

**PROPOSAL FOR
FACULTY CENTER FOR PROFESSIONAL DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, LONG BEACH
NOVEMBER 2001**

BACKGROUND:

The university has a strong and long-standing commitment to the professional development of all members of the faculty. In the early 1970's, the Center for Faculty Development was established to help fulfill this commitment. Since then, the Center has served as a focal point for a wide range of programs designed to support faculty in all phases of their professional growth and development. As the university has grown and the nature of faculty work has changed, the Center has responded by designing programs to support the continuous professional development of the entire faculty. These programs have varied over time depending on the perceived faculty needs and the expertise and vision of particular directors assuming leadership of the Center.

In fall 2000, the Executive Committee of the Academic Senate, after consultation with Associate Vice President Reichard, resolved to establish an ad hoc committee to help chart the future direction of the Center and to provide guidance for the faculty and administration in the selection of a Director. The specific charge to the committee was as follows:

- Consider the current activities and accomplishments of the Center in relation to possible future demands upon its services;
- Reexamine the mission and goals for the Center articulated in "An Overview of the Center for Faculty Development" prepared in 1991;
- Develop a new mission statement consonant with the needs of the University faculty over the next five years.

The *ad hoc* Committee conducted focus groups across several colleges in order to learn what faculty perceived as the Center's most valuable work in the past and what activities it would like to see in the future. It drafted a new mission statement for the Center and developed four core recommendations to guide the future direction of the Center. These recommendations and the supporting documentation can be found in the *ad hoc* Committee's Report on the Center for Faculty Development, submitted to the Academic Senate Executive Committee and accepted by the Academic Senate November 8, 2001. The Senate Executive Committee recommended the development of a proposal to establish the Faculty Center for Professional Development, thereby formalizing the existence of the Center via PS 98-10.

PURPOSE AND NEED FOR THE CENTER

The Faculty Center for Professional Development is dedicated to helping the university meet its longstanding commitment to the continuing professional development of its faculty. The Center's programs are varied and broad-ranging, consistent with the diversity of roles and responsibilities assumed by our faculty. Teaching and learning are at the core of Center programming, but support is also provided for other essential aspects of faculty responsibilities as needed.

Other Center Staff. There is also permanent funding for a full-time **Office Manager** and for **student assistants** and/or temporary help. (In 2001-2002, \$12,000 has been budgeted for student assistants and approximately \$2,100 for temporary help.) In addition, approximately \$36,000 in faculty blanket funds is permanently available to provide assigned time for an **Associate Director** and/or **Project Directors**, to be determined by the Director in consultation with the Center Advisory Board (see below).

Advisory Board. The Center Advisory Board consists of individuals representing as many colleges and programs as possible. Members are to be selected through the Academic Senate Committee on Committees process, and to serve three-year staggered terms, with eligibility for reappointment. The membership shall include:

- One tenured/tenure track representative from each college and the Library (two from the College of Liberal Arts)

- Four lecturers (each from a different college).

- Coordinator for General Education

- Assessment Coordinator

- Chair (or designee) from Faculty Personnel Policies Council

- Representative from the International Education Committee

- Representative from the Multicultural Center

- Representative from Community Service Learning Center

- Director of Faculty Center for Professional Development (non-voting)

The primary function of the Center Advisory Board is to support the Center Director in the design, implementation, and evaluation of a comprehensive program of professional development supporting faculty in all phases of their professional careers. Since Board members are representatives selected from colleges and programs, it is expected that they will meet regularly with their faculty to both inform them of programming and current issues in Faculty Center and, in turn, to bring their concerns and recommendations to the Center Advisory Board.

FISCAL RESOURCES

In addition to the permanent funding for staff that is described above, the Center has received from Academic Affairs a permanent operating and communications budget of approximately \$15,200.

It is not anticipated that the overall budget of the Center will change over the next three years. All funding is permanent.

OTHER RESOURCES (SPACE AND EQUIPMENT)

The Faculty Center is housed on the Fifth Floor of the Library and consists of: a Gallery for large presentations; a large seminar/meeting room; a suite of four offices for use by the Director, Office Manager, Associate Director (if applicable), and Project Directors;

and a workroom for student assistants and other purposes. All necessary basic equipment (computers, copier, and other office equipment) has been provided by Academic Affairs and/or the Library.

REVIEW PLAN

The success of the Faculty Center for Professional Development in meeting its mission is dependent upon its responsiveness to faculty needs. Accordingly, the Center will promote and regularly engage in inquiry and reflection to address the evolving needs of faculty. The Center Director, in consultation with the Center Advisory Board, will develop indicators of success for the Faculty Center.

PERIOD OF AUTHORIZATION

In recognition of the fact that a version of the proposed Faculty Center for Professional Development has been functioning effectively on this campus for a number of years, it is requested that the Faculty Center be authorized as a permanent part of the institutional infrastructure for support of faculty professional development, without the requirement of further initial review.