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UNIVERSITY OF CENTRAL FLORIDA

1985
Self Study

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

CENTER FOR FACULTY DEVELOPMENT

SELF STUDY REPORT

Faculty Development Self-Study

I. Philosophy

The Center for Faculty Development was established by the Provost in the fall of 1982, as a response to faculty members who requested a resource center to assist them in broadening their range of teaching expertise. Since then, the Center has strived to offer University faculty services to strengthen the quality of teaching at the University. Workshops on specific teaching strategies, critiques of classroom teaching, a clearinghouse of articles related to teaching methods in higher education, and individual consultation on improving teaching are all services of the Center. The Center serves graduate assistants and adjunct faculty as well as full-time faculty.

1.2 Evaluation - The need for the Center was originally expressed by both the Faculty Senate and the United Faculty of Florida, both established faculty organizations with the express purpose of aiding faculty in developing their opportunities at the University. Need for services has been documented through annual surveys, with about 40% of all faculty responding, indicating specific programs or services they would prefer. Unfortunately, some of the requested services are not being offered. (These include ongoing seminars on aspects of improving teaching, guest speakers, and space for faculty to read and discuss articles in the clearinghouse, due to lack of funding and the University's overall critical lack of space.)

Additionally, a crucial problem with continuing the Center's activities is the total lack of a budget. Funds for workshops (served by volunteer speakers) and publications are from the Instructional Development grants budget. No University funding has ever been granted for the Center. If the Office of Instructional Resources, which staffs the Center, were to have a budget cut of some magnitude, the Faculty Development Center would be eliminated.

II. Organization

2.1 Duties and Staffing - The Center operations are managed by two full-time faculty, the Director and the Assistant Director - who work for the Office of Instructional Resources as instructional design consultants. Also, a half-time secretary and several part-time student assistants are available. Again, this is all time loaned by the Office of Instructional Resources. Approximately 20% of the Director's time and 40% of the Assistant Director's time is spent on faculty development activities.

2.2 Projections - Planning is short-term, year-to-year, depending on the instructional development budget. Goals and activities are established in accordance with wishes of faculty expressed on the survey, annually conducted in fall semester, and the Faculty Development Advisory Council, a body of eight faculty from the various colleges. Also, the Office of Academic Affairs oversees planned activities, in accordance with its stated priority, reflecting state guidelines, that all University faculty be provided with instruction in the use of computers in classroom activities.

No organizational changes anticipated at this time within the Office of Instructional Resources would impact on Center functions. Space is the change needed.

III. Financial Resources

3.1 Funding - No direct funds allocated to this effort. Faculty use the instructional development budget to spend about $9,000/year on the Center activities. (Note: volunteer faculty speakers are used in workshops. Video-tapings of faculty teaching are provided by the Office of Instructional Resources at no cost to the Center.)

3.2 Equipment - Desks, computers for faculty training etc. are all bought through Instructional Development funding. Two IBM PCs are available for faculty use. Other equipment includes office equipment given the two faculty in Instructional Development. (Video tapings are done with O.I.R. equipment.)

IV. Personnel

The University and Equal Opportunity guidelines are used in advertising and hiring new staff members. Criteria include, for faculty, university-level teaching experience and a minimum of a M.A. degree. Also, experience in instructional design is required, since all hiring is done as instructional, rather than faculty, development. The half-time secretary was hired in accordance with the State guidelines on Career Service employees.

Salaries for the two faculty members are lower than the average faculty member's, given the years of teaching experience each brings to the positions. Unfortunately, the State dictates percentage maximum increases for all University faculty.

4.2 Security, Working Conditions and Projections - Promotions for these two non-tenure-track faculty are in accordance with University policy for these personnel. The same is true for the secretary. Evaluation criteria for the secretary is the standard Career Service evaluation process.

Evaluation criteria for faculty have not yet been specified; however, the Associate Director of Instructional Resources and the Director will be developing some criteria for evaluation by December, 1984. Also, of course, evaluation is ongoing for faculty members - communication and feedback occur daily.

No particular promotion guidelines are followed, because the University specifies no such guidelines for non-tenure-track faculty. However, the Director of Faculty Development has been promoted on the basis of outstanding professional performance, and performing additional responsibilities for the Office of Instructional Resources.

Office space is very tight. There is minimal room for University faculty to be trained in using computer-assisted instruction, less than 6' x 8'.

Desk and office space for the two faculty is quite limited. This is a University-wide problem.

No other personnel needs for the Center are anticipated for ten years.

V. Physical Facilities

The Center is located within the Office of Instructional Resources. In addition to the computer use and office areas described above, faculty members using videotape are trained in a large Lecture/Presentation room, which enables them to practice their teaching and be critiqued in advance of videotaped teaching. More computer lab space and a room at least 12 x 15 is needed for a faculty clearinghouse and seminar room, for discussion of teaching methodology and general seminars.

(The above suggestions come from the Faculty Development Center at the University of Houston at Arlington, and the Faculty Development Advisory Council.)

5.2 Provisions - The Center is located in new facilities within the Office. However, as noted in that report, facilities are smaller than previously, yet the Office has added approximately ten more personnel and more functions, particularly in the areas of instructional and faculty development. Space for the entire Office, including Faculty Development, needs augmenting by at least two-thirds of current capacity. Parking, loading, handicapped access etc. currently are adequate and in accordance with Federal and state standards.

VI. Computers

Computers impact the Center in several ways: uses of computers in helping develop computer-assisted instructional packages for classes, helping train faculty inexperienced in computers, and demonstrating computer-managed instructional methods and packages as well as working with Computer Services to plan seminars to serve faculty with advanced needs. Office management (lists, files etc.) are also handled via computers. Both IBM PCs and APPLE IIes, belonging to Instructional Resources, are used in these efforts.

More funding for demonstration software is needed to provide faculty with training. Also, faculty lab/seminar space for teaching workshops must be provided, or more computers will be needed in the Faculty Development Center. CAI cannot now be adequately handled with two IBM PCs, because each faculty member needs the opportunity to operate and become proficient in software under the tutelage of an experienced Center faculty member.