



*Envisioning a New Faculty Center
for Teaching and Learning Excellence at College of Southern Nevada: A
Proposal for Advancing Student Success through Faculty Development*

Anne H. DeClouette, Chair
Brendan Shapiro
Torri Kellough

with contributions from
Vartouhi Asherian, Claudia Bornholdt, Adam Burgess, Tara Busch, Karla Cantu,
Colleen Harrington, Mary Ann Hughes Butts, Shellie Keller, Nicole McGraw, Ruth
Palileo, Laura Powell, Gillian Silver-Rodis, Mark Taormino, Nancy Webb
on behalf of the Faculty Center Visioning Taskforce

James McCoy, VPAA
CSN Community

June 9, 2025

Acknowledgements

The Taskforce would like to acknowledge the support of chief academic officer, Vice President of Academic Affairs Dr. James McCoy, for his leadership and support throughout this process. We are eternally grateful to our colleagues in Institutional Research (Dr. Bob Ngo, Jyoti Senthil, and the late Pamela Gallion), who provided significant organizational support with surveys, listening sessions, student focus groups, and data gathering/analysis. We simply could not have done this without you! We extend our sincere gratitude to our *Achieving The Dream* (ATD) partner and coach, Dr. Jacqueline Taylor. We also thank our colleagues in CAPE, eLearning, the Centers for Academic Success, Libraries, and Student Affairs for their participation and contributions. Finally, we extend our appreciation to our students and faculty for entrusting us with this charge to develop a comprehensive proposal that will promote CSN's goals for excellence in teaching and learning while fostering a culture of lifelong learning.

“With great teaching, students succeed.”

Association of College and University Educators (ACUE)

Table of Contents

Taskforce Summary.....	4
Introduction	4
Project Background.....	5
Making the Case	6
Gap Analysis in Current Professional Development for Faculty.....	9
Best Practices in Faculty Centers.....	12
Data Collection and Analysis for Informed Decision Making.....	13
Student Focus Group.....	16
Center Recommendations.....	17
Organizational Hierarchy – Center Position.....	17
Leadership.....	18
Staffing	19
Physical and Virtual Space.....	20
Programming and Faculty Utilization	21
Recommended Professional Development Offerings	22
Funding Sources and Budget.....	26
Preliminary 3-year Budget Overview	28
Multi-Year Launch Plan	28
Faculty Center Launch – Year 1	28
Faculty Center Launch – Year 2	29
Conclusion	30
References.....	31

Taskforce Summary

This proposal presents a compelling case for a new Faculty Center for Teaching and Learning Excellence at CSN. This undertaking, initiated by the chief academic officer, was spearheaded by a broad array of faculty and staff across CSN. The Taskforce organized itself in fall 2023 and selected Dr. Anne H. DeClouette (Professor, Business Administration) to lead the charge. The Taskforce's work began in earnest during spring 2024 with a comprehensive literature review and knowledge shares with peer and aspirational institutions. Survey work was initiated during summer 2024 in tandem with attendance at the *Institute for New Educational Developers (INED)* annual conference. Convocation presentations, faculty surveys and listening sessions, along with data collection and analysis were completed in fall 2024. Additional convocation presentations and student focus groups were completed in early spring 2025 with a faculty proposal preview and final presentation to the chief academic officer completed in late spring 2025 ([Figure 1](#)). This proposal report details the Taskforce's overall process and recommendations for CSN's forthcoming center.

Introduction

The purpose of this proposal is to provide a thoughtful, comprehensive approach for establishing a permanent Center at CSN with a primary objective of continuous faculty development in service to students and to support the College's strategic priorities of increased degree completions ([Figure 2](#)). The *Professional and Organizational Development (POD) Network in Higher Education* lists over 850 faculty development centers on its website, with a broad range of names demonstrating a strong consensus in higher education around faculty professional development ("Centers & programs",

2023). Additionally, CSN's *Achieving the Dream (ATD)* success coach Dr. Jacqueline Taylor has made an ongoing recommendation for CSN to implement a Faculty Center to improve student success through expanded faculty development. For simplicity's sake, throughout this document, the generic name for this effort herein will be Faculty Center (FC) or Center.

Project Background

In the early 2000s, CSN had a Faculty Center focused on the development of academic faculty. The previous Center was grant-funded and closed shortly after the grant expired while a new administration favored a singular professional development model for all employees. Since the previous Center closed, the general higher education landscape has changed significantly, as has CSN and the communities it serves. A Center could provide support as faculty navigate these new - sometimes disruptive - developments and better support the varied needs of teaching faculty (which are distinctly different from other employee groups). In short, it is time for a new Center that addresses the shortcomings of the previous center while preparing faculty to face current challenges.

In spring 2023, chief academic officer and executive sponsor Dr. James McCoy messaged all faculty inviting them to join a Taskforce with the goal of reimagining a new Faculty Center. In October 2023, the first meeting was held, and the remainder of that semester was dedicated to group organization. The spring 2024 semester was dedicated to the Taskforce self-educating about other Centers at peer institutions. This was accomplished through a literature review presentation by Taskforce member Professor Brendan Shapiro (English) and knowledge shares with three institutions – University of Central Florida, Lone Star College – Tomball (TX), and Nevada State University.

During summer 2024, Taskforce members began a draft proposal, collaborated with CSN's Institutional Research department to initiate survey/data gathering for fall 2024, attended the POD Network's *INED* conference, and expanded the knowledge shares by engaging with Amarillo College (TX), Austin Community College (TX), Central Piedmont Community College (NC), Miami-Dade College (FL), and Salt Lake Community College ([Table 1](#)).

During fall 2024, the Taskforce presented during Convocation to socialize the concept of a Faculty Center among the faculty and to publicize the ongoing faculty survey and faculty listening sessions. Led by Institutional Research, the faculty survey was launched, faculty listening sessions were held, and data from such was analyzed and presented to the Taskforce. These activities yielded invaluable information on the needs of faculty as well as best practices in developing and sustaining a successful Center.

In spring 2025, the Taskforce presented again during Convocation to summarize the faculty-focused data collection from fall 2024. Also, IR held a focus group for students and summarized results for the Taskforce. Most importantly, targeted writing sessions were held with Taskforce members to build out this proposal report. A special faculty preview hybrid meeting was held before presenting to executive sponsor, Dr. McCoy. In June 2025, the Taskforce delivered the final proposal report to Dr. McCoy and briefed the President's Cabinet.

Making the Case

Done well, centers have a transformative potential in the pursuit of "... a true learning organization, one that upholds learning as an ongoing, collective effort" (Dickens et al.,

2019, p. 2). Research has firmly established that faculty play a crucial role in student learning (Umback & Wawrzynski, 2005; Kisker, 2019). Thus, it is unsurprising that effective faculty development practices have also been shown to improve both classroom teaching and student success overall (Sorcinelli, 2020). Centers for teaching and learning serve as loci for refining and delivering such development opportunities. Through comprehensive research, knowledge shares, and discussions with stakeholders, the Taskforce asserts that a new Center is critical to improving student success and building a culture of lifelong learning at CSN. The following provide substantive support for this new unit:

- CSN has approximately 550 full-time academic faculty, 886 part-time academic faculty, and 250 part/full-time DWED instructors that have variable professional development needs that can be served holistically by a Center.
- Our partners at *ATD* encouraged the college to develop a Center to improve teaching and learning as a key element to improving student success.
- There is substantial evidence that *effective* faculty development improves teaching and student success:

Results of a multi-year, multi-method study undertaken to assess how students' learning is affected by faculty members' efforts to become better teachers concluded that faculty participation in professional development activities, done well, positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university. (Sorcinelli, 2020, p. 13).

- Evidence supports that long-term, evidence-based faculty development offered by Centers can be effective at large, diverse, HSI community colleges like CSN (Perez et al., 2012).
- Faculty Centers can offer educational developer expertise and dedicated institutional support to provide high-quality, evidence-based, ongoing professional development, specific to teaching faculty which goes beyond the current offerings through CSN's CAPE (Center for Academic and Professional Excellence).
- Effective Centers, write the authors of *ATD's Teaching, Learning, Equity, and Change* report,

Use promotion and reward structures to incentivize faculty engagement and build a culture that values learning. Leaders from these colleges take this approach because they see the strategic importance of professional learning for improving retention and enrollment, advancing equity, and achieving other mission-critical goals. (Eynon et al., 2024, p. 2).

As an indicator of students' perceptions of their overall experience, CSN participates in the *Community College Survey of Student Engagement (CCSSE)*. This survey is a well-established tool that helps institutions focus on data-informed educational practice to identify areas in which they can improve their programs and services for students (CCSSE, 2024). Overall, the CCSSE 2024 results show improvement in student perceptions in some key benchmarks ([Figure 3](#)).

According to Ngo & Senthil (2024), CCSSE data shows CSN students self-reported high scores in benchmarks for Student Effort (50.1) and Academic Challenge (49.8) although these were slightly below peer groups that were at 51.1 and 50.0

respectively. Most challenging were Active and Collaborative Learning, Student Faculty Interaction, and Support for Learners benchmarks, criteria in which CSN rates below its peers ([Figure 3](#)). While CSN has managed to reverse most of the declines attributed to the pandemic year of 2021, scores across the board still lag 2017 levels and peer groups for all years. A Center provides a strong opportunity to improve these specific student perceptions.

Gap Analysis in Current Professional Development for Faculty

CSN currently has limited opportunities to develop academic faculty teaching practices. CSN has two primary avenues for training its employees who teach: CAPE and eLearning. Each entity provides great value, yet their combined core missions do not comprehensively address the development of teaching faculty in terms of the art and science of learning and teaching; this is at the crux of the gap in faculty development. There are other, individual attempts at development for teaching faculty. What follows is a description of what services are provided and where gaps exist:

- As an arm of Human Resources, CAPE provides general employee and organizational related training. These offerings focus primarily on policy and other institutional requirements. CAPE also coordinates Convocation which precedes the start of the fall and spring semesters. Notably, Convocation may be an ideal time to preview upcoming programs or series offerings of the Faculty Center.
- CAPE provides single, one-time workshops with limited opportunities for practice implementation or assessment and feedback. It is noted that such models do not allow for "long-term retention and application" (Cruz et al., 2020, p. 81).

- The concurrent requirements to participate in Convocation professional development conflict with final class preparations for the following week. This limits Convocation participation for full/part-time teaching faculty and department chairs.
- The institutional practice of assigning part-time faculty courses at the start of the semester makes Convocation CAPE workshops (and the separate part-time faculty Impact Conference) inconvenient for their participation (or before course assignment). There is urgency around last-minute course preparation as part-time faculty focus on building syllabus documents, lesson planning, and readying the Learning Management System (Canvas) platform shells with eLearning. This dilemma can also impact full-time faculty with last-minute scheduling changes.
- There is a demonstrated need for more comprehensive facilitator training to ensure all professional development offerings are structured to maximize contact time and content delivery. This approach would capitalize on best/emerging practices in academic research, curriculum design, and development.
- Most of eLearning's instructional faculty development focuses on technical training and technical troubleshooting. eLearning currently functions as Tier I technical support for Canvas. eLearning offers online workshops that support online teaching and learning, as well as offering Canvas and online pedagogical workshops at the part-time Faculty Impact conference and during Convocation. eLearning also offers training in Big Blue Button, Turnitin, Respondus Lockdown Browser, and Panopto, all of which are embedded in the Canvas LMS. Issues with textbook publisher content already linked through Canvas is not supported.

- eLearning currently offers 1:1 training for faculty on course design and development, upon request. This is not a widely known offering, especially for fully face-to-face instruction; therefore, it is sorely underutilized.
- There have been independent individual and departmental efforts at engaging the teaching faculty in professional development. Such efforts include the English Department's Supporting Teaching Excellence Program, a special-topic book club, a Faculty Share Series, Leadership Academy, and workshops on Artificial Intelligence (AI). However, the faculty who lead these efforts have done so without institutional compensation, organization, oversight, or support. Further, the grass-roots nature of these development efforts means that many faculty are not even aware of such opportunities.
- [Figure 4](#) demonstrates the gaps in teaching faculty professional development that exist at CSN. The items currently not offered are shown in the gap (middle) and are included in the proposed Faculty Center services and programs. These include general andragogy/pedagogy/heutagogy, learning styles, new and part-time faculty support, mentor and tenure support, continuing faculty education, educational technology, emerging education trends, new modalities, etc.

Overall, the current state of professional development for teaching faculty being housed across institutional units creates barriers to faculty engaging with such resources. This patchwork of instructional development has left many teaching faculty unprepared for recent emerging trends, such as the implementation of CoyoteFlex (CSN's version of HyFlex) and addressing or implementing AI, both in teaching and in preparing to teach. The Faculty Center will serve as a general repository for most professional development

needs for many teaching faculty and, thus, can be leveraged to coordinate and promote Center offerings more cohesively.

Best Practices in Faculty Centers

During the information gathering process, the Taskforce solicited feedback on best practices in establishing a Faculty Center from peer institutions, consultation with educational developers, CSN's *Achieving the Dream* coach, and through targeted environmental scans and literature reviews. The following represent the main takeaways from that engagement.

Faculty Centers must:

- Develop the mission statement (Gray & Shadle, 2009) and suppress the urge to act quickly before establishing important statements on the mission, vision, and values of the Center. A notable quote from educational consultant/former POD Network President/former Founding Executive Director of Cornell University's Center for Teaching Innovation Matt Ouellett is "don't short circuit these efforts because it provides the foundation for everything the center will do and become" (personal communication, August 12, 2024).
- Build trust that invites participation by establishing a non-evaluative space with a firewall between the center and performance-related metrics (Dickens et al., 2019; Cuseo, 1989; the POD Network, n.d.).
- Engage faculty at all levels (full-time, part-time, temporary, tenure-track and tenured, including mid- and late-career) to nurture and sustain a commitment to faculty development (ATD, 2024; Ran & Sanders, 2019; Cruz & Herzog, 2018; Center for Community College Student Engagement, 2014; Cuseo, 1989).

- Offer a variety of programming in multiple modalities that address broad institutional needs around student learning outcomes and, importantly, the individual needs of faculty.
- Develop an array of tangible incentives (ex. financial, award recognition, Scholarship of Teaching and Learning (SoTL) showcases, credentials, and more) that prioritize excellence in teaching and learning.
- Ensure that Center staff includes dedicated non-faculty leadership and administrative support with expertise in educational development to provide a solid foundation for long-term success.
- Involve stakeholders across the institution in a joint effort to build a culture of excellence in teaching and learning.

Data Collection and Analysis for Informed Decision Making

The Taskforce used multiple methods to collect data from various constituencies regarding the proposed Center. This includes the Taskforce chair meeting with leadership stakeholders, such as the 2024-2025 Chair of (Department) Chairs Wil Wilreker and - subsequently - presenting to the Council of Chairs and the Council of Deans, along with regular information announcements to Faculty Senate.

Importantly, most data collected was in collaboration with CSN's Institutional Research (IR) Department; the Taskforce engaged academic faculty with an online survey and several listening sessions during fall 2024. This data collection was conducted to elicit input and feedback on a range of topics, including needed programs and services, Center modality, and more.

Regarding the survey, respondent characteristics indicate a high rate of tenured academic faculty, with slightly over 60% with more than a decade of experience teaching at CSN. Part-time faculty were a significant number of total survey respondents. Other respondents include department chairs, tenure-track, non-tenure-track, and retired faculty. The survey results demonstrate faculty overwhelmingly support a Center. Of the department chairs, two-thirds would encourage new faculty to participate in programming specifically to orient new faculty to the institution, mentoring faculty for tenure, introducing andragogy/pedagogy/heutagogy, encouraging on-going faculty development, and resource-sharing as instructional practices evolve ([Figure 5](#)).

Ninety-nine percent of respondents stated they would use the Center and almost three-quarters of respondents indicated they would use the Center services during the academic year. Additionally, respondents indicated how likely they would participate in specific programming and offerings ([Table 2](#)) with the following rated as somewhat and very likely:

- Onboarding programs for new faculty 29%
- Scholarship of Teaching and Learning (SoTL) Academies 27%
- Mentorships for new faculty 26%
- Institutes or retreats 26%
- Resources for grant writing 25%
- Discussion boards 23%
- Resources for research and publication 23%
- Peer-led learning communities and discussion groups 20%

In relation to modality, more than one-third support a physical space on each of the three campuses; similarly, more than one-third believe the focus should be a virtual center with the flexibility to “pop up” in physical spaces as needed. Slightly over a quarter of respondents believe the Center should commence with one physical space and expand to other campuses, as needed.

Qualitative feedback, specifically from the listening sessions, supports a physical space for full-time faculty to collaborate and train. Part-time faculty also desire a physical space to promote a “sense of belonging” and, more practically, because many lack office space to work or meet students. Importantly, repeated themes emerged from both the listening sessions and survey data. In no particular order, these include:

- Comprehensive onboarding processes
- Ongoing professional development opportunities
- One-stop-shop for all faculty resources
- Mentorship opportunities
- Revisiting/revising processes and policies
- Enhanced faculty collaboration

Lastly, the separate AI (Artificial Intelligence) Taskforce shared data collected from its survey of the entire college fall 2024 ([Figure 6](#)). Almost three-fourths of survey respondents selected it is Very Important (44.95%) or Important (29.27%) for faculty and staff to receive training on AI tools, yet only 27.18% of those same respondents stated they had received training at that time. Of those who received training, 44.87% stated the training was Extremely Effective (12.82%) or Very Effective (32.05%). Other results indicate the desire for in-person training, online tutorials, and webinars related to AI is

great. Overall, these results indicate there is a clear need for AI training at CSN yet very few have had any training (Ngo, 2024).

Student Focus Group

The primary function of the Faculty Center is to improve faculty teaching and learning in service of increased success for students and to advance a culture of lifelong learning. Along with previously discussed 2024 CCSSE data which highlighted student reported benchmarks in need of improvement, IR collected student feedback through structured student focus group interviews. Several themes emerged that align with the CCSSE data.

These include:

- Enhance engagement with interactive teaching
- Improve course structure and organization
- Foster an approachable and supportive learning environment
- Incorporate technology thoughtfully
- Diversify learning assessment methods
- Support student well-being and mental health

The results of the data gathering made clear that students yearn for changes in their learning experiences and from their instructors; therefore, the Taskforce believes these are overarching priorities for the Center's professional development offerings:

- Priority 1: Strengthen the student educational experience
- Priority 2: Increase parity and foster belongingness
- Priority 3: Maximize the value of investments in teaching and learning

Strengthening the student educational experience will address CCSSE benchmarks where CSN lags its peers and responds to the themes from the focus groups around

interactive teaching, improved course structure, diversified assessment, and support for student well-being among others. Further, there are two perspectives in viewing parity and belongingness at CSN – that of students and faculty. Parity for students recognizes and actively addresses their individual needs with a goal of increasing success and outcomes. Likewise, parity for faculty is similar in addressing the variable needs of faculty at different stages of their teaching careers and supporting their needs in pursuit of excellence in teaching. Notably retention of diverse faculty from underrepresented communities (another key marker) has a positive impact on classroom experiences particularly for students from a broad range of backgrounds (Spoon et al., 2023; Nishi, 2022; Turner & Myers, 2000). Finally, the use of evidence-based practices that enhance teacher effectiveness and increase student engagement is critical in amplifying the value of investments in teaching and learning.

Center Recommendations

Per Gray & Shadle (2009), “at least four kinds of resources are critical to the success of a center: time, staff, space, and money” (p. 7). Such a center can “serve a strong symbolic function, representing to faculty that the institution is committed to their growth and celebrates their success and the success of their students” (Dickens et al., 2019, p. 2). The following recommendations are supported by theory, best practices, and CSN specific, contextually relevant investments in faculty and the students they serve.

Organizational Hierarchy – Center Position

It is critical to the success of the Center that it is situated in the direct line of supervision of the chief academic officer within the academic affairs unit (Dickens et al. 2019). Moreover, knowledge shares with peers highlighted the importance of a director in

the reporting line to the chief academic officer as a reflection of the priority and focus of institutions with a teaching and learning imperative. In the current organizational hierarchy, the Center director will report to the newly created position of Associate Vice President of Academic Success, which reports directly to the chief academic officer.

Leadership

Educational Development is its own discipline and a separate area of expertise (Cruz et al., 2020; Wright, 2023), as evidenced by organizations specifically dedicated to this area such as the National Institute for Staff and Organizational Developers (NISOD) and the POD Network. Research (American Council on Education and POD Network, 2018) and conversations with those in the field, as well as *INED* conference attendance, indicated that centers run by part-time developers or faculty members were far less effective than those with full-time directors.

Consequently, the most critical element of a successful center is a dedicated leader with expertise in current educational development and prior, extensive teaching experience. Ideally, this director would also have experience managing staff. They should also be supported by a coordinator or assistant director, as well as an administrative assistant (Cruz et al., 2020, p. 45). Separately, best practices also indicate that the Faculty Center would need to establish an advisory board to ensure that it remains responsive to faculty needs (Cruz et al., 2020, p. 55).

The 2024 *INED* conference provided Taskforce attendees with a broad overview of the scope of work undertaken by educational developers and the types of training and professional development offered to keep them current on the latest trends and best practices in the field. A sample of the conference's sessions included:

- Using the ADDIE Model to Facilitate Engaging, Impactful Workshops
- Operational Considerations: Making the Work Happen
- Keeping Up with Developments in the Field of Educational Development
- Crafting Impactful Experiences: A Journey Through Human-Centered Workshop Design & Facilitation
- Running Centers of One (Or a Few)
- Beyond the Choir: Navigating Skeptics and Cynics in Your Faculty Development Role
- Effective Consultation Practices for Building Relationships with Educators
- Planning a Programming and Event Schedule for Your Center
- Navigating Change for Educational Developers and Faculty

The distinctiveness of these sessions further supports the need to hire a faculty developer as Center director. Educational development is a distinct discipline, with its own vocabulary and professional networks. Moreover, the Center would be most successful if led by someone “with the expertise and experience”, who can connect the Center with “national thought leaders...that specialize in best practices, emergent research, and relevant programming” (M. Ouellett, personal communication, June 4, 2025).

Staffing

Estimates of staffing needs were based on relevant discipline literature. Wright (2023) suggested 3-5 staff members for a new center based on the standard ratio for primarily AA-granting institutions as 1:271 instructional FTE. Using spring 2025 data, CSN’s instructional FTE is 1436 (full/part-time), meaning our faculty center would be expected to have a staff of 5.3. Calculated by student FTE, the ratio for AA-granting

institutions is 1:3364, meaning that CSN would have an expected faculty center staff of approximately 4.6 (per spring 2025 enrollment data).

As a result, the Taskforce recommends in addition to the full-time non-faculty director, a dedicated core staff of an assistant director/coordinator, an instructional designer, and an administrative assistant. Initial supplemental support should draw upon 3-5 faculty in staggered biennial roles as faculty fellows/faculty associates to expand upon existing professional development offerings such as the Leadership Academy and training on AI. Technical website support will also be critical, as this is a key modality for reaching faculty. Lastly, an advisory board comprised of faculty and other stakeholders is recommended to provide counsel and guidance on program offerings and Center logistics. Until resources are finalized and in place, resource sharing will be required. As noted by Dickens et al. (2019), the Center is designed to collaborate with other units across the college. For example, close collaboration with CAPE, eLearning, Centers for Academic Success, marketing/communications, human resources, library, grants, student affairs, and IR, will be required.

Physical and Virtual Space

Dickens et al. (2019) asserted that physical space “can signal to faculty the degree of institutional support ...” and “should be located in a central and respected location on campus” (p. 3). Considerations of the physical and virtual presence of the Center include staff workspace, faculty development space (i.e., a practice classroom for teaching observations), and communication and information sharing. Additionally, the Center will require a dedicated physical space on each campus to support faculty engagement, pedagogical resources (such as a library and computer workstations), and as a

workspace for part-time faculty. Knowledge shares highlighted the importance of the proximity of the space to classrooms to facilitate use of the space. The Taskforce also recommends a robust virtual presence (Gray & Shadle, 2009) including a website (resource consolidation), information sharing channels, and virtual meeting spaces using current enterprise software such as Microsoft Teams.

Programming and Faculty Utilization

The Taskforce gathered information from peer institution centers and discovered a significant overlap in program offerings and delivery modalities. In general, centers offer professional development in-person and online with synchronous and asynchronous options. Specifically, these include a variety of workshop types, learning academies and communities, faculty fellowships, semester or yearlong new faculty institutes, mentoring and tenure support, SoTL cohorts, book clubs, learning management system training/support, as well as support for teaching conferences and assessment activities.

Center programming should address the needs of both part-time and full-time teaching faculty (ATD, 2024; Ran & Sanders, 2019; Center for Community College Student Engagement, 2014). It is also important to consider programming for faculty throughout their career, including mid-career and “senior faculty” (Cruz & Herzog, 2018, p. 25; Cuseo, 1989, para. 11). Peer institutions as well as *INED* Conference participants acknowledged utilization could be a challenge. Therefore, while the recommendations herein consider best practices, more importantly, this Center is envisioned to address the current needs of CSN teaching faculty with the goal of maximizing utilization. Dickens et al. (2019) identify the success of a center as being dependent on how relevant its offerings are to its constituent faculty and that it “is highly context-dependent” (p. 1). With that

institutionally relevant context in mind, the highest priority programming originates from the faculty survey completed in fall 2024. For more details, see [Table 2](#) for the expected rate of utilization of Center offerings from the faculty survey.

Dickens et al. (2019) recognize that center staff - and the faculty they serve - are often “natural allies” (p. 2), as many center staff have faculty origins. More importantly, trust is built through confidential support since centers provide “formative feedback” which is precisely why they should “exist outside the evaluation, tenure, and promotion apparatus” (Dickens et al., 2019, p. 4). Further, center utilization should be voluntary (Pierce College District, n.d.; Cuseo, 1989). Center confidentiality and voluntariness was a central theme during our knowledge shares and is echoed by a host of other institutions of higher education – Coastal Carolina University (n.d.), the POD Network (n.d.), Pierce College District (n.d.), and Berea College (2023).

Recommended Professional Development Offerings

New faculty institute cohorts engage in extended orientation and comprehensive preparation for their new faculty roles. Initial offerings may include connections to campus resources and profiles of student demographics, as well as opportunities for course development, mentorship, and learner engagement.

- The current CSN New Faculty Orientation lasts for three to four hours on the Friday of Convocation week. The session primarily reviews human resources related topics, key policies, and required training.
- New faculty need a broader scope of preparation to excel in the classroom. An immersive institute would facilitate the tenure process by connecting new faculty with other campus units and providing mentoring (which is inconsistent across

CSN departments). The fall 2024 Chair of Chairs group indicated support for such a program.

- New faculty cohort programs are a common practice among high-performing peer institutions (Mesa Community College, Salt Lake Community College, and Austin Community College).

Part-time faculty institute is a continuing series to orient and support part-time faculty teaching and learning across disciplines and throughout the college. Initial offerings may include introductions to campus resources, course development, learning management system orientation, classroom management support, and student demographics.

- Teaching and learning support for part-time faculty is limited and inconsistent, although these staff outnumber full-time faculty and teach more course sections at the college. A part-time faculty institute could better support and integrate them into the broader teaching and learning community at CSN.
- Beyond being standard practice at peer institutions (ex. Mesa Community College), a development program for part-time faculty will improve student success by ensuring quality and consistency within and across departments.
- As one example, the CSN Leadership Academy, initiated by Dr. Gillian Silver-Rodis (Hospitality Management), can be positioned under the Faculty Center to ensure it remains an institutional legacy endeavor. Under this alignment, the Academy would include part-time and e-hire faculty, along with tenure-track and full-time faculty.

Faculty fellowship programs provide individual faculty the opportunity to lead professional development activities within an area of their interest over an academic term or more with the expectation that they will deliver workshops, create SoTL projects, and/or provide support to colleagues on the topic.

- Previous efforts such as *Faculty Share Series* initiated by faculty exemplifies the type of programming that a faculty fellow could carry out with the support of a Faculty Center. The faculty fellowship program could fill in current faculty development gaps and consolidate these disparate efforts by providing organized screening, facilitator training, advertising/promotion, a set schedule, and assessment. As an example, the artificial intelligence workshop offered by the Faculty Share Series was well attended and provided a mechanism for just-in-time programming that addressed a critical faculty need.

Learning academies and communities are extended learning cohort-based programs that utilize evidence-based practices and strategies to improve specific areas of teaching and learning.

- Topics covered in recent academies and cohorts from aspirational peer colleges include *Teaching to the Brain*, *Building a Community of Learners*, *Engaging Students for Learning*, and *Assessing Students' Learning* (Austin CC), as well as *Culturally Responsive Teaching* (SLCC) and *Generative AI in Teaching & Learning* (UNC). This programming type would enhance teaching practices at CSN and connect faculty across disciplines thereby fostering a culture of community practice and learning.

- Learning academies and cohorts also have the advantage of building in assessment and development over a longer period, ensuring that participating faculty have the chance to implement and revise what they have learned in their teaching practices (Cruz et al., 2020).
- These could range from loosely structured faculty reading groups to more formalized, certificate-based programs with deliverables and stipends.

Scholarship of Teaching and Learning (SoTL) academies provide a space for systematic inquiry and research that are shared widely within the institution to better teaching practices and improve student learning (Boyer, 1991).

- SoTL projects begin with a research question, and a common inquiry for two-year colleges is the impact of classroom engagement on student outcomes. The approach of a SoTL academy facilitates this type of research across disciplines which would gauge the effectiveness of this teaching strategy at CSN. Additionally, SoTL participants share their findings through poster presentations, publications, and college-wide events to reach a broader college constituency.

Teaching observations and consultations provide a confidential space for faculty to receive constructive, expert feedback on teaching and to examine what works or does not based on student feedback.

- CSN's current system for tenured faculty relies solely on self-evaluations, with little incentive for hands-on methodological improvements.
- By contrast, the Faculty Center could help faculty with discussions about pedagogy/andragogy, promoting equity in the classroom, culturally responsive

teaching, active learning, classroom management, and a host of other faculty concerns with the goal of improving the student learning experience.

Course evaluations and design consultations are an opportunity for faculty to collaborate on the design of new courses or revisions to existing courses in a confidential and supportive space.

- Utilizing evidence-based practices in course design, these interactions can address a broad range of issues including review of learning outcomes, assessment methods, implementation of new teaching strategies, and syllabus preparation to name a few.
- Course redesign grants are a popular form of faculty programming (Cruz et al., 2020). These could incentivize and support faculty in updating course design in line with current, evidence-based practices for supporting the changing needs of CSN's student population. For example, such redesign grants and consultations could help improve and standardize instruction for online courses, by far CSN's most popular (and least effective) course modality.

Funding Sources and Budget

Peer institutions have various funding models that include "hard and soft" monies. Although several peers utilized grant funding to seed the development of their centers, the Taskforce strongly asserts that for long-term success the Center must have a dedicated funding stream with a permanent budget line. The brief history of CSN's former Center also supports this recommendation. In addition, the Taskforce recommends three categories of funding support: staff salaries, faculty development, and supplies/hosting. Moreover, the Taskforce also recommends a three-prong approach to financing the

Center's operations—CSN budgeted hard money, federal and private grant money, and philanthropic support in collaboration with the CSN Foundation.

Information gathered during the knowledge shares indicates that faculty stipends for professional development are a key tool for success and faculty engagement. For example, even smaller institutions set yearly budgets for these in the \$150k-200k range ([Table 1](#)). A creative method to secure funding and incentivize faculty for additional work is to use grant (soft money) funding. This could also be a method to fund faculty fellows to develop Center programming. Additionally, as with many departments in higher education, staff salaries will be the largest expense for the Center. Lastly, leveraged resources via collaborations with other institutions must also be considered, especially since UNLV and NSU both have Centers.

Given the current challenging budget environment at CSN, the three physical centers will require repurpose of existing spaces with staggered launches. Further, the current inflationary economy makes it a challenge to estimate future financial outlays for spaces that have not been identified. Other budget assumptions are as follows:

- All personnel dollars include appropriate fringe (32.1% - professional; 40.5% - Classified; 3.2% - part-time/LOA; 2.7% - hourly)
- Years 2 and beyond personnel dollars include 3% COLAs
- The Center director was budgeted during the 2024 – 2025 budget cycle
- Personnel additions are phased as well; year 1 includes implementation team and faculty fellows
- Space retrofit and equipment/furniture are all estimated start-up costs and are not continuing expenditures and includes all three main campuses

- Other expenses include stipends, memberships (POD network, etc.), conferences, travel, hosting, and other general operating expenses like paper and supplies

Preliminary 3-year Budget Overview

Budget Item	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Personnel	\$109.9k	\$427.2k	\$627.7k
Space Retrofit	\$60.0k	\$50.0k	\$40.0k
Equipment/Furniture	\$60.0k	\$35.0k	\$22.0k
Other	\$19.3k	\$27.8k	\$36.3k
Totals	<u>\$249.2k</u>	<u>\$540.2k</u>	<u>\$726.0k</u>

See [Appendix 1](#) for more details.

Multi-Year Launch Plan

The proposal presentation to executive sponsor Dr. McCoy was conducted by Taskforce members on April 25, 2025, marking the starting point for implementation. The implementation team will be led by Torri Kellough (Librarian). Below is a proposed timeline to guide the implementation team until Center launch ([Table 3](#)).

Faculty Center Launch – Year 1

The Faculty Center will build capacity in phases. Beginning in June 2025, a small subsection of the Taskforce will transition to the implementation team. Additional members of the implementation team will include the newly hired Associate Vice President of Academic Success with support and coordination staff. This team will collaborate between early summer 2025 and spring 2026 to prepare the recruitment, hiring, and onboarding of the Center director, identify space and assets for the Center at

each of the three main campuses, recruit/assemble an advisory board, and develop the faculty fellows' program.

From January 2026 to May 2026, the team will assist the Director's onboarding with soft launch activities that will be designed to lay a positive foundation for the official launch of the Center in fall 2026. Soft Launch activities should entail the design and outfitting of an appropriate space for professional development offerings. Additionally, the soft launch will allow the Director and faculty fellows to collaborate on the Center's professional learning curriculum (pedagogical, andragogical, and heutagogical practices) and fall 2026 calendar to be shared during Convocation – or before – to proactively engage faculty.

It is highly recommended that during spring/summer 2026 a faculty fellows professional learning retreat/academy be offered to train and prepare the champions of the Center in the strategies and structures whereby professional learning opportunities will be offered. The team's soft launch activities will establish and develop relationships that the Director will then nurture and build upon once the Center has been launched with full programming in fall 2026 with a grand opening (Gray & Shadle, 2009).

Faculty Center Launch – Year 2

At the time of launch in fall 2026, the full-time Director will have been in position for several months and thus had opportunities to develop initial programming and campus relationships. Until additional staffing is added (assistant director/coordinator and administrative assistant), primary support will come from the advisory board, faculty fellows, and collaborations with e-Learning and CAPE. Initially, Center support will focus on teaching consultations with the instructional designers and peer-to-peer discussions

about teaching. Programs offered at launch prioritize the most desired offerings, according to the faculty survey ([Table 2](#)).

Conclusion

Faculty who engage in regular, continuous professional development that addresses their needs holistically will positively impact the student experience and move the needle towards improving student success and overall outcomes. The foregoing proposal includes the rationale, methodology, and recommendations for a Faculty Center at CSN, presented as a solid case for why such is needed in terms of improving faculty teaching and classroom practices. Additionally, a Center supports the College's strategic priorities to increase degree completions by reducing student performance gaps ([Figure 2](#)). By implementing a Center that closely mirrors the recommendations noted herein, the Taskforce believes the Center will play a transformative role in supporting CSN realizing its goals. Finally, the Taskforce looks forward to collaborating to implement this positive change.

References

- Achieving the Dream. (2020, September 15). *Teaching & learning toolkit: A research-based guide to building a culture of teaching & learning excellence*. <https://achievingthedream.org/teaching-learning-toolkit/>
- American Council on Education & POD Network. (2018). *A Center for Teaching and Learning Matrix*. <https://www.acenet.edu/Documents/Center-For-Teaching-Learning-Matrix.pdf>
- Berea College. (2023, March 20). *Faculty development*. <https://www.berea.edu/centers/center-for-teaching-and-learning/faculty-development>
- Boyer, E. L. (1991). The scholarship of teaching from scholarship reconsidered: Priorities of the professoriate. *College Teaching*, 39(1), 11.
<https://doi.org/10.1080/87567555.1991.10532213>
- CCCSE. (2024, December 16). *About CCSSE*. <https://cccse.org/ccsse>
- Center for Community College Student Engagement (2014). *Contingent commitments: Bringing part-time faculty into focus: A special report from the Center for Community College Student Engagement*.
https://www.ccsse.org/docs/ptf_special_report.pdf
- Centers & programs. (2023). POD Network. https://podnetwork.org/centers-programs/?sort=desc&sort-key=user_relationship_center_count&per-page=All
- Coastal Carolina University. (n.d.). *Privacy and confidentiality*.
<https://www.coastal.edu/ceteal/about/privacyandconfidentiality/>

- Cruz, L., & Herzog, M. J. (2018). Setting the faculty on fire: Fostering vitality in late career faculty. *The Journal of Faculty Development*, 32(3), 25-34.
<http://ezproxy.library.csn.edu/login?url=https://www.proquest.com/scholarly-journals/setting-faculty-on-fire-fostering-vitality-late/docview/2169194987/se-2>
- Cruz, L., Parker, M. A., Smentkowski, B., & Smitherman, M. (2020). *Taking flight: Making your center for teaching and learning soar*. Routledge.
- Cuseo, J. B. (1989). Faculty development: The why and the how of it. *To Improve the Academy: A Journal of Education Development*, 8.
<http://dx.doi.org/10.3998/tia.17063888.0008.004>
- Dickens, E., Cruz, L., Alderson, J., Atias, D., Graham, R., Hurney, C.A., Parker, M., Smentkowski, B., Smitherman, M., Thomas, M., Troisi, J. D., Vincent-Layton, K. & Wang, C. (2019). Starting a center for teaching and learning. *POD Speaks* (3).
- Eynon, B., Iuzzini, J., Keith, H. R., Loepp, E., & Weber, N. (2024). Realizing the promise of professional learning for teaching, equity, and change. *Change: The Magazine of Higher Learning*, 56(1), 55-64.
<https://doi.org/10.1080/00091383.2024.2297637>
- Gray, T. & Shadle, S. E. (2009). Launching or revitalizing a teaching center: Principles and portraits of practice. *Journal of Faculty Development*, 23(2), 5-12.
- Kisker, C. B. (2019). *Enabling faculty-led student success efforts at community colleges*. American Council on Education. <https://www.acenet.edu/Documents/Enabling-Faculty-Led-Student-Success-Efforts.pdf>

- Ngo, R. & Senthil, J. (2024). *Benchmarking student engagement at CSN, CCSSE 2024* [PowerPoint Slides]. College of Southern Nevada.
<https://csn.instructure.com/courses/1380928/files/71717856?wrap=1>
- Ngo, R. (2024). *CSN staff faculty AI survey results summary*. [PowerPoint Slides].
College of Southern Nevada.
- Nishi, N. (2022, July 25). *Why faculty of color leave: A summary of research*. Colorado State University. <https://cvmb.s.source.colostate.edu/why-faculty-of-color-leave-a-summary-of-research/>
- Perez, A. M., McShannon, J., & Hynes, P. (2012). Community college faculty development program and student achievement. *Community College Journal of Research and Practice*, 36(5), 379-385.
<https://doi.org/10.1080/10668920902813469>
- Pierce College District. (n.d.). ELAD confidentiality statement.
<https://pierce.ctc.edu/elad-confidentiality>
- POD Network. (n.d.). *Ethical guidelines for educational developers*.
<https://podnetwork.org/about/ethical-guidelines/>
- Ran, F. X. & Sanders, J. (2019, September). *Early academic outcomes for students of part-time faculty at community colleges: How and why does instructors' employment status influence student success?* CCRC Working Paper No. 112.
<https://files.eric.ed.gov/fulltext/ED598947.pdf>
- Sorcinelli, M.D. (2020). The evaluation of faculty development programs in the United States. A fifty-year retrospective (1970s-2020). *Excellence and Innovation in Learning and Teaching*, 5(2). <https://doi:10.3280/exioa2-2020oa10801>

- Spoon, K., LaBerge, N., Wapman, K. H., Zhang, S., Morgan, A., Galesic, M., Fosdick, B., Larremore, D., & Clauset, A. (2023). Gender and retention patterns among U.S. faculty. *Science Advances*, 9(42).
<https://doi.org/10.31235/osf.io/u26ze>
- Turner, C., & Myers, S. (2000). *Faculty of color in academe: Bittersweet success*. Alyn and Bacon.
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184. <https://doi.org/10.1007/s11162-004-1598-1>
- Wright, M. C. (2023). *Centers for teaching and learning: The new landscape in higher education*. Johns Hopkins University Press.

Table 1: Faculty Center Peer Institutions Summary

Measure	Austin CC (TX)	Miami Dade College (FL)	Amarillo College (TX)	Central Piedmont CC (NC)	Lone Star College (TX)	UCF (FL)	NSU (NV)	SLCC (UT)
Founding documents	None	None, current manager says it took about a year to get the center going with backing from the college president	None, the director has only been with the college for 6 years	None, provided these key points: funding should be last in the proposal (an addendum), start with leadership, resources, stakeholders (faculty, students, IT, HR), mission, vision and goals, assessment (how will you know you are meeting your goals), range of opportunities, how the center can engage, recognition, and award faculty and a comparison with other schools' centers (smaller, same size, and aspirational)	None, Research and Innovation Center, from conception to launch 1 year, sent a call out to faculty and staff interested in research and innovation, group began a book club and read "Rob of Hood"	None, Karen L. Smith Faculty Center for Teaching and Learning was established in 1998 before the current director arrived in 2021	Unsure if those still exist, The Center for Teaching and Learning Excellence took over a year for housing, staffing/hiring, organization used Hanover for research	None
Structure	Headed by the Assoc Vice Chancellor, Fellows' hub' model drawing staff from different areas	Primarily serves one campus (Wolflon) of the nine MDC campuses, TLC manager reports to program director that reports to a campus administrator	CTL director reports to an administrator that handles multiple departments including the CTL and that person reports to the AVP for Academic Learning, which reports to the VPAA	Headed by AVP that is over a Learning & Development group which includes CTL, Technology Training Institute, Talent Development (staff) and leadership academy	Unclear but the center falls under the Division of Strategy and Innovation which falls under the president's cabinet	Unclear where the center falls in the institution's hierarchy	Academic Affairs, Academic Initiatives and Strategies, Provost, Vice Provost, C/TLE	The director of faculty development and staff development report to Academic Affairs and the Provost
Funding source	Unclear	Title V grant funding (several hundred thousand dollar) supports the TLC and its staff	Initially VPAA "banded" a bunch of money together, director came in on a Title V grant her first year then was awarded to lead money, something similar happened with the instructional designer, 6K for supplies, 2K for events, food, water, snacks, 3K travel, and 2K for faculty stipends which is shared with the VPAA. For faculty coursework, all had money	Opened with a \$1 million dollar donation from a donor, currently funding for all units includes 200K per year from the county (flexible and used for programming materials/supplies, travel, contract speakers), state funds more activities which is \$3-4 million per year for lab and discretionary needs, 500K in Faculty money	Grants support technology and innovation, Title III SIP grant for 5 strengthening health care, in 2022 grant of \$2,121,657.19 (https://www2.ed.gov/programs/healthcare/index.html)	\$4 million budget at the start including salaries (half earmarked for faculty engagement) Current budget is ~TRM with 440K for supplies, handouts etc. 11K for 2 faculty fellows Director \$100K AD 80K 2 specialists 160K Director is unable to use state money in Florida for food, suggest earning money from auxiliary means to spend the way you want	Originally state funding to ensure that it did not close due to grant funding, wrote proposals with multiple rounds of review during the executive budget process	150K for faculty development 55K being used to start an adjunct faculty institute 30K for supplies/food 40K for AQUE 3 salaries funded through the Provost office and Academic Affairs
Current Staffing	Associate Vice Chancellor Executive Assistant Curriculum Analyst Instructional Designer Senior Editor Faculty Publications	Program director 2 additional staff members	Director Instructional designers Blackboard LMS manager Other instructional designers are grant funded (Title V/RESI grants)	Full-time director Instructional trainer Instructional designers (X 4 in CTL) Instructional design assistant Faculty fellows (X 5 in CTL) Admin assistant (CO staff members shared across the CTL and the Technology Training Institute)	Director of strategy and innovation Instructional technologist Instructional designers (7-8)	Director Associate Director Instructional Specialists X 3 Administrative Coordinator Multimedia Specialist Faculty Fellow	Director Instructional designer Instructional technologist Faculty fellow (one course release for one year S/CTL conference and project, lead staff meetings and workshops, faculty learning committee, champion of the center)	FT interim faculty development director (pulled from FT faculty) FT staff development director FT assistant director Training manager Coordinator (help w/training) Administrative assistant New this year- adjunct faculty fellow
Physical Space	Unclear	Classroom space/ lounge for faculty at the Wolfson along with staff offices	Located in the student commons near class rooms and offices, classroom for faculty use, computers outside offices for faculty to receive help with Blackboard, grant staff located at campuses receiving the grant for easy access, staff from CTL visit other campuses	Housed in the performing arts building where a wing was purchased and now houses all organizational learning departments	In the beginning, used a room to create their own space for the center	Dedicated office/lounge and classroom space in classroom building 1 on campus, hours are M-F from 8a to 5p	The C/TLE does have a physical space	Spaces at the Taylorville Campus in the technology building which includes a large lobby staffed with an AA Faculty support rooms Adjunct workspace Full kitchenette 3 training rooms off the main lobby with 2 used for staff development
Participation/Incentives	Paid fellowships \$1200 stipend Faculty learning communities \$120 stipend TLE Academy \$1200 stipend or C credit	Full time and adjunct faculty compensated, full time compensated based on tenure, adjuncts paid \$20 per hour (or to participate in the adjunct faculty series)	Faculty receive many stipends (200K budget), faculty expected to attend trainings or participate in cohorts, but must come back and give reports, faculty required to attend AACE annual conference (similar to C/TF convention) and this conference is used to advertise upcoming CTL offerings	Provost requires 20 hours a year of faculty only professional development, 10 of which must be with the CTL, part time faculty are not compensated in addition to their salary (PD is part of their contract)	PD is a required area Leadership encourages engagement with the center	In the 9th faculty were looking to improve teaching for better scores on student evaluations Initially used monetary incentives but due to budget issues backed away and changed to mentor and what faculty can get out of the center	Professional certificates Advanced program certifications Completion badges Colored name faculty that receive certificates	PD is a component of the tenure process which is 6 years and requires 25 to 30% PD Ranked faculty system with assistant associate, and full professor ranks Center helps faculty with needs and how to advance Paid incentives for FT faculty, FT faculty welcomed but not paid
Full time faculty	Eligible for all offerings/stipends	Eligible for compensation to participate in offerings	~200 full time faculty eligible for all offerings and stipends	Full time participate in offerings	Full time faculty required to participate in PD	200 full time faculty Some faculty given release load to work with the center 3 come and do F/Events 3 come when they have a need (ex. Campus or culturally relevant pedagogy) 3 never engage with the center	Opportunities to help all stages of faculty life cycle from onboarding to ready to retire	FT faculty use the center for tenure and rank advancement; there are some paid incentives for FT faculty
Part time faculty	Eligible for all offerings/stipends	Compensated hourly to participate in offerings	~200 adjunct faculty have the same access as full time faculty, receive stipends, special adjunct-only training cohorts which focuses on teaching/course design and resources; adjunct cohorts all online and facilitated by instructional technologist, once adjuncts are hired, the CTL director receives an email of names so that she can reach out to them	Part time faculty's contract includes PD so no additional compensation	Trainings offered to adjunct faculty	Adjunct orientation once per semester, day long retreat on a Saturday in Aug and Jan, FAQ for adjuncts and a self-paced course on best teaching practices	Offerings available to adjunct faculty	Offerings available to adjunct faculty but there are no paid incentives nor requirements
Assessment	Unclear	Faculty surveys	Use surveys and Google Forms to track deliverables and reports from faculty after the completion of training modules and cohort trainings	Currently assess faculty satisfaction with PD using surveys, focus chat/faculty group listening sessions about the center's work, moving toward assessing learning and if faculty are using what they learned	Faculty surveys	Faculty surveys Does not have metrics on how the center impacts students	Stat about participation rates Annual reports Faculty feedback Quantitative and qualitative certifications Reflective tangibles such as how ideas were implemented and how they worked Need a research plan to track student progress	Primarily satisfaction surveys, advises to do the research because this type of assessment is a hot topic
PD Offerings	Course evaluations (required annually and semesterly) Course design support Teaching consultations Teaching conference funding Paid fellowships (ex. QM, AI in Teaching and Learning) Faculty learning communities (application based, year long Teaching and learning academy Faculty mentoring Summer off an day (day-long training in new tech tools) TLED faculty blog (up-to-date) Leadership academy Department chair training	Faculty conferences Adjunct series events held half day on 5 and aug 2/3 times p/ly Faculty focused assurance fair Student kolado/cope series which features different student scenarios along with a "what would you do" component Faculty fellows shares Other webinars or teaching focused events	Blackboard LMS training/support Faculty get on tenure track 6-7 cohorts per semester (6 weeks of learning), cohorts share ideas and solve a problem/issue, no classes on Friday so this day is reserved for PD and meetings AACE annual conference Book study groups led by instructional designers (faculty by someone out from the books and report back) New faculty orientation (year long) Faculty mentors for new faculty, not in the same department and handled through the CTL Pedagogy courses used to help faculty advance because they need 12.1 Course in graduate pedagogy to advance	Half of offerings online and half in person including synchronous virtual, online self-paced, get most traction with synchronous virtual, because in-person is less popular, unless food is included	Instruction and technology certification is the need that drove the creation of the center (Until faculty requests to create new curriculum for the center Use faculty needs survey Innovation lab (maker space) Peer sharing (30 minutes about what you do that works in the classroom) Faculty quality excellence	Teaching resource Teaching strategies Course design and syllabus Learning spaces Classroom management Academic integrity Exchange teaching Faculty Focus (semi-annual faculty publication on their teaching practices, reflections, ideas, and discussions) Video resources Teaching portfolios (used for tenure and promotion) Teaching support and FAQ page: https://bit.ly/ucf-faculty-support@FAQs	In person and online offerings Use POD and hosted INED conferences Faculty can see what they have completed in C/TLE Campus site Badges for completions of learning and advanced programs and certificates State of University symposium PD Day (one day symposium) Center for Teaching (2 day symposium by C/TLE) Faculty learning communities Teaching academy Small group instructional diagnosis Best practices certification course Teaching fellows in title Portfolio training Active Learning retreat	PD to support faculty tenure and rank advancement Culturally relevant pedagogy to ensure the needs of all students are met Equity based content POD network member Participate in the yearly conference of the International Teaching Consortium

Table 2: Faculty Survey Center Utilization - Institutional Research

Utilization of Offerings at the Faculty Center	Somewhat likely and Very Likely
Scholarship of Teaching and Learning (SoTL); Academies lasting a semester or academic year (modern andragogy/pedagogy)	27%
Generalized Teaching Workshop (one meeting on a specific topic, e.g. AI use in class)	10%
Discipline-Specific Teaching Workshop (one meeting on a specific topic)	9%
Faculty dialogue (informal peer-to-peer discussions about teaching over coffee)	14%
Institutes or retreats (full day or days on specific topics)	26%
Web-based resources	6%
Problem-based/case-based discussions	13%
Electronic networking for sharing and collaboration (discussion boards)	23%
Presentations by experts outside of CSN	11%
Seminar series (1-to-2-hour sessions over a period of weeks with action items)	16%
Inclusion in department/division meetings	15%
Access to cutting-edge teaching tools and technologies (example: AI and beyond)	7%
One-on-one consulting/mentorship	19%
Mentorships for new faculty	26%
Onboarding Programs for new faculty	29%
Resources for research and publication	23%
Resources for grant-writing	25%
Peer-Led Learning Communities and Discussion Groups	20%
Universal Design (curriculum that serves a broad range of learners with different abilities)	14%

Table 3: Taskforce Activities 2025-2026 Timeline

Target Date	Project Activities
Apr 2025	<ul style="list-style-type: none"> • Proposal presentation to Dr. McCoy
May – Dec 2025	<ul style="list-style-type: none"> • Faculty Center preparation activities ongoing
	<ul style="list-style-type: none"> • Identify potential space at NLV, WC, and HEN
	<ul style="list-style-type: none"> • Outline resources required for Center start-up
	<ul style="list-style-type: none"> • Develop/recruit advisory board
Jun 2025	<ul style="list-style-type: none"> • Proposal report delivered to Dr. McCoy
	<ul style="list-style-type: none"> • Proposal presentation delivered to President's Cabinet
	<ul style="list-style-type: none"> • Implementation team established
	<ul style="list-style-type: none"> • Requisition for FTE director position prepared
Jul 2025	<ul style="list-style-type: none"> • FTE director position posted
	<ul style="list-style-type: none"> • Quotes to replace estimates for furniture, equipment, etc.
Aug 2025	<ul style="list-style-type: none"> • FTE director recruitment begins
	<ul style="list-style-type: none"> • Presentation to part-time faculty – Impact Conference
	<ul style="list-style-type: none"> • Convocation presentation to college community
Fall 2025	<ul style="list-style-type: none"> • FTE director recruited/hired; start date 01/05/26
	<ul style="list-style-type: none"> • Request funds for furniture, equipment, etc.
	<ul style="list-style-type: none"> • Submit purchase requisitions for furniture, equipment, etc.
Jan 2026	<ul style="list-style-type: none"> • Director onboarded
Feb – May 2026	<ul style="list-style-type: none"> • Director make connections/relationships building
	<ul style="list-style-type: none"> • Director and advisory board co-develops mission, vision, and Center name
	<ul style="list-style-type: none"> • Soft launch with faculty fellows and programming
	<ul style="list-style-type: none"> • Summer Retreat/Institute 2026: faculty fellows are working together through programming
	<ul style="list-style-type: none"> • Soft Launch: spring/summer 2026 (space, programming/professional learning curriculum (pedagogy/andragogy), faculty fellows, retreats/institutes)
Fall 2026	<ul style="list-style-type: none"> • Faculty Center launched with full programming

Figure 1: Taskforce Activities 2024-2026 Timeline

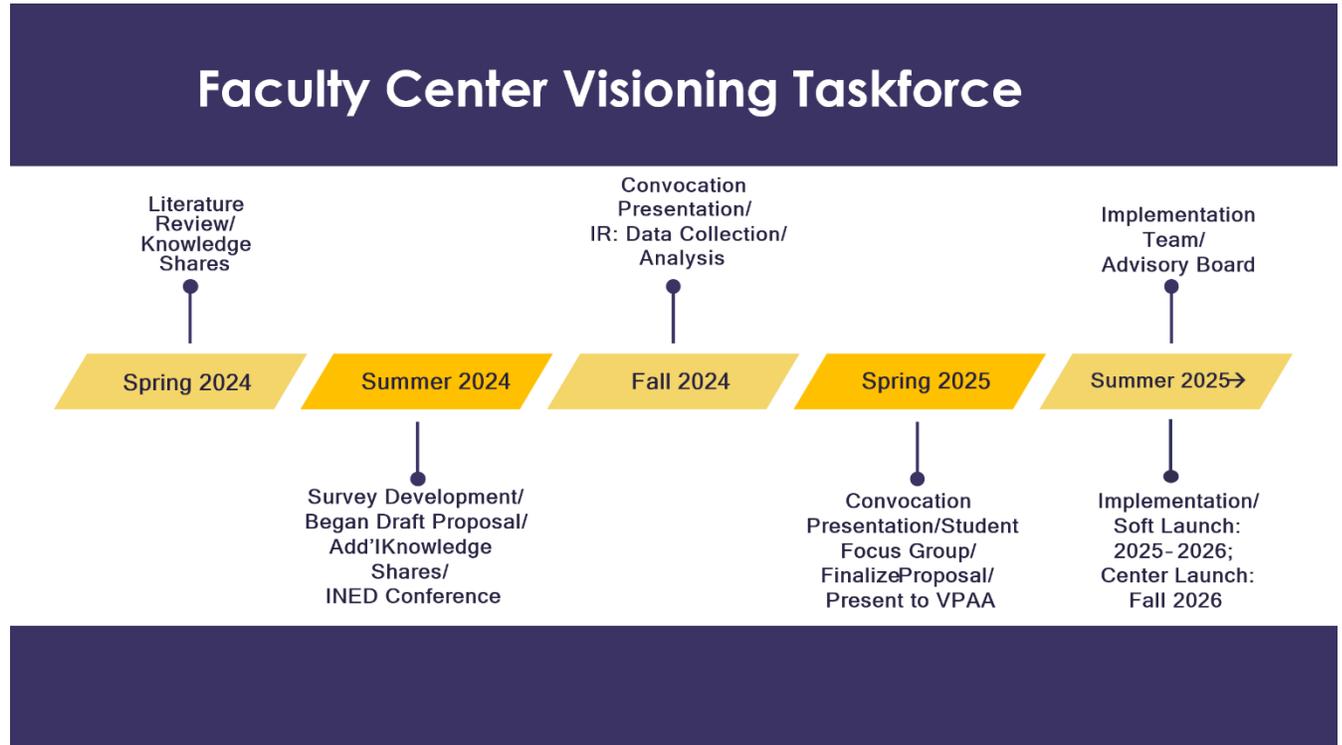
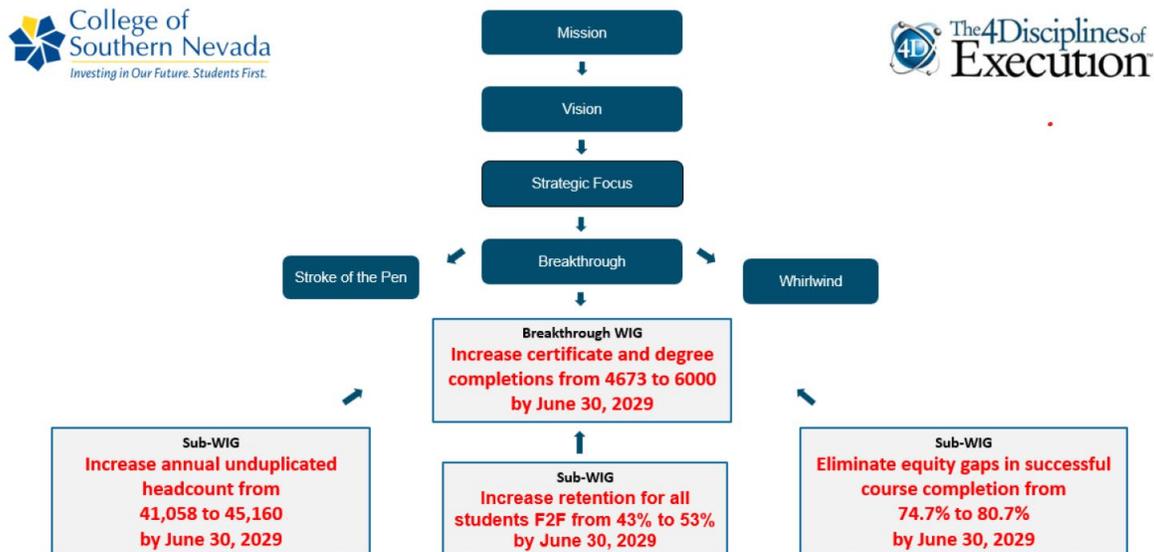


Figure 2: CSN 4DX WIG/Sub-WIGS



WIGs are **Lag Measures** - the desired outcome. **Lead Measures** are metrics that track the critical activities driving or leading to the achievement of a WIG. **Weekly Commitments** are personal, simple actions taken to achieve a Lead Measure.

Figure 3: 2024 CCSSE Data – Institutional Research

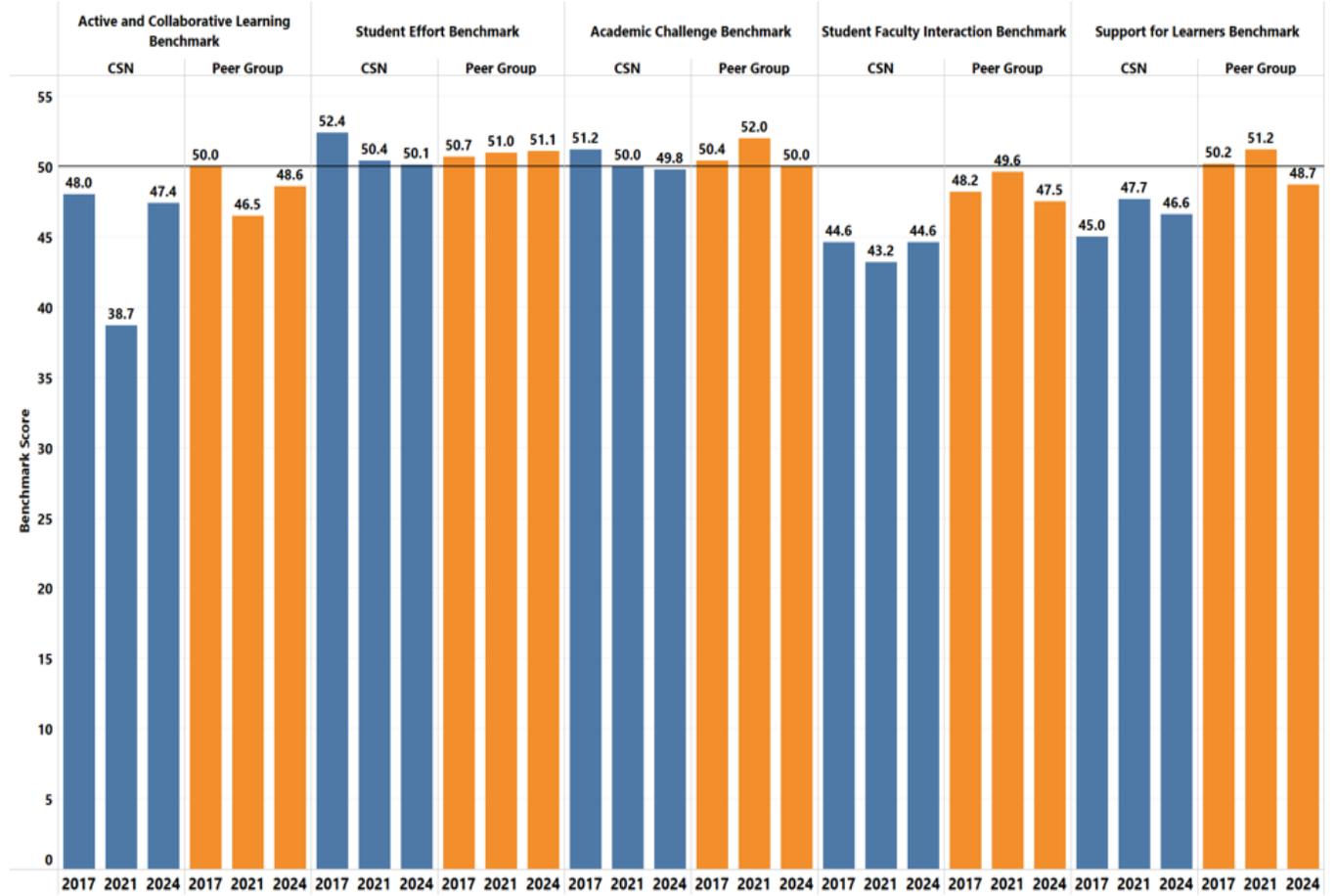


Figure 4: Faculty Professional Development Gap Analysis

CSN FACULTY PROFESSIONAL DEVELOPMENT GAP ANALYSIS

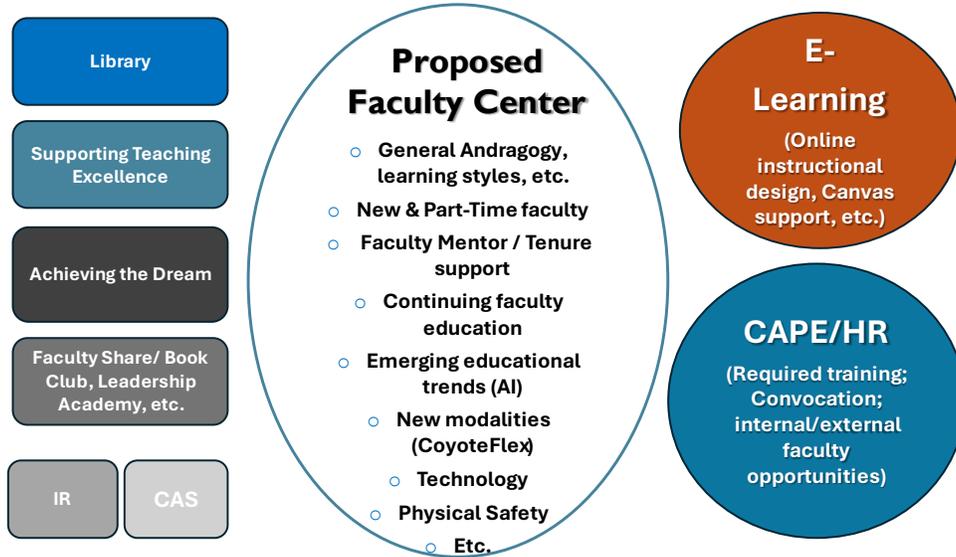


Figure 5: Faculty Experience/Department Chair Support - Institutional Research

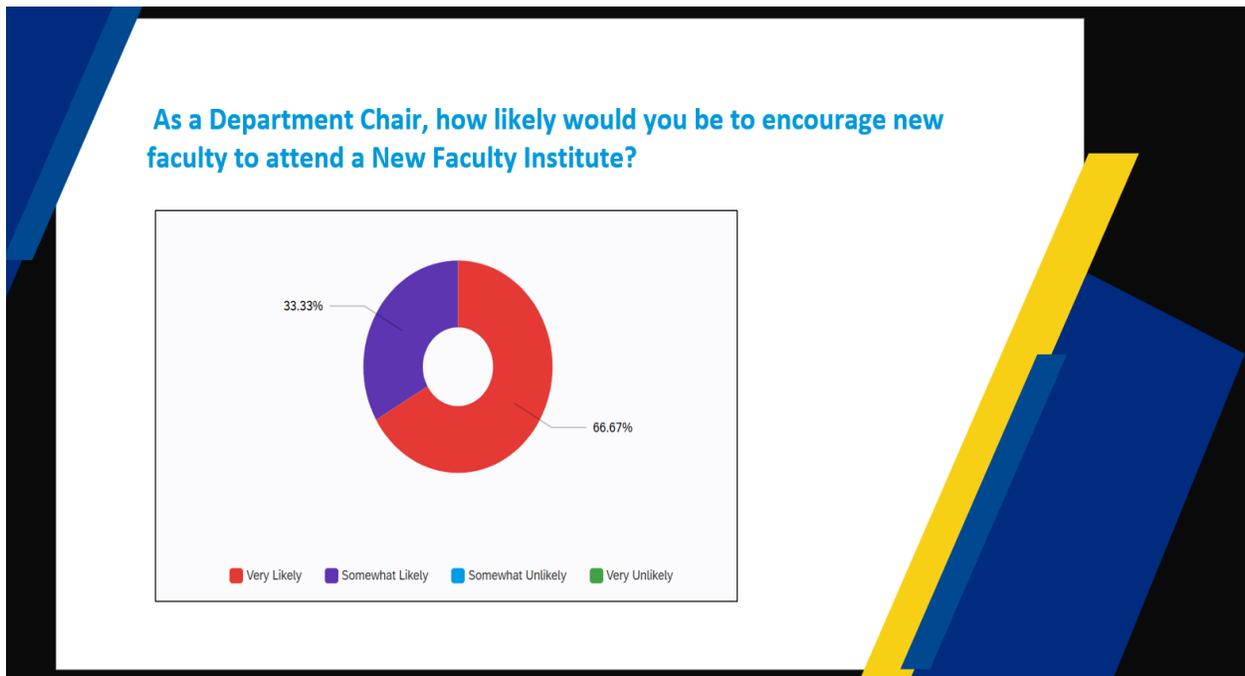
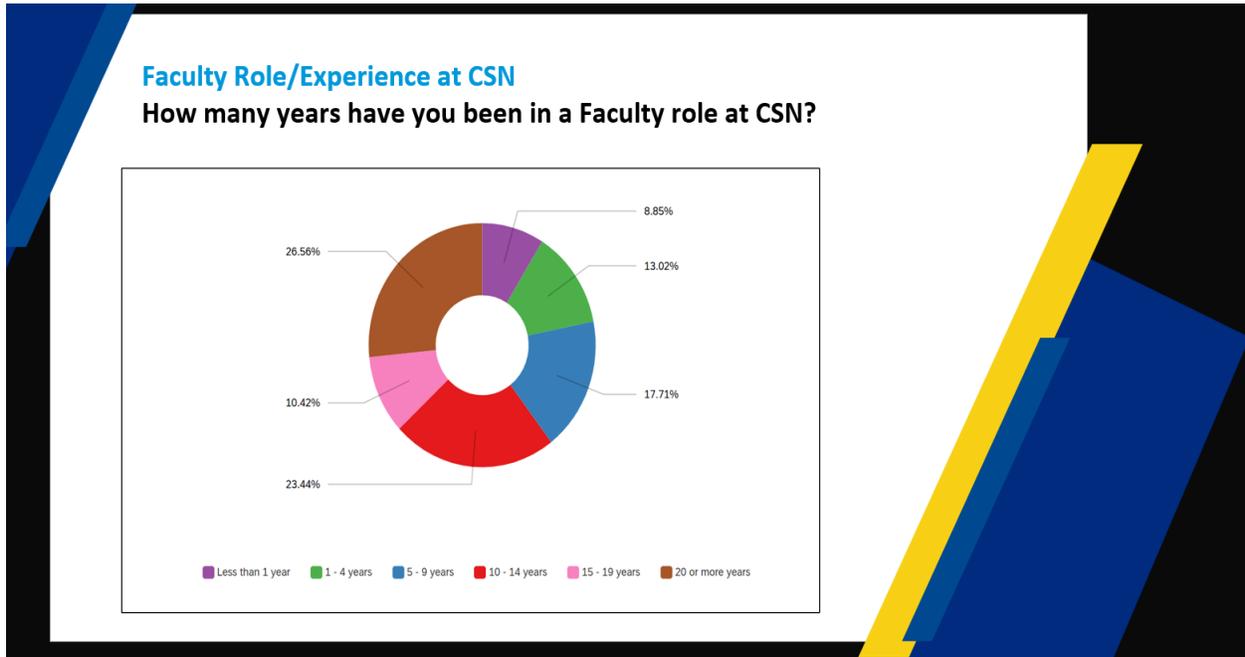
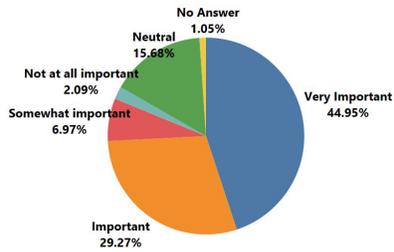
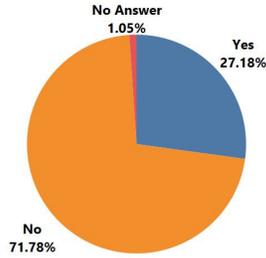


Figure 6: AI Taskforce Training College Wide Survey – Institutional Research

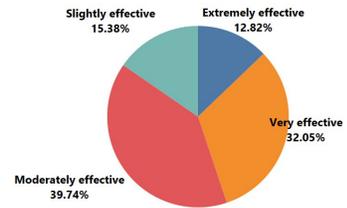
How important do you think it is for faculty and staff to receive training on AI tools?



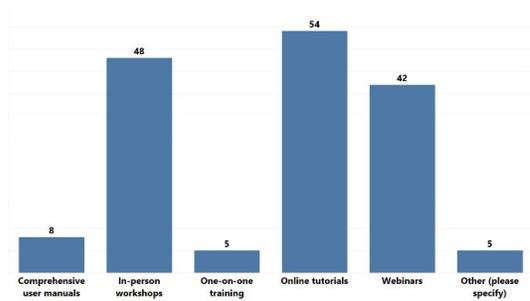
Have you received any training on how to use AI tools?



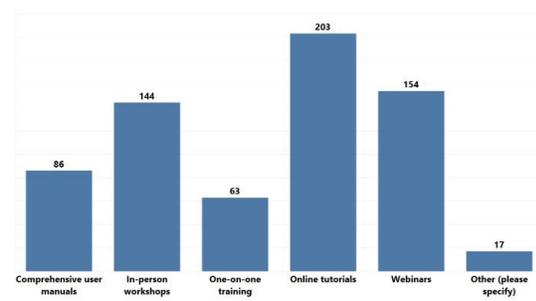
How effective was the training that you received?



Training Received



Training Desired



Appendix 1: Preliminary 3-year Budget

Faculty Center Preliminary 3-year Budget				
*See Budget Assumptions in the Report Narrative				
Budget Item		Fiscal Year 1 ('25 - 26)	Fiscal Year 2 ('26 - 27)	Fiscal Year 3 ('27 - 28)
Personnel				
- Director		68,627	141,371	145,612
- Support Staff (1 - 3)				
Admin Asst (1)			70,465	72,579
Coordinators (1, then 2)			89,911	182,520
- Instructional Designers (2)			97,730	198,392
- Implementation Team		22,910	-	-
- Faculty Fellows		18,329	27,751	28,638
Sub-Total		<u>109,866</u>	<u>427,228</u>	<u>627,741</u>
Space/Space Retrofit				
- West Charleston		60,000		
- North Las Vegas			50,000	
- Henderson				40,000
Sub-Total		<u>60,000</u>	<u>50,000</u>	<u>40,000</u>
Equipment/Furniture				
- West Charleston		60,000		
- North Las Vegas			35,000	
- Henderson				22,000
Sub-Total		<u>60,000</u>	<u>35,000</u>	<u>22,000</u>

Other				
Stipends for participation		2,000	3,000	4,000
Memberships - POD, etc.		300	300	300
Conferences		3,000	4,000	5,000
Travel		4,000	5,000	6,000
Consumables		5,000	10,000	15,000
Hosting		5,000	5,500	6,000
Sub-Total		<u>19,300</u>	<u>27,800</u>	<u>36,300</u>
TOTAL		<u>249,166</u>	<u>540,028</u>	<u>726,041</u>