

Office Memo

To: Alan Hurwitz
From: Jim DeCaro
Date: April 30, 1993
Subject: Attached Decisions

Alan,

Would you please work with Judy, OFD, and the Faculty Development Coordinators and present me with a plan to execute the attached decisions? I would like to have a draft that I can turn over to the new center director in July.

cc: Dr. J. Egelston-Dodd
Dr. K. Conner for AASC
Dr. C. Licata for OTPC
NTID Faculty Development Coordinators
Director, CRTL

Office Memo

To: Judy Egelston-Dodd
From: James J. DeCaro
Date: 30 April, 1993
Subject: Proposal from Faculty/Staff Development Transaction Team

Judy,

I asked the ASSC and the OTPC to review the proposal regarding faculty/staff development. They have done so and submitted their assessments (Attachment A & B). I concur fully with their recommendations with the exception of the AASC's recommendation regarding the OTPC conducting a needs assessment. I have yet to determine who should do this assessment.

I appreciate the efforts of the development team. We will now move forward with the transaction using the two attached documents for direction.

cc: Dr. A. Hurwitz
Dr. K. Conner for AASC
Dr. C. Licata for OTPC
NTID Faculty Development Coordinators
Director, CRTL

To: Dr. James DeCaro, Dean
From: AASC
Date: April 23, 1993

Review of Proposal from Faculty/Staff Development Transaction Team
and OTPC Analysis of Proposal

The AASC has reviewed the proposal and unanimously agree with the analysis and conclusions of the OTPC. We further recommend that the OTPC conduct the needs assessment with the assistance of an outside consultant.

The points listed below summarize our discussion:

The proposal lacked a staff perspective.

New initiatives were proposed without sufficient documentation regarding the source or validation processes used to identify the needs. The AASC further beleives that currently identified needs should be revalidated based upon the outcomes of Level 1 assessment. The newly-identified needs should serve as the basis for validation of the current model or for a proposed new model.

The staffing plan should follow the needs assessment and should include an evaluation of the 50 per cent coordinator positions and the recommended reduction in headcount to the "central" office.

RECEIVED

Office Memo

To: Dr. James DeCaro, Dean

From: OTC *Chro P OTC* OFFICE OF THE DEAN NTID *Strategic ACTION*

Date: April 20, 1993

Subject: Review of Proposal from Faculty/Staff Development Transition Team

APR 20 1993

Jim:

Per your request, we have reviewed the proposal for the "Future Configuration and Transition Plan for the Office of Faculty and Staff Development." The OFSD transition team has channeled a great deal of time and effort into this proposal and deserves a large measure of appreciation for their good work.

In reviewing this proposal, we were guided by the language of the Strategic Plan as it relates to overall organizational considerations as well as to specific unit recommendations relative to the offices of Faculty Development and the Offices of Training and Development.

In light of the spirit and intent of the Strategic Plan, we find the concept of decentralized programming within Centers and centralized coordination and service to be important for appropriate Institutional responsiveness and support to the provision of professional development activities. We are strongly supportive of the decentralized model as presented in the proposal. However, while we concur with the value and need for some measure of centralized service and coordination, we have difficulty with the specific accountabilities for this centralized office as outlined in the proposal.

The comments that follow provide a detailed critique of the proposal and are based on the consensus of the OTC.

Future Configuration of Center-Based Decentralized Faculty/Professional Development Programming (pages 4-7)

<p>■ Model</p>	<p>We strongly support the conceptual configuration presented for a grass-roots decentralized faculty/staff development model with a Faculty/Staff Coordinator and advisory committee for each Center and the transition plan for accomplishing this. It articulates very nicely with NTID's strategic objectives of increased collaboration, joint decision making and programmatic integration. We see in this model the actualization of project teams as envisioned in the Strategic Plan.</p>
<p>■ Roles/ Responsibilities of Faculty/Staff Coordinators</p>	<p>The process of granting release time for assignment as the faculty/staff development coordinator within each Center seems very appropriate to us. We do, however, strongly suggest that staff coordinators be guided by the same release time arrangement as faculty. As we create a culture in which we view one another as participants in a shared educational mission, it seems particularly important, wherever possible, to minimize the distinctions between a traditional "faculty" culture and "staff" culture.</p>

	<p>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 36 in CIS - 150 in CBGS. It might be feasible to have a range of 25%-50% based on how certain factors such as Center headcount, degree of experience of coordinator, complexity of functions within the Center and so, on shape the development needs and programming requirements in each Center.</p> <p>While not mentioned specifically in the proposal, we are assuming that the current individual professional development efforts and budgets for specialized and discipline based needs (i.e., counseling, research, interpreting) will be represented on the appropriate Center Advisory Committee and will not be separate entities. We feel this is important because it again fits with the Strategic Plan's concept of a collaborative network rather than a series of isolated efforts.</p>
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Future Configuration of OFSD Centralized Professional Development Programming (pgs. 2-4)

<p>■ Strategic Plan Mandate</p>	<p>The Strategic Plan indicates that the "resources and functions of the Office of Faculty Development will be combined with Staff Training and Development and <u>reduced</u> ... A reduction of a least on full-time position will occur... The name will be changed to Office of Faculty and Staff Development... An Advisory Committee will be established to review the curricula offered by this unit and ensure that the Office focuses on programs that facilitate responding to NTID's strategic direction." (Strategic Plan, page 53)</p>
<p>■ Model</p>	<p>In our opinion, the proposal presented for the future configuration of OFSD centralized professional development programming deserves further study and validation. The Strategic Plan definitely recommends that an Office for Faculty/Staff Development be established within the Center for Research, Teaching and Learning so the proposal to provide central services within the Center for Research, Teaching and Learning is in line with the Strategic Plan. Although we agree that centralized services are important to overall delivery and should reside within CRTL, we have difficulty with the specifics of what is proposed.</p> <p>Because of this, we recommend that no additional resources be moved to a central office until further review and analysis can better inform the "what" of this office.</p>
<p>■ Current Centralized Programs</p>	<p>1. Specifically, we recommend OFSD <u>current programs</u> be reviewed early in the 93-94 Academic Year to determine effectiveness and need in light of our new strategic directions. The proposal does indicate that this review will occur but does not indicate the review process to be followed. Level 1 strategic planning documents and data can be helpful in this process. We strongly recommend that consideration be given to the use of an external consultant to help with this review or the establishment of an internal NTID review team which is complemented by an external validation review.</p>

<p>■ Proposed New Centralized Efforts</p>	<p>2. The <u>new efforts</u> proposed for the Central Office should be subject to the test of a needs assessment and extensive community discussion. We could not determine what process had been used to identify the needs which serve as the basis for the new projects nor what forum for community discussion around such needs was used. If this has occurred and Institutional approval already been given for these new efforts, please disregard our comments on this point.</p>
<p>■ Central OFSD Advisory Committee</p>	<p>3. The proposed establishment of a central OFSD Advisory Committee fits well with the mandate within the Strategic Plan for linkages and collaborative planning. We believe this group should be set up as soon as possible. We do question whether the AA Advisory Committee, HRD Program Advisory Committee, New Employee Orientation Program Advisory Committee and Research and Support Advisory Committee continue to be necessary in an environment where we aim to integrate cultural diversity and pluralism into the culture. We would suggest that the need for these separate groups be explored and recommendations made relative to their continuance and interrelationship with this Advisory Group.</p>
<p>■ Headcount Reduction</p>	<p>4. Headcount reduction is confusing and unclear to us in terms of who decides and how this decision is made. We'd recommend that the process for this be made explicit and that this process be constructed in conjunction with an external review of current programs, needs for future programs and the attendant organizational resources required.</p>

Title Change to Office of Professional and Organizational Development (pg. 8)

We do not support this title change, particularly because it introduces a new additional focus on organizational development which to us appears to be beyond the scope of this unit's current work and beyond what is called for in the Strategic Plan. Should a title change from the one recommended by the Strategic Planning Committee be warranted, we would encourage a title that conveys the concept of growth and development but minimizes the distinctions made between general staff, professional staff, faculty and administrators.

Thank you for the opportunity to comment on this proposal. If we can be helpful to you, Jim, in further clarifying our thoughts here, we'd be happy to do so.

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

Submitted by
The Transition Team for
Faculty and Staff Development
Sue Austin
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March 26, 1993

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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 became the Office of Faculty Development and moved into CDP. Professional Training & Development was retained in TAP. In 1986, special programs on affirmative action and cultural diversity were added to PT/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 Language. 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 amount per faculty headcount. This autonomy has allowed each School or Division to tailor training and development 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 years 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.

The Faculty/Staff Development Employees in CRTL

The centralized Faculty and staff programming 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 ^{FASD} 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 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).

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 following vehicles. 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 (see Figure 1) will review 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 to be reviewed 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.

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 group 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/professional 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 your 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 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 FD 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 coordinator's 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, previously done by the Coordinator of OFD, will need to be done by the experienced coordinators. If a coordinator is ineffective, there should be a peer support system.

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/S D} 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 that in Centers where there is a mix of faculty and staff, 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/P 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^s 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^s 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.

Time Frame for Self-Governance

The realistic time frame for self governance may vary from Center to Center. Certainly, CTS will have 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.

Faculty/Professional Development Advisory Committee members should be selected by April 15, 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.

Budgets for Center-Based FP 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^s 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.

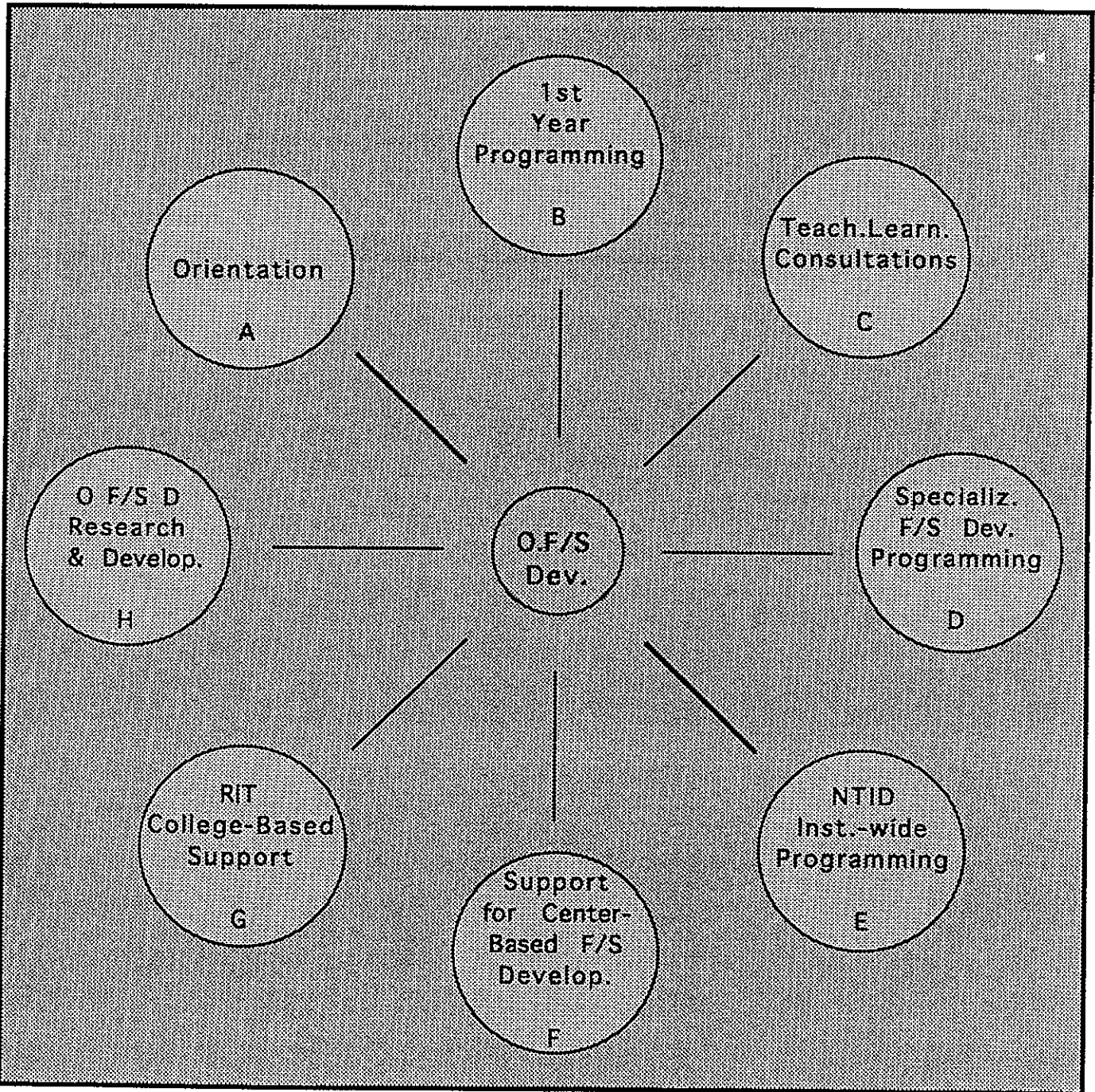
OFD and PT/D also had the responsibility of providing orientation experiences as well as facilitating other professional development opportunities (e.g., Institute-wide Convocations) for both faculty and staff. For the past few years, NEO has occurred through collaboration between OFD and the Department 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 PT/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

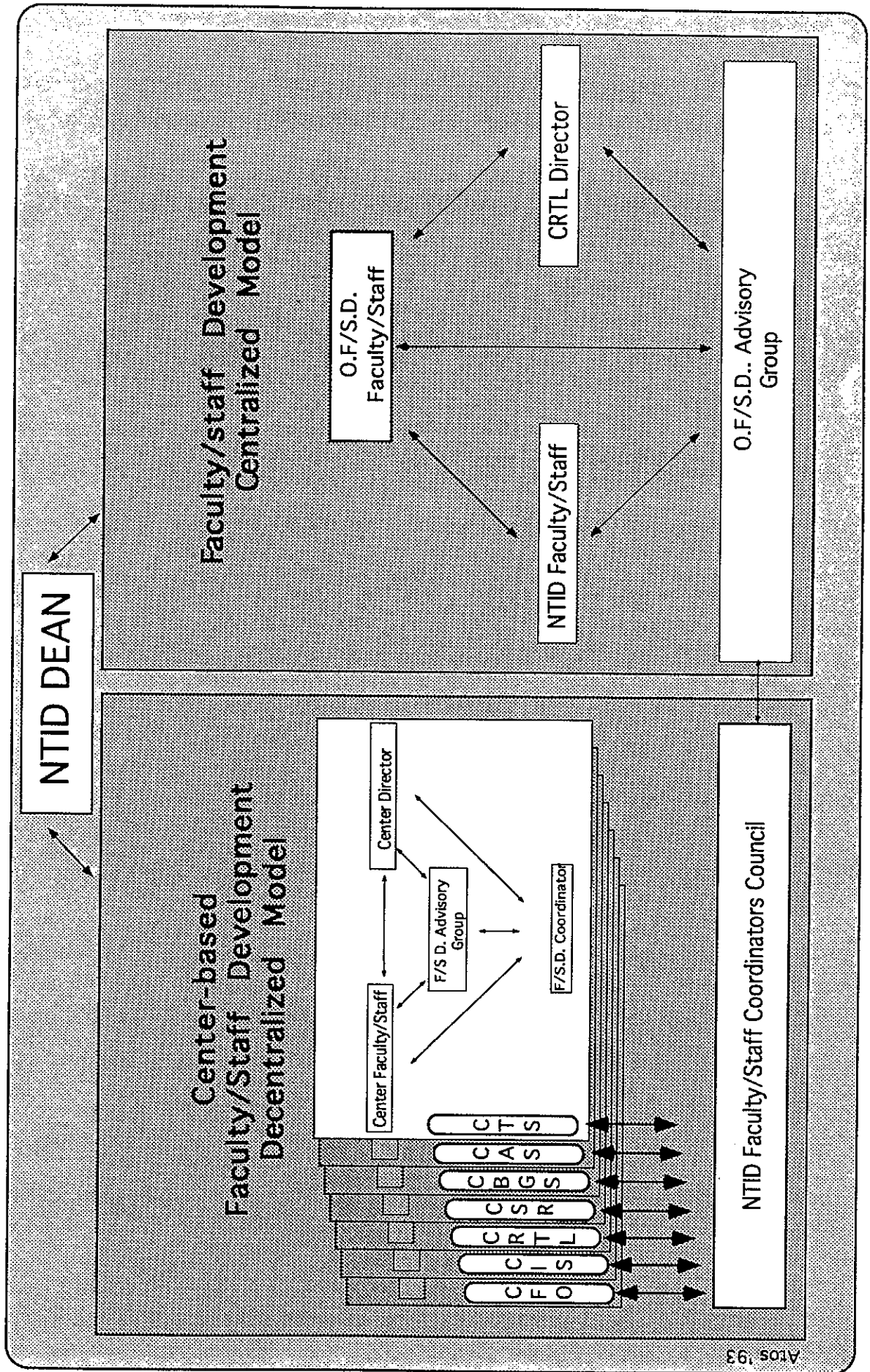
1. Criteria and selection of Center Faculty and Professional Development Advisory Committees. Center Directors need to be in place and participate in these decisions.
2. Selection of three Center-Based F/SD coordinators (see Appendix C).
3. 1993-94 budgets need to be in place by September 1993 for both OPOD and the Center-Based Advisory Committee.

Centralized Faculty/Staff Development Programs



NTID Faculty/Staff Development COLLABORATION NETWORK

Figure #2



OFSD Professional Development Program Advisory Committees

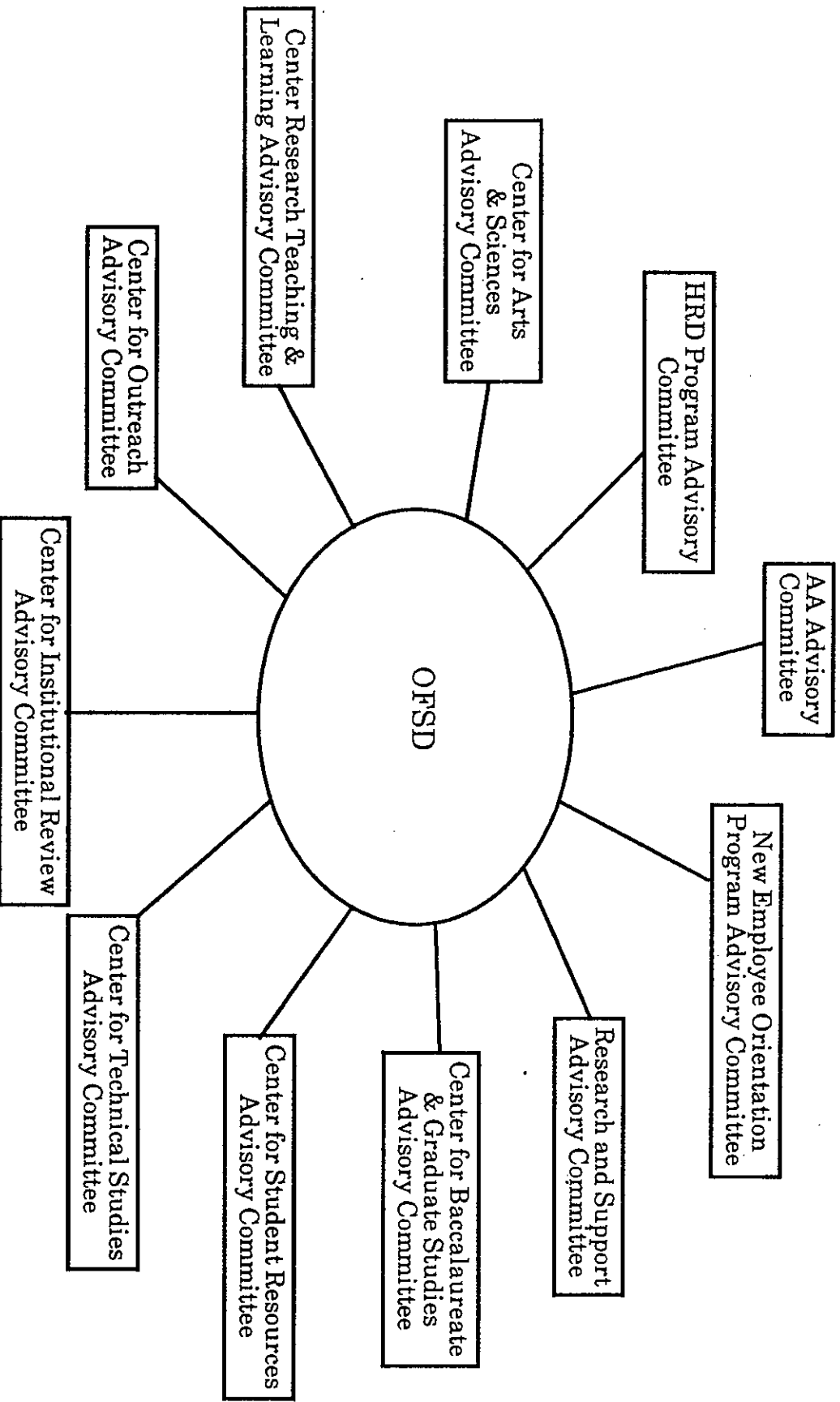


Figure #3

Appendix A

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

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
Center for Research Teaching & Hearing - Gary Long
Center for Outreach - Kumba Hinds

Other names to consider:

Sally Skyer, Del Dagel, Josara Walber - CSR
Eileen Biser - CBGS
Dominique Mallery-Ruganis - ^CAS or CBGS