

LSU A&M Faculty Senate Resolution 18-01

Faculty Development at LSU

Sponsored by Gundela Hachmann for the Faculty Senate Executive Committee

Whereas an institutional framework to achieve the goals in the LSU Strategic Plan is to increase support for LSU faculty and staff in their respective roles,

Whereas the Strategic Planning General Education Subcommittee report on Integrative Learning states that the Office of Academic Affairs will support the establishment of a faculty development unit on integrative learning to support career enrichment for faculty and graduate students teaching courses in the Integrative Learning Core,

Whereas this proposal from the Strategic Planning General Education Subcommittee highly encourages and envisions teaching approaches that integrate skills, knowledge, and research modes from different disciplines and areas of study,

Whereas interdisciplinary programs at LSU, such as Comparative Literature, Life Span Studies, and International Studies, rely on their ability to connect faculty members from different schools and departments,

Whereas developing co-taught, interdisciplinary courses requires that faculty members have the opportunity to interact with faculty members from outside their department personally in order to learn who shares their teaching interests,

Whereas training seminars, workshops, resources, and support services for teaching and research by units such as the Center for Academic Success, the Faculty Technology Center, the Program for Communication across the Curriculum, the Office of Diversity, the Office for Research and Economic Development, and the LSU Libraries are not centrally coordinated or communicated and, as such, often conflict or do not reach the attention of potentially interested faculty members,

Whereas mentoring, especially across departments or disciplines, often results from informal social interactions among faculty members,

Whereas a multi-disciplinary meta-analysis of mentoring research concluded: “Results demonstrate that mentoring is associated with a wide range of favorable behavioral, attitudinal, health-related, relational, motivational, and career outcomes, although the effect size is generally small. Some differences were also found across type of mentoring. Generally, larger effect sizes were detected for academic and workplace mentoring compared to youth mentoring,”

Whereas LSU does not have a meeting space that is devoted exclusively to faculty and that effectively enables informal interactions within and across departments, schools, and colleges,

Whereas LSU, unlike many other public colleges and universities in the U.S., does not have a Faculty Center (see Appendix for examples),

Whereas the assigned office space for the LSU Faculty Senate is too small to accommodate the weekly meetings of the Faculty Senate Executive Committee,

Therefore be it resolved that the university create a dedicated Faculty Center in a centrally located space on campus,

Therefore be it further resolved that this space will serve a variety of purposes relevant to the development and advancement of faculty members, from training seminars, to professional development workshops, and formal as well as informal gatherings,

Therefore be it further resolved that the Faculty Center will include offices for the Faculty Senate and the personnel of the proposed “faculty development unit on integrative learning,”

Therefore be it further resolved that all available resources for faculty training and development at LSU be centrally coordinated and communicated to all faculty and, whenever logistically possible, conducted at the Faculty Center.

Appendix: Selection of US Public Colleges and Universities with Faculty Centers

University of Missouri: Faculty Center for Teaching and Learning

<https://www.missouristate.edu/fctl/>

University of Texas at Austin: Faculty Innovation Center <https://facultyinnovate.utexas.edu/>

University of Colorado at Denver: Center for Faculty Development

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx

Montana State University: Center for Faculty Excellence

<http://www.montana.edu/facultyexcellence/>

Northern Illinois University: Faculty Design and Instructional Design Center

<http://www.niu.edu/facdev/>

California State University, Stanislaus: John Stuart Rogers Faculty Development Center

<https://www.csustan.edu/campus-maps/john-stuart-rogers-faculty-development-center>

California State University, Long Beach: Faculty Center for Professional Development

<http://web.csulb.edu/divisions/aa/personnel/fcpd/>

University of Central Florida: Faculty Center for Teaching and Learning <http://www.fctl.ucf.edu/>

Western Carolina University: Coulter Faculty Commons

<https://www.wcu.edu/learn/faculty/coulter-faculty-commons/>

University of Nebraska, Medical Center: Office of Faculty Development

<https://www.unmc.edu/facdev/>

Reference:

“Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals,” Lillian T. Eby, Tammy D. Allen, Sarah C. Evans, Thomas Ng, David DuBois, *J Vocat Behav*. Author manuscript; available in PMC 2009 Apr 1. Published in final edited form as: *J Vocat Behav*. 2008 Apr; 72(2): 254–267. doi: 10.1016/j.jvb.2007.04.005. Accessed on Jan 15, 2018: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2352144/>