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**POLICY ON**

**CENTER FOR THE SCHOLARLY ADVANCEMENT OF LEARNING AND TEACHING**

**Overview**

The objectives for the Center for Scholarly Advancement of Learning and Teaching (CSALT) are (1) faculty development, (2) incorporation of technology into teaching methodologies, (3) faculty scholarship, and (4) the validation of the learning process. If faculty are to incorporate the latest technological advances into the curriculum, if there are increased expectations for faculty scholarship and research, and if the academic community is going to be expected to document and to demonstrate the learning process through what has been identified as "student outcome assessment", then it is necessary to provide the means and resources to facilitate faculty in accomplishing these four objectives and in becoming the teacher/scholar of the future.

Furthermore, the academic community needs to be provided with a forum for discussions about the "teacher/scholar" model and a conduit through which coordination and development activities for the integration of technology into the curriculum are facilitated.

The following policy outlines a model for the CSALT, which includes a mission, goals, objectives, and an organizational structure.

**Mission**

The CSALT at California State University, Fresno, provides assistance and resources to support teaching excellence and professional growth. CSALT sponsors programs and consultation designed to enhance instruction and learning; serves as a clearinghouse for information regarding higher education instruction; stimulates discourse among faculty on academic matters; promotes the use of technology in teaching; reviews and recommends for funding faculty mini grant proposals; and encourages faculty scholarship and creative activity contributing to effective teaching and learning with a diverse student population.

**Goals**

The following list of goals is intended as a sample only and has been constructed in accordance with the previously stated Mission of the CSALT:

• to provide forums for faculty to share teaching ideas and techniques;

• to gather and disseminate information related to university teaching;

• to recognize outstanding teaching and scholarship through the teacher/scholar model;

• to stimulate the development of grant proposals for research on effective teaching and learning,

• to identify mentor teachers to be used as role models;

• to facilitate innovative integration of technology in teaching;

• to provide resource orientation to full and part-time faculty new to the campus;

• to serve as a link between the campus and the CSU system institutes and centers;

• to sponsor programs, workshops, and symposia designed to enhance the teaching/learning process;

• to assist faculty in re-energizing by providing an environment that allows for mutual problem-solving and creativity; and,

• to conduct periodic assessments of faculty development needs.

**Organizational Structure**

CSALT reports to the Associate Provost and is under the direction of a Director, who is a faculty member awarded an alternative work assignment equal to 6 WTU's per semester and is awarded three weeks of summer work assignments. Contingent upon budget funding the Center has a Graduate Assistant and/or undergraduate student assistants. Other faculty may be assigned to work with the Director, with release time or faculty development funding on an as needed basis. These individuals assist in designing and implementing special programs.

**Director**

The functions of the Director are as follows:

1) provide leadership in accomplishing the mission, goals and objectives of the Center;

2) assess faculty professional and instructional development needs;

3) supervise the staff of the Center;

4) pursue outside funding for the Center whenever possible;

5) be a strong advocate for the Center and its goals;

6) assemble a library of useful publications and other resources;

7) communicate effectively with faculty;

8) schedule workshops, seminars, speakers, etc.;

9) coordinate/cooperate with other on and off campus programs;

10) assist in the development of programs to improve classroom instruction;

11) provide leadership in the development of the teacher/scholar model; and

12) provide leadership in developing scholarly activities related to the enhancement of teaching and learning.

**Advisory Board**

An Advisory Board consisting of at least three faculty members will be formulated to provide assistance to the Director in accomplishing the mission, goals and objectives of the CSALT. The Director of the CSALT is as an ex-officio, non-voting member of the Advisory Board. The Board will select a Chair to serve for the academic year and the faculty members of the Board will serve a staggered three-year term.

Approved May 1989

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