

Faculty/Staff Development Working Group

INTERIM REPORT

This Interim Report is designed to amend the original proposal for the "Future Configuration and Transition Plan for the Office of Faculty and Staff Development" of March 26, 1993 (Attachment B), approved by the Dean per memo to Judy Egelston-Dodd of April 30, 1993.

Submitted April 15, 1994

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Introduction

Background

NTID has had a strong and successful history of decentralized faculty development which, under NTID's former School-based organization, allowed each School or Division to determine its own professional development needs based on the regular needs assessment of its faculty.

Development efforts were organized by a representative Faculty Development Advisory Group and lead by an elected Faculty Development Coordinator within each area. Funding was provided by a dollar amount per faculty headcount.

In March 1993, at the Dean's request, the Office of Faculty/Staff Development Transition Team proposed that this decentralized, grass-roots approach for both faculty and staff be directly transferred to the new NTID Centers during the transition from a School to a Center-based organization. After review by the AASC and OTPC, the Dean approved the plan in principle but indicated that particular aspects of it would require further deliberation. Further discussion in August with the OF/SD Transition Team, Dean, Center Directors, and Associate Deans led to an agreement that a small working group be established in Fall 1993 to address outstanding issues. This group, called the Faculty/Staff Professional Development Working Group, was asked to respond to the following charges, in collaboration with the OF/SD and the center communities.

Charge

- Propose resource requirements and investments for center-based programs, including a plan for the source of requisite funds;
- Propose criteria and a selection process for F/SD Coordinators;
- Propose criteria and a selection process for Center Advisory Committees;
- Clarify the proposed roles and responsibilities for Faculty/Staff Development Coordinators and recommend a mechanism to provide appropriate compensation or substitution in an individual's primary work responsibility to accomplish requisite responsibilities. This review should address the issues raised by the OTPC and AASC, as follows:

"...we would also recommend that some thought be given to whether the amount of release time granted should be based on certain center-specific factors; for example, based on the number of constituents served. Our center populations range from approximately 36 individuals in CIS to 150 in CBGS. It might be feasible to have a range of release time based on how certain factors such as center headcount, complexity of functions within the center and so on shape the development and programming needs within each center." [OTPC Memo to Dean: April 20, 1993; affirmed by AASC memo to Dean: April 23, 1993]

Note: Center-specific factors should include consideration of adjunct and part-time individual's within the center.

- Clarify the working relationship between Center-based faculty/staff development and the Office of Faculty/Staff Development.
- Seek input from students utilizing the Dean's Student Leadership Advisory Group (DSLAG)

Interim Report

Resources

Funding for programs

Funding should continue to be based on head-count, with equal allotments for faculty, professional and general staff. Due to the lack of history and data on the current structure and F/S Development model, we recommend continuing the current allotment of \$60.00, with a periodic evaluation to ensure that adequate resources are available for providing meaningful programs.

Coordinator compensation

The position of Faculty/Staff Development Coordinator will be designated as a Special Assignment to the Center Director as described in the Proposed Guidelines for the Creation of Special Assignments within the Offices of the Center Directors for Special Projects, New Initiatives and the Implementation of the Strategic Plan (see Appendix C).

Prior to accepting a nomination or self-nominating for the position of Faculty/Staff Development Coordinator, the potential candidate should consult with his or her department chairperson or manager and Center Director to reach an agreement for compensation and/or workload adjustment during the term as Coordinator.

We recommend that the dean's budget for each Coordinator's stipend or workload replacement be \$5,000 per year, to be adjusted for inflation on a yearly basis. The budget line for these funds will reside in the Institute's budget, under the auspices of the Dean. Center Directors will work on an annual basis with the Dean to determine the distribution of funds to individual Centers. Coordinators and their supervisors can choose one of the following options:

- a) Release from 50% of the Coordinator's primary responsibilities. In this case, the Center's funding allocation (dean's budget) for the coordinator activity may be used by the Coordinator's department, if necessary, to cover all or part of the cost of replacement services.

50% release time refers to release from duties in the primary area of responsibility, not total time spent at NTID. 50% release time would translate to a total of 12 clock hours of actual release time per week, regardless of faculty/staff status.

- b) Release of 25% or less (including no release time) from the Coordinator's regular (primary and/or secondary) responsibilities. Where partial release time is given, the Center's funding allocation (dean's budget) for the coordinator activity will be used as needed for both primary activity replacement costs and as a stipend to the Coordinator for compensation of the overload activities. In those instances where no release time

is granted, the Center's funding allocation can be used entirely as a stipend for the Coordinator.

Release time may be arranged by:

- a) finding sufficient resources/funds within the department, and/or using the Center's funding allocation (dean's budget) for the coordinator activity, to cover the cost of hiring replacement faculty or staff to fulfill that part of candidate's responsibilities from which he or she must be released, or
- b) relieving the candidate of assignments that can be considered lower in priority than the coordinator activity, or
- c) by some combination of the two.

In the event that the department has insufficient resources and cannot reduce the candidate's other assignments, the candidate may appeal to the Center Director. The Center Director will attempt to provide the necessary resources and/or replacement personnel or funds to ensure that all possible avenues are explored to allow an individual to self-nominate. If this is not possible, the faculty or staff member will have the option to work within the existing resources or withdraw from the process.

Coordinator's Professional Development

We recommend that an amount of money equal to the Institute-wide "travel" allotment be set aside yearly for each Coordinator expressly for the purpose of attending meetings/conferences in the area of professional development/training. The allocation of these funds should follow the same guidelines established for department employees receiving travel funds for professional development (e.g., Coordinators should be allowed to pool their money to send a smaller number of colleagues on a more expensive trip.)

Staff Support

We recommend that a support staff (logistics person) be maintained centrally to provide each of the Coordinators with approximately four (4) hours of support each week.

Coordinator's Transition

The current Coordinator will maintain the responsibilities for faculty/staff development until the end of his or her term. It is suggested that the Coordinator-elect participate with the current Coordinator and the Advisory Committee in the planning activities to ensure a smooth transition for the next year.

F/S Development Coordinator Selection

Process

The F/S Development Coordinator will be elected by a vote of all Center faculty, professional and general staff. Nominations will be collected and organized into a ballot by the Center Advisory Committee members.

Eligibility

All Center members are eligible to be nominated or to self-nominate for this position.

Calendar

Nominations and voting will take place during Winter quarter to allow for a reasonable transition during the Spring quarter, and to assure that the new Coordinator be in place in the Fall of the following academic year.

Term

The Coordinator is expected to serve a term of two (2) years. The term is renewable.

F/S Development Advisory Committee Selection

Process

The F/S Development Committee members will be elected by a vote of all Center faculty, professional and general staff. Nominations will be collected and organized into a ballot by the F/S Development Coordinator.

The ballot will be designed in such a way that the candidates will be nominated by categories. The members of each Center will determine the number of categories, based on function rather than headcount. We recommend that each Center have a minimum of two (2) categories: 1) staff committee member (professional and general combined), and 2) faculty committee member. The purpose of distinguishing between staff and faculty members is to ensure inclusion of staff in what has previously been solely a faculty activity. However, all members of the Center will vote for all candidates, regardless of category.

Committee Membership

It is recommended that each of the F/S Development Advisory Committees be composed of three (3) to five (5) members, not including the Coordinator. No one category of elected representatives shall have an automatic majority in the committee.

Eligibility

All Center members (full-time/part-time permanent) are eligible to be nominated or to self-nominate for this position.

Calendar

Nominations and voting will take place during Winter quarter to ensure that the new members be in place for Fall of the following academic year.

Term

The term will be for two (2) years, staggered to ensure continuity. The term is renewable.

F/S Development Coordinator Responsibilities

- Manage the Center Advisory Committee
- Develop a plan based on identified needs
- Implement the plan
- Administer programs
- Collaborate with other Coordinators and Office of F/S Development as appropriate
- Prepare and distribute to the Center opportunity and Dean's office a summary of the activities and programs for the year.

F/S Development Advisory Committee Members' Responsibilities

- Act as liaison to constituency
- Manage Coordinator election process
- Participate in decision-making process
- Assist in designing, programming, scheduling and evaluating programs and activities

Program Review

We recommend that the Center-based Faculty/Staff Development program be reviewed within the next three to five years to determine the success of the program and to make any modifications that become warranted during the current transition years.

Programming

A Review Team is currently establishing guidelines for the central Office of Faculty and Staff Professional Development. Our Working Group is waiting to collaborate with this Review Team before making specific recommendations regarding the relationship between the OF/SD and Center-based programming. However, we suggest the following general guidelines:

Professional Development offerings should be generated by faculty and staff within the Center, based on a needs assessment conducted on a yearly basis. However, care must be taken that there be a balance of offerings that meet the needs of all faculty and staff, and not of just the majority.

Funding for Center-based programs should be based on headcount; however, priorities for programming should be set based not only on headcount considerations but also on need, as determined by the needs assessment and the Center's Advisory Committee.

We submit as an Attachment a list of Professional Development Activities that have been offered in the past across the Institute. These can serve as suggestions for future Center-based activities, and as a catalyst for developing new programming ideas.

Unresolved Issues

In addition to the relationship with the central Office of Faculty/Staff Development, there are several issues that need further deliberation before the Working Group can make its final report. They are:

- 1) A proposal for meeting the needs of the faculty and staff that are currently not members of any Center.
- 2) Recommendations related to individual professional development efforts and budgets for specialized and discipline-based needs that are not included in the Center-based framework.
- 3) A review by the Dean's Student Leadership Advisory Group.

The Working Group will continue to address these issues, and will provide a final report as soon as sufficient input is received from the Office of Faculty/Staff Development Review Team.

**Professional Development Activities
From Past Years**

- Workshops/speakers
- Minigrants (for supplies, books, research activities)
- Take a Student/Faculty to Lunch
- Subscriptions to journals
- Student/faculty/staff social activities (e.g. Holiday Party)
- Cross-center professional development activities
- Special discussion groups (books, issues)
- Short term work experience in business/industry/education
- Center-based all day conferences
- Sign language/deaf culture experiences
- Outdoor Education experiences
- Support for external workshops at conferences (e.g. CUE Fees)
- Support for local conference attendance
- Teleseminars
- Fall Kick-Off Luncheon
- Support for faculty/staff making external presentations
- Retreats

**Proposal for Future Configuration
and Transition Plan for the Office
of Faculty and Staff Development:
A Report to the Dean and Director of NTID**

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INTRODUCTION

History

NTID's original Office of Professional Development (OPD) was founded in 1973. It included sign communication instruction as well as in-service and professional development activities for all faculty and staff. In 1976, the Department of Teaching Effectiveness in OPD was established to provide ongoing support for teaching faculty. In 1978 sign language instruction was moved into the Communication Division, and in 1981 the Department of Teaching Effectiveness moved into Career Development Programs (CDP) and became the Office of Faculty Development in 1983. Professional Training & Development (T&D) was retained in Technical Assistant Programs (TAP). In 1986, special programs on affirmative action and cultural diversity were added to T&D responsibilities.

The 1992 Strategic Plan recommendations require a re-merger, with Training and Development moving into the Office of Faculty & Staff Development (Strategic Plan, 1992, p. 53). Over the last decade, the evolution of Faculty Development (from this point on to be considered as Faculty & Staff Development) has become one of the greater successes of NTID. The centralized office has provided orientation and basic skill development in teaching for all new hires and has permitted a uniform proficiency of skill development in teaching from school to school within the Institute. It is anticipated that these functions will be retained as we move to the new Center on Research Teaching and Learning. The visibility of a centralized effort will remain as a safeguard of the highest standards of quality for professional development programming.

Concurrent with the growth of new and veteran Institute-wide faculty and staff programming, has been the vigorous, parallel evolution of School-Based Faculty Development efforts which have been funded by a set dollar amount per faculty. This autonomy has allowed each School or Division to tailor professional development programming to the needs expressed by faculty. Periodic needs assessment activities have been performed at School level with updating on a regular basis by ongoing feedback from representative Faculty Development Advisory Committees. It is proposed that the School-Based program efforts be directly transferred into the new NTID Centers during the transition year to provide predictability and continuity with no loss of momentum during the reorganization.

Purpose

This report was created by the Professional Development Transition Team* as requested by NTID Dean Jim DeCaro who addressed us September 23, 1992 and charged us with developing a new configuration for faculty and staff development and a transition plan to ensure that we would not "lose the momentum" of our excellent programming in School-Based Faculty Development. The Dean directed us to convert the School and Division-Based efforts to Center-Based Faculty Development.

Toward that end we have prepared this proposal for change.

Philosophy and Basic Assumptions

Our Transition Team has developed and reached consensus on a list of assumptions which form our philosophy toward our professional development function. These statements represent more than 15 years experience working with NTID faculty and staff and are congruent with current thinking and practice in the field of professional and organizational development (To Improve the Academy, 1992, Professional and Organizational Development Network in Higher Education). All decisions involving change should meet these important criteria, which may be found in Appendix A.

*Members include: Sue Austin, Judy Egelston-Dodd, Greg Emerton, Lin Hoke, Patti Lago-Avery, Betty Morrow, Mort Nace, Ernest Paskey, Larry Quinsland, Hannah Ruekberg, and Tony Toscano

CONFIGURATION OF THE OFFICE OF FACULTY AND STAFF DEVELOPMENT:
A CENTRALIZED MODEL

We believe the final authority to approve or disapprove individual plans for successful professional development rests with the individual employee and his/her chair. Successful precedent has established a history of in-service training for Institute priorities (e.g. technical skill development and sign language instruction) which occur outside the aegis of support and funding for professional development. Needs assessment-based programming for personal and professional development which ensures that new and veteran faculty and staff retain their professional vitality, should be supported by a highly qualified staff.

Current Efforts to be Reviewed Under the Centralized Configuration

The Office of Faculty and Staff Development will continue to provide service to the Institute through the programs outlined in Fig. 1. However, in keeping with Strategic Planning guidelines, all of OFSD programs will be reviewed to "ensure that the Office focuses on programs that facilitate responding to NTID's strategic direction" and our ever-changing society.

The merged departments of OFD and T&D, which have always worked in collaboration to share time slots, training rooms and interpreters, will bring together resources and talent to the benefit of both efforts. These efforts will be reviewed to ensure they meet the Strategic Plan recommendations. The configuration proposed in Figure 1 illustrates the current Training and Development efforts in:

- the New Employee Orientation (NEO under "Orientation"),
- Human Resources Development programs through the HRD Advisory Committee (under Specialized Professional and Organizational Development)
- Deaf Awareness/Skill Development programs for RIT Personnel and Administration, and
- Special NTID Services programs (under Specialized Professional and Organizational Development)

Also illustrated in the new configuration (Figure 1) are the current Office of Faculty Development programs, including:

- Microteaching and Individual Portfolio (IP) Development (under Orientation),
- Faculty Consultation Program (FCP), New Faculty Seminars (NFS), Mentoring Support, and Professional Development (PD) Transition Plan (First-Year Programming),
- Research and support for research on teaching & learning, and
- Administration of the Dodge Grant for Faculty Development.

New Efforts Proposed Under the Centralized Configuration

New efforts should involve the development of New Staff Seminars (NSS under "First-Year Programming"). These will be comparable to the programming for new faculty, but specially tailored for non-teaching staff.

The expansion of the Faculty Consultation Program to include veteran faculty (by popular demand and occasional referral by department chairs) has led to the formation of a team of faculty consultants on teaching and learning. These experienced deaf and hearing faculty are available to coach and mentor faculty and professional staff who teach and who wish to improve their teaching. Thus, a new set of programs is proposed under Teaching/Learning Consultations as follows:

- Faculty Consultation Program for Veteran Faculty,

- Ad hoc Teaching/Learning Consultation for emergency spontaneous classroom situations.

Although no release time from their teaching load has been available for this add-on effort, each T/L consultant has a plan of work documenting expectations for this voluntary service assignment.

- College-Based Support Program

Another new effort depicted in the configuration (Figure 1) is the College-Based Support Program which shows how we propose to work with the faculty and staff in the other colleges of RIT. With the NTID Support Team faculty in the Center for Baccalaureate and Graduate Studies working with the Office of Faculty and Staff Development, the liaison effort to raise awareness of the needs of deaf students and teach the best practices of postsecondary education should become systematic. A grant proposal recently submitted to FIPSE** will, if funded, serve to initiate this effort with the College of Imaging Arts & Sciences (CIAS). This effort can be considered as an enhancement of the deaf awareness programming through the "Access Quality Committee" of RIT.

- Bridge to Instructional Development

Also proposed is a bridge to the Instructional Development Team in the Center for Research, Teaching and Learning's department of Instructional Design and Evaluation and other departments where Instructional Developers have resided (e.g. Communications Research). The rationale for a stronger liaison with the Institute-wide instructional development effort is that P.O.D. (Professional and Organizational Development Network in Higher Education) has advocated the incorporation of the ID effort into the centralized professional development configuration. The following excerpt from the P.O.D. Program Brochure helps clarify the intent of this new liaison proposal:

Instructional development usually takes a different tack for the improvement of the institution. These centers have as their focus the course, the curriculum and student learning. In this system instructors become members of a design or redesign team, working with instructional design specialists to identify appropriate course structures and procedures to achieve the goals of instruction.

These programs examine how a course fits into the overall departmental and institutional curriculum; they help define instructional goals and methods which will maximize learning; they evaluate course effectiveness in goal achievement; they produce or evaluate learning materials for use in the course. Many include a media design component.

Some programs have expanded this focus a bit to include training faculty members and teaching assistants to perform these functions themselves. This involves the presentation of workshops on course design, alternative instructional methods, materials production and so on. This expansion also frequently includes a research component which either studies a variety of questions about instructional effectiveness or assists faculty members to conduct their own studies of course methods.

- Focus on Collaborative Team Development: OFSD Advisory Committee

The Strategic Plan is clear in its thrust to encourage collaboration in programming. The Advisory Committee for OFSD will provide input from a wide array of special interest groups, such as AA and HRD committees, Center-Based coordinators and others (see Figure 3). The philosophy behind these programs is that members of the Institute should work as teams to design the best possible professional development programming within the restrictions of the resources available.

The Faculty/Staff Development Employees in CRTL

**FIPSE = Funds for the Improvement of Post-Secondary Education

The centralized Faculty and staff programming (see Fig. 1) will be handled by the current full-time employees and a full-time secretary. Input will be formally channeled from faculty/staff via the OFSD Advisory Committee and from the Institute administration via the Center Directors Council. These employees will report to the Director of CRTL. The current provision of a part-time person (30 hours) is fully utilized handling the logistics for five schools and the collaborated events for counselors and others. Therefore, a full-time Center-Based F/SD Arrangements Assistant, reporting to the CRTL Director, will be needed to provide service to the seven centers.

Although we acknowledge that each Center will have unique needs and practices, the proposed configuration represents a combination of a strong, centralized model for faculty and staff development for new and veteran employees and a grass-roots, decentralized (but collaborated) model for Center-Based development efforts for veteran faculty and staff. (See Appendix B for statements supporting a centralized faculty development program).

FUTURE CONFIGURATION OF DECENTRALIZED FACULTY AND STAFF DEVELOPMENT PROGRAMMING

The future configuration of the Center-Based Faculty/Staff Development effort is a grass-roots, decentralized model with a F/SD coordinator and advisory committee for each Center. Advisory Committee composition should include department representation and be inclusive of every professional level. Funding will be based on head-count and programming will be needs-based. The F/SD coordinators will sit on the Advisory Committee established for the Office of Faculty and Staff Development. The conceptual framework for the development of a possible future of Center-Based Faculty/Professional Development configuration proposed by Toscano, Paskey, Nace, and Lago-Avery appears in Figure 2.

Roles and Responsibilities of Faculty/Staff Development Coordinators

Each coordinator will have a 50 percent time assignment for F/SD. Although it may be difficult to give release time to staff, those who act as F/SD coordinators should work closely with their department chairs and center director to develop a satisfactory arrangement for "comp time." Coordinators will have the following annual responsibilities:

Needs Assessment

1. conduct a needs assessment and communicate results to faculty/staff in centers (Spring Quarter)
2. conduct an annual validation of needs in their respective Center (Fall Quarter).

Appraisal and Expectations

3. draft an annual self-appraisal for the current year (Spring Quarter)
4. participate in determining annual coordinator expectations for the year (September). This should include expectations to:
 - a. home department chairperson (50% responsibilities)
 - b. Center Director for Center-Based F/SD.

Evaluations

5. obtain feedback from the faculty/staff on annual basis regarding effectiveness of center based efforts (Spring Quarter)
6. submit an annual summary report to the their respective Center Director, Dean, and Faculty development Advisory Committee members on Center program accomplishments/directions (Spring/June)

Other Responsibilities

7. coordinate and promote attendance at Center-Based and Institute-wide faculty/staff development programming based on needs assessments
8. chair Center faculty/staff development advisory committee and share minutes with their respective Center Director.
9. report regularly to respective Center Director on progress of Center plan
10. assist in leading Center-based faculty/staff development activities when needed
11. fully participate as a member of OFSD Advisory Committee.
12. provide feedback to OFSD when requested, on Institute-wide issues and concerns related to faculty and staff development activities (forums, etc.)
13. collaborate with other advisory groups/coordinators on Institute-wide events (See Figure 3)
14. serve as a member of the Ronald Dodge Grant Committee

Suggested Calendar for Coordinator Expectations/Appraisals

By September 30

- meet the Center Director to discuss and write Center expectations
- meet with chairperson to discuss and write non-coordinator role expectations
- confirm with Center Director once expectations are established

By October 15

- Center Director and coordinator's department chairperson agree on expectations
- validate faculty and staff needs (using your advisory committee)

October - June

- meet as needed with Center Director to discuss progress toward expectations (usually done in February/March)
- when necessary, request meetings with appropriate persons to discuss concerns
- share minutes of F/SD Advisory Committee meetings with Center Director by May 15
- implement needs assessment with all Center members

By June 10

- compare needs list from prior May with accomplishments for the year
- write self appraisal(s) and submit to Center Director for feedback and comments

By June 20

- Center Director responds to coordinator's self appraisal and returns it to coordinator's chairperson

By June 30

- appraisal completed by department chairperson
- submit an annual summary report to the Center Director and Dean

There are several issues related to roles and responsibilities for the Center-Based coordinators' efforts. Collaborated time slots will need to be in place to prevent overlap of needs for logistics, space and interpreter support. The training of new Center-Based coordinators, will be done by the experienced coordinators. If a coordinator is ineffective, there should be a peer support system and support from the members of the Office of Faculty/Staff Development.

If a coordinator has to work with a "non-supportive" Center Director, there should be a system of support and direction to improve the situation. If coordinators decide to leave their assignment prematurely, there should be a system for identification of a replacement. It is a responsibility of the Council of Faculty/Professional Development Coordinators to be the source of needed expertise and support.

A full-time Center-Based F/SD Arrangements Assistant will be needed to maintain comprehensive service to the seven Centers.

The Faculty/Professional Development Advisory Groups

Each Center will determine the numbers and type of representatives on their respective advisory committees. It is imperative in Centers where there is a mix of faculty and staff, so that proportional representation be provided on the committees. In addition, a liaison is recommended for the HRD committee (see Figure 3). Committees may continue to meet monthly as they have for the Schools and Divisions. Their responsibilities include development and administration of the annual needs assessment, programming to meet the priority needs, monitoring of program quality, and management of the F/S Development budget for their Center.

SUGGESTIONS FOR TRANSITION

Center Based Efforts: Interim Coordinators

As existing F/SD coordinators move into their new Centers, there falls out a distribution of expertise across several units; these coordinators should be retained whenever possible. For those Centers the coordinators should include:

Center for Technical Studies - E. Paskey and A. Toscano
 Center for Baccalaureate and Graduate Studies - G. Emerton
 Center for Student Resources - P. Lago-Avery
 Center for Institute Services - S. Austin

In the other three centers there are former school advisory committee members and prior liaisons who worked with OFD. A list of possible names to be assigned by the Dean and their respective department chairs appears in Appendix C. The Dean should make the assignments for the 1993-94 transition year by April 15, 1993.

Faculty/Staff Development advisory committee members should be selected in April, 1993, to enable each coordinator to complete their needs assessment in May, 1993. Membership lists of the respective centers have already been prepared for the use of each F/SD coordinator.

Time Frame for Self-Governance

The realistic time frame for self-governance may vary from Center to Center. Certainly, CTS will have leadership expertise and experience with two former coordinators and would be ready during the 1993-94 transition year to report to their Center Director rather than to the Coordinator of OFSD. Other Centers may take longer before they are ready for self-governance. For this reason, experienced F/SD coordinators and the staff of OFSD will be available for mentoring support.

Budgets for Center-Based Faculty/Staff Development programming (using \$100/headcount for each faculty and staff) should be set by September 1993, and a program budget should be developed by each advisory committee. Time slots for programming should be determined collaboratively by the coordinators by April 15, 1993. The CIS coordinator has already requested 1-3 p.m. on the third Wednesday, and the CTS coordinators have selected 1-3 p.m. on the third Tuesdays for their programs. Others should follow suit so that as scheduling is set for Fall Quarter, the F/SD programming will not conflict with department meetings or standing Institute committees. Feedback should be collected on the implementation of the transition plan for Center-Based efforts by January, 1994.

Transition for OFSD

The merger of Professional Training and Development staff, budget and support into the Office of Faculty/Staff Development should occur on July 1, 1993. Collaborative planning will focus primarily on program schedules, advisory group membership revisions to include staff, and plan of work for 1993-94 as we move toward a change in our reporting relationships and reduction of one full-time position. These changes will move us toward the recommendations of the NTID Strategic Plan (1992).

RATIONALE FOR TITLE CHANGE TO
OFFICE OF PROFESSIONAL & ORGANIZATIONAL DEVELOPMENT (OPOD)

Members of the Professional and Organizational Development Network in Higher Education (POD), the national association of practitioners who are engaged in these activities on other campuses, agree on the basic assumption that *institutions are strengthened when their members are provided with opportunities for personal and professional growth, for innovation and experimentation, for change and renewal.*

Strategic planning recommendations included for OFSD the additional responsibility of providing professional development opportunities for NTID staff. The term "Professional Development" best describes the intention of serving both faculty and staff and is understood nationally to mean both faculty and staff development efforts. Through direct service programming and through serving in the capacity as a clearing house for resources and referrals, OFD and Professional Training and Development has always served both faculty and staff. The term "Professional Development" will reinforce the universal responsibility of all members of our community to continue to improve skills and knowledge that contribute to the ultimate goal of student success.

OFD and T&D also had the responsibility of providing orientation experiences as well as facilitating other professional development opportunities (e.g., Institute-wide Convocations) for both faculty and staff. For the past few years, NEO has occurred through collaboration between OFD and the Department of Training and Development. The impending merger of these two units will facilitate this process in a way that insures equal treatment of all incoming personnel. NEO and subsequent first-year activities are designed to reinforce Institute goals, policies and NTID cultural expectations. The term "Organizational Development" best describes these and other efforts to achieve Institute-wide objectives.

Consequently, the transition team strongly urges the change of the name of the unit resulting from the merger of OFD and T&D, not to OFSD, but to Office of Professional and Organizational Development (OPOD). This name is congruent with the national P.O.D. title, and best describes the merger without using the potentially divisive dual label of "Faculty" and "Staff."

Questions Yet to be Resolved

1. Criteria and selection of transition year Center Professional Development Advisory Committees by April, 1993. In the future, Center Directors need to participate in these decisions.
2. Selection of Center-Based Professional Development coordinators).
3. 1993-94 budgets need to be in place by September 1993 for both OPOD and the Center-Based Advisory Committees.

Figure #1

Centralized Faculty/Staff Development Programs

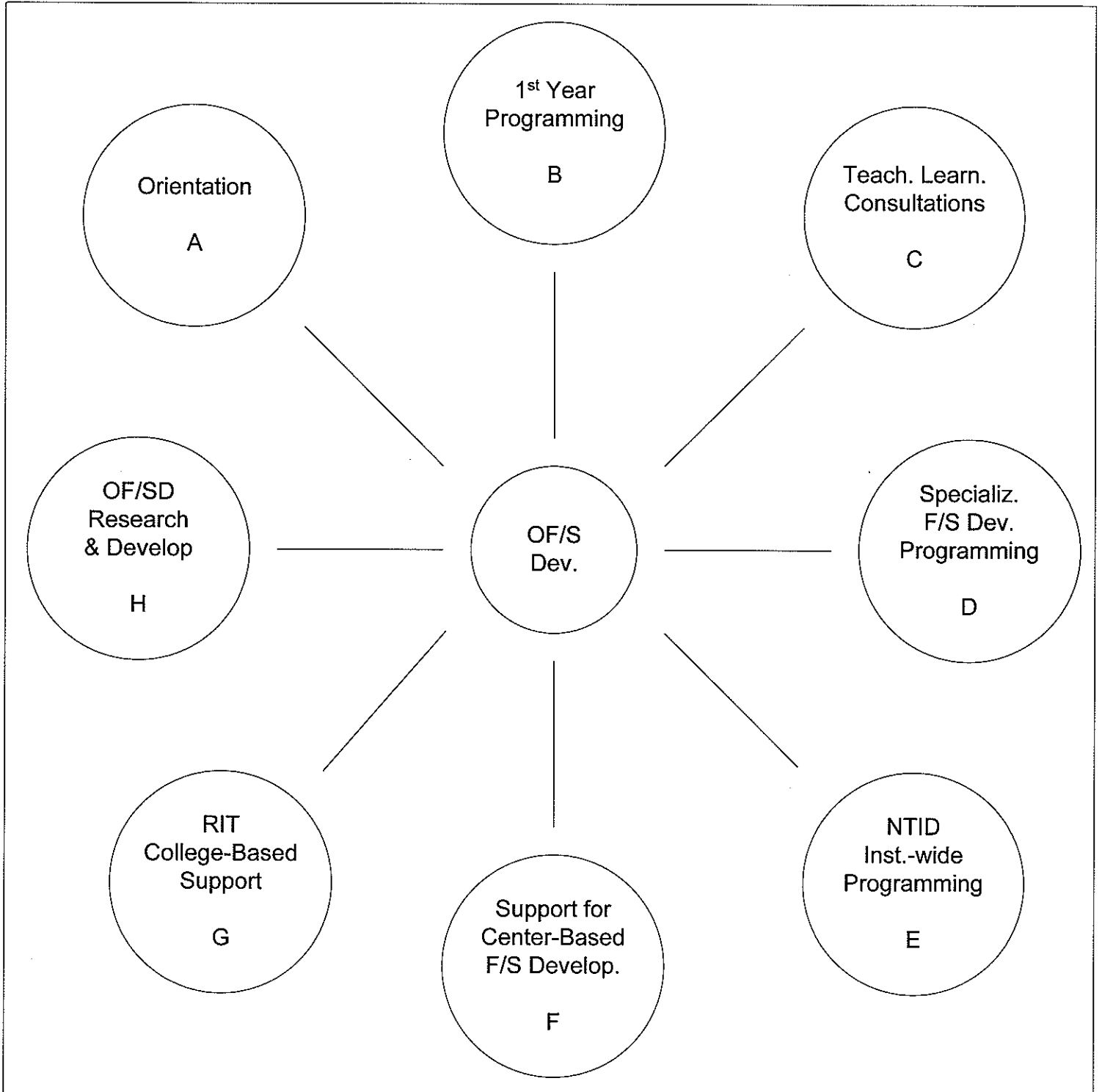


Figure 1 (continued)

| A. ORIENTATION | |
|----------------|-----------------------------|
| • | NEO SESSIONS |
| • | MICROTEACHING |
| • | INDIVIDUAL PLAN DEVELOPMENT |

| B. FIRST-YEAR PROGRAMMING | |
|---------------------------|--|
| • | FACULTY CONSULTATIONS PROGRAM |
| • | SEMINARS ON TEACHING & LEARNING & DEAFNESS |
| • | NEW STAFF SEMINARS |
| • | DEPARTMENT-BASED MENTORING SUPPORT |
| • | PROFESSIONAL DEVELOPMENT TRANSITION PLANNING |

| C. FIRST-YEAR PROGRAMMING | |
|---------------------------|--|
| • | FACULTY CONSULTATIONS PROGRAM |
| • | TEACHING CONSULTATIONS TEAM & TC DEVELOPMENT |
| • | AD HOC CONSULTATIONS |

| D. SPECIALIZED OFSD PROGRAMMING | |
|---------------------------------|----------------------------|
| • | HUMAN RESOURCE DEVELOPMENT |
| • | SPECIAL SERVICE PROGRAMS |
| • | AD HOC INSTITUTE PROGRAMS |

Figure 1 (continued)

E. NTID INSTITUTE-WIDE PROGRAMMING

- SPECIAL EVENTS (E.G., CONVOCATIONS)
- JUNE TEACHING/LEARNING EVENT
- DODGE GRANT

F. SUPPORT FOR CENTER-BASED F/S DEVELOPMENT

- CENTER FOR TECHNICAL STUDIES
- CENTER FOR ARTS AND SCIENCES
- CENTER FOR BACCALAUREATE & GRADUATE STUDIES
- CENTER FOR STUDENT RESOURCES
- CENTER FOR RESEARCH, TEACHING & LEARNING
- CENTER FOR INSTITUTIONAL SERVICES
- CENTER FOR OUTREACH

G. RIT COLLEGE-BASED SUPPORT

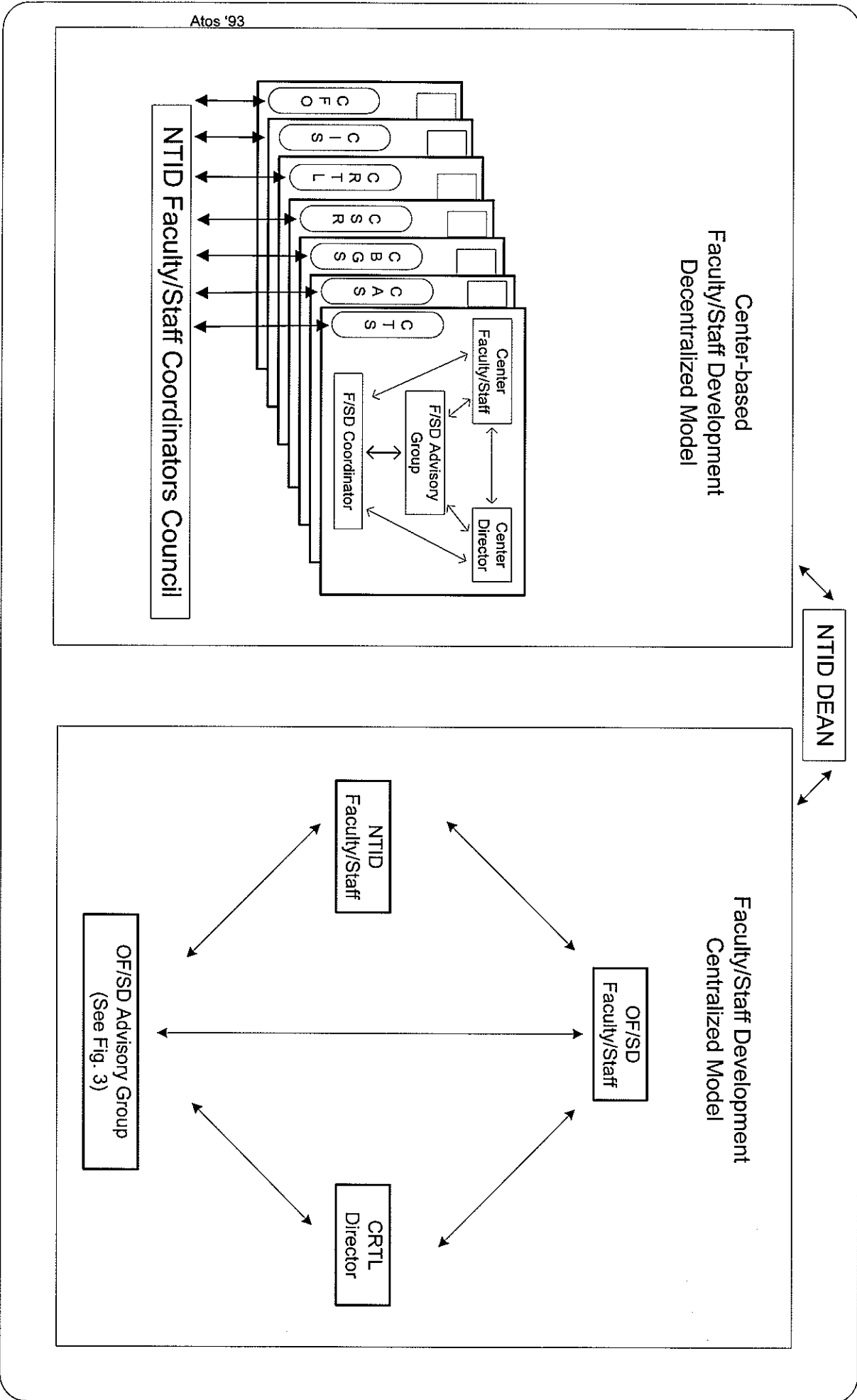
- COLLEGE OF IMAGING ARTS & SCIENCES
- COLLEGE OF BUSINESS
- COLLEGE OF SCIENCE
- COLLEGE OF CONTINUING EDUCATION
- COLLEGE OF LIBERAL ARTS
- COLLEGE OF ENGINEERING
- COLLEGE OF APPLIED SCIENCE & TECHNOLOGY

H. RESEARCH & DEVELOPMENT

- C & I DEVELOPMENT AND SUPPORT FOR C & I
- RESEARCH PROJECTS & SUPPORT FOR RESEARCH

Figure 2

Center-Based Faculty/Staff Development COLLABORATION NETWORK



OFSD Professional Development Program Advisory Committees

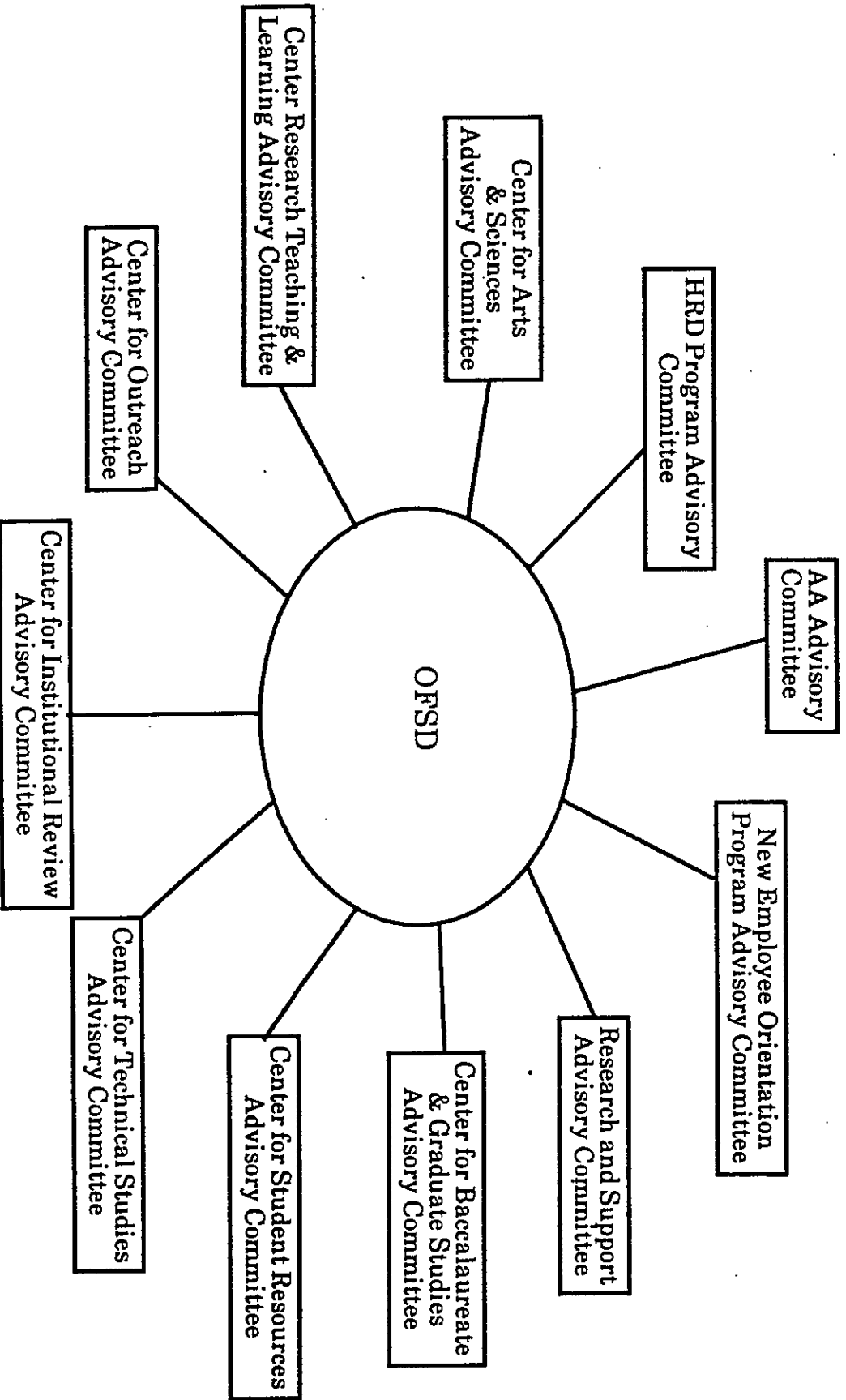


Figure #3

Appendix A

These assumptions regarding professional and organizational development were derived from a collaborative effort of the Transition Team for Faculty and Staff Development prior to developing the report of the Dean, "Proposal for Future Configurative and Transition Plan for the Office of Faculty and Staff Development (March, 1993).

I. General Operating Assumptions

- * Effective collegial employees are the greatest resource of an educational enterprise such as ours. The ability to teach or otherwise serve deaf students and our other publics, depends to a great extent upon understanding how students learn and how our skills can be brought to bear in facilitating the teaching and learning process. All of us who are engaged in education have much to learn. We are, and probably always will be, students of our art. For these reasons, members of our community need to continue to develop our skills so that the best possible services can be provided to our students. A goal for each of us must be continued growth and professional development. (Jim DeCaro, Dean)
- * It is the responsibility of each individual employee at NTID to continue to improve knowledge and skills. Institutional support is essential.
- * It is the responsibility of the Institute to provide support for professional development within generous fiscal constraints.
- * Fixed professional development time available to all faculty and staff for events sponsored by units, as used by the School Based efforts since 1985, results in increased participation and direct benefits to participants and saves planning and logistics time.
- * Colleagues involved in facilitating the professional development of others need to be knowledgeable and able to communicate effectively.
- * In-service training can be required or recommended (and paid for) by the NTID administration to meet Institute needs, but professional development programming is best derived from grassroots needs assessments.
- * Although individual accountability is appropriate for in-service training, there should be no outcome evaluations for professional development achievement. Evaluation of professional development programming is the joint responsibility of the Office of Faculty and Staff Development and the Center-Based Professional Development Advisory Committees and the Human Resource Development Advisory Committee.

II. Orientation and First-Year Programming

- * An intensive first-year program of in-service support for new employees improves retention and establishes lasting positive attitudes.
- * A required attendance policy for all new employees will insure they obtain an orientation to the Institute and will assist the employee in demonstrating the minimum competencies of the position.
- * New employees will "bond" to the Institute by learning history and stories, and by interacting with other new employees across multiple events.

III. Specialized/Institute-wide Professional and Organizational Programming

- * Inclusive programming fosters collegiality.

- * Events that are open to all members of the community are most cost effective.
- * Faculty development and staff development should be integrated wherever possible; likewise, needs assessments should be integrated.
- * A mix of faculty, professional and general staff can be richer and more productive for learning.
- * Multi-cultural education at NTID is an individual and Institute-wide responsibility. Institute performance expectations are needed as we move toward optimum pluralism.

IV. Teaching/Learning Consultation Services

- * Faculty and professional staff who teach are interested in ways to become more effective teachers and in improving learning for students.
- * Individuals make changes when they perceive a personal benefit to do so.
- * A confidential, non-judgmental approach to faculty consultations creates a "safe" environment to make changes.
- * The best content comes from peer (as opposed to outside) presenters when the objective is teaching and learning.
- * Chair people and managers may rely on the Office of Faculty and Staff Development as a resource to support teaching effectiveness.

V. Center-Based Professional Development Programming

- * Professional development opportunities should be needs-based. Needs-based programming allows for homogeneous and heterogeneous groupings, as well as individual growth opportunities.
- * A Professional Development Coordinator must be in place for Center-Based collaborative planning and evaluation.
- * Logistics support for Center-Based and other professional development programming is essential.
- * Professional development is most efficient and successful when centralized with comprehensive representation of constituents and collaboration at all levels.
- * Center-Based advisory committees must have autonomy for budget decisions, independent of administrative control.
- * Advisory committees should select outstanding presenters: external expertise should not be chosen by the NTID administration.
- * Experienced employees should assume leadership roles in professional development: they should rotate in and out of the 50% role of POD coordinator with a three-year assignment representing their Center. It is disruptive to change coordinators more often. Although it may be difficult to give release time to staff, those who act as FSD coordinators should work closely with their department chair and center director to develop a satisfactory arrangement for "comp. time."
- * Advisory committee composition should include department representation and be inclusive of every professional level. Everyone should perceive that they are included in the representation.

Appendix B

These comments represent a summary of POD network member responses to the question, "What's the advantage of having centralized faculty development?"

SUMMARY OF SUPPORT FOR A CENTRALIZED TEACHING SUPPORT UNIT

by Nancy Chism, the Ohio State University (9 March 1993)

A common debate about the improvement of teaching in higher education institutions concerns whether teaching is discipline-specific or generic and whether resources and leadership for teaching improvement should come from within the discipline or at a central level. It has generally been concluded that these are not either/or issues. Teaching leadership and expertise must come from both disciplinary units (colleges and departments) and central levels of the institution. When arguments are made that centralized support is not needed, several responses can be made:

1. Historically, neither support nor leadership for teaching has come from departments and colleges. Although there are occasional exceptions, the track record is grim. On the other hand,
 - A) Most centralized units compile strong records of use and achievement over time.
 - B) If they do not, it is easy to hold them accountable.
2. Part of the reason why teaching in disciplines stagnates is that the pool of new ideas becomes very limited when people turn inward. Socialization into teaching in the discipline becomes very rigid and traditional. Therefore,
 - A) A centralized unit can promote cross-fertilization of ideas by providing a place where individuals from different disciplines can exchange information, methods, and the like.
 - B) A centralized unit can also continuously scan the horizon for developments and ideas outside the institution and bring these to campus in the form of print materials, guest speakers, and workshops.
3. Departments and colleges, especially at research universities, rarely have the resources available to devote to teaching improvement. They are short on time, on materials (videotapes, books on teaching, etc.), and people who have taken conscious steps to become experts in the teaching methods of the discipline. Therefore,
 - A) A central staff that has as its express mission the improvement of teaching will have the time to devote to this work.
 - B) A central office can develop a collection of resource materials that can be shared and disseminated efficiently, eliminating duplication.
 - C) A centralized unit can recruit people who are trained in college teaching and who can continue to stay current by reading, attending meetings, and doing research. They can focus their efforts on pedagogy, whereas instructors cannot have this focus exclusively.
4. Being able to help others to improve teaching is not the same as becoming a good teacher oneself. Most faculty members work in very individualistic ways; they are not adept at articulating their teaching philosophy or understanding how to develop others as teachers. Therefore,
 - A) A centralized unit can employ people who know the "language" of teaching. They know explicitly rather than tacitly and can articulate teaching ideas.
 - B) A centralized unit can provide people who know about professional development and how teachers improve and who have skills in working with people on their development as teachers.
 - C) A centralized unit can provide people who can help those in specific disciplines make applications of general principles to that situation. Professional developers often have a practical knack that many instructors who are hired for their conceptual skills do not have.

5. Many times, faculty and teaching assistants report that they need a "neutral" setting for working on their teaching. They feel that admitting that they need help will diminish their status within their department. Therefore,
- A) A centralized unit can provide confidentiality in consulting.
 - B) A centralized unit can provide impartiality in consulting.
6. Although there are ways of teaching specific to individual disciplines, there is a core of common methods and notions that they share. Undertaking well-planned programs for these basic aspects of teaching is only efficient if a critical mass will be affected. Therefore,
- A) A central unit can provide efficient coordination for orientations, lecture series, and other interventions that have commonly applicable components and take extensive energy to plan and implement.
 - B) A central unit can become adept at event planning, establishing formats, networks and procedures that save money and time and lead to a productive result.

Appendix C

Recommendations for Center-Based Faculty/Professional Development Coordinators

Center for Arts & Sciences - David Templeton, Vicki Robinson

Center for Research, Teaching & Learning - Gary Long

Center for Outreach - Kumba Hinds

Other names to consider:

Sally Skyer, Del Dagel, Josara Wallber - CSR

Eileen Biser - CBGS

Dominique LePoutre - SAS or CBGS

Attachment C

Guidelines for the Creation of Special Assignments within the Offices of the Center Directors for Special Projects, New Initiatives and the Implementation of the Strategic Plan

Introduction:

NTID has begun to chart a new course for itself. Currently, strategic planning work is underway to shape the transition from schools/divisions to Centers, as well as to re-envision program administration, curriculum design, and governance. The Strategic Plan also calls for a concurrent and corresponding change in organizational culture. Specifically, the plan mandates:

"move[ment] toward a flatter organization so that increased responsibility will be delegated and more important decisions will be made across the organization to facilitate more direct access and reporting to the Dean and Director by faculty and staff" (p. 75).

To complement the new structure and to support this principle, we recommended that special assignments be created for the design, direction/coordination, and evaluation of special projects or for significant new initiatives within each Center. Such assignments might entail major curricular or administrative initiatives and should clearly affect more than one department within a Center or departments across Centers. Accordingly, the scope of these projects would extend beyond normal department/unit plans and objectives.

The implementation of this recommendation will serve the community in two ways. First, it will allow interested and qualified community members to assume more project leadership responsibilities, providing opportunities for professional development, revitalization, and leadership experience. Secondly, the assignments will help alleviate some of the administrative burdens from Center Directors, freeing them to fulfill other requirements indicated in the position descriptions (e.g., teaching, tutoring, counseling, research).

Selection Process for Projects and Individuals

A process to guide special project proposal development and selection is needed as is a process to select individuals for such special assignments.

It is recommended that:

- A. Specific projects be identified and funded through a systematic process that is open and subject to review. This process should give priority to special activities within and across Centers that deal with implementation of the Strategic Plan. In addition, the process should accommodate the evolving governance structure at NTID.
- B. Transitional Year: 1993-1994

A committee should be established by the Dean to assist in the development of a process for the identification and selection of projects as well as a process for the identification and selection of individuals for assignment to these projects. Members of this committee should include individuals in the Center Director/Chairperson ranks as well as representatives from NTID Faculty Council and NTID Staff Council.

This committee should design this process based on the conditions in the following three sections of this document:

Time and Task-Specific Nature of the Assignments

These special assignments should not result in the addition of new permanent administrative positions within the Centers, but instead foster a flatter, organizational structure and provide opportunities for members of the Center

community to make important contributions beyond their normal primary assignment. All qualified faculty and staff should have equal opportunity to participate. In view of this, it is recommended that:

1. Project-specific assignments be created for a finite period of time.
2. The type of individual skills and expertise needed to qualify for selection as a project leader should be detailed in the project proposal.
3. The duration of the assignment will normally extend from three months to two years, depending on the nature of the task.
4. In the interest of fairness and equal opportunity, individuals will be encouraged to seek single-term assignments.
5. Individuals accept assignments on a full- or part-time basis, depending on the scope of the work.
6. At the end of an assignment, individuals be guaranteed a return to their original unit/department position.

Budgetary Considerations

- A. The budget line created for these assignments will reside in the Institute's budget, under the auspices of the Dean. Center Directors will work collaboratively on an annual basis with the Dean to determine the distribution of these funds to individual Center projects.
- B. All qualified faculty and staff will have equal opportunity to participate in these assignments. Therefore:
 1. The Center Director and Chairperson/Manager in concert with an individual interested in a special assignment will develop a plan for provision of appropriate release time for the individual and adequate replacement staffing for the department.
 2. Salary/benefits for individuals in these assignments will continue per their permanent department assignment (10 or 12 month, etc.)

Special Considerations:

- A. Plan of work, appraisal, and salary increment recommendations will be determined jointly by the Center Director and the department chair/manager. [For faculty and professional staff, when appropriate, a statement will be included in the formal plan of work which specifically indicates how this activity fits with expectations for tenure and/or promotion.]
- B. Work/office space and appropriate level of secretarial and other personnel support, when needed, will be provided by the Institute.