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UNIVERSITY OF
MARY WASHINGTON

Nina Mikhalevsky, Provost
University of Mary Washington
Fredericksburg, Virginia 22401

February 15, 2019

Dear Dr. Mikhalevsky,

Enclosed is the requested proposal to create a new, comprehensive Center for Teaching at the University of Mary Washington. As you know, I accepted the Special Assignment of Faculty Program Director in October 2018 with the charge (see Appendix A):

> Working with all constituencies, develop a plan and recommendations for a comprehensive university teaching center that addresses faculty needs and aligns with the University's mission and strategic vision; plan should include mission and programmatic goals for the center, recommended administrative structure, and how the plan for the center fully integrates and/or collaborates with and supports key constituencies across the University. The expectation is that a plan for a comprehensive university teaching center will be circulated for faculty and staff input by early Spring 2019, for implementation by Fall 2019.

This requested proposal outlines the recommendations for the new Center for Teaching based on discussions with faculty and staff across our university, interviews with Directors of Centers for Teaching at a variety of other institutions, and evidence-based research aligned with national faculty development standards.

Thank you for your consideration.

Sincerely,

Caitlin Finlayson, Ph.D.
Faculty Program Director, University Teaching Center
Assistant Professor, Department of Geography
University of Mary Washington

Establishing a Comprehensive Center for Teaching at UMW

February 2019

Submitted to Dr. Nina Mikhalevsky, Provost

Prepared by Dr. Caitie Finlayson, Assistant Professor and Faculty Program Director

Executive Summary

This document proposes the establishment of a comprehensive Center for Teaching at the University of Mary Washington. The mission, structure, and programmatic goals of this unit have been developed through a collaborative process beginning in October 2018 which included input from faculty and staff across our campus, guidance from directors of multiple existing teaching centers at a variety of institutions across the country, and support from the POD (Professional and Organizational Development in Higher Education) Network.

This proposal provides the rationale for establishing a Center for Teaching and its central importance to our institutional mission and strategic vision. It presents the recommended organizational structure of this new unit, in alignment with national standards, and its core, evidence-backed programmatic features.

The University of Mary Washington's mission states that "[w]e regard the provision of rigorous, high-quality instruction as a privilege and our most important function" (University of Mary Washington 2010). Teaching is central to our institutional mission as a public liberal arts university and a comprehensive Center for Teaching will help us align more closely with this vision.

Background and Rationale

The University of Mary Washington aims to "[provide] a superior education that inspires and enables our students to make positive changes in the world" and further to be "a place where faculty, students, and staff share in the creation and fearless exploration of knowledge through freedom of inquiry, personal responsibility, and service. We regard the provision of rigorous, high-quality instruction as a privilege and our most important function" (University of Mary Washington 2010).

A number of programs have previously been developed at UMW to help support faculty in achieving this vision of teaching excellence. The Teaching Innovation Project began in 1986, with a grant from the State Council of Higher Education for Virginia (SCHEV). Once the grant from SCHEV concluded, this project then became the Teaching Innovation Program, or TIP as it is more commonly referred to, in 1989 and was funded through UMW operating funds. There was a succession of directors of TIP until 2008, when TIP transitioned into the Center for

Teaching and Learning, led by a UMW faculty member. In 2010, this Center became the University Teaching Center, also known as Teach UMW, and was led by a faculty member from 2010-2012. In 2012, the Center for Teaching Excellence and Innovation (CTE&I) was created, and an outside, administrative faculty member was brought in to direct the Center. This director left the university in Spring 2018. Throughout this time and the various iterations of teaching centers, offices and units across campus have long offered opportunities for faculty development, including the Division of Teaching and Learning Technologies (DTLT), the Writing Center, Speaking Center, SafeZone, Center for Community Engagement, Office of Disability Resources, and First-Year Seminar/QEP, to name a few. However, we have rarely had cross-unit and cross-disciplinary collaboration with regards to faculty development, a core function of most comprehensive university teaching centers. And, over the past few years, there has been no sustained programming from CTE&I.

Starting in Fall 2018, discussion of creating a new, comprehensive university teaching center was formalized with the hiring of a Faculty Program Director. The Faculty Program Director's goal was to work with constituencies across the University to develop a plan and recommendations for a comprehensive university teaching center that addresses faculty needs and aligns with the University's mission and strategic vision.

The establishment of a Center for Teaching provides a critical opportunity to address all four goals outlined in our Strategic Vision. With regards to Goal 1, "Promoting the values of service and community and civic engagement," (UMW Strategic Vision, 2017) the Center for Teaching can provide instructional support for the programs initiated by the new Center for Community Engagement, such as small teaching grants for faculty wishing to incorporate a community engagement component in their courses. Goal 2, "Immersing our students in applied, impactful learning experiences" (UMW Strategic Vision, 2017), is central to the work of the Center for Teaching as this unit is specifically positioned to actualize this goal in the classroom. Goal 3, "Adapting the liberal arts to an age of accelerations and a global digital environment," (UMW Strategic Vision, 2017) speaks to the broader changes in the skill sets expected of graduates and to innovative pedagogies which offer opportunities for students to collaborate and think creatively. Finally, Goal 4, "Creating a diverse and inclusive community as an essential requirement for academic excellence and academic success" (UMW Strategic Vision, 2017), requires that faculty receive additional training in culturally relevant pedagogies and in evidence-based practices for better addressing issues of diversity and inclusion in the classroom. All four of these goals speak to a changing landscape of higher education and equipping faculty to address these challenges and supporting them with resources is the core work of Centers of Teaching.

Prior to drafting this proposal, the Faculty Program Director developed and disseminated a needs assessment survey (see Appendix B) in collaboration with the Office of Institutional Analysis and Effectiveness and with input from the Office of the Provost, the Director of the Division of Teaching and Learning Technologies, and the Teaching Center Advisory Committee. A

summary of the survey results are included in the appendix and these results helped to identify specific faculty needs, concerns, and ideas related to the building and structuring of a teaching center.

The Faculty Program Director also met with other units across campus to determine opportunities for potential collaboration, to include DTLT, the Office of Disability Resources, the ThinkLab, UMW Libraries, SafeZone, and the James Farmer Multicultural Center, as well as with individual faculty and staff members. Despite a lack of collaboration with CTE&I in the past, there seems to be a great deal of optimism with regards to cross-unit discussion and programming and the potential for the Center for Teaching to serve as a critical hub in enabling these collaborations.

In addition, the Faculty Program Director attended the POD (Professional and Organizational Development in Higher Education) Network's one-day Organizational Institute for new faculty developers tasked with building or revitalizing a teaching center. It is recommended that every new faculty appointment within the Center for Teaching join the POD Network and attend this event.

Throughout the process of creating this proposal, numerous other teaching center directors and staff members have provided insight and guidance for the creation of a Center for Teaching at UMW. The Faculty Program Director met, either virtually or in person, with the following external advisors:

- Mary Deane Sorcinelli of the University of Massachusetts at Amherst, former president of the POD Network and a widely recognized professional development scholar;
- Josh Eyler, Director of the Center for Teaching Excellence at Rice University and author of *How Humans Learn: The Science and Stories behind Effective College Teaching*;
- Cara Meixner, Executive Director of the Center for Faculty Innovation at James Madison University;
- Melissa Himelein, Director of the Center for Teaching and Learning at UNC-Asheville;
- Amanda Rees, former Director of the Faculty Center for the Enhancement of Teaching and Learning at Columbus State;
- Deandra Little, Director of the Center for the Advancement of Teaching and Learning at Elon University;
- Michael Palmer, Director of the Center for Teaching Excellence at the University of Virginia.

Most universities hire an outside consultant to help develop a plan for creating a new teaching center, and we are fortunate at UMW to have had such generous help and thoughtful

recommendations from directors at established centers, many of whom are nationally recognized in the field of faculty development and/or were the founders of now well-established teaching centers across the country. Their research-backed and experiential recommendations are central to this proposal.

National Trends on Centers of Teaching and Learning

Within the United States, there has been a 211% increase in the number of teaching and learning development units from 2001 to 2011 (Herman 2013). Models for teaching centers vary depending on institutional type and size. The Center for Teaching at Vanderbilt University, a private institution, for example, is nationally recognized and employs eleven full-time staff members as well as several graduate students (Vanderbilt Center for Teaching 2018). Other institutions, such as Midwestern State University, a fellow Council of Public Liberal Arts Colleges (COPLAC) institution, has a teaching center run by a faculty committee (MSU Texas, About Us 2018). In general, according to Gillespie and Robertson (2010) there are five basic models for teaching centers:

1. Single, centralized teaching and learning center – most common in research and comprehensive institutions
2. Individual faculty member, with or without a physical center – most typical of small, liberal arts colleges
3. A committee that supports faculty development – an advisory committee, without a director; most typical of liberal arts and community colleges
4. A clearinghouse for programs and offerings – most common at community colleges
5. Structures such as system-wide offices – typically found in larger, state systems

Across all types of teaching centers, "creating a culture of teaching excellence, responding to individual faculty needs, and advancing new initiatives in teaching and learning" remain commonly shared goals (Austin and Sorcinelli 2013, 92). Specific structures and programming reflect differing institutional contexts, with one study finding that "fostering collegiality was a more highly ranked goal of [teaching centers at] liberal arts colleges" (Austin and Sorcinelli 2013, 92).

Despite this tremendous growth in faculty development centers, among COPLAC member institutions nationwide, only 13 have identifiable teaching and learning centers and few would be considered robust, comprehensive centers. COPLAC institutions with comprehensive teaching centers include: Montevallo, whose center is led by a faculty member in Biology; UNC-Asheville, led by a faculty director who is also a Professor of Psychology; and the University of Wisconsin-Superior, led by an interim director who is an Associate Professor in the English department. Even among aspirational peers, not all have centers of teaching and learning. Some, like Dickinson University and Truman State, solely have units focusing on instructional or learning technologies. Of the aspirational peer institutions who have distinct centers of teaching

and learning that could be identified, the centers that followed a model of a more comprehensive and centralized teaching and learning center were all led by faculty directors. These institutions include James Madison University (JMU), Elon University, Davidson College, Colgate University, the College of William and Mary, and Brandeis University. The College of William and Mary actually has an even more comprehensive "academic success" center that includes departmental student honors programs and student internships as well as a more traditional center for teaching and learning faculty programming (William & Mary 2019). Christopher Newport University has an Office of Teacher Preparation to assist with preparing future K-12 educators (Christopher Newport University 2019), but not a Center of Teaching and Learning directed at supporting faculty. JMU and Elon explicitly take a holistic approach to faculty support, addressing and providing resources for faculty not just with regards to classroom instruction, but also related to pedagogical research, advising, and career mentoring.

With regards to specific teaching centers that might provide useful models for UMW, both JMU and Elon's centers are well-aligned with UMW's mission and vision. The motto of JMU's Center for Faculty Innovation listed on their homepage is "Faculty Empowering Faculty" (James Madison University 2019) and they describe themselves as "staffed by tenured and tenure-track instructional faculty who, as teacher scholars in their academic disciplines, are committed to creating a sense of shared community grounded in academic excellence." They are staffed by a faculty Executive Director, faculty Assistant Directors in the three areas of Teaching, Research, and Career (representing a holistic approach to faculty development), and a wide array of Faculty Associates. The Executive Director and Assistant Directors are administrative faculty lines that exist within the Center for Faculty Innovation, so these positions are semi-permanent in that faculty can continue in these positions indefinitely but retain their faculty status within their disciplines and can return to their full-time faculty positions. The Faculty Associate positions are 10-month positions for up to three years and are designed to be rotational, so each year there are new Faculty Associates rotating on and off in the various areas. Faculty Associates are offered a course release or stipend each semester. Elon University's Center for the Advancement of Teaching and Learning is led by a full-time faculty director and has a smaller staff, including two faculty associate directors and an administrative program coordinator.

Why a Center for Teaching at UMW and Why Now?

As mentioned, there have been several iterations of faculty development programs at UMW but it is clear that the time is right for a comprehensive Center for Teaching at UMW. Its goal will be to provide resources, encouragement, and opportunities to foster a culture teaching excellence and act as a hub, connecting our array of centers, services, and departments in support of our university's mission and strategic vision. In Fall 2018, results of the Needs Assessment Survey (see Appendix B) revealed that faculty and staff were largely dissatisfied with the programming offered by the Center for Teaching Excellence and Innovation over the past two years. Individual comments spoke to a consistent need for faculty support on a variety of topics, from student engagement to the scholarship of teaching and learning research to more general career guidance

and mentoring. Furthermore, it is clear from the open responses that there is a desire to foster a spirit of collegiality on our campus and there are currently few opportunities to do so. A Center for Teaching could provide a venue for faculty and staff interaction where we can generate new ideas and collaboratively solve problems in a way that lifts up all of us and enriches our students' learning experiences.

In a time of economic challenges, investment in a Center for Teaching can bring significant benefits. Faculty development programming has the potential to address a number of factors affecting higher education more broadly, most notably: fiscal constraints, changing characteristics of students, technological innovations, the need for interdisciplinary discussion, and the changing demographics and appointments of faculty members (Austin and Sorcinelli 2013). Nationwide, there remains a gap between the most important issues facing higher education and how those issues are being addressed through faculty development programs (McKee et al. 2010; McKee et al. 2013; Sorcinelli 2001), and this gap is evidenced on our campus as well. Despite the centrality of faculty development programming to all four of the goals outlined in UMW's Strategic Vision, we lack a comprehensive Center for Teaching to help faculty implement these ideals in the classroom. The creation of a Center for Teaching on our campus thus provides a critical opportunity to address large, structural issues related to changes in higher education while at the same time supporting a collegial culture of teaching excellence.

Proposed Mission of the UMW Center for Teaching

Specific missions of teaching centers vary depending on the institution, though as noted there is a common goal of cultivating a culture of teaching excellence supporting faculty in teaching and pedagogical innovation. Centers of teaching and learning typically attempt to balance faculty needs with strategic institutional goals. Given that the UMW mission is to "provid[e] a superior education that inspires and enables our students to make positive changes in the world" and that "[w]e are a place where faculty, students, and staff share in the creation and fearless exploration of knowledge" (UMW Mission Statement 2010), the mission of our teaching center should explicitly address our role as a teaching-centered, public liberal arts institution.

Moreover, the mission of a Center for Teaching must align with the strategic vision and the core values which animate it. In the case of UMW, the Strategic Vision values of service, applied and impactful learning, adapting the liberal arts in the modern age, and diversity and inclusion must be central to the work of the Center for Teaching and its core programming.

Further, it is clear from both the needs assessment survey and dozens in-person interactions with faculty that the role of the teaching center should be in supporting faculty holistically, as educators, advisors, researchers, and campus leaders and this broad focus should be incorporated into the work of the Center.

In addition, our status as a public liberal arts institution should be central to the Center for Teaching's programming. At the heart of this public mission is the importance of providing an

inclusive, accessible education for our students, and the focus on the liberal arts emphasizes equipping our students with critical and creative thinking abilities across disciplines and perspectives.

A working mission and vision, developed in line with guidelines from Gillespie and Robertson (2010) and in consultation with a number of other centers for teaching and learning, is as follows:

> The Center for Teaching at UMW actively supports and encourages faculty in providing a rigorous public, liberal arts education.
>
> To fulfill its mission, the Center for Teaching:
>
> - Offers resources and support for evidence-based teaching and learning practices that create opportunities for applied, impactful learning experiences.
> - Cultivates a collegial culture of teaching excellence on our campus.
> - Serves as a hub connecting the university community across centers, services and departments.
> - Provides holistic support for faculty throughout their careers.

This mission addresses our strategic university goals while, at the same time, provides the flexibility to respond to the changing needs of faculty and our broader campus community.

Proposed Administrative Structure of the UMW Center for Teaching

From the original charge of the Faculty Program Director, the intention was to create a comprehensive university teaching center. In such a single, centralized teaching and learning center, "Core professional staff typically include a director, associate director, one or two assistant program directors, sometimes with responsibility for a specific area… and support staff such as an administrative assistant" (Gillespie and Robertson 2010, 24). The role of the director varies depending on the type of institution, with some universities relying on a faculty member and others with a faculty development professional, but "a part-time director drawn from the ranks of the senior, tenured faculty and an associate director, often with a faculty development background and a visiting faculty appointment in an academic department, is a common combination" (Gillespie and Robertson 2010, 24). The American Council on Education (ACE) has developed a comprehensive matrix to assess and evaluate Centers of Teaching and Learning using the categories "Developing," "Partially Developed," and "Fully Developed." For a Center considered "Partially Developed" by ACE, the "Center leadership role [would be] appropriate for [the] institutional type, e.g., full-time administrative leader who comes from the faculty, or generous release time for small college director; low turnover (average term of service greater than three years)" (Haras et al. 2019, 4). Ultimately, most robust Centers for Teaching, characterized as "Fully Developed" by ACE, have full-time directors with the "role fully appropriate for institutional type" (Haras et al. 2019, 4). For a teaching-centered, liberal arts

institution, a full-time faculty director teaching one course per semester was consistently recommended by the experts consulted. Regarding the reporting structure, teaching center directors typically report to the Provost or, as ACE recommends, have "explicit access to central academic administration" (Haras et al. 2019, 4).

We have an opportunity to build a comprehensive Center for Teaching that seeks to fulfill our institutional vision through the support of faculty teaching excellence and the fostering of collegial partnerships across campus. The recommended administrative structure of the Center is outlined below, developed in line with national trends and recommendations from other directors. A challenge is that moving to faculty director model means moving from a Center that was formerly staffed by a full-time, 12-month director. Faculty leaders will be constrained by teaching, research, and service obligations. In addition, tasking faculty leaders with administrative roles in the Center necessitates hire behind costs and some departments may more easily adjust to changed faculty teaching rotations than others. In addition, as advised by the teaching center directors consulted for this report, the roles for faculty within the Center for Teaching should be viewed as leadership opportunities for faculty wishing to take on additional administrative roles. In support of the Center for Teaching's mission and vision, the following administrative structure is recommended:

> *Director*: The Director of the Center for Teaching should be selected from the existing faculty. This position will be half-time, with a course release of up to four courses each year. In line with the other special assignment director positions, the recommended compensation is $8500. The term of service is for three years, beginning with the 2019-2020 academic year, and is renewable. The Director of the Center for Teaching should report to the Associate Provost for Academic Engagement and Student Success and should also sit on the Provost's Academic Affairs Council, with a direct line of communication to the Provost available.

> The Director's responsibilities should include the development, evaluation, and assessment of programming within the Center for Teaching and the supervision of the Associate Director and Faculty Fellow(s). Each year, the Director should draft an Annual Report, disseminated to the university community, detailing the Center for Teaching's activities and outcomes for the past year. Every five years, the Director should draft, with input from the university community and in alignment with strategic university goals, a strategic plan for the Center for Teaching. The evaluation process for this position will be the same as the evaluation process used for the other faculty special assignments.

> While there is benefit to providing fresh ideas and perspective to the Center for Teaching, a low turnover is generally recommended with regards to the Director position. Thus, this position should be renewable at the discretion of the Associate Provost for Academic Engagement and Student Success if the Director wishes to continue in the role and has

demonstrated clear evidence of positive outcomes with regards to Center for Teaching Programming and high satisfaction among faculty.

Associate Director: Since the position of Director is intended to be a half time special assignment for a 9-month faculty member, it is important that a full-time, 12-month staff member be on hand to assist with the management of the Center for Teaching. The Associate Director should assist the Director with the designing, development, and assessment of teaching-related programs and manage the administrative operations of the Center for Teaching. Depending on expertise, the Associate Director could also facilitate programming and provide confidential consultations with faculty. Since the Associate Director is expected to provide pedagogical guidance and resources for faculty, it is recommended that they teach at least one course per year. The Associate Director will be an Administrative and Professional Faculty position

Faculty Fellow(s): Faculty Fellows are common at similar institutions and can provide programmatic support, area expertise, and assistance with faculty consultations. A rotating faculty fellows program would also provide renewed ideas to keep the Center's programming engaging and responsive and an additional leadership pathway for faculty. Faculty Fellows should be selected from the existing faculty with a recommended compensation of $8000, which could be used to cover a course release if the faculty member desired. The term of service is for two years. Faculty fellows would be expected to devote 5-8 hours per week to the Center for Teaching, which should include regular office hours as well as flexible time devoted to in-person consultations or programming facilitation. The Center for Teaching will employ one Faculty Fellow initially, with the hope of hiring additional Fellows as the Center grows.

Teaching Center Advisory Committee: Currently, this committee consists of five faculty members and the following nonvoting *ex officio* members or their designees: the University Librarian, the Director of the Center for Teaching, and the Director of Teaching and Learning Technology. It is recommended that the committee ensure it has faculty representation from all three colleges, since its role will be expanded with the creation of the new Center for Teaching. This committee will evaluate and recommend funding for grant proposals from the Center for Teaching, evaluate and recommend application for the Faculty Fellows program, and assist with designing and assessing the Center's programming. Since the Center for Teaching will be offering funding opportunities to faculty, it is recommended that the Director of the Center for Teaching remain *ex officio* on the committee. The Director can then assist applicants, if needed, on their grant proposals as well as disseminate the committee's comments on the quality of proposals. Currently, there are additional *ex officio* members of the committee representing the Library and the Division of Teaching and Learning Technologies. While these collaborations should certainly continue, there are numerous other centers and units that would mutually benefit from collaborating with the Center for Teaching. In an effort

to be inclusive, and to prevent an unwieldy committee, these collaborators should form a Teaching and Learning Roundtable designed to foster collaborative conversation and cross-unit programming. The Teaching Center Advisory Committee should be invited to participate in this Roundtable and the composition of the Roundtable should be written into the committee's charge in the faculty handbook. Finally, the Teaching Center Advisory Committee should serve as ambassadors of the Center for Teaching, helping to make its programming visible to the campus community.

Teaching and Learning Roundtable: As mentioned, the Director of the Center for Teaching should work in close collaboration with the Directors of a variety of other centers and services on campus. These individuals should form a Teaching and Learning Roundtable, convened at least twice per semester by the Director of the Center for Teaching, with the goal of coordinating programming and providing opportunities for cross-unit collaboration. This roundtable should consist of the following individuals or their designees: the University Librarian, the Director of Teaching and Learning Technology, the Director of the Digital Knowledge Center, the Director of the Writing Center, the Director of the Speaking Center, the Director of the Center for Community Engagement, the Director of the First Year Experience, the Director of the Office of Disability Resources, the Director of the James Farmer Multicultural Center, the Director of the SafeZone program, the Associate Provost for Institutional Analysis and Effectiveness, and the Director of Academic Services, as well as the Director of the Center for Teaching and the Teaching Center Advisory Committee.

The Center for Teaching staff should continually reflect on the Center's programming, structure, and scope, ensuring it is in alignment with faculty needs and soliciting regular feedback from faculty and staff. It should be transparent about the work that it supports and report the outcomes of the various Center initiatives to the university community. Faculty should feel like they are deeply connected to the work of the Center and that their ideas, suggestions, and critical feedback are taken seriously.

Center for Teaching Proposed Core Programming

There are several core programs identified by faculty development research and by the Needs Assessment Survey that should be central to the work of the Center. These programs are articulated here and are reflected in the budget priorities and include: small group instructional feedback (SGIF) sessions, workshops, communities of practice, individual consultations, and grant opportunities.

Small Group Instructional Feedback (SGIF)

When considering the array of faculty development programming, Centers for Teaching offer the most impactful programming in terms of gains in student ratings from midterm to end-of-term and in changes to faculty teaching are what's known as Small Group Instructional Diagnostic

(SGID) or Small Group Instructional Feedback (SGIF) sessions (Finelli et al. 2008). In these sessions, a Center for Teaching consultant facilitates a mid-semester small group discussion in class while the instructor is not present. The consultant would meet with the instructor beforehand to understand the instructor's primary concerns, meet with the students in-class for a mid-semester evaluation, and then provide the evaluation results and student feedback to the instructor (see Freishtat 2014). A challenge for UMW's Center for Teaching is that these sessions typically take 5-8 hours to complete, between the initial meeting, facilitation, and compiling of the results. However, one scaleable idea recommended by the Director of the Center for Teaching Excellence at Providence College is to create a program where instructors who wish to have a mid-semester assessment as with the larger SGID model are paired together, ideally a junior faculty with a senior faculty, and each conducts the assessment for the other after training and guidance from the Center for Teaching (Providence College 2019). This would also provide an opportunity for interdisciplinary collaboration, which was a high priority budget item for faculty in the Needs Assessment and was mentioned numerous times in open responses.

Workshops

It is clear from the Needs Assessment Survey (see Appendix B) that workshops remain "Essential" or "High priority" programming needs for UMW faculty. While workshops are perhaps the most obvious Teaching Center activity and have been a fixture of the Center for Teaching Excellence and Innovation, research demonstrates that shorter workshops have less impact on teaching improvements than longer workshops (Parsons et al. 2012; Van Note Chism, Holley, and Harris 2012). This was reiterated by the directors consulted for this report, who noted that while faculty often expect workshops, other programming can be more impactful. That said, while workshops might not provide as much impact to changes in the classroom experience as we might expect, they do provide the opportunity to collaborate, so the Center for Teaching should be mindful about workshop goals and should emphasize multi-workshop programs on issues of fundamental importance, such as inclusion or accessibility.

Communities of Practice

Another core budget priority noted by faculty on the Needs Assessment survey were "Pedagogy seminar/cohort groups," also called "Learning communities" or "Communities of practice" by other Teaching Centers. These can be formal or informal, and structured around general communities of practice (such as exploring teaching assumptions), particular projects (such as redesigning a course), or related to the scholarship of teaching and learning (see Van Note Chism, Holley, and Harris 2012). In all of these iterations, research demonstrates positive effects on teaching development for faculty who participate (Van Note Chism, Holley, and Harris 2012; Stes et al. 2010). In a fully developed Center, "communities of practice build trust and shared responsibility for student success" (Haras et al. 2019, 7). Small stipends to participate in faculty learning communities can provide a motivation to participate (Cox 2003) and should be included as a budget priority.

In-Person Consultations

In-person consultations are central to Teaching Center programming as they provide a way for faculty to receive support, feedback, and guidance. This could include peer observation, where a Teaching Center consultant observes a faculty member's course and offers guidance, or a one-on-one meeting to discuss a particular teaching need or challenge. These consultations generally result in positive teaching changes, particularly when a relationship is established between the faculty member and the consultant that is able to continue as teaching changes are implemented (Van Note Chism, Holley, and Harris 2012). These consultations should always be strictly confidential from the perspective of the Center for Teaching, and though an individual is welcome to disclose that they received a consultation and discuss it with others, consultants representing the Center should never disclose the details of a consultation or reveal that a faculty member engaged in an individual consultation.

Grant Opportunities

As evidenced by the results of the Needs Assessment Survey, faculty value grant funding for a variety of teaching-related issues, from "small teaching" changes to pedagogy travel to the scholarship of teaching and learning. Small grants tied to teaching and learning research have been shown to improve faculty understanding of scholarship of teaching and learning practice (Hum, Amundsen, and Emmioglu 2015; Morris and Fry 2006). Research also shows that grants related to instructional changes increase student satisfaction (Eble and McKeachie 1985). More broadly, survey data shows that grants in general are one of the most effective ways to improve classroom instruction (Wright and O'Neil 1995; Wright, Cook, and Brady 2000).

Other Considerations

While the Center for Teaching Excellence and Innovation typically offered teaching awards such as the "Box of Awesome" and an award for adjunct faculty, it is not recommended that the new Center for Teaching bestow awards on faculty. There is little evidence that teaching awards improve teaching and learning practices (Van Note Chism, Holley, and Harris 2012; Chism and Szabo 1997) and often awards systems lack an established criteria or systematic review process (Chism 2006). Teaching awards are retroactive, rewarding faculty for work already completed. Instead, it is recommended that Teaching Centers focus instead on grants, which provide opportunities for faculty to improve their teaching.

Budget Priorities

Following the ACE recommendations, Center for Teaching programming should be driven by its mission and vision and provide "multiple points of entry, access, and modes of learning across appointment types, with mechanisms for placement according to interest/need. Programming scales to all faculty, including those with contingent appointments, and is designed to reach broad campus constituencies" (Haras et al. 2019, 7). The Center for Teaching should be

intentional about reaching out to faculty who had previously been under-represented by Center for Teaching Excellence and Innovation programming, including adjunct faculty, faculty teaching lab courses, faculty engaged in undergraduate research, faculty teaching in the STEM disciplines, and should maintain collaborative relationships with partners across campus.

While the Center for Teaching is developing, a reach of 10-20% of all instructional faculty is expected, with a target of reaching 20% of all instructional faculty, including those with contingent appointments, once the Center is fully developed (Haras et al. 2019). The intention is that this 20% target will be reached within the first two to three years of the Center for Teaching's formation. As of Fall 2018, UMW had 391 faculty, so a target reach based on these guidelines would be around 75-80 faculty members actively engaged in the work of the Center for Teaching. However, we should seek to aim much higher, particularly when comparing ourselves to similar, teaching-centered institutions. At UNC-Asheville, for example, 2/3 of their faculty participate in their Center's programming, according to their director. Reaching this number of faculty would require a significant investment, but it is an investment that will result in more engaged faculty and improved student learning experiences. Ideally, in a fully developed Center, the "Center budget is funded proportional to campus mission, vision, and strategic direction, absorbing rates of fluctuation from year-to-year and allowing for long term planning, staffing, and growth" (Haras et al. 2019, 6).

The recommended allocation of the current budget, following the evidence-based recommendations for programming, is provided in Figure 1 on the following page. In addition, the Center for Teaching should report its actual spending, as well as the number of faculty supported and the outcomes for the various budget categories, each year in the annual report.

Center Location and Infrastructure

Faculty directors consulted for this report consistently noted that if teaching is central to UMW's mission, its Center for Teaching should be central on campus. A Center for Teaching's space is symbolic of its role and the importance of teaching within an institutional culture (Sorcinelli 2002; Ambrose 1995). This is echoed by the ACE recommendation that a fully developed Center be "[c]entrally located and easily accessible on campus" (Haras et al. 2019, 5). In addition, the space itself should be "welcoming, engaging, and resource-rich" (Haras et al. 2019). The Needs Assessment Survey revealed that around 1/3 of faculty respondents would find a workspace, faculty lounge, or lending library helpful (see Appendix), and the adjunct faculty open forum further pointed to the need for adjunct faculty to have a workspace with a printer and a communal area with hot drinks. In sum, the Center should provide "[a] space that all faculty can use, including those with contingent appointments" (Haras et al. 2019, 5).

At UMW, achieving the goal of creating a comprehensive Center for Teaching that is central to our campus culture will require several specific space needs. First, it is important that the Center have a central, common area that could be used and enjoyed by faculty. As mentioned, this space

should be inviting and would include workspaces, a lending library, and space to read and interact. Small group meetings, such as communities of practice, would also be encouraged to utilize this space. In addition, the Center for Teaching will require three private offices to enable

Figure 1: Center for Teaching Proposed Budget, 2019-2020

Center for Teaching - Proposed Budget 2019-2020	
Personnel	
Director Stipend ($8500+benefits)	10,084
Hire-behinds (2 courses x 2 semesters + FICA)	17,244
Associate Director ($61,000 salary + benefits)	94,114
Faculty Fellow ($8000 + benefits)	10,000
Subtotal	131,442
Operational Expenses	
Operations (copies, supplies, equipment)	6,500
Conference Travel	
POD Conference ($2500 x 2)	5,000
SOTL Conference ($2500 x 2)	5,000
Pedagogy Travel Grants (12 per year, 3 each cyle)	6,000
Subtotal	16,000
Programming	
Faculty Pedagogy Colloquium Series (luches $13/person x 15 people x 8 events per year)	1,200
Yearly Speaker (Honorarium, travel, materials)	4,000
Communities of Practice Support	3,000
(lunches and small stipends provided)	
Small Teaching Improvement Grants (12 per year)	6,000
Small Group Instructional Feedback ($150 stipend x 20)	3,000
Subtotal	17,200
TOTAL	**171,142**

the Director, Associate Director, and Faculty Fellow to conduct confidential consultations. While the Center for Teaching can certainly be mobile and should be eager to meet faculty and staff where they are, at times, faculty might feel uncomfortable meeting in their own offices when discussing teaching concerns or issues and this confidential meeting space is essential. Finally, it is recommended that the Center for Teaching have access to a dedicated larger meeting space for

workshops. This space could also function as a flexible classroom where faculty can try out various pedagogical approaches.

Positioning the Center for Teaching as central to and visible on UMW's campus extends beyond the physical space. It is imperative that the new Center for Teaching has a fully-functional, frequently updated website with open resources shared with faculty. As ACE recommends, a "Center significantly extends its reach via a dynamic online presence. Web pages [should be] easily navigable and robust, and instructional and program materials [should be] online, including asynchronous programming" (Haras et al. 2019, 5). Further, a fully developed Center would provide "[p]roactive and timely outreach via email, newsletters, social media engagement, and 'on the road' events [and would develop] brand and marketing collateral" (Haras et al. 2019, 6). The Associate Director staff position would ideally be responsible for maintaining and updating the website and marketing Center events to faculty. A draft proposal description for the Associate Director is included in Appendix C.

Conclusion

The goal of this proposal is to create a robust Center for Teaching at UMW that is reflective of our institutional mission and strategic vision and supports the instructional needs of our faculty. Nationwide, the demographic composition of students has changed and this changing student body often has significantly different learning needs (see Lundquist, Spalding, and Landrum 2002). Faculty development programming is key to addressing these changing demographics. As UMW has shifted its focus to explicitly prioritize addressing issues of diversity and inclusion, the Center for Teaching plays a vital role in enacting this vision and supporting faculty in meeting the needs of a changing educational landscape.

Ultimately, the creation and institutional support for a Center for Teaching benefits our students. Better teaching leads to better student outcomes, and faculty who participate in development programs are more effective instructors (Condon et al. 2016; Rutz et al. 2012). Faculty who are encouraged to critically reflect on their teaching, who are provided evidence-based support and resources for this reflection, and who are provided opportunities to collaborate with colleagues across the university will likely feel more motivated, more valued, and more connected, which benefits our institution as a whole. Institutions of higher education have recognized the importance of faculty development programs and Centers of Teaching and Learning have proliferated across the country. UMW, as a public liberal arts university with a core mission of providing a rigorous academic experience, must support its emphasis on high quality instruction through the creation of a comprehensive Center for Teaching.

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Appendix A: Faculty Program Director Position Description

Faculty Program Director,
University Teaching Center

This is a two-year, Special Assignment for a full-time member of the University of Mary Washington teaching faculty. The Faculty Program Director will work with the UMW faculty, the Executive Director and staff of the Division of Teaching and Learning Technologies (DTLT), the CTEI faculty advisory committee, the college deans, and the Provost, to reconceptualize the current structure and resources of the Center for Teaching Excellence and Innovation (CTEI), and develop a plan for a comprehensive University teaching center, a plan that brings together in one center the work currently being done in CTEI, DTLT, and other initiatives supporting faculty teaching, student learning, and innovative pedagogy.

Duties:
1. Working with all constituencies, develop a plan and recommendations for a comprehensive university teaching center that addresses faculty needs and aligns with the University's mission and strategic vision; plan should include mission and programmatic goals for the center, recommended administrative structure, and how the plan for the center fully integrates and/or collaborates with and supports key constituencies across the University. The expectation is that a plan for a comprehensive university teaching center will be circulated for faculty and staff input by early Spring 2019, for implementation by Fall 2019.

2. For academic year 2018-2019, work with the Associate Provost for Academic Engagement and Student Success to oversee the programs of the current CTEI to include, planning, budgeting, assessment, and communication.

3. Begin to develop and support a variety of opportunities for faculty to enhance their teaching; this includes designing, organizing and implementing faculty development workshops, programs, and initiatives; spearheading the development of a year-long program for new full-time teaching faculty; consulting with faculty one-on-one to help them analyze and enhance their own teaching; collaborating with the Office of Institutional Analysis and Effectiveness to enhance the assessment of student learning; and identifying and distributing information to UMW faculty on best practices in teaching, innovative curriculum, new and emerging teaching pedagogies, technologies and tools.

Qualifications:
*   A full-time tenured or tenure track faculty member.
*   Knowledgeable about current research and emerging trends in teaching and learning and the assessment of student learning.
*   Experience with a variety of pedagogies and instructional technologies.

- Familiarity with and a demonstrated commitment to community engagement and service learning, impactful learning experiences, digital fluency, experiential learning, and inclusive excellence.
- Experience working with and engaging faculty from across the university.
- Experience designing, implementing, and evaluating programs.
- Excellent organizational, teamwork, oral community, and written communication skills.

Compensation: one course release each semester and an annual stipend of $5000; initial term is two years; renewable.

Note: this is a two-year appointment; it is expected that the final plan for a university teaching center will include specific recommendations for the center's administrative structure and staffing; the term of appointment, specific duties, and compensation of the Faculty Program Director; current compensation reflects the initial planning phase.

This position reports to the Provost.

Application Process:
Submit: (1) a brief statement of interest and qualifications, including what you see as the primary goals and purpose of a comprehensive university teaching center at UMW; (2) current CV. Submit your application by email to: Nina Mikhalevsky, Provost   nmik@umw.edu

The Provost will convene a search committee consisting of two members selected by the Teaching Center Advisory Committee, and a faculty member from each College appointed by the college dean. The committee will review applications and make its recommendations to the Provost.

Applications are due: September 14, 2018

If you have any questions about this position or need further information, please contact the Office of the Provost.

Appendix B: Faculty Needs Assessment Survey

Needs Assessment Survey

Fall Semester 2018

Prepared by

Caitie Finlayson

Faculty Program Director, University Teaching Center

In Collaboration with the Office of Institutional Effectiveness

EXECUTIVE SUMMARY

In the fall semester of 2018, a survey was disseminated to all UMW faculty and several staff units to help determine the structure and programming of a new comprehensive University Teaching Center. The survey was created in collaboration with the Office of Institutional Analysis and Effectiveness and with input from the Office of the Provost, the Director of the Division of Teaching and Learning Technologies, and the Teaching Center Advisory Committee. Questions covered the strengths and weaknesses of programming previously offered by the Center for Teaching Excellence and Innovation as well as earlier iterations of faculty development centers on our campus. Additional questions explored faculty needs and expectations related to digital pedagogy and these results have been shared with the Division of Teaching and Learning Technologies (DTLT). The staff survey was largely the same as the faculty survey, with some faculty-specific questions reworded or eliminated. This survey was sent out to several staff units identified as key constituencies in the future Teaching Center, to include Information Technologies, the University Library, the Office of Disability Resources, and the Office of Academic Services. These survey findings are intended to guide the building of the new Teaching Center and the crafting of its mission, vision, and core programming.

This report details responses from the questionnaire specifically related to the development of a University Teaching Center. The report is divided into the following sections:

- Section 1: Mission and vision of the Teaching Center
- Section 2: Programming needs
- Section 3: Information about respondents

The response rates were 150 out of 391 faculty (38%) and 31/50 staff (62%).

The survey guaranteed anonymity, and thus open-ended responses have only been reported here in the aggregate.

SECTION 1 – MISSION AND VISION OF THE TEACHING CENTER

It is clear from the survey results that faculty have felt generally unsupported by the previous Center for Teaching Excellence and Innovation (CTE&I) as evidenced in Table 1. 27% of faculty respondents and 26% of staff respondents reported that they were satisfied with the programming and support offered by CTE&I over the past two years. If respondents selected "Somewhat dissatisfied" or "Extremely dissatisfied," they were asked to provide an explanation for their answer. The reasons for dissatisfaction varied somewhat, but most comments mentioned that programming did not fit faculty needs and a general lack of awareness of CTE&I's activities.

Table 1: Satisfaction with the Center for Teaching Excellence and Innovation

How satisfied are you with the programming and support offered by the Center for Teaching Excellence and Innovation over the past two years?	Faculty		Staff	
	Count	%	Count	%
Extremely satisfied	10	6.8%	1	3.2%
Somewhat satisfied	30	20.5%	7	22.6%
Neither satisfied or dissatisfied	75	51.4%	17	54.8%
Somewhat dissatisfied	25	17.1%	5	16.1%
Extremely dissatisfied	6	4.0%	1	3.2%
Total	146	100.0%	31	100.0%
Missing	4		0	
Grand Total	150		31	

In the open responses for the role and purpose of a University Teaching Center, 64 of the comments were coded as focused on faculty support (see Figure 1). Other commonly mentioned responses include encouraging innovation, either in terms of innovative pedagogical techniques or technological innovations, and providing resources for faculty.

Figure 1: Role of the Center
100 Most Common Words in Open Responses

In strong alignment with the UMW mission and strategic vision, "Applied, impactful learning experiences" and "Student-centered teaching" were selected as the core guiding principles of the Teaching Center, as indicated in Table 2.

Table 2: Guiding Principles of the Teaching Center

What guiding principle(s) should be central to the mission and vision of the University Teaching center? - Select Choice	Faculty		Staff	
	Count	%	Count	%
Applied, impactful learning experiences	101	67.3%	17	54.8%
Student-centered teaching	75	50.0%	17	54.8%
Innovation	70	46.7%	11	35.5%
Excellence	62	41.3%	10	32.3%
Collaboration	59	39.3%	16	51.6%
Diversity and inclusion	53	35.3%	13	41.9%
Reflection	47	31.3%	6	19.4%
Digitally enabled learning	37	24.7%	8	25.8%
Empathy	28	18.7%	9	29.0%
Community and civic management	25	16.7%	7	22.6%
Compassion	22	14.7%	6	19.4%
Activism	12	8.0%	2	6.5%
Other (Please specify)	8	5.3%	3	9.7%
Grand Total	150		31	

SECTION 2 – PROGRAMMING NEEDS

In the faculty survey, respondents were asked to describe their biggest challenge related to their teaching right now. These open responses were aggregated and coded and the top 8 issues mentioned are displayed in Figure 2. It is clear that faculty identified many significant challenges related to students, either student engagement, differing student skill levels, or a lack of skills among students. Time and workload comprised the second biggest challenge for faculty.

Figure 2: Biggest Teaching Challenges

What is your biggest challenge related to your teaching right now?

Differing student skill levels 5%
Workload 6%
Assignment Design 6%
External Demand (e.g. ODR) 7%
Technology (various issues) 13%
Student lack of skills 7%
Time 22%
Student Engagement 34%
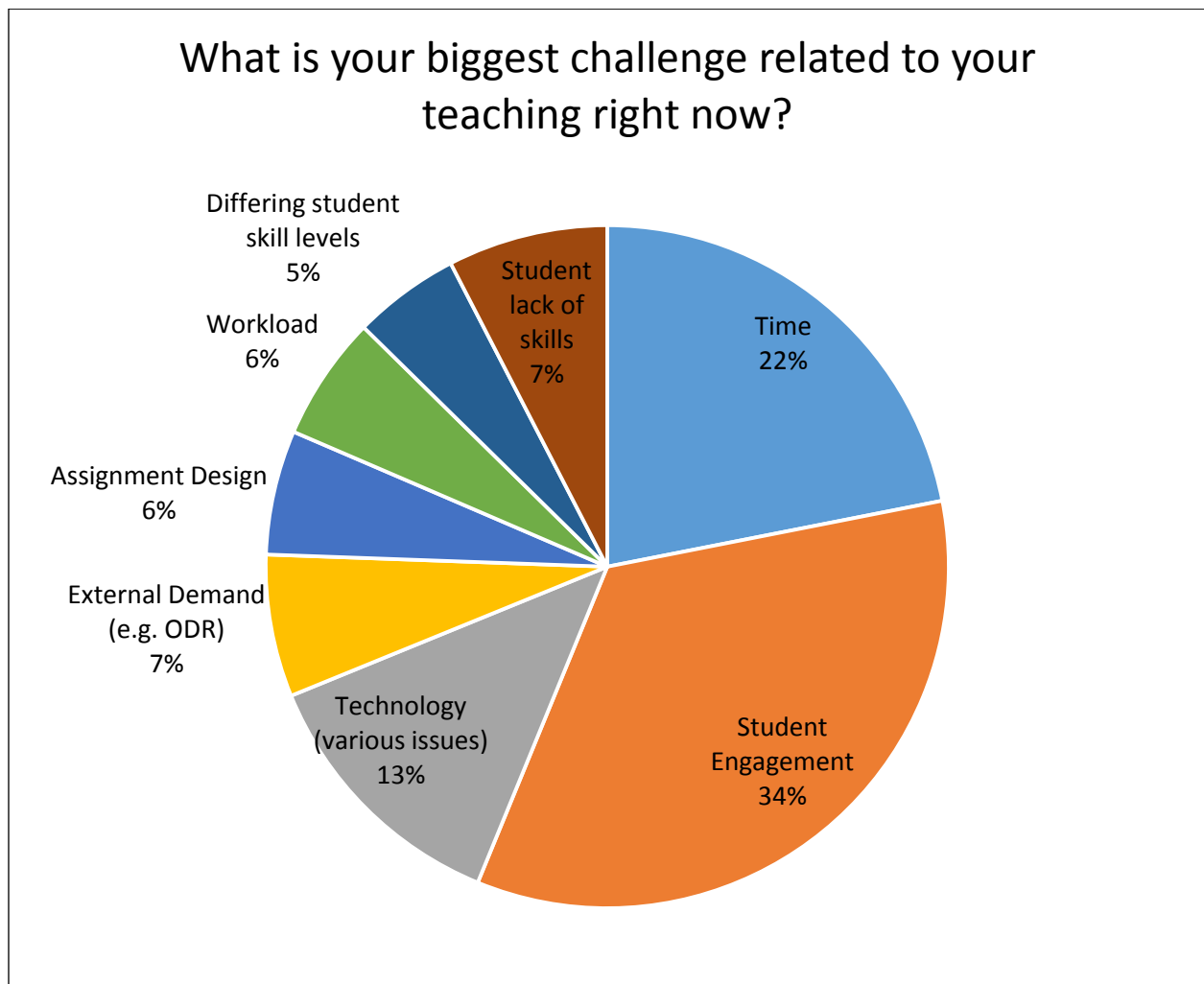
Concerning technology needs in particular, faculty development on using particular tools and platforms was stated as the most pressing need in the faculty survey, as shown in Table 3.

Table 3: Technology Needs of Faculty

What do you see as your most pressing needs when approaching the use of technology or digital media in your teaching? (Faculty Only)		
Faculty development on using particular technology tools and platforms	Count	%
1 (most pressing)	33	50.8%
2	12	18.5%
3	18	27.7%
4 (least pressing)	2	3.1%
Total	65	100%
I do not see these as pressing	25	17%
Missing	60	
Grand Total	150	
Assistance with the designing and implementing projects into syllabi and curricula that incorporate technology tools and platforms	Count	%
1 (most pressing)	24	37.5%
2	23	35.9%
3	10	15.6%
4 (least pressing)	7	10.9%
Total	64	100%
I do not see these as pressing	26	17%
Missing	60	
Grand Total	150	
Support for students using new tools to complete projects or assignments	Count	%
1 (most pressing)	13	22.0%
2	19	32.2%
3	13	22.0%
4 (least pressing)	14	23.7%
Total	59	100%
I do not see these as pressing	28	19%
Missing	63	
Grand Total	150	
Introduction to new and emerging technologies and approaches to using them effectively	Count	%
1 (most pressing)	21	31.8%
2	29	43.9%
3	11	16.7%
4 (least pressing)	5	7.6%
Total	66	100%
I do not see these as pressing	27	18%
Missing	57	
Grand Total	150	

With regards to specific programming, the critical budget priorities (see Table 4) identified by faculty with respect to the Teaching Center were teaching workshops (75% of faculty respondents selected this as an "Essential" or "High priority" budget item), opportunities for interdisciplinary teaching and learning (65% responded "Essential" or "High priority), grants – either small teaching improvement grants (64%) or scholarship of teaching and learning grants (58%), and pedagogy seminar/cohort groups (63%). The lowest priority item was book clubs, with 11% of faculty respondents selecting this as "Essential" or "High priority."

Table 4: Budget Priorities

Considering the limited funding available, how much would you prioritize the following activities as part of the new University Teaching Center's offerings?

Book Clubs

	Count	%
Essential	2	1.9%
High priority	10	9.3%
Medium priority	27	25.2%
Low priority	41	38.3%
Not a priority	27	25.2%
Total	107	100.0%
Missing	43	
Grand Total	150	

Canvas Support

	Count	%
Essential	38	32.5%
High priority	27	23.1%
Medium priority	25	21.4%
Low priority	18	15.4%
Not a priority	9	7.7%
Total	117	100.0%
Missing	33	
Grand Total	150	

Classroom visits

	Count	%
Essential	8	7.2%
High priority	16	14.4%
Medium priority	49	44.1%
Low priority	29	26.1%
Not a priority	9	8.1%
Total	111	100.0%
Missing	39	
Grand Total	150	

Table 4: Budget Priorities, Continued

Department- specific workshops

	Count	%
Essential	26	23.0%
High priority	29	25.7%
Medium priority	42	37.2%
Low priority	26	23.0%
Not a priority	10	8.8%
Total	113	100.0%
Missing	37	

Grand Total	150	

Faculty fellows program

	Count	%
Essential	4	3.7%
High priority	37	33.9%
Medium priority	47	43.1%
Low priority	13	11.9%
Not a priority	8	7.3%
Total	109	100.0%
Missing	41	

Grand Total	150	

One-day workshops(between semesters)

	Count	%
Essential	15	13.6%
High priority	41	37.3%
Medium priority	37	33.6%
Low priority	11	10.0%
Not a priority	6	5.5%
Total	110	100.0%
Missing	40	

Grand Total	150	

Opportunities for interdisciplinary teaching and learning

	Count	%
Essential	32	28.3%
High priority	41	36.3%
Medium priority	22	19.5%
Low priority	13	11.5%
Not a priority	5	4.4%
Total	113	100.0%
Missing	37	

Grand Total	150	

Table 4: Budget Priorities, Continued

Pedagogy seminar/cohort groups

	Count	%
Essential	21	18.8%
High priority	50	44.6%
Medium priority	28	25.0%
Low priority	9	8.0%
Not a priority	4	3.6%
Total	112	100.0%
Missing	38	

Grand Total	150	

Scholarship of teaching and learning grants

	Count	%
Essential	25	22.1%
High priority	40	35.4%
Medium priority	34	30.1%
Low priority	11	9.7%
Not a priority	3	2.7%
Total	113	100.0%
Missing	37	

Grand Total	150	

Small teaching improvement grants

	Count	%
Essential	29	25.7%
High priority	43	38.1%
Medium priority	30	26.5%
Low priority	9	8.0%
Not a priority	2	1.8%
Total	113	100.0%
Missing	37	

Grand Total	150	

Standalone events(guest speakers, panels, etc.)

	Count	%
Essential	16	14.4%
High priority	34	30.6%
Medium priority	37	33.3%
Low priority	17	15.3%
Not a priority	7	6.3%
Total	111	100.0%
Missing	39	

Grand Total	150	

Table 4: Budget Priorities, Continued

Student Consultants

	Count	%
Essential	2	1.9%
High priority	29	27.6%
Medium priority	36	34.3%
Low priority	28	26.7%
Not a priority	10	9.5%
Total	105	100.0%
Missing	45	

Grand Total	150	

Teaching workshops

	Count	%
Essential	32	27.6%
High priority	55	47.4%
Medium priority	23	19.8%
Low priority	6	5.2%
Not a priority	0	0.0%
Total	116	100.0%
Missing	34	

Grand Total	150	

Travel grants

	Count	%
Essential	18	16.7%
High priority	30	27.8%
Medium priority	36	33.3%
Low priority	13	12.0%
Not a priority	11	10.2%
Total	108	100.0%
Missing	42	

Grand Total	150	

Faculty and staff provided a wealth of ideas regarding ideas for new programming that could be offered by the Teaching Center, including workshops, private consultations, writing retreats, and grants. As Figure 3 demonstrates, many of the comments centered on support for various student issues as well as incorporating student voices in the work of the Teaching Center. Faculty-centered programming was reiterated throughout the open responses.

Figure 3: Ideas for New Programs
100 Most Common Words Used in Open Responses

Regarding the role of the Teaching Center in curricular development, responses varied, with some faculty responding that it should play no role and others commenting that assistance with assessment would be helpful. These open response results are not provided in this summary.

As displayed in Figure 4, a variety of services were selected as helpful for faculty in their teaching. Staff answers varied somewhat from faculty, with informal discussions with colleagues selected by the highest number of staff respondents, as demonstrated in Figure 5.

Figure 4: Most Helpful Services, Faculty

What services could be offered by a University Teaching Center that would be most helpful to you in your job? - Faculty
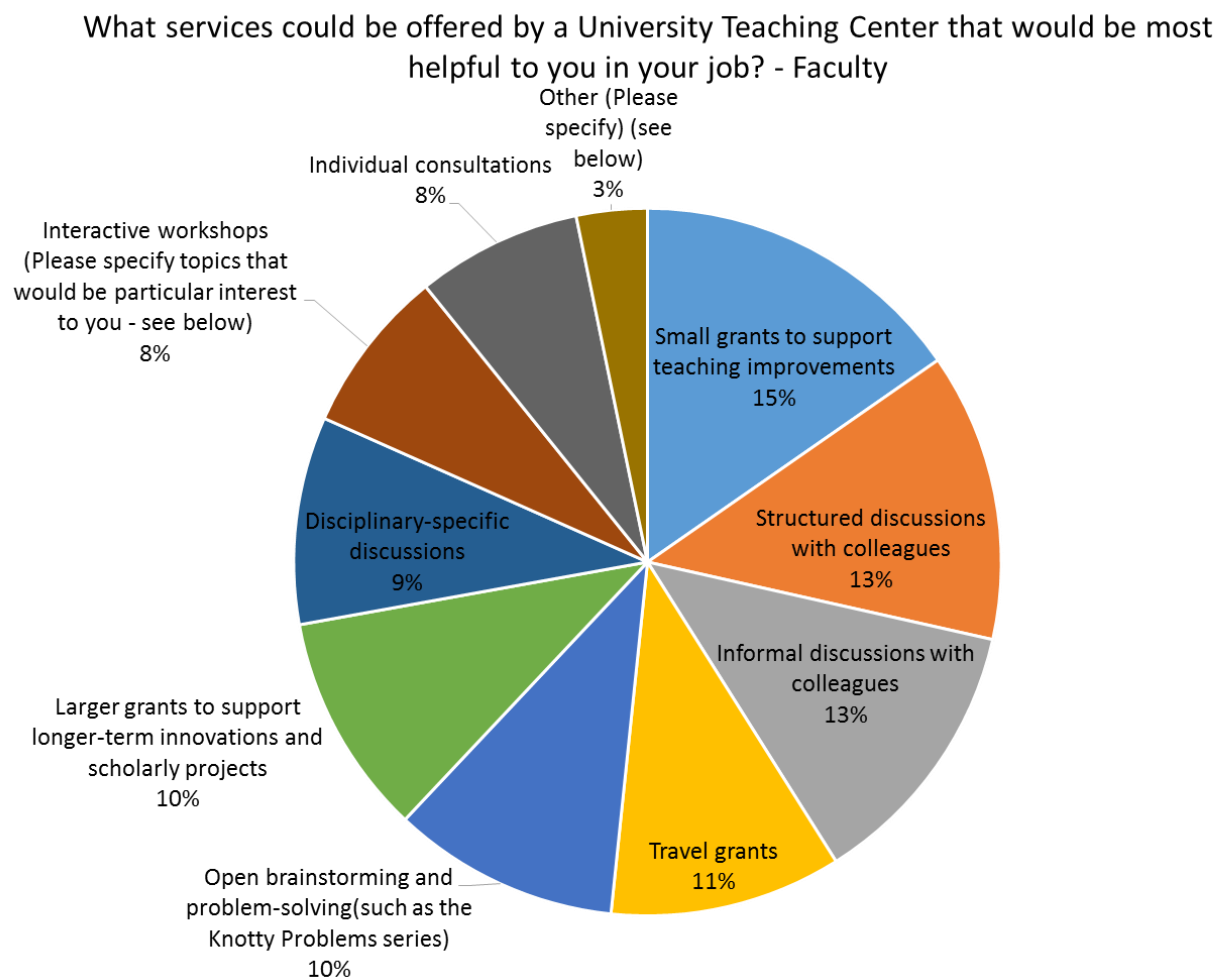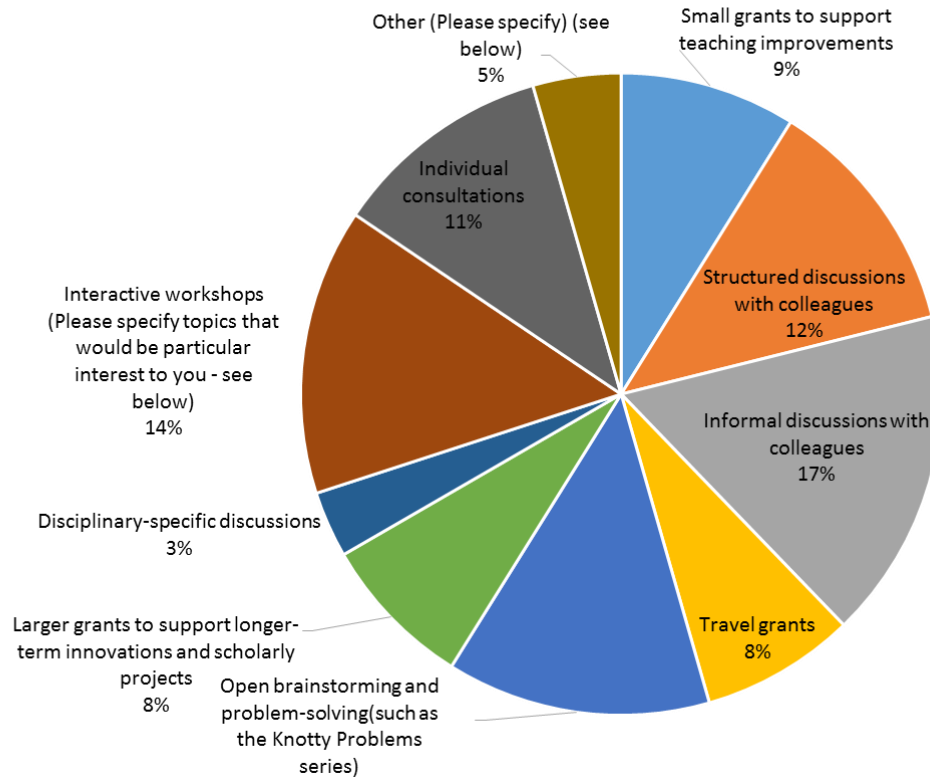
Figure 5: Most Helpful Services, Staff

What services could be offered by a University Teaching Center that would be most helpful to you in your job? - Staff

- Other (Please specify) (see below) 5%
- Small grants to support teaching improvements 9%
- Individual consultations 11%
- Structured discussions with colleagues 12%
- Interactive workshops (Please specify topics that would be particular interest to you - see below) 14%
- Informal discussions with colleagues 17%
- Disciplinary-specific discussions 3%
- Travel grants 8%
- Larger grants to support longer-term innovations and scholarly projects 8%
- Open brainstorming and problem-solving(such as the Knotty Problems series)

With regards to the spaces faculty would find most helpful in a Teaching Center, all three choices, workspaces, a faculty lounge, and a lending library, were selected as valuable as shown in Table 5.

Table 5: Helpful Spaces for Faculty in the Teaching Center

What types of spaces for faculty would you find most helpful in the new University Teaching Center?	Count	%
Workspaces	56	37.3%
Faculty Lounge	54	36.0%
Lending library	51	34.0%
Other (Please specify)	9	6.0%
Grand Total	150	

As Table 6 displays, most respondents selected "Email" as the preferred method of faculty communication with Teaching Center staff.

Table 6: Preferred Method of Communication

What method of communication with the Teaching Center staff would you most prefer?	Count	%
Phone	15	10.0%
Email	110	73.3%
In Person	38	25.3%
Twitter	3	2.0%
Messaging Platform, such as Slack	6	4.0%
Other(Please specify)	5	3.3%
Grand Total	150	

Faculty availability for Teaching Center programming varies considerably, as demonstrated in Table 7, which indicates a need for varied times for programming and perhaps multiple opportunities for faculty to attend the same event.

Table 7: Preferred Teaching Center Programming Days and Times

	Morning		Midmorning		Noon		Afternoon		Late afternoon		Evening	
If the Teaching Center were hosting a workshop or discussion that way of particular interest to you, at what day(s) and time(s) in general would you prefer for the event to be held?	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Monday	17	11.3%	14	9.3%	32	21.3%	34	22.7%	35	23.3%	8	5.3%
Tuesday	14	9.3%	18	12.0%	27	18.0%	35	23.3%	42	28.0%	8	5.3%
Wednesday	20	13.3%	13	8.7%	28	18.7%	28	18.7%	34	22.7%	6	4.0%
Thursday	15	10.0%	20	13.3%	31	20.7%	36	24.0%	41	27.3%	7	4.7%
Friday	17	11.3%	12	8.0%	30	20.0%	27	18.0%	24	16.0%	6	4.0%
Grand Total	150		150		150		150		150		150	

Regarding programming for new faculty specifically, common responses in the open-ended responses mentioned mentoring, workshops, and discussions, and respondents often noted how new faculty have many different demands on their time and thus the Teaching Center can offer much needed support and resources.

SECTION 3 – INFORMATION ABOUT RESPONDENTS

Table 8 lists the demographic data of respondents for each survey.

Table 8: Demographic Data of Faculty Respondents

How many years have you been working at UMW?		Faculty		Staff	
		Count	%	Count	%
	From 0 to 5	40	32.0%	9	40.9%
	From 6 to 10	22	17.6%	6	27.3%
	From 11 to 15	24	19.2%	3	13.6%
	From 16 to 20	16	12.8%	2	9.1%
	More than 20	23	18.4%	2	9.1%
	Total	125	100.0%	22	100.0%
	Missing	25		9	
Grand Total		150		31	

Gender		Count	%	Count	%
	Female	86	57.3%	24	57.3%
	Male	64	42.7%	7	42.7%
Grand Total		150		31	

Appendix C: Draft Associate Director Position Description

Associate Director, Center for Teaching

Organizational Objective / Goal
The University of Mary Washington (UMW) is building a new comprehensive Center for Teaching that will actively support and encourage faculty throughout their careers in pursuit of the university's goal of providing a rigorous public, liberal arts education.

General Description of Position
The Associate Director will work in collaboration with the Director of the Center for Teaching and with UMW faculty to:
- Design, develop, implement, and assess teaching-related programs and initiatives to support faculty
- Conduct confidential consultations with faculty members and departments regarding teaching and curricular development
- Provide resources and support for faculty interested in developing scholarship of teaching and learning projects
- Form partnerships with other units and centers on campus that support faculty development, such as the Writing Center, Speaking Center, Division of Teaching and Learning Technologies, Office of Academic Services, etc.
- Maintain current knowledge of trends and research in teaching and learning in higher education
- Manage the day-to-day administrative operations of the Center for Teaching, including marketing, event planning and facilitation, and other services

This position will contribute to key goals outlined in UMW's Strategic Vision and will help foster a culture of teaching excellence on our campus.

In addition to faculty development work, the Associate Director will also be expected to teach up to two courses per year.

Required KSAs / Competencies / Qualifications to successfully perform the work
- Teaching experience at the college or university level
- Demonstrated experience working effectively with faculty development in the area of teaching and student learning
- Experience and advanced knowledge in the area of evidence-based teaching practices
- Strong interpersonal skills and ability to collaborate with UMW faculty, staff, and students
- Skill in performing administrative and organizational tasks
- Excellent oral and written communication skills
- Professional initiative, with the capacity for independent work

Preferred KSAs / Competencies / Qualifications to successfully perform the work
- Experience designing and implementing faculty development programming
- Experience working with faculty on teaching development related to issues of diversity, inclusion, accessibility and/or underrepresented populations of students
- Specialization in evidence-based teaching practices related to diversity, inclusion, equity, and social justice
- Experience designing and consulting on Scholarship of Teaching and Learning projects
- Record of publication in Scholarship of Teaching and Learning

- Experience and knowledge in the pedagogy of contemplative, mindfulness-based learning in higher education

Required Education
Master's degree in an academic discipline, education (including curriculum and instruction), instructional design, or other related field.

Preferred Education
PhD in an academic discipline, education (including curriculum and instruction), instructional design, or other related field.