# Title III 5- Year Proposal

Covering October 1, 2017 – September 30, 2022

**Project Director:** *Insert name*

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| **1. Name of Institution: Albany State University** | **2. Activity Title: Center for Faculty Excellence****3. Activity Number:** *To be completed by the Office of Title III* |
| **4. Focus Area:** *Faculty Development and Support for Excellence in Research and Teaching.* | **5. LAA Category:** Support for faculty exchanges, faculty development and faculty fellowship. |

**Budget Request Amount: $**

**6. Narrative**

**A. INTRODUCTION**

*Enter Narrative (Included intended purpose, serving population, demonstration of need and general expected outcome)*

The University System of Georgia identifies faculty development as a vital responsibility of all of its institutions. The Center for Faculty Excellence at Albany State University will address unmet needs of the institution’s faculty and support the university’s goals of creating a vibrant faculty that creates world-class teaching opportunities and increases retention and graduation rates. The scholarship of teaching and learning is designed to enhance faculty performance—and through it, student success—by providing faculty with development and support in their teaching and research endeavors.

Some of the specific activities are: New Faculty Orientation; faculty development in tenure and promotion, teaching, and research; developing leadership in the academy through the provost fellow program; mini-grants to support teaching and research; faculty fellow program; promotion of high-impact practices (See AAC&U website for information); curriculum and course innovation and redesign; promoting the scholarship of teaching and learning, recognition of faculty excellence through Points of Pride Magazine and other activities.

**B. alignment with Institutional Strategic Plan** (Demonstrate how the proposed activity will assist the institution in achieving institutional goals)

The Center for Faculty Excellence serves multiple components of Albany State University’s Strategic Plan:

* Strategic Goal Two: Aspire to Excellence - By supporting faculty excellence in teaching and learning, the Center supports the goal of the institution increase the recognition of the university as an institution that provides students access to faculty who are successful researchers and who employ the most innovative pedagogies.
* Strategic Goal Three: Embrace Diversity – By providing faculty development that includes instruction in cultural awareness, the Center prepares faculty to effectively instruct a diverse student body
* Strategic Goal Five: Elevate Historically Underserved Populations – By providing access to a broad variety of faculty development experiences, the Center will prepare the faculty to effectively serve a student body that is diverse in race, ethnicity, class, and age, as well as other challenges to educational success.
* Strategic Goal Six: Promote Economic Development – The Center supports this goal by offering faculty mini-grants and other opportunities specifically designed to promote experiential learning and applied research.
* Strategic Goal Seven: Attract and Retain Talented Personnel – Through the Center, the university will attract and retain talented faculty by becoming known for providing faculty opportunities such as the Faculty Fellows Program and mini-grants, as well as through faculty development designed to support progression through the promotion and tenure processes. The Center will also house New Faculty Orientation, a year-long set of activities designed to provide faculty with the information and skills necessary to be successful academics and successfully complete the promotion and tenure process.

**C. alignment to Title III Purpose**

* The Center for Faculty Excellence will assist the institution in increasing enrollment, retention, and graduation through a variety of activities:
	+ Through its programs, the Center will encourage faculty research and engagement in their disciplines. This improves classroom instruction and raises the profile of the institution academically. This, in turn, attracts students to the institution.
	+ Through its faculty development in teaching and learning, the Center will support faculty in enhancing their pedagogical strategies designed to maximize student success—supporting progression and graduation.
* The Center for Faculty Excellence will become one of the university’s primary tools for increasing Academic Quality. Through its support and programs, the Center supports faculty engagement in their disciplines through research and publishing, and it will provide instruction to faculty in how to most effectively transfer that knowledge to the institution’s students.
* The Center for Faculty Excellence will be the university’s home for several Legislative Allowable Activities, such as Faculty Fellowships (the Provost Fellows Program and the Faculty Fellows Program), faculty development in the scholarship of teaching and learning, and providing access to materials in support of improved instruction, among other activities.

**D. OVERVIEW OF OBJECTIVES AND IMPLEMENTATION STRATEGY**

* Provide a summary of the objectives for this activity. Objectives must be stated in measurable terms.
* Provide a summary of implementation strategy. How will the objectives will be achieved? Include partnerships and collaborations.

*See the attached Activity Objectives and Anticipated Results form.*

**E. KEY PERSONNEL**

* Director of Center for Faculty Excellence:
	+ The director will be primarily responsible for the planning and execution of the activities of the Center. The director oversees the center’s programs and services focused on faculty development and excellence in teaching and scholarship. The director will work with faculty and other university leaders to assess the needs of faculty and to develop programs that will enhance and support their teaching, service to the university, scholarship, and professional & leadership development leadership. The director will plan, implement, and assess for ongoing improvement center programs, conduct faculty workshops in face-to-face and virtual environments, and work with departments across the campuses to provide effective in-service and out-service professional development programming.
* Administrative Specialist:
	+ The specialist will support the director in organizing the activities of the Center and act as a liaison between the Center and other departments, programs, and offices at the university.
* Provost Fellows:
	+ The Center houses the Provost Fellow Program, designed to provide talented faculty the opportunity to explore academic leadership through partial integration into administrative functions. The Fellows will be appointed for up to two years of service and will receive a stipend.
* Faculty Fellows:
	+ Each year, the Center will house up to five Faculty Fellows who will each support faculty development in particular pedagogical skills and participate in course redesign. Fellows will receive a stipend.

**F. ASSESSMENT PLAN**

* Identify methods assessment of the project to determine effectiveness.
* Identify methods used to determine achievement of programmatic objectives.

**G. INSTITUTIONALIZATION PLAN**

* Provide a plan demonstrating how the project will be institutionalized by the end of the five-year grant.
	+ Provide a yearly plan of institutionalization which includes Title III personnel reduction.
	+ Funding or collaboration for continued services on a yearly basis.

## ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

# Grant Period: October 1, 2017-September 30, 2018.

***(Objectives and performance indicators must be stated in measurable terms)***

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| **1. Name of Institution:****Albany State University** | **2. Activity Title:** **The Center for Faculty Excellence****3. Activity Number: 1 (Title III, Part B)** |
| **4. Activity Objective(s)** | **5. Anticipated Results to Measure Success****(Performance Indicators):** |
| **Objective 1:**Create and maintain an effective New Faculty Orientation Program (NFOP). This is a powerful tool for integrating faculty into the campus and community culture, as well as for setting high expectations for teaching, service, and scholarship. Successful NFOPs also enhance faculty success in the multi-year tenure and promotion process. Typical NFOPs include two chief components: initial orientation and sustained training. | **Performance Indicator 1:*** Evidence of how well new faculty members feel welcomed and oriented into the institution. This will be assessed through a survey of new faculty participants at the end of the fall semester, and again, at the end of the academic year.
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| **Objective 2:**Provide effective professional development. Support for the professional development of faculty, especially through enhancing their teaching, is the sole universal amongst CFE’s. The CFE will support faculty innovation and student learning through several key strategies: workshops, access to and support for the Scholarship of Teaching and Learning, instruction in teaching with technology, and a pedagogy newsletter, among other activities. | **Performance Indicator 2:*** Faculty Fellows will offer at least two workshops in pedagogical areas of expertise and make themselves available for consultation across the campuses.
* Faculty Fellows will redesign a course to maximize innovation and use the most current methods and technologies.
* Each department will name one faculty member to act as a liaison to the CFE. The liaisons will survey the needs of their respective departments and work with the CFE to develop effective professional development activities to address those needs.
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| **Objective 3:**Provide effective faculty development in support of promotion and tenure.  | **Performance Indicator 3:*** Regular workshops covering all aspects of the process.
* Faculty mentoring that combines the writing of a professional development plan with the charting of progression to promotion and tenure. The faculty mentoring program will connect to the NFOP, to tenure and promotion, and to professional development generally.
* Both physically and virtually, the CFE will be the clearinghouse for T&P information (Handbooks, examples, T&P Guidelines, and so forth).
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| **Objective 4:**Offer faculty small grants to support research projects and improvements in pedagogy. | **Performance Indicator 4:*** Participating faculty will use mini-grant funds to attend workshops and conferences to enhance pedagogy.
* Participating faculty will use mini-grants funds to support research in the scholarship of teaching and learning.
* Participating faculty will use mini-grant funds to support applied research.
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| **Objective 5:**The Center will support the recognition of the academic quality of the institution*.* | **Performance Indicator 5:*** Each semester, the Center will publish *Points of Pride* a magazine highlighting the accomplishments of faculty, staff, and students.
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| GRANT ACTIVITY FOR THE TITLE III PART B OR PART F PROGRAMS |  |
| **IMPLEMENTATION STRATEGY AND TIMETABLE FORM** |
| NAME OF ACTIVITY COORDINATOR AND OFFICE:*Enter here* | **2. Activity Title:** *Enter Activity Title* |
| **3. SPECIFIC TASKS TO BE COMPLETED** | **4. PRIMARY PARTICIPANTS** | **5. METHODS INVOLVED** | **6. TANGIBLE RESULTS**  | **7. timeFRAME**  **FROM/TO** |
| 1.1 Provide a minimum of five (5) faculty professional development workshops per year. | Faculty and Department Chairs and faculty | Establish a schedule of workshops to enhance the effectiveness of teaching and learning in courses. | An increase in the university’s course completion, retention and graduation rates. | 10/01/2017-09/30/2018 |
| 2.1 Conduct orientation for new faculty in Fall of 2017 | New full time and adjunct faculty members | The orientation will be conducted over a period of one week, and will include orientation to the city of Albany. Faculty will be introduced to university policies and processes, to campus technologies, tenure and promotion policies. | 100% participation of new faculty (full time and adjunct) in the orientation. | 10/01/2017-09/30/2018 |
| 3.1 Initiate a mentor-match program of junior faculty with senior faculty members | Junior and senior faculty; department chairs | Establish a mentoring program that would match junior faculty with senior faculty.  |  | 10/01/2017-09/30/2018 |
| 4.1 Schedule workshops for pre-tenure, tenure and promotion, and post tenure | Faculty eligible for pre-tenure, tenure, promotion, and post-tenure | Establish a schedule of workshops to appropriately prepare faculty for these respective steps in their academic career. | 100% participation of by all eligible faculty members  | 10/01/2017-09/30/2018 |
| 4.2 Offer faculty small grants to support research projects and improvements in pedagogy | All faculty members and department chairs. | Invite faculty participation through a competitive application process | Demonstrable evidence of improvement in pedagogy in selected course; sharing of result of research through campus presentations | 10/01/2017-09/30/2018 |
| 5.1 Establish and staff the Office of Faculty Excellence | National Search for a Director | Conduct a national search for the director of the office | Successful staffing of the office | 10/01/2017-09/30/2018 |
| 6.1 Publish two issues of the *Points of Pride* | Faculty, Students, Staff; Departments and Colleges | Survey the accomplishments coming out of the colleges each semester, and celebrate the works and successes of the ASU family | Two online publications | 10/01/2017-09/30/2018 |