SD2020 Faculty and Staff
Professional Development Committee

DRAFT REPORT
April, 2012
EXECUTIVE SUMMARY

The Committee on Professional Development, in keeping with the recommendations of Strategic Decisions 2020, was charged with investigating five areas deemed critical for NTID’s faculty and staff: communication, teaching effectiveness, scholarship and research, discipline-based content expertise, and leadership. Our report explains in detail the various strategies used in gathering information and data as support for our recommendations.

In response to the identified inadequacies of the current model for providing professional development, our report makes three critical recommendations:

1. a change in the culture for professional development opportunities
2. the development of a far-reaching mentorship program
3. the establishment of a centralized Office of Professional Development

The report will first explain the necessary cultural change in the concept of an NTID citizen. Second, in response to the five areas of the committee’s charge, it will clearly detail the foundations of a customized mentorship program that requires Individual Professional Development Plans (IPDP), identifying the roles and responsibilities of all members of the mentoring relationships as well as the need for administrative oversight. Finally, the report will document the need for and the structure of a centralized Office of Professional Development, including an analysis of resource allocation.

The investment of time and resources to make these three recommendations operational will yield higher return among the NTID’s community in accordance with its mission statement and in light of the changes in expectations throughout RIT. They will ensure that NTID citizens have an equal investment in and reap the benefits of professional development opportunities.

NTID’s Mission Statement:

"To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong liberal arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning."
A. Charge:
The charge of the Faculty and Staff Professional Development Committee is to review, revise and enhance the current professional development programs for faculty, staff and administrators in five designated areas of professional development: communication skills; teaching effectiveness; scholarship and research; discipline-based content expertise, and leadership. In addition, the committee will investigate the establishment of a centralized office for faculty and staff professional development programs and identify alternatives in delivery of programs considering budget constraints going forward.

B. Committee Members:
- Wendy Dannels
- Andy Foster
- Todd Pagano
- Sue Roethel
- Linda Rubel - Co-chair
- Amy Stornello - Co-chair
- Kurt Stoskopf
- Hope Williams

C. Process:

1. Timeline
The committee was notified of the charge in September, 2011, and worked together at length to discuss the five designated areas of the charge and determine its direction. Working with a Clipboard survey, the committee agreed to target employees with a variety of backgrounds, years of experience, varied communication skills and in both the deaf and hearing communities to ensure a well-rounded approach. The committee obtained 35 responses out of a possible pool of 60 people. The committee then met with several “resource consultants” as part of the initial charge to gain further information. On April 24, 2012, a public forum will be held in SDC 1300/1310 to present the committee’s findings and recommendations to NTID faculty and staff and to gain additional feedback and insight for this report.

2. Survey of the NTID Community
The committee identified a range of NTID community members within the college of NTID and developed a Clipboard survey to address the professional development needs and concerns of the following groups:

- Exempt staff
- Non-exempt staff
- Lecturers (two ranks - no Principal Lecturers at the time of the survey)
- Tenure track faculty
- Tenured faculty (three ranks)

The committee asked each group for their feedback regarding the following areas:

- Communication skills
- Teaching effectiveness
- Scholarship and research
- Discipline-based content expertise
- Leadership
- Job productivity

The survey responses indicate the clear need for stronger and more consistently supported professional development opportunities for all members of the NTID community. (See Appendix A for a Summary of Survey Responses)

3. Meeting with Constituencies

Constituent Group 1: Professional Development at NTID

History of Professional Development at NTID

NTID has a rich history of professional development that can be traced to the 1970's. This history is outlined in the Plan for the Restructuring of Professional Development at NTID. ([http://www.ntid.rit.edu/pd/assets/downloadables/pd_plan_05.pdf](http://www.ntid.rit.edu/pd/assets/downloadables/pd_plan_05.pdf)).

To understand more about the evolution of NTID professional development, the committee met with Christine Monikowski, Mary Lou Basile and Larry Quinsland, all of whom had had administrative responsibilities in NTID's professional development offices. They explained the history of professional development at NTID, starting with the New Staff Training (NEST) program in the 1970's. NEST subsequently became the “Office of Teaching Effectiveness,” then renamed the “Office of Faculty Development,” and finally, the “Office of Professional Development.” This office operated from 1982 to 1994, when it was disbanded.

In its next iteration, the intent and approach towards professional development were to assign the individual departments the responsibility of managing their own faculty and staff professional development as needs warranted. NTID’s organization at that time was seven centers and/or organizational units. The center-based professional development group was comprised of elected representatives from each Center and/or unit. After NTID eliminated the Centers and re-organized, individual departments focused on their own professional development needs.

In the meeting with the consultants, they defined the following issues that resulted from the lack of centralized professional development:

- Decreased opportunities for training, sign skill development, and other forms of professional development had a negative impact on faculty/staff retention.
• Reduction of on-going training, tracking, assessment, and accountability for faculty/staff led to professional development outcomes not being met.

• Gaps in communication about various professional development grants provided by NTID and other colleges/institutions resulted in a loss of opportunities.

In summary, the consultants stated that it is imperative that NTID reinvest time and resources in centralized professional development for faculty and staff in order to meet the goals of Strategic Decisions 2020.

**Constituent Group 2: Faculty/Staff Sign Language Education Program (FSSLEP)**

**Communication Development at NTID**

The committee also met with Baldev Kaur Khalsa, Barbara Ray Holcomb and Kim Kurz to discuss the Faculty/Staff Sign Language Education Program (FSSLEP), ASL Lecture Series, Faculty/Staff Deaf Culture Series, and RITSign (which is currently under revision).

During their presentation, it became clear that resources in that department for professional development are quite taxed. The ASLIE program is expanding, and interest in learning ASL is at an all-time high. In addition, the College of Liberal Arts has expanded its concentration/minor in Deaf Studies. While three ASLIE faculty members devote a total of 44 hours/week to professional development initiatives for the entire campus, demand exceeds the supply of resources.

The specific challenges that were identified by members of the FSSLEP program at NTID/RIT are:

- Funds supporting FSSLEP are from the total ASLIE budget
- No charge back for the cost for materials and media
- Lowest priority for scheduling classrooms (no permanent classrooms)
- Attendance by participants is inconsistent because job duties have a higher priority, resulting in inconsistent numbers of hours in class
- No Advanced-level textbooks
- ASL Group Instruction (AGI) course material development is time consuming, with no credit for class preparation
- Limited tutoring services for participants in the FSSLEP
- Semester conversion – what offerings during Intersession and Summer

(Kaur Khalsa, B. and Holcomb, B.R. PowerPoint presentation, 2 February 2012).

**Constituent Group 3: SD2020 Faculty and Staff Professional Communication Expectations Committee**

The committee met with Peter Hauser and Rick Postl, co-chairs of the Faculty and Staff Professional Communication Expectations Committee, to understand the communication skill challenges their committee had explored. The charges that the Faculty and Staff
Professional Communication Expectations committee were working on had the potential to overlap with our charge regarding “communication skills”; therefore, the two committees agreed to ensure that there were no major conflicts in working goals and final recommendations.

**Constituent Group 4: Other individuals**

The committee consulted with ten individuals involved with professional development to discuss their duties, responsibilities, headcount, and the new NTID Strategic Research Coordinating Committee. Information gleaned from these consultations informed our committee on the current service model.

**D. Issues with Current NTID Professional Development Model**

The committee identified the following four areas of issues existing with the current model of professional development:

**Area 1: Inconsistent Support**

During the committee’s investigation into professional development at NTID, it became apparent that a critical change of culture towards professional development must occur. Staff members across the institution, in particular, must contend with a lack of support from their direct supervisor and limited flexibility in allowing time away from their work to pursue professional development opportunities. Support among the supervisors is not consistent nor are expectations for professional development across various departments.

**Area 2: Rankism**

The lack of centralized professional development has led to a confusing mixture of different programs and services that are directed towards either faculty or staff, but are not seen as inclusive.

**Area 3: Provost’s Mentoring Mandate**

Providing mentoring opportunities for everyone will help foster an inclusive, supportive work environment. While mentoring efforts across the Institute are mandated by the Provost’s office, it is not clear within the existing NTID organizational hierarchy where the responsibility for the mentoring program lies. Where do the supervision and responsibility of pairing new faculty with appropriate mentors take place? A second issue with the mentoring program emanating from the Provost’s office is that it is meant to serve new faculty, not the entire community.

**Area 4: Duplication of Offerings**
The committee is determined that NTID should not duplicate the professional development opportunities offered through RIT. A more inclusive approach to these opportunities offered through several different offices of RIT has benefits for all members of the wider community. At the same time, the committee understands that there are some professional development needs of our employees that RIT cannot provide, such as sign language instruction and best practices for working with deaf students.

E. Overarching Recommendations

To address these needs, the committee recommends that NTID establish the following:

- A culture change that ensures professional development opportunities for all NTID citizens
- A mentoring program for the NTID community
- A centralized Office of Professional Development to oversee professional development

F. Culture Change

The academic endeavor in which we faculty and staff are engaged certainly contends that educational opportunities enhance professional and personal growth. In keeping with that idea, therefore, the overarching philosophy that shapes the committee’s report as a whole is the belief that the members of our community, NTID citizens all, should be encouraged to enhance their knowledge, skills, and understanding. The benefits are many, from job satisfaction, to opportunities for promotion, to retention. Inclusion in these opportunities that is systematic and consistent will also help address the areas of support and rankism that were identified earlier in the report.

The committee has tried to avoid the classifications of “faculty” and “staff” as often as possible in our recommendations, but with this one caveat. Faculty benefit from the RIT policy that requires a Plan of Work, a plan which is critical for decisions regarding annual appraisals, tenure and promotion. Staff, however, do not benefit from this same requirement. Therefore, their professional development goals are not consistently identified and supported.

The committee has identified Individual Professional Development Plans (IPDP) as a strategy to ensure the inclusion of all NTID citizens in professional development. This recommendation will be realized through the recommendations for Mentoring and for a centralized Office of Professional Development that follow. These IPDP’s will work in concert with the faculty Plans of Work as a way of identifying pathways for realizing the defined goals. They will establish annual goals for staff that will be supported by their chair/supervisor. In this way, all members of our community are ensured the opportunity to participate in professional development.

G. Professional Development Mentoring Program

The committee has determined that, for both philosophical and economic reasons, NTID should avoid any duplication of policies and programs established and offered centrally by RIT. As a
result, the committee has concluded that the mentoring initiative coming from the Provost’s office and adopted by the other colleges of RIT should be better utilized by NTID.

One specific change that will result from this recommendation is that all functions and responsibilities associated with the New Faculty/Staff Orientation and Training (NFSOT) will be virtually eliminated.

1. Goals of Mentoring

The committee was charged with addressing professional development for faculty and staff in five areas: a. Teaching, b. Research/Scholarship, c. Communication, d. Leadership, and e. Discipline-Specific and Work-Related Expertise. We believe that the mentoring approach is the best vehicle for providing professional development opportunities in each of the five areas.

a. Teaching Effectiveness

Based on the proposed structure for a centralized NTID Office of Professional Development, one person in that office will coordinate activities and events that support teaching effectiveness.

Mentors for teaching effectiveness will be determined jointly by the department head/chairperson and the protégé. The Professional Development Coordinator for Teaching Effectiveness will maintain a centralized list of these partnerships and should be consulted in the process.

b. Research/Scholarship

The new RIT expectations for research and scholarship make mentoring critical for advancement opportunities and for continued employability at the Institute.

A portfolio of professional development opportunities in the area of research and scholarship will be located in the NTID Office of Professional Development and overseen by the NTID Strategic Research Coordinating Committee.

c. Communication

In the NTID Office of Professional Development, a Coordinator for Communication will be charged with helping members of the NTID community design a communication plan which will be done in conjunction with department chairs/heads.

From the survey conducted of members of the NTID community, a variety of issues related to FSSLEP offerings emerged, from the number of different courses available, to the scheduling of courses, to the range of sign language skills among participants in any specific class. It was not within our committee’s charge to try to address these issues. It
is our hope, however, that the Coordinator for Communication can work with the FSSLEP faculty to help resolve these concerns.

d. Leadership

One Coordinator in the NTID Office of Professional Development will be charged with developing opportunities in this area that are far-ranging enough to include all interested members of the community, such as the Emerging Leaders program already underway.

Professional development opportunities must be made available for those in administrative roles. The committee recommends that NTID administrators participate in RIT’s plans developed through the Wallace Center’s Faculty Development Office for “Academic Leadership (Department Head) Development.”

e. Discipline-Specific Expertise/ Work-Related Expertise

The mentoring responsibility for discipline specific areas will be located within individual departments. The choice of mentor will be mutually agreed upon by department chair/head, mentor, and protégé. This is the only professional development focus identified in the committee’s charge that will not be located and coordinated through the NTID Office of Professional Development.

2. Responsibilities of Mentoring

a. Administration

The committee recommends that the Associate Vice President for Academic Affairs or a designee be informed of the mentoring choices and plans for all new hires in the NTID community, ranging from faculty to staff positions. For existing members of the NTID community, the Vice President for Academic Affairs or a designee will oversee the process for the development of their goals and plan.

b. Department Heads/Chairs

The committee recommends that all NTID chairs be given a professional development workshop where they are fully vetted in their roles in this process as defined in the RIT document, “Guide for Department Heads.”

The committee recommends that, in light of the Sign Communication expectations for faculty and staff, that chairs provide ample opportunity and time for members of their department to meet these expectations.

The committee recommends that oversight be provided by the upper administration to ensure that these opportunities are made available to staff members and valued by each department head/chair.
The committee recommends that the department head, in conjunction with the protégé, will work together to identify the formal mentor, as well as suggestions for building the “mentoring network.” The inclusion of members of the NTID Office of Professional Development in this process is strongly encouraged.

c. Mentors

The committee recommends that all new and all interested members of the community be assigned formal mentors and encouraged to seek/develop a “mentoring network” soon after starting their responsibilities at the institute.

d. Official/Assigned Mentors

As a reminder: Although the Mentoring Guide focuses on the mentoring of new faculty, the roadmap largely applies to all members of the community.

The committee recommends that training be provided for individuals who assume roles as mentors. Such training should take advantage of the guidelines provided by the document from the Provost’s office. Training should be initiated, developed, and delivered through the NTID Office of Professional Development.

e. “Constellation or Network of Mentors”

The Guide for New Faculty describes the many different mentoring opportunities available to faculty; again, the committee sees these same resources being made available to lecturers and staff. In addition to traditional mentoring, the document also identifies “peer mentoring,” “group mentoring” and “ad hoc mentor[ing].”

The committee recommends that the NTID administration and the NTID Office of Professional Development place greater emphasis on the inclusion of NTID community members in the Institute-wide offerings.

f. Protégés

The department chair should identify and assign a traditional mentor for the new hire. To assist the department chair, the NTID Office of Professional Development will be the ideal resource to provide training in identifying and supporting the new hires’ mentoring network.

H. Centralized NTID Office of Professional Development

1. Current Structure
The current professional development program, established in 2005, was designed to integrate the various offerings available to NTID faculty/staff. This program includes:

- New Faculty/Staff Orientation and Training (NFSOT)
- Focused opportunities for PD (for faculty and staff)
- Coordination with RIT offerings through the Center for Professional Development (CPD) and The Wallace Center’s Teaching and Learning Services (Dr. Lynn Wild)
- Funds appropriated for individuals’ development (Mini-Grants and Time Grants)

NTID’s Professional Development Team consists of three members:

- Faculty Coordinator/Coordinator of NFSOT (.33 FTE faculty position)
- Staff Coordinator for PD (Overload contract of approximately 10 hours/week)
- Senior Staff Specialist (approximately .5 FTE non-exempt staff position)

This team reports to the Associate Vice President for Academic Affairs.

Given the evolving needs and expectations of NTID faculty and staff, the current structure is no longer optimal. As proposed by Strategic Decisions 2020, professional development will be greatly enhanced by the establishment of a centralized NTID Office of Professional Development. This Office will provide the oversight necessary to support faculty and staff with opportunities that fit their individual needs within the changing landscape of RIT (e.g., transition to semesters, research/scholarship, mentoring, etc.)

2. Proposed Structure

The committee recommends that all the functions and responsibilities associated with professional development efforts offered by the College of NTID be moved to the NTID Office of Professional Development. The benefits for this transfer of responsibilities to the Professional Development Coordinators will ensure that:

a. There will be a master plan of NTID’s professional development activities housed on one web site.

b. This plan will be made yearly in anticipation of the individual’s plan of work.

c. There will be a series of core offerings repeating each year. This series will include, but will not be limited to, workshops provided for new faculty primarily relevant to NTID and teaching and working with Deaf students. Other topics such as the history of NTID, managing different communication preferences in the classroom, Deaf culture, and associated topics will be offered as well.

d. Department-based offerings, such as the Brown Bag Research Series, the ASL Lecture Series, and the Spoken Communication Techniques & Strategies presentations will be scheduled through the NTID Office of Professional Development at the beginning of each academic year.

e. Events such as the Edmund Lyon Memorial Lecture Series will also be scheduled at the beginning of the academic year and will be coordinated through the NTID Office of Professional Development.
f. Other than the college-based reception for new hires at the beginning of the academic year, new hires will determine their professional development needs with their chair/head, their mentor, and the NTID Office of Professional Development.

g. This office will serve as the vehicle that supports the Faculty and Staff Professional Communication Expectations committee’s recommendations to assist in providing oversight to communication development for the NTID community.

3. Goals

Numerous groups throughout RIT/NTID provide professional development opportunities. A centralized Office of Professional Development will streamline and improve the delivery of professional development services for the NTID community. The NTID Office of Professional Development will utilize and manage the multitude of professional development resources that currently exist in the college of NTID in a manner that is efficient and cost-effective. Specific goals are:

- Support professional growth that reflects the unique mission of NTID and those of the Strategic Decisions 2020 document
- Foster a community of citizens who take responsibility for their own professional development
- Eliminate unnecessary duplication of professional development efforts throughout all departments, centers, and the college of NTID and comparable efforts across the Institute
- Promote retention of qualified faculty and staff
- Consolidate Institute resources
- Improve the communication of NTID-related professional development opportunities across the Institute.
- Heighten awareness of the opportunities that are available

NTID is now in its 43rd year of providing higher education to D/HH students. Many of the faculty have been with NTID since its inception and a good many joined soon after its establishment on the RIT campus. According to NTID’s 2010-2011 Annual Report, 36 percent of 587 faculty and staff at NTID are now eligible for retirement. For a college with a unique identity and importance for the Deaf community, institutional memory is a significant and valued part of the college’s goals and accomplishments. The upcoming loss of so many valued members is a sobering reminder of the utmost importance to recognize that now is a good time to gather and learn from the expertise of veteran community members before their retirement. Reducing the impact of the loss of institutional memory and expertise can be accomplished through increased mentoring efforts. Succession planning is crucial.

Secondly, NTID is following RIT’s change of focus at the Institute, transitioning from a primarily teaching institute, and emphasizing the expectation that faculty engage in more scholarship, research and innovation work as part of their normal workload expectations. For further evidence of this shift, NTID has distributed the approved NTID Portfolio
4. Programming and Services

The current challenge faced by the NTID Professional Development Program is the prioritization of program offerings. In the proposed model, the centralized Office will collaborate with NTID’s Administrative Council (NAC) to establish the annual priorities based on the college’s strategic planning and current Institute initiatives. The centralized Office of Professional Development will be required to execute an annual plan that is established prior to the start of each academic year.

It is important to note that professional development will consist of more than just events and programs. Therefore, the new model will also encompass the following:

- Development of Individual Professional Development Plans (IPDPs), in collaboration with the department chair, at the discretion of each community member.
- Mentoring services
- Consultation services
- Coordination of opportunities for internal presenters
- Liaison efforts with existing service providers on campus, such as The Wallace Center, Center for Professional Development, etc.
- Grants for the skill and knowledge development of community members.
- Activities during the three-week January Intersession

5. Marketing Communication

NTID community members need to stay abreast of programs and initiatives that support their professional growth. The centralized NTID Office of Professional Development will utilize current technology to minimize stress and information overload while keeping the community apprised of professional development opportunities and initiatives. The following strategies will be employed by the NTID Office of Professional Development to communicate information to NTID community members:

- The posting of information, grant applications, and registration on one common website
- Use of social media (RSS feeds, social networking, etc.)
- Use of digest-formatted emails listing events and opportunities (using compilation emails versus multiple individual emails)
- Regular communication to the NTID community regarding programs, grant opportunities, etc.
- Open houses
- Feedback forms, needs assessments
● Online newsletters (on an opt-in basis only)

6. Staffing

For a centralized Office to succeed, it must be staffed by a team of full-time faculty and staff. The NTID Office of Professional Development will consist of eight members: five full-time coordinators and three support staff, as depicted in Appendix D. Note that some position headcounts already exist but the duties need to be reorganized and housed in the proposed NTID Office of Professional Development. The proposed structure requires an additional headcount of 1.5 FTE as the Coordinator, 1 FTE as the Sub-coordinator, and 1 FTE as the Assistant or Specialist. This is a modest increase given the benefits that will be achieved. The job titles on this chart represent job function, not official job titles. Official job titles are to be determined by NTID’s Administrative Council.

The current structure of NTID professional development can be found in Appendix B.

The structure of the proposed centralized NTID Office of Professional Development can be found in Appendix C.

Current and proposed headcounts are shown on Appendix D.

a. PD Coordinator for Teaching Effectiveness
   [1 FTE Faculty position]

This coordinator will develop and oversee programs relating to effective teaching and learning and the use of technology to enhance teaching/learning. Specific duties of the coordinator will include:
   ● Mentoring on teaching roles**
   ● Coordinating grants – Internal (Mini-Grants, Dodge Grants, FEAD)
   ● Coordinating events/workshops:
     ○ Lyon Lecture Series.
     ○ Technology for education workshops and programs, similar to what was offered in the former Instructional Technology Consortium (ITC) program offerings.
   ● Providing support on teaching effectiveness, as shown in the Individualized Professional Development Plans (IPDPs)
   ● Serving as the liaison to:
     ○ The Wallace Center’s Teaching and Learning Services
     ○ NTID’s Learning Center (NLC)

b. Senior Research Administrator
   [1 FTE Staff position]

This coordinator will oversee research and scholarship activities, including:
   ● Seeking Grants – External
   ● Writing grant proposals
● Attending at Council on Undergraduate Research (CUR) dialogues and National Science Foundation (NSF) visits
● Coordinating events/workshops:
  ○ Grant Writer’s Boot Camp
  ○ Faculty Learning Community
● Providing support to Individualized Professional Development Plan (IPDP) on research and scholarship
● Serving as the liaison to:
  ○ Sponsored Research Services
  ○ NTID Strategic Research Committee

NTID Strategic Research Coordinating Committee (not part of the proposed NTID Office of Professional Development)
● Overseeing Research/Scholarship Mentoring
● Coordinating events/workshops:
  ○ Brown Bag Series
● Serving as the liaison to:
  ○ The Wallace Center’s Scholarly Publishing

c. PD Coordinator for Communication
   [1 FTE Faculty position]

This coordinator will oversee programs relating to *sign communication and deaf culture*, such as:
● Faculty/Staff Sign Language Education Program (FSSLEP)
● Sign Language Proficiency Interview (SLPI)
● ASL Group Instruction (AGI)
● Provost Summer Intensive ASL and Deaf Culture Experience
● Coordinating events/workshops:
  ○ ASL Lecture Series
  ○ Spoken Communication Techniques and Strategies (SCTS) Series
  ○ Orientation-type programs such as Deaf Studies/Deaf Culture Programs, “Working Together,” etc.
● Providing support to communication as shown in the Individual Professional Development Plan (IPDP)
● Serving as Liaison to:
  ○ RIT ASL and Deaf Studies Community Center (RADSCC)

d. PD Sub-Coordinator(s) for Communication
   [1 FTE Faculty position]

   • See above for duties; reports to PD Coordinator for Communication

e. PD Coordinator for Leadership and Performance Development
   [1 FTE Exempt Staff position]

This coordinator will oversee programs relating to *general professional development for faculty and staff, workplace skills, productivity, and leadership development*:
● Overseeing mentoring for non-teaching staff
● Overseeing onboarding (in collaboration with the RIT’s Center for Professional Development (CPD)/HR)**
● Planning and coordinating events/workshops:
  ○ Focused non-teaching related opportunities for professional development
  ○ Workplace skill development
  ○ Technology for productivity
  ○ Leadership development, Emerging Leaders
● Providing support to non-teaching staff as shown in the Individualized Professional Development Plan (IPDP)
● Serving as liaison to:
  ○ RIT’s Center for Professional Development/HR
  ○ Educational Design Resources (EDR)
  ○ NTID Librarian (Wallace Center)
  ○ External service providers (such as presenters, consultants, New Horizons Computer Training Center, etc.)
● Managing Central Office operations:
  ○ Maintain professional development website and administer registration system development
  ○ Direct campus-wide communication, social media, and professional development branding
  ○ Manage Central Office budget
  ○ Evaluate, analyze and report on program effectiveness
● Administering Mini-Grants for faculty and staff

**Each Department Head/Supervisor will be responsible for new hire orientation for faculty/staff as outlined in RIT’s guidelines for Mentoring and Onboarding.

f. One Senior Staff Specialist
   [1 FTE Non-Exempt Staff position]

This Senior Staff Specialist will handle the logistics to support the Coordinator for Teaching Effectiveness, Coordinator for Leadership and Performance Development, and the Senior Research Administrator. Primary duties include:
● Maintaining calendar of events
● Organizing event logistics/registration
● Managing meeting schedules
● Managing budget, accounting, and reporting
● Arranging for hospitality/travel
● Managing marketing/communications
● Providing general office support
● Coordinating database

g. Two Senior Staff Assistants
   [2 FTE Non-Exempt Staff positions]

These Senior Staff Assistants will support the Coordinator for Communication and provide general support to the NTID Office of Professional Development. Duties include:
● Maintaining calendar of events
● Organizing event logistics/registration
- Managing meeting schedules
- Conducting accounting and reporting
- Arranging for hospitality/travel
- Providing general Office support
- Coordinating database
- Maintaining and store all DVDs (SLPI)

7. Oversight

Based on the nature and scope of the services provided by the NTID Office of Professional Development, the Office personnel should report to a member of the NTID's Administrative Council.

I. Conclusion

There is a clearly indicated need for centralized professional development efforts at NTID. While this office will require an investment of funds to support the personnel and operations of the centralized Office of Professional Development, it will be money well-spent, and the return on investment is what NTID needs.

With the increasing numbers of new generations of employees arriving to work in NTID every year, the NTID community can only benefit if the community is able to support one another in the areas of communication, teaching effectiveness, scholarship/research, discipline-based content expertise, and leadership & performance development. With the Institute changing its focus from a teaching-oriented university to a teaching, research, and scholarship-oriented university, NTID community members need guidance and support in adapting to changes at the Institute and also to changing expectations of community members’ roles at the Institute.

Given the growth and changes at RIT, there is a clear need for assistance in coordinating these efforts. The committee believes that current and future challenges can be faced more effectively through a culture change to become more inclusive of all community members, through a solid mentoring program, and through a centralized NTID Office of Professional Development. The committee believes these three essential components address the challenges and expectations of the NTID community.

Respectfully Submitted,

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Andy Foster
Todd Pagano
Sue Roethel
Linda Rubel Co-Chair
Amy Stornello Co-Chair
Kurt Stoskopf
Hope Williams
Appendix A

The committee identified recurring themes from the survey and has quoted key comments from the survey results below:

Area 1. Communication
- Want to improve sign skills but classes take time away from job responsibilities/cannot get release time
- Overhaul, improvement of FSSLEP/SLPI program
- Many have been taking sign classes for many years, then hit a plateau and cannot improve skills any further
- How to best communicate over a broad range of skills in the classroom – too much time spent on communication/interpreting in the classroom than on teaching content
- Need tools to improve interpersonal communication skills among the community

Area 2. Teaching Effectiveness
- Staff members want to be able to teach a class but need access to training/workshops
- Mentoring should be required
- A need for cross-departmental collaboration
- A need more tools and ideas to put in my toolbox: classroom techniques, curriculum planning, needs of today’s students, technology in the classroom, etc.

Area 3. Scholarship/Research
- Not given the opportunity to explore/improve in my area
- Need more time, resources, advisors, mentors
- Identify people in the community who have a certain skill set that the committee should advertise – so people can take advantage of this rich knowledge
- Staff members can contribute to faculty research as well
- Institute support for both faculty and staff to continue their education (monetary and release time)
- People have the talent but no one knows where to go, how to start the process
- A need for cross-departmental collaboration

Area 4. Discipline-based content expertise
- Current trends in education today
- Connections with RIT counterparts/peers
- NTID should pay for memberships to organizations related to discipline ($450/year for each faculty member at RIT)
- Being aware of what’s out there/best practices
- Need more time to research/improve to improve expertise

Area 5. Leadership
- Mentorship
- Emerging Leadership program is a positive step in the right direction
- Offer training in leadership, then provide the opportunity to use the leadership skills learned
- Concerns about increasing workload/responsibilities while many people are leaving/retiring
Area 6. Job Productivity

- Adequate monitoring, evaluation, accountability for non-productive members of the community
- Worker productivity could be so much better
- Workshop on how to produce meaningful work in the most productive way
- Facing more challenges of getting a job done, but job done well, especially in light of retirements
- Time management is a challenge, too much to do, not enough time/resources
- Wish have more time available to participate in professional development opportunities
Appendix B

Current Structure

Reports to Chair ASLIE
- SLPI
- Headcount

Reports to a member of NTID Administrative Council

Decentralized Professional Development

Senior Research Administrator
1 FTE (.5 Sponsored Research Services/.5 NTID)
- Grants (External)
- CUR dialogues & NSF visits
- Events:
  - Grant Writers’ Boot Camp
  - Faculty Learning Community
- Resources Liaison
  - Sponsored Research Services

Comm. Spec. Coordinator
1 FTE Faculty
- SLPI

PD Faculty Coordinator
.33 FTE Faculty
- NFSOT
- Grants
- Research

PD Staff Coordinator
Overload Contract
.25 FTE Staff
- Events:
  - General
  - Customized
  - Productivity
  - Web/registration system
  - Grants

OCAS Staff Assistant
1 FTE Staff
- Maintain calendar of events
- Organize training event logistics/registration
- Manage meeting schedules
- Conduct meeting schedules
- Provide general office support
- Coordinate database

Two Staff Assistants
.4 and .1 FTE Staff
- Maintain calendar of events
- Organize event logistics/registration
- Manage meeting schedules
- Conduct accounting and reporting
- Arrange for hospitality/travel
- Handle marketing/communication
- Provide general office support
- Coordinate database

Headcount
Appendix C

Proposed Structure of NTID Centralized Professional Development

PD reports to RIT VP for Research

PD reports to a member of NTID’s Administrative Council

Discipline-Based Content Expertise

Research/Scholarship

Senior Research Administrator
1 FTE (.5 Sponsored Research Services/.5 NTID)

• Grants (External)
• CUR dialogues & NSF visits
• Events:
  o Grant Writers’ Boot Camp
  o Faculty Learning Community
• Resources Liaison:
  o Sponsored Research Services
  o NTID Strategic Research Coordinating Committee

NTID Strategic Research Coordinating Committee:

• Oversee Research/Scholarship Mentoring NEW
• Events:
  o Brown Bag Series
• Resources Liaison
  o The Wallace Center’s

Communication

PD Coordinator 1
1 FTE Faculty
(supervise Sub-coordinator(s))

1 FTE Faculty
Sub-coordinator(s)

• FSSLEP
• ASL Group Instruction
• Deaf Culture/Studies
• Events:
  o ASL Lecture Series
  o Resources Liaison:
    o RADSCC
• Oversee Communication Mentoring NEW
• SLPI
• Events:
  o SCTS Series

Teaching Effectiveness

PD Coordinator 2
1 FTE Faculty

• Oversee Mentoring (Teaching) NEW**
• Events:
  o Lyon Lecture Series
  o Instructional Technology Consortium (ITC)
• Resources Liaison:
  o The Wallace Center’s Teaching and Learning Services
  o NLC

Leadership & Performance Development

PD Coordinator 3
1 FTE Staff

• Events (for Faculty/Staff):
  o General, workplace skills, productivity, etc.
• Grants (Staff)
• Website/registration system
• Resources Liaison:
  o CPD/HR, EDR
  o External consultants

• Overview Mentoring (Staff/Non-teaching) NEW
• Overview Onboarding**
• Leadership Development
• Emerging Leader

Two PD Sr. Staff Assistants
2 FTE Staff

• Maintain calendar of events
• Organize training event logistics/registration
• Manage meeting schedules
• Conduct accounting and reporting
• Arrange for hospitality/travel
• Provide general office support
• Coordinate database
• Maintain and store all DVDs

Use same central NTID PD website

One PD Sr. Staff Specialist
1 FTE Staff

• Maintain calendar of events
• Organize event logistics/registration
• Manage meeting schedules
• Manage budget, accounting and reporting
• Arrange for hospitality/travel
• Manage marketing/communications
• Provide general office support
• Manage database

**Department Head/Supervisors are responsible for Faculty/Staff Orientation using RIT guidelines (Mentoring and Onboarding)
Appendix D

Current Headcount
3.68 “Coordinators” and 2 “Assistants/Specialists”

- Comm. Spec. Coordinator 1 FTE Faculty
- .4, .2, and .5 FTE Faculty Sub-coordinators
- Senior Research Administrator 1 FTE (.5 Sponsored Research Services/.5 NTID)
- PD Faculty Coordinator .33 FTE Faculty
- OCAS Staff Assistant 1 FTE Staff
- Communication Two Staff Assistants .4 and .1 FTE Staff
- PD Sr. Staff Specialist .5 FTE Staff

“Coordinators” 1+1+.4+.2+.5+.33+.25 = 3.68 FTE

“Assistants/Specialists” 1+.4+1.5 = 2 FTE

Proposed Headcount
5 “Coordinators” and 3 “Assistants/Specialists”

- PD Coordinator 1 1 FTE Faculty (also supervising Sub-coordinators)
- Senior Research Administrator 1 FTE (.5 Sponsored Research Services/.5 NTID)
- PD Coordinator 2 1 FTE Faculty
- PD Coordinator 3 1 FTE Staff
- For Communication: Two PD Sr. Staff Assistants 2 FTE Staff
- For Research/Scholarship, Teaching Effectiveness, and Leadership & Performance Development:
  One PD Sr. Staff Specialist 1 FTE Staff

“Coordinators” 1+1+1+1 = 5 FTE

“Assistants/Specialists” 2+1 = 3 FTE