

POLICY ON
CENTER FOR ENHANCEMENT OF TEACHING AND LEARNING
THE SCHOLARLY
ADVANCEMENT OF LEARNING AND TEACHING

Overview

The objectives for The Center for Scholarly Advancement of Learning and Teaching CSALT are (1) Faculty professional development, (2) incorporation of technology into teaching methodologies, (3) faculty scholarship, and (4) 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.

Furthermore, 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 policy will outline a model for a Center for the Enhancement of Teaching and Learning, Scholarly Advancement of Learning and Teaching (CETLSALT), which includes a mission, goals and objectives, identifies an organizational structure for CETLCSALT, and presents a budget for the operation of the CETLCSALT.

Mission

The Center for Enhancement of Teaching and Learning the Scholarly Advancement of Learning and Teaching at California State University, Fresno, provides assistance and resources to support teaching excellence and professional growth. The Faculty Development Subcommittee serves as Under the guidance of an advisory board to CSALT, CETLCSALT 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; reviews and recommends for funding faculty mini grant proposals; and encourages the development of grant proposals to support faculty research scholarship and creative activity contributing to effective teaching and learning with a diverse student population.

ObjectivesGoals

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 CETLCSALT:

- to provide forums for faculty to share teaching ideas and techniques;
- to gather and disseminate information related to university teaching;

- 1 • to recognize outstanding teaching and scholarship through the teacher/scholar
- 2 model;
- 3 • to stimulate the development of grant proposals for research on effective teaching and
- 4 learning,
- 5 • to identify ~~master~~/mentor teachers to be used as role models;
- 6 • to facilitate innovative integration of technology in teaching;
- 7 • to provide resource orientation to full and part-time faculty new to the campus;
- 8 • to serve as a link between the campus and the CSU system institutes and
- 9 centers;
- 10 • to sponsor programs, workshops, and symposia designed to enhance the
- 11 teaching/learning process;
- 12 • to assist faculty in re-energizing by providing an environment that allows for
- 13 mutual problem-solving and creativity; and,
- 14 • to conduct periodic assessments of faculty development needs.

16 Organizational Structure

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 18 ~~CETL-CSALT will report to the Associate Vice President for Academic Affairs, Academic~~
 19 ~~Personnel Provost and will be under the direction of a Director who will be a faculty member~~
 20 ~~awarded an alternative work assignment equal to 6 WTU's per semester and will be awarded~~
 21 ~~three weeks of summer work assignments. Contingent upon budget funding, the Center will~~
 22 ~~have a Graduate Assistant and/or undergraduate student assistants assigned 20 hours per~~
 23 ~~week and student work study assistants equal to 0 hours per week. Other faculty may be~~
 24 ~~assigned to work with the Director, with release time or faculty development funding on an as~~
 25 ~~needed basis. These individuals will assist in designing and implementing special programs~~
 26 ~~and grant preparation or will assist in designing special programs.~~

28 Director

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 30 The functions of the Director are as follows:

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

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 47 An Advisory Board consisting of the Senate ~~Professional Faculty Development~~
 48 ~~Subcommittee~~ members, faculty representatives from each instructional school and the
 49 library, will be formulated to provide assistance to the Director in accomplishing the mission,
 50 goals and objectives of the ~~CETL-CSALT~~. The Director of the ~~CETL-CSALT~~ will sit as an ex-
 51 officio, non-voting member of the Advisory Board. The Board will select a Chair to serve for

1 | the academic year and the faculty members of the Board (outside the ~~Professional-Faculty~~
2 | Development SubcCommittee) will serve a staggered three-year term.

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4 | _____ Approved May 1989
5 | Revised November 1994
6 | Revised February 2011

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