOURCE(S)
1.	Faculty Academic Center for Excellence (FACE) should be a combination with a physical space for services and programing; decentralized programming; and virtual services and programming.	Survey and January Conference session discussion
2.	FACE should be housed in a centralized location in Zone 2 or 3 (i.e., central academic precinct or area near Union)	Survey results PPT (slide #23) and January Conference session discussion. Distance required to travel to Center and was identified as key factor that might prevent faculty from using FACE.

Appendix F: Faculty Development Center Task Force Recommendations

3.	FACE's physical facilities should include at least one group meeting space with soft seating for collaborative conversation, one group meeting space with white board and technology for project development; one conference room for staff meetings and project work; at least two technology innovation labs (one each for teaching and research). Lab rooms should be at least 770 sq. ft with seating capacity for 25.	Survey; January Conference; Full Professors Leadership Class; Lecturers' Meeting; UMASS Dartmouth site visit
4.	FACE should include one "innovation classroom" where faculty can try new teaching technologies in a safe, collaborative space. The room should be equipped with flexible furnishings including a high-end teacher's station; moveable student chairs and modular tables for group seating; multiple flat screen panels for collaborative group work; and state of the art wifi capacity with washable floor.	UNC-Charlotte site visit
5.	FACE should include one practice classroom where faculty can practice on currently available/standard teaching technology in a safe, collaborative space. Space would be dually used for large group meetings, programming, and demonstrations with seating capacity for 50 people and approx. 3,000 sq. ft.	Insights gleaned from 2017 conversion of Distance Media Classroom/Computer Lab (CK 404B) to OAI Active Learning Lab.
6.	FACE should include individual work space for faculty working on research/scholarship.	Survey; January Conference;
7.	FACE's amenities should include a faculty café. [Availability of food or coffee prioritized; desire for relaxation, gym or meditation space also expressed.]	Survey, January Conference Session Discussion, Full Professors Leadership Class, UMASS Dartmouth site visit
8.	FACE should include technology broadly defined, including physical resources for teaching and research. [See <i>Virtual Resources & Technology and Other Resources</i> sections.]	Survey; January Conference
8.	Face should include offices for 3 directors, staff, shared work space for part-time faculty fellows; and reception area with work space for graduate assistant or student workers. [See <i>Staffing</i> section.]	UNC-Wilmington and UNC-Charlotte site

Appendix F: Faculty Development Center Task Force Recommendations

Virtual Resources & Technology (Chakraborty, Schmidt, Thavilkulwat):

	RECOMMENDATIONS	SOURCE(S)
1.	<p>FACE should provide virtual resources as outlined below.</p> <ul style="list-style-type: none"> a) Develop a knowledge management system that allows for collective storage and dissemination of organizational knowledge acquired through the operation of the FACE b) The knowledge management system should take the form of a web-based knowledge portal based on the exemplar sites and leverage skills in the Human Computer Interaction design research group within the CIS department c) Access to technology that facilitates: <ul style="list-style-type: none"> • Knowledge sharing – through use of technology that fosters the development of research and teaching communities within FDC (e.g., wikis, blogs, bulletin boards) • Virtual Collaboration – through use of technology that enables collaboration in a virtual space (e.g., file sharing, shared drives) • Individual Faculty productivity – through development of a software productivity repository easily accessible to faculty (e.g., bibliographic tools, tools that aid data analysis, research databases, instructional software, test/assignment administration and analysis software) 	<p>Survey, site visit report, relevant academic research on organizational IT, adoption of IT, use of IT (Pavlou & El Sawy 2011; 2010; Chatterjee et al. 2015)</p> <p>Websites of institutions chosen for site visits</p>
2.	<p>FACE should provide resources related to technology equipped work spaces for scholarship:</p> <ul style="list-style-type: none"> a) Spaces equipped with workstations that enable faculty research, scholarship, and creative activity through <ul style="list-style-type: none"> I. Access to software (e.g., data analysis software; online research databases, data management software, also see 1c above) II. Access to hardware (e.g., eye-tracking software; biometric devices used in healthcare research and computer science, also see 1c above) <p>[See <i>Location, Physical Facilities & Structure, and Amenities</i> section.]</p>	<p>Site visit report, Fact finding on internal technology capabilities</p>
3.	<p>FACE should provide resources related to instructional technology</p> <p>Recommendations for exemplar teaching lab [See <i>Location, Physical Facilities & Structure, and Amenities</i> section.]</p> <ul style="list-style-type: none"> a) Operate this as innovation classroom(s) to provide faculty with access to advance classroom features. 	

Appendix F: Faculty Development Center Task Force Recommendations

- b) Consider these spaces as rapid prototyping spaces, which evolve based on faculty feedback and new useful innovations.
- c) Enable faculty experimentation with innovative pedagogical practices.
- d) Utilize these classrooms as program space for larger events.

[Currently available space at TU: OAI currently manages an instructional programming space in cook library 404 b suitable for 20 to 35 participants.]

4. FACE should provide resources for technology related **needs for best practice and innovative online instruction.**

Any teaching innovation should include technology that allows faculty to explore newer means of online pedagogy. These could typically relate to innovative new online spaces (e.g., Second Life) that could be accessed by faculty in the innovation space described above.

5. Recommendations related to **Technology Operation**

Technology operations (e.g., technology support and maintenance, security and access control, infrastructure support) for the FACE would require resources both material and personnel.

Operations supported through technology management should include

- a) Administrative operations
- b) Service delivery and support (e.g., linking faculty to center services and programming)
- c) Professional development (e.g., helping clients use the technologies in their faculty roles)
- d) External partnerships (e.g., bringing in remote speakers, experts)
- e) Streaming or recording (e.g., events, conferences, colloquia, etc.)

References:

Chatterjee, S., Moody, G., Lowry, P. B., Chakraborty, S., & Hardin, A. (2015). Strategic relevance of organizational virtues enabled by information technology in organizational innovation. *Journal of Management Information Systems*, 32(3), 158-196.

Pavlou, P. A., & El Sawy, O. A. (2010). The "third hand": IT-enabled competitive advantage in turbulence through improvisational capabilities. *Information Systems Research*, 21(3), 443-471.

Pavlou, P. A., & El Sawy, O. A. (2010). The "third hand": IT-enabled competitive advantage in turbulence through improvisational capabilities. *Information Systems Research*, 21(3), 443-471.

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Other Resources (Arnold-Garza, Jensen, Wang):

	RECOMMENDATIONS	SOURCE(S)
1.	FACE should include consultations/office hours for expertise not covered by other writing teams: a) Disability Support Services b) Office of University Research Services c) University Libraries d) Office of Inclusion and Institutional Equity e) Knowledge and guidance for research resources not found on campus (e.g., video/audio transcription, locating data sets, grant writing, community partnerships) f. Statistical analysis and methodological expertise [Highlighted text similar to recommendations in <i>Virtual Resources & Technology</i> section]	Survey, site visits
2.	FACE should include graphic design and video editing services	Site visits, task force discussion
3.	FACE should include makerspace/studio/innovation space for scholarly and creative activities	Survey, site visits
4.	FACE should include mentorship opportunities and support (e.g., peer, formal, informal, training for mentors)	Survey, site visits
5.	FACE should include holistic/life-work balance oriented resources (e.g., shower facilities, food pantry, volunteer/service events)	Survey

Programming (Neapolitan, Sigmon, Lee, Finkelstein):

	RECOMMENDATIONS	SOURCE(S)
1.	FACE should provide programming in a variety of formats, including face-to-face workshops/group sessions, guest speakers/presentations, faculty learning communities, one-on-one individualized sessions, and mentoring activities.	RIT (2014) Faculty Needs Survey
2.	FACE programming should be centralized to leverage efficiencies and decentralized to provide contextualized college level services.	Faculty Needs Survey and Task Force meetings
3.	FACE should provide targeted New Faculty Institute with new faculty receiving a 1-course assigned time for year-long program resulting in a five course load for the first contract year.	UMass-Dartmouth Site Visit
4.	FACE should provide seminars/programming related to teaching strategies covering topics such as integration of new technologies into instruction and new course development.	Ibid.

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5.	FACE should facilitate (a) faculty teaching and learning communities, (b) research/scholarship communities, (c) writing communities/groups, and (d) service learning communities.	Faculty needs survey (2017); Ibid.
6.	FACE should provide technical support for research (e.g., statistical analysis tools, professional writing, editing).	Ibid.
7.	FACE should provide programming around advising skills and mentoring strategies.	TU faculty needs survey (2017); Ibid.

Stipend Model for Research, Scholarship, & Creative Activity

(Koot, Figg, Baradwaj):

	RECOMMENDATIONS	SOURCE(S)
1.	<p>Structure - The following programs /units be integrated under the structure of FACE --Towson Academy of Scholars (all research emphasis), Faculty Fellows Program (Service Learning Curriculum Development), OAI (Teaching and Innovation), and the George Thompson Writing / Publications Consultant.</p> <p><i>Bridges</i> – Formal bridges be established between FDRC and OSPR and FACE in order build working relationships to support shared goals.</p>	Survey, site visit report, and group discussions within Task Force.
2.	<p>Faculty Research Grants - It is recommended that:</p> <ol style="list-style-type: none"> the funding for faculty research grants be doubled to \$200,000 and that funding level is reviewed every three years and would be modified according to return on investment (ROI) measured by participation, external grants received, and dissemination of impacts. [Current FDRC funding level is \$98k] a two-tier structure for research grants – one for tenure track faculty and a second one for tenured faculty. Annual funding be allocated proportionally for tenure track faculty and tenured. grant funding be used for faculty salary purposes (during the summer sessions only) and for research travel, materials and research assistance during the fall and spring sessions. the current FDRC membership and structure remain in place with FACE facilitating the implementation of the awards through programming and space. a structure to fund research grants for clinical faculty and lecturers on multi-year contracts be developed 	Survey, site visit report, and group discussions within Task Force.
3.	<p>Office of Academic Innovation (OAI) - It is recommended that:</p> <ol style="list-style-type: none"> OAI be incorporated into FACE and operated by the governance structure of FACE. Teaching and learning oriented programs be offered through FACE 	Survey, site visit report, and group discussions within Task Force.

Appendix F: Faculty Development Center Task Force Recommendations

	c. Programming for faculty interested in distance education, hybrid teaching models and online education to be provided by OAI and FACE.	
4.	<p>Faculty Fellows Program – It is recommended that:</p> <p>a. Current Service Learning Faculty Fellows program and Provost’s Diversity Faculty Fellows be moved to FACE. Fellows program be expanded to cover teaching and scholarship to include a minimum of three Teaching Fellows and three Research Fellows* each academic year (AY). Each Fellow should be provided a 3k stipend for their work during the AY. In addition to the monetary stipend, a reduction of teaching load is recommended when possible.</p> <p>b. Expanded program should be available to all tenured and tenure-track faculty, as well as clinical faculty and full-time lecturers who have taught at Towson University for more than five years.</p> <p>c. As a condition of the award the Faculty Fellows will become active members of the FACE community, helping to plan and participate in programming. Faculty Fellows should be provided private office space in FACE that they are expected to use regularly.</p> <p>*NOTE: The Faculty Fellows Research program, while supporting research, is distinct from the Faculty Research Grants, which entail no commitment to FACE.</p>	Survey, site visit report, and group discussions within Task Force.
5.	FACE should financially compensate speakers, program facilitators, and other service providers.	

Budget (centralized and decentralized) (Baradwaj, Myers, Sadera, Barker):

	RECOMMENDATIONS	SOURCE(S)
1.	See Appendix G for faculty staff compensation. Additional data will be added once recommendations are finalized.	Staffing Writing Team.

Staffing (Ghent, Finkelstein, Koot, Arnold-Garza):

	RECOMMENDATIONS	SOURCE(S)
1.	Director and other FACE staff should have reduced teaching obligations (see Appendix G)	Faculty survey, site visits
2.	FACE should be driven by faculty needs with faculty governance	Faculty survey, site visits
3.	FACE should have an Advisory Board comprised of an appointed representative from each college to provide vision and influence. Each Dean will nominate at least two faculty members to serve as representatives, and nominees will be reviewed by the Provost and the University Senate Executive Committee to ensure breadth, depth, and diversity of Advisory Board members. See Appendix H.	Exemplar websites, NSEC websites

Appendix F: Faculty Development Center Task Force Recommendations

4.	FACE should include a Technology Support Specialist (staff) as well as an instructional technology specialist (faculty). If other current offices/programs are to be included in FACE, the staffing plan would need to be expanded to accommodate those groups	Task Force meeting discussions
5.	Center should have a substantial evaluative component for personnel. In addition, an annual report will share evaluations of all FACE activities (e.g., programming, stipends and services)	Exemplars, Task Force meeting discussions

Implementation plan (Reitz):

	RECOMMENDATIONS	SOURCE(S)
1.	The FACE Advisory Board be established to commence its work in Fall 2017.	
2.	The FACE Advisory Board to work with DIAR to conduct focus groups to inform Implementation plan.	Task Force meeting discussions
3.	Implementation plan to include a timeline with priorities for next three to five years.	
4.	Implementation plan to be comprehensive and include such activities as a virtual technology requirement survey at time of workstation/space design.	Virtual Resources & Technology Writing Team

Appendix G: Staffing Plan

Staffing

Director – reports to Vice Provost and Advisory Board

Faculty appointment with 1/1 teaching load (1/0 for first few years of Center development)

4 year appointment

10 month + summer stipend

Responsibilities – oversight of FACE, including personnel, budget, implementation of programming, evaluation

Associate Director of Teaching – reports to Director

Faculty appointment with 2/2 or 2/1 teaching load

3 year appointment – rotating with other ADs

10 month + summer stipend

Responsibilities – programming that covers teaching

Bridge to OAI

Associate Director of Mentoring – reports to Director

Faculty appointment with 2/2 or 2/1 teaching load

3 year appointment – rotating with other ADs

10 month + summer stipend

Responsibilities – programming that covers mentoring and new faculty orientation

Associate Director of Research – reports to Director

Faculty appointment with 2/2 or 2/1 teaching load

3 year appointment – rotating with other ADs

10 month + summer stipend

Responsibilities – programming that covers research

Bridge to OSPR

Assistant Directors /Program Coordinators – reports to Associate Directors

Faculty appointment with 2/2 teaching load

10 month + summer stipend

Appendix G: Staffing Plan

Responsibilities – coordinating and implementing programming in concert with Associate Directors

Instructional Technology Specialists – reports to Assistant Director

Faculty appointment with 2/2 load

10 month + summer stipend

Responsibilities – managing instructional classroom, running workshops related to instructional technology

Program Specialists – report to Assistant Directors

Faculty appointment with 1-2 reassigned courses

Responsibilities – deliver programming

Administrative Assistants

1. reports to Director - Staff position – 12 month
2. reports to Associate Director – teaching - Staff position – 12 month
3. reports to associate Director – research - Staff position – 12 month
4. reports to Associate Director – mentoring -Staff position – 12 month
5. Graduate assistants – as needed

Faculty Advisory Board – advises Directors / Assoc Dir / Asst Dir / Vice Provost

Rotating membership – 2 year term

1 representative from each College (Library included)

Responsibilities – meets monthly or bi-monthly to provide vision and influence consultation on issues – advises Vice Provost and Directors

Technology Support Specialist

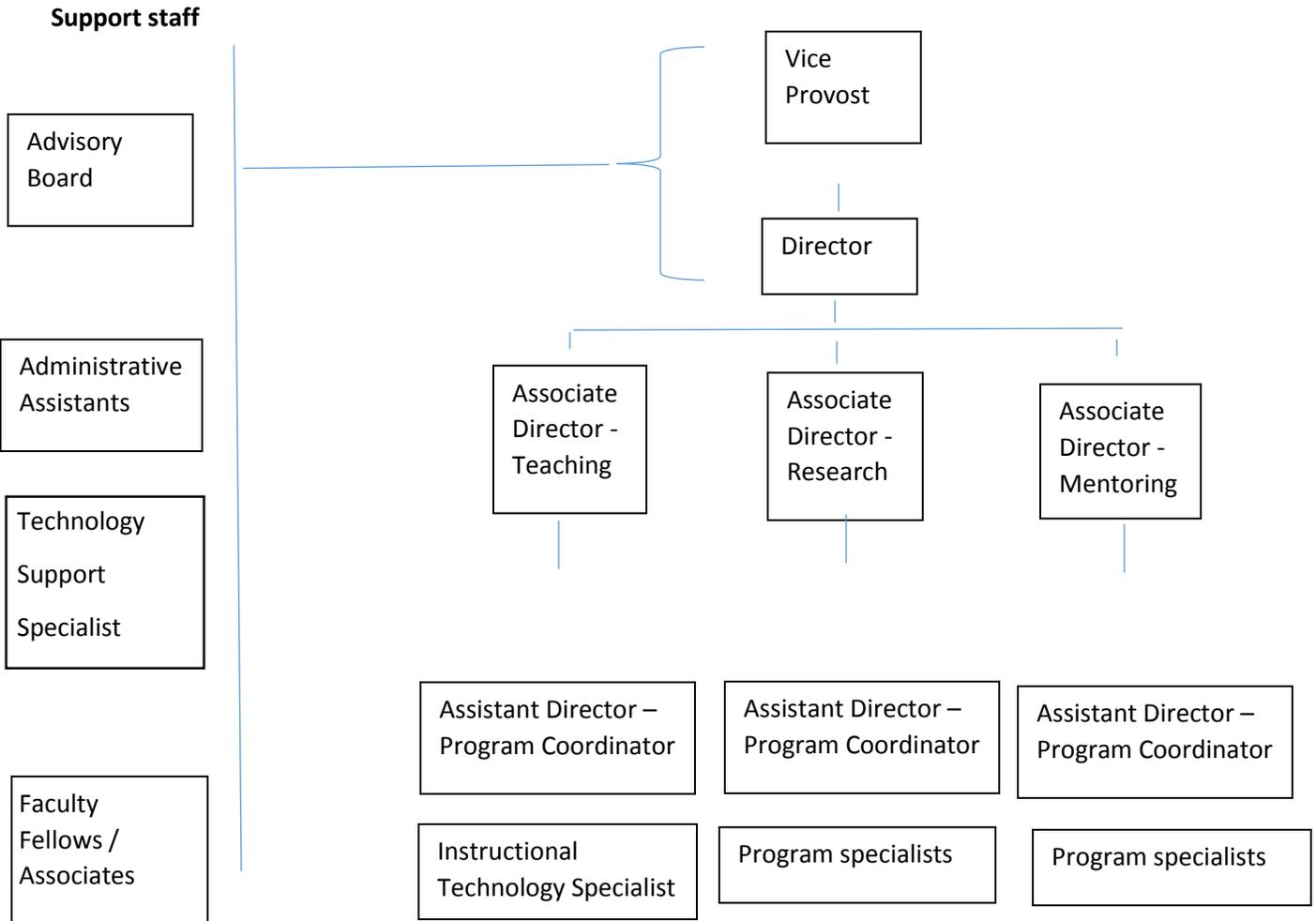
Reports to Director - Staff position – 12 month

Faculty Fellows / Associates

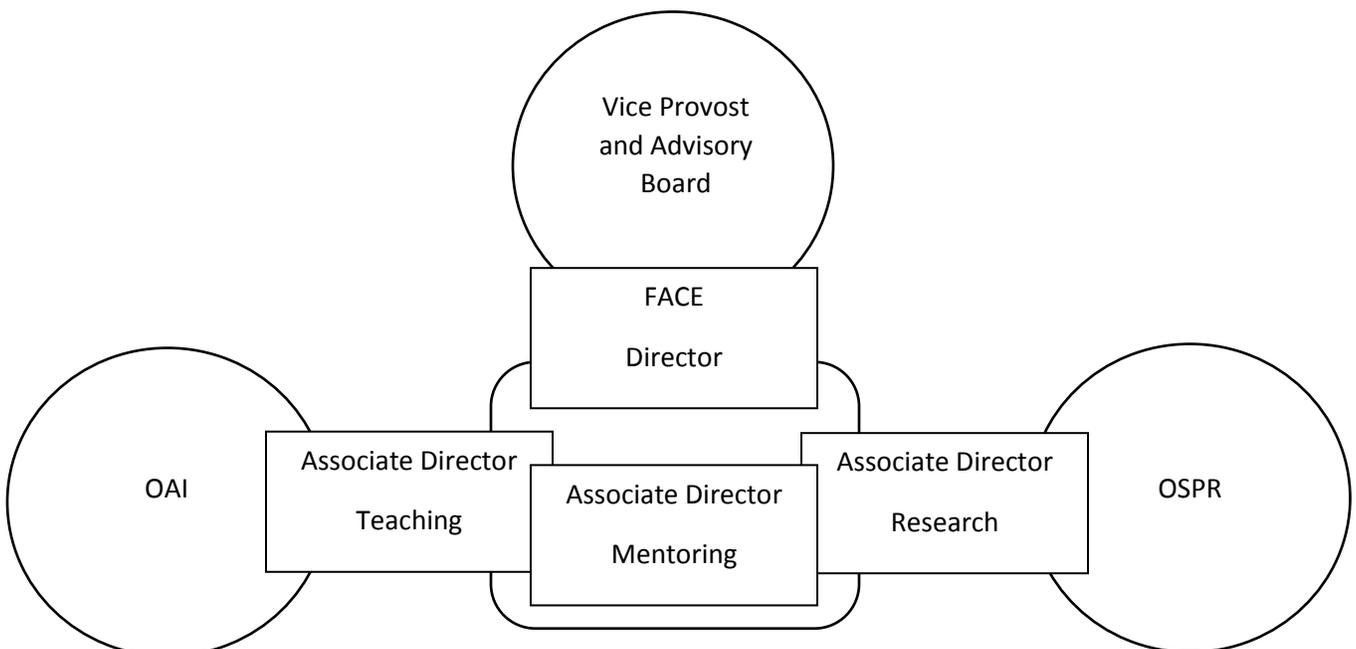
Defined term, application driven, 1 year (or 2 year)

Liaisons to Colleges – potentially deliver contextualized programming specific to College

Appendix H: FACE Organizational Charts



Partnership Bridges with FACE



Appendix I: Supplementary Data/Reports

The following documents are available upon request:

Site Visit Reports – University of North Carolina, Wilmington and University of North Carolina, Charlotte

Site Visit Report – James Madison University

Site Visit Report – University of Massachusetts, Dartmouth

Statement of Support for Distance-and Online Program Directors

FACULTY ACADEMIC CENTER FOR EXCELLENCE (FACE)

