

POLICY ON CENTER FOR ENHANCEMENT OF TEACHING AND LEARNING

Overview

Faculty professional development, incorporation of technology into teaching methodologies, faculty scholarship, and the validation of the learning process have all received much attention from scholars and teachers over the past several years. If indeed faculty are to incorporate the latest technological advances into the curriculum, if there are increased expectations for faculty scholarship and research, and if the academic community is going to be expected to document and to demonstrate the learning process through what has been identified as "student outcome assessment", then it is necessary to provide the means and resources to facilitate faculty in accomplishing these four objectives and in becoming the teacher/scholar of the future. In addition, in accordance with the Plan for the 90's and other relevant current trends within the University such as the retention, tenure and promotion procedures, educators demonstrating successful innovations in the area of teaching will more likely be given strong consideration for retention, tenure and promotion.

Further, the future academic community needs to be provided with a forum and a conduit through which discourses may begin about the "teacher/scholar" model and by which coordination and development activities for the integration of technology into the curriculum may be facilitated.

The following proposal will outline a model for a Center for the Enhancement of Teaching and Learning, (CETL), which includes a mission, goals and objectives, identifies an organizational structure for CETL, and presents a budget for the operation of the CETL.

Mission

The Center for Enhancement of Teaching and Learning at California State University, Fresno, provides assistance and resources to support teaching excellence and professional growth. Under the guidance of an advisory board, CETL sponsors programs and consultation designed to enhance instruction and learning; serves as a clearinghouse for information regarding higher education instruction; stimulates discourse among faculty on academic matters; promotes the use of technology in teaching; and encourages the development of grant proposals to support faculty research contributing to effective teaching and learning with a diverse student population.

Objectives

The following list of goals and objectives is intended as a sample only and has been constructed in accordance with the previously stated Mission of the CETL:

- to provide forums for faculty to share teaching ideas and techniques;
- to gather and disseminate information related to university teaching;
- to recognize outstanding teaching and scholarship through the teacher/scholar model;
- to stimulate the development of grant proposals for research on effective teaching and learning;

- to identify master/mentor teachers to be used as role models;
- to facilitate innovative integration of technology in teaching;
- to provide resource orientation to full and part-time faculty new to the campus;
- to serve as a link between the campus and the CSU system institutes and centers;
- to sponsor programs, workshops, and symposia designed to enhance teaching/learning process;
- to assist faculty in re-energizing by providing an environment that allows for mutual problem-solving and creativity; and,
- to conduct periodic assessments of faculty development needs.

Organizational Structure

CETL will report to the Associate Vice President for Academic Affairs, Academic Personnel and will be under the direction of a Director who will be a faculty member awarded an alternative work assignment equal to 6 WTU's per semester and will be awarded three weeks of summer work assignments. The Center will have a Graduate Assistant assigned 20 hours per week and student work study assistants equal to 0 hours per week. Other faculty may be assigned to work with the Director, with release time on an as needed basis. These individuals will assist in grant preparation or will assist in designing special programs.

Director

The functions of the Director are as follows:

- 1) provide leadership in accomplishing the mission, goals and objectives of the Center;
- 2) assess faculty professional and instructional development needs;
- 3) supervise the staff of the Center;
- 4) secure outside funding for the Center;
- 5) be a strong advocate for the Center and its goals;
- 6) assemble a library of useful publications and other resources;
- 7) communicate effectively with faculty;
- 8) schedule workshops, seminars, speakers, etc.;
- 9) coordinate/cooperate with other on and off campus programs;
- 10) assist in the development of programs to improve classroom instruction;
- 11) provide leadership in the development of the teacher/scholar model; and
- 12) provide leadership in developing scholarly activities related to the enhancement of teaching and learning.

An Advisory Board consisting of the Senate Professional Development subcommittee members, faculty representatives from each instructional school and the library, will be formulated to provide assistance to the Director in accomplishing the mission, goals and objectives of the CETL. The Director of the CETL will sit as an ex-officio, non-voting member of the Advisory Board. The Board will select a Chair to serve for the academic year and the faculty members of the Board (outside the Professional Development Committee) will serve a staggered three-year term.

Approved
Revised

May 1989
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