MEMORANDUM

TO: Steve Allred, Provost
FROM: Jim Gibson, Chair, Committee on Faculty Status
DATE: December 4, 2009
RE: Faculty Status for Director of the Faculty Development Center

The Committee on Faculty Status met on Friday, December 4, to consider the proposal that the position of Director of the Faculty Development Center be granted faculty status. After examining the position description and our committee guidelines, we voted in favor of the proposal.

We accordingly recommend that the position be granted faculty status and that the university faculty endorse this recommendation at its next meeting.

Please let me know if you have any questions.
University of Richmond

Position Description

<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Director of the Faculty Development Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depart/Unit:</td>
<td>Faculty Development Center</td>
</tr>
<tr>
<td>Reports to:</td>
<td>Provost</td>
</tr>
<tr>
<td>FLSA Status:</td>
<td>Exempt</td>
</tr>
<tr>
<td>Position No:</td>
<td></td>
</tr>
<tr>
<td>Pay Grade:</td>
<td>8</td>
</tr>
<tr>
<td>Date Revised:</td>
<td>9/09</td>
</tr>
</tbody>
</table>

POSITION SUMMARY:

The Director of the Faculty Development Center (FDC) will be responsible for administering and carrying out the mission of this newly created entity. The FDC’s primary purpose is to provide a comprehensive approach to assisting and supporting faculty who wish to enhance their expertise and excellence in teaching, scholarship, and leadership. The Director will work to identify the faculty’s needs for support in teaching, scholarship, and leadership, collaborate with other units and departments currently involved in these tasks, and create new programs and initiatives to further enhance faculty development in these areas. The Director will have faculty status and will report to the Provost.

JOB DUTIES/RESPONSIBILITIES:

Create, facilitate, identify appropriate presenters or experts, or personally offer faculty workshops and seminars pertaining to teaching, scholarship, and leadership, including such topics as innovative teaching strategies, assessment and learning outcomes, grant proposal writing, presenting at professional meetings, writing for publication, integrative learning and learning styles, mid-career transitions, department chair roles and responsibilities, mentoring new faculty (30%)

Sponsor events, such as brown bag lunches or afternoon teas, to foster conversations among faculty concerning scholarly life and to support faculty learning communities; events could be thematic or topical in nature and might focus on new technologies to support scholarship or teaching or ways of creating new faculty learning communities surrounding such topics as online discussion boards or best practices in facilitating classroom discussion. (15%)

Collaborate with other units and departments providing resources and support for faculty in teaching, scholarship, and leadership (15%)

Work with faculty to identify needs for support with respect to enhancing teaching, scholarship, and leadership by conducting surveys among faculty, engaging faculty in focus groups, and meeting with chairs, program coordinators, deans, etc. (10%)

Assist faculty in developing contacts with colleagues across disciplines and schools to promote collaboration in teaching and scholarship by using existing information on faculty and their areas of teaching and scholarship to help faculty more readily identify those with whom they share similar teaching and scholarly interests (10%)

Provide consultation and support to individual faculty with respect to matters pertaining to teaching, scholarship, and leadership (10%)

Teach one course per year in his/her academic discipline (5%)

Supervise FDC staff and perform administrative tasks pertaining to the Center (5%)

CONTACTS: (List those individuals or groups, outside the normal work group, the position regularly interfaces with and the purpose of that contact. Ex: Potential donors – to solicit donations.)

University Libraries staff – to plan and coordinate programs supporting faculty teaching and scholarship offered in conjunction with library staff

Office of Foundation, Corporate and Government Relations – to plan and coordinate programs for faculty to enhance scholarship; e.g., workshops on grant proposal writing, funding opportunities, presenting scholarly work at professional meetings, writing for publication

Center for Teaching, Learning and Technology – to plan and coordinate programs for faculty concerning applications of innovative technologies pertaining to teaching and scholarship

Center for Civic Engagement – to plan and coordinate programs to assist faculty with incorporating community-based learning opportunities into their courses

Office of Institutional Effectiveness – to develop ways of ascertaining faculty needs for support in teaching, scholarship, and leadership
First-Year Seminar Coordinator – to plan and coordinate workshops and seminars required for faculty participation in the first-year seminar program

Deans and Associate Deans of Arts and Sciences, Business, Leadership Studies, Law and Continuing Studies – to discuss ways in which the FDC can assist each school with its efforts to support faculty teaching, scholarship, and leadership

Faculty throughout the University – to discuss needs for support in teaching and scholarship, and leadership; offer one-on-one consultation; interact in the context of workshops and seminars offered through the FDC

SUPERVISION EXERCISED: (Identify the type of supervisory responsibility that is expected from this position. (See instructions for definitions.)

Will directly supervise an administrative coordinator who will provide half-time support to the FDC

WORKING CONDITIONS/PHYSICAL EFFORT: (Identify the working conditions and physical demands which relate to the job duties/responsibilities of the position.)

Office work in Faculty Development Center and other locations across campus

QUALIFICATIONS:
(List specific knowledge, skills, abilities, education and/or experience that would be required for entry into the position in each category shown below.)

Knowledge, skills & ability: (Ex: Entry level knowledge of accounts payable processes; Skill in the operation of carpentry hand and power tools; Ability to read, interpret, and apply policies and procedures.)

- Thorough knowledge of the requirements for faculty success in teaching, scholarship, and leadership
- Knowledge of instructional innovation, including technology, in higher education
- Thorough knowledge of program development and evaluation
- Excellent written and oral communication skills
- Excellent interpersonal skills
- Strong administrative abilities

Education & experience: (List the specific education, years and type of experience required for entry into the position. Ex: High school graduation and 5 years of experience in providing administrative support function in and office setting.)

- Terminal degree in an academic discipline
- Minimum of five years teaching experience in higher education
- Minimum of three years experience in faculty development in higher education