1. Support Services Report Template

Report Info

Name of the person completing this report: Jessica Weiss
Title of the person completing this report: Director, Faculty Development/Faculty Center for Excellence in Teaching
Supervisor/dean reviewing report: Linda Dobb
Service: Faculty Development
Division/College: Academic Affairs (Library)

3. Mandated Service

Link to Scoring Rubric

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Provide a brief explanation, if necessary, in < 60 words.

While there is no legal mandate, or policy mandate, the following wording is found in the Retention Tenure and Promotion policy: “Probationary faculty are urged to seek out mentors within or outside the Department and the assistance of the Faculty Development Center.” Chairs and Dean's also recommend faculty use OFD services in retention letters.

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

The Faculty Center for Excellence in Teaching (OFD/FaCET) at Cal State East Bay supports faculty in their roles as teachers, scholars, and members of the university and community. We provide opportunities and space for faculty to collaborate on projects that improve teaching and student learning. We strive to enhance collegiality among faculty as we all expand our intellectual, pedagogical, and scholarly horizons. Our services are available to full and part-time CSU East Bay faculty at all stages of their academic careers. Services include: orientations, pedagogical training, research and writing support, curriculum development, Retention, Tenure, and Promotion coaching, training in campus policies, dissemination of information about campus workshops, and sharing of faculty expertise via workshops and faculty learning communities.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Faculty: 100%
Total: 100%

Link to Scoring Rubric

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✔️</td>
</tr>
</tbody>
</table>
During college (helping students succeed while they are at Cal State East Bay)

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Provide a brief narrative (&lt;60 words each) explaining your selection for each area.</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>OFD supports campus outreach efforts, encouraging faculty participation.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>By supporting faculty as teachers and researchers, OFD/FACET indirectly supports student success at CSU East Bay. Faculty achieve pedagogical currency and are supported in their endeavors to produce scholarship and expand expertise in their disciplines and the Scholarship of Teaching and Learning.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>OFD/FACET indirectly supports students in the development of meaningful life work etc. by providing faculty models in pursuit of lifelong learning and professional excellence and by supporting faculty in their research programs to maintain currency in the field, which they bring to the classroom</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th></th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th></th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Faculty expertise and currency impact our current students who share those experiences with prospective students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Pedagogical currency and familiarity with technology tools for teaching produces engaged students. Students engaged in learning succeed. This applies particularly with regard to high impact practices.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>OFD runs faculty learning communities on social justice and community responsibility that assist faculty in implementing community engagement pedagogy and activities—a high impact practice with potentially life long impact for students. More generally, as faculty implement team-based learning and provide collaborative projects—pedagogies that OFD encourages, they provide students opportunities to develop skills that serve them after college.</td>
</tr>
</tbody>
</table>
## 2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>OFD/FaCET is the locus of faculty conversation and and dissemination of innovative teaching, pedagogical applications of classroom technology, and supports and encourages faculty scholarship and publication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>OFD/FaCET enhances inclusivity on campus by sponsoring Faculty Learning Communities on Diversity and workshops on diversity and pedagogy. FLCs have contributed to a welcoming campus environment by providing pronunciation guidelines, studying student populations, exploring factors related to retention, and conducting surveys. OFD/FaCET is a campus meeting place for faculty from diverse backgrounds.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>Expanding faculty resources and skills affects students by enhancing their educational experience and prospects for success as graduates and life-long learners. Faculty Development’s services allow faculty to model life-long professional learning. OFD serves as a campus launching pad for the pedagogy of high impact practices.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>By participating in programs such as the Week of Scholarship and the upcoming Week of Inductive Excellence, and soon-to-be revived Week of Academic Integrity, by organizing the Faculty Learning Community Spring Symposium the Office of Faculty Development—in which FLC participants share their projects and outcomes-- supports faculty and campus efforts to support student engagement and learning. An example is the current effort to bring a site license for Voicethread to campus—a cloud-based tool that increases student engagement in online classes.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>OFD sustains faculty in their careers working to prevent burnout. We work to retain faculty by supporting Instructional and Professional Achievement. OFD hosted the a Sustainability FLC. We minimize waste in our office practices, using e-communication almost exclusively.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>We practice close communication with faculty over stipends and with Academic Affairs in budgeting. The OFD Director serves on several committees across campus that serve both students and faculty. OFD collaborates with Accessibility Services, MATS, OHSC, CFA, Student Retention Services, ORSP, the PEIL program, and several other campus entities.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>OFD has hosts Faculty Learning Communities in Diversity and Social Justice/Social Responsibility and Community Engagement Pedagogy, encouraging faculty to connect themselves and their students with the wider community. OFD helps faculty members identify ways that they may contribute to the community.</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>OFD fosters faculty innovation in higher education and 21st century teaching strategies for 21st century students. OFD offers Faculty Learning Communities on Teaching with Technology, Team Based Learning, Diversity and Social Justice, Community Engagement and Social Responsibility, providing faculty support for pedagogy that prepares students with 21st century skills.</td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

After years of few faculty hires, the University has begun to refresh the ranks of with new hires. In 12-13, nineteen new professors joined the campus; in 13-14 that number is 25. Hiring is likely to remain high for several more years. With scant mid-rank faculty and yearly decreases in senior faculty to mentor junior faculty, the role of Faculty Development will increase, supporting the campus investment. OFD provides pedagogical support, training in the RTP process, and career coaching to the increasing pool of junior faculty. The First Year Faculty Experience workshop series, in its second year, is a new year-long program for new faculty that builds on the tradition of offering one-day New Faculty Orientations, providing a cohort experience.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

The Faculty In Residence and Faculty Learning Community programs are assessed via reflective metacognitive exit surveys of participants. Faculty participating in formative evaluations engage in a reflective self evaluation and provide a blueprint of future activities. An annual symposium illustrates the satisfactory completion of individual FLC goals.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

OFD has expanded programming to include the First Year Faculty Experience series of workshops and added a writing community to the support offered faculty. The website revision is nearing completion. We provide roundtable-organization for certain workshops to provide a mini ‘FLC’ experience in a workshop.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

OFD will survey workshop attendees with an assessment rubric for satisfaction with programming. In Spring 2014 we would like to undertake a needs survey to better finetune the menu of workshop topics to address faculty interest. The next step will be to assess impact of our programming on students which can occur by classroom visits and observation of the OFD Director, or student evaluation of learning experiences. The focus will be formative assessment for program improvement.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe
Expanded programming is one measure of improved quality. To that end OFD intends to take steps to establish these ideas for improvements in the 13-14 academic year.

1. Writers’ Retreat: 12 hour 2-day stipended, by-application retreat with guest speaker and editorial consultants to assist faculty as writers/scholars.
2. Faculty Associates: Provide one course assigned time per faculty to work as an OFD associate in online pedagogy or teaching with technology or scholarship of teaching and learning, support FLCs, and mentor faculty and assist the director in programming.

Collaborate

Link to Scoring Rubric

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

We use the reflective surveys for the Faculty in Residence and Faculty Learning Community experiences. In both, participating faculty mention the satisfactions of working with and learning from colleagues.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

In the Faculty Development Survey, the inclusion of staff in a survey of Faculty Development may in part explain the high non usage rate. Over 80% of those surveyed saw OFD services as Important or Very Important. Most of those who had participated in OFD activities recorded the quality as better than fair or good. More outreach to faculty will be important in the future. The First Year Faculty Experience workshops will accustom faculty to seeing OFD as a career-spanning resource. Expanded FLC offerings will improve access to OFD’s most effective program.

Link to Scoring Rubric

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

If yes, please describe in <120 words. If no, please explain

Our office consists of the Director of Faculty Development and an Office Manager, and the staff of the Center for Community Engagement. Informal guidelines govern courteous and warm welcoming, timely response to requests, and follow up.

Link to Scoring Rubric

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

To date, OFD has focused on informal goals for service quality each year. Moving forward, OFD will strive to formalize its annual quality target, for example, adding satisfaction elements to the reflective survey of faculty learning community members and creating a system for evaluating regular workshops, and planning assessment measures to query impact on students.
3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

No

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

The past several years, OFD has focused on preserving programming in a time of budgetary hardship and during a year of interim directorship. Given the influx of new hires and their year-long association with OFD programming, establishing numerical goals for faculty participation in all programs is a logical next step.

6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

124750

Attach your allocated spreadsheet here.

ofd salary allocation spread sheet.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

232000

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

600

Attach your allocated spreadsheet here.

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

OFD uses less space than previously, now that ORSP occupies 2300 and related offices. OFD experienced budgetary cuts, but these did not improve efficiency, they diminished scope and reach.
4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

OFD plans for increased efficiency—reaching more faculty and providing more faculty support programming do not include ideas for cutting costs which are currently quite lean. The First Year Faculty Experience Workshops have been implemented with only an increase in spending on catering, and incentives for attendance.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

A robust Office of Faculty Development that has a sustainable organizational structure will include Faculty Associates, one or two per year that will cost approximately $5000 each per year at a minimum. Faculty incentives for participation are another important resource. Lastly resources for new programs that expand OFD offerings will take more resources. Examples: Summer Online Teaching Institute; Writers’ Retreat. We plan to apply for CSU Chancellor’s Office funding opportunities as we have in the past.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Continued annual First Year Faculty Experience Workshop and other new programming without increased salaries despite new responsibilities for office manager and director.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

Workshops: 280
Socials: 105
Dossier Assistance: 30
One-on-Ones: 30
Formative Evaluations: 3-4
FIRS: 5
FLC Members: 30
Faculty Mentor/Mentee Pairs Matched 2 (this number will grow with new hires)
2011-12 numbers do not reflect the two recent years of hiring. This would add to the number of workshop attendees and Mentor/Mentee pairs.

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No
If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

We are the only entity on campus that mentors faculty outside disciplinary boundaries and outside of hierarchical relationships, provides ongoing, evolving, innovative programming for teaching currency and expertise, provides career-long learning opportunities that allow for collegial collaboration, supports faculty scholarship in the disciplinary and pedagogical areas, and instructs and supports faculty through the RTP and range elevation processes.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

OFD contributes to high quality teaching on campus that is responsive to student needs. It aids in the retention of faculty, and in the successful matriculation of faculty through the retention process. It supports faculty in need of assistance with their teaching and professional achievement. It creates opportunities for successful faculty members to grow as teachers and find publishing opportunities in the Scholarship of Teaching and Learning. It fosters interdepartmental/college mentoring. We plan increased support for publication. It provides collaborative, peer-to-peer spaces, and opportunities to learn.