

FACULTY AFFAIRS STRATEGIC PLAN 2019-2025

Preface

Faculty Affairs has developed their Strategic Plan to include metrics that address each goal related to the functions of our unit. These goals include work flow and responsibilities within faculty human resources, professional development, and the goals of the Faculty Center. Thank you to the team for their tremendous work and contributions.

The metrics are intended to outline the actions that will be implemented in phases during the period of the Strategic Plan through the year 2025. These phases are predicated on the collective input from Faculty Affairs and Faculty Center.

Phases were established to identify those areas that not only needed the most critical attention but could also be achieved within a shorter timeframe as compared with Phases two and three.

Goals and tactics were established as the overall Academic Affairs Division. Metrics were added aligned with each goal to outline the plan for the Faculty Affairs Division in addressing each tactic. One new goal was added as a division.

Assessment of the metrics will occur for ongoing quality improvement as opportunities are presented.

Definitions

Phase 1 Assessment of metric completed, projects defined resources allocated, and beginning implementation.

Phase 2 Assessment of metric planned, projects defined, resources yet to be allocated, and implementation not yet begun

Phase 3 Assessment of metric planned, projects under development, resources and implementation to be determined

PRIORITY #1: STUDENT SUCCESS

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
Goal 1-Student Success			
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Systematize identification, communication, and training relevant to student success best practices (including advising, scheduling, at-risk student support, etc.).	Emphasize the responsibility of faculty in advising both GE and major courses from the initial POA to ongoing professional development of the faculty member through ongoing orientation and training.	Phase 1
		Provide all new faculty with training on advising in both GE and major courses within the first year of hire.	
		Partner with the new professional advisers to coordinate and divide advising with each department to provide a program for the students that covers GE, major, and career advising.	
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Implement and support effective student success technology support for improved advising, early warning and overall student academic support.	The Faculty Center will continue to offer professional development opportunities for faculty on teaching under prepared students, learning analytics, and Universal Design for Learning in support of student success initiatives. The Faculty Center will also continue to partner with other groups within the Divisions of Academic Affairs and Student Affairs to offer and promote workshops for faculty on e-advising tools including the new LoboConnect to help identify struggling students.	Phase 1
		Offer Chair training on course scheduling based on student need.	Phase 2
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Identify and remove barriers to graduation and timely progress to degree. This would include tracking units to degree, waitlists, course scheduling to meet demand, as well		

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
	as examination of barriers to entry and persistence.		
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Create pathways to graduation that allow students who choose to do so to take all necessary classes in four years (or two for transfers) so they don't have to add time to degree. This would include providing clearer pathways for articulation for students who take GE at community colleges (e.g., ethnic studies or other currently challenging articulation).	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 3
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Increase use of affordable textbook solutions and improve timeliness of textbook orders to ensure students know the full cost of a given class with advance notice.	<p>The Faculty Center continues to lead campus efforts in support of the CSU's Affordable Learning Solutions (ALS) program, providing grants to individual faculty and departments for adoption of existing low/no-cost options and to develop new instructional materials as appropriate. The SSU Affordable Learning program provides an annual recognition event for faculty grantees, works with the University bookstore to identify new opportunities for low-cost options (e.g., immediate access program), consults with faculty on open/low-cost options, and provides bi-annual reporting to the Chancellor's Office on campus progress, saving students over \$500,000 annually at this point.</p> <p>The Office of Faculty Affairs analyzes the data on specific textbook orders to ascertain patterns in ordering. Follow up with individual faculty not ordering in a timely fashion.</p>	Phase 1 (ongoing)

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
		Metrics in this category specifically relate to CSU ATI Project.	
<p><i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i></p>	<p>Support and promote integration of best practices for online pedagogy in the delivery of hybrid and fully online coursework.</p>	<p>The Faculty Center is leading campus efforts to expand institutional capacity for hybrid and fully online coursework, through two primary initiatives. First, the Online/Blended Teaching Excellence Program (OBTEP) provides a semester-length faculty development course with hands-on training in best practices for online course design and educational technology tools based on the CSU Quality Online Learning & Teaching (QLT) Framework. This program supports as many as 30 faculty per year.</p> <p>Second, the newly launched Online Proven Course Redesign Program provides resources and support to academic departments wishing to develop online sequences of existing departmental courses with an emphasis on creating online versions of in-demand, impacted, and GE course offerings.</p> <p>The Faculty Center provides ongoing support and training for faculty with campus supported educational technology tools and continues to explore opportunities for new applications (e.g., Yuja Enterprise Video Management & Blackboard Ally accessibility compliance tool for Canvas LMS), services, and grant opportunities (e.g., CSU Quality Assurance grant) to</p>	<p>Phase 1 (ongoing)</p>

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
		support growth in hybrid and online education.	
<i>Meet SSU's GI2025 graduation and retention goals, including elimination of equity gaps.</i>	Change filing dates for graduation to occur early in the semester before a student plans to graduate to allow for more effective advising and to ensure students are on track to graduate when they want to do so.	Partner with the new professional advisers to coordinate and divide advising with each department to provide a program for the students that covers GE, major, and career advising.	Phase 2
<u>GOAL 2-Student Success</u>			
<i>Create and implement a sustainable A-G (admissions to graduation) student recruitment and support services plan that aligns with SSU's identity as a regionally-serving and Hispanic Serving Institution.</i>	Create and implement robust, intentional student recruitment plan consistent with SSU's HSI status (including targeted recruitment of Pell eligible, first generation, under-represented minority students) and consonant with our commitment to diversity (including to international, graduate, and post-bac student recruitment).	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 1-3 as determined by Academic Programs
<i>Create and implement a sustainable A-G (admissions to graduation) student recruitment and support services plan that aligns with SSU's identity as a regionally-serving and Hispanic Serving Institution.</i>	Create and implement an academic student support services plan that includes tutoring (LARC), supplemental instruction, and advising support. This could include consideration given to expanding LARC (tutoring) hours, expanding consultation to Zoom meetings with students, and using other innovative ideas to respond to students' need for more instructional support.	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 1-3 as determined by Academic Programs
<i>Create and implement a sustainable A-G (admissions to graduation) student recruitment and support services plan that aligns with SSU's identity as a regionally-serving and Hispanic Serving Institution.</i>	Expand and create programs that build stronger links with P-12 students to improve college preparedness and college attendance.	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 1-3 as determined by Academic Programs

GOAL	TACTICS	METRICS	PHASE 1-3
<p><i>Create and implement a sustainable A-G (admissions to graduation) student recruitment and support services plan that aligns with SSU's identity as a regionally-serving and Hispanic Serving Institution.</i></p>	<p>Attend to SSU's student diversity with a focus on graduate and PBAC enrollments and programs, devise an overall recruitment and support plan for those programs and schools that includes integrated teacher education programs and pathways as appropriate.</p>	<p>Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.</p>	<p>Phase 1-3 as determined by Academic Programs</p>
<p><u>GOAL 3-Student Success</u></p>			
<p><i>Modernize SSU's teaching and learning spaces and business processes in support of student success.</i></p>	<p>Create and maintain twenty-first century teaching and learning classroom standards to ensure learning spaces aligned with student and curricular needs. This includes updating standards to align them with online education best practices to encourage more online offerings at SSU.</p>	<p>The Faculty Center provides support, training, and services to campus in support of all learning spaces, both online and in-person.</p> <p>In partnership with Academic Technology & Instructional Spaces Subcommittee (ATISS), leading campus development and implementation of new high-technology classroom standards to support active learning as part of ongoing renovation and retrofit projects across campus for all general assignment classrooms.</p> <p>Through OBTEP and OPCR, expanding capacity and support for hybrid and online teaching.</p> <p>Evaluate LMS use and migration toward Canvas across campus to provide a baseline for current use and identify opportunities for expanded use by faculty.</p> <p>Offer PD on intermediate and advanced Canvas usage.</p>	<p>Phase 1 (ongoing)</p>

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
		<p>Collect data on student outcomes in online and hybrid courses (program requirement for departments participating in OPCRP).</p> <p>Evaluate resourcing to hire additional instructional designers to support faculty to convert existing courses to online and/or hybrid format and create new courses.</p>	
<i>Modernize SSU's teaching and learning spaces and business processes in support of student success.</i>	Streamline relevant business processes to enable more effective navigation of everything from admissions to registration to applications for graduation.	<p>Adobe Sign!</p> <p>OnBase</p> <p>Phase out all paper processes in the Division of FA.</p> <p>Website effectiveness</p> <p>Request for Academic Technology Projects/Pilots supported through Faculty Center</p> <p>Electronic submission of all grant and award requests for faculty and departments supported by Faculty Center</p>	Phase 1
<i>Modernize SSU's teaching and learning spaces and business processes in support of student success.</i>	Modernize and automate intake of transfer records; course substitution and petition forms; electronic transfer request system, and other systems that will enable students to progress more smoothly through SSU.	See previous tactic to "Streamline relevant business processes."	Phase 1

PRIORITY #2: ACADEMIC EXCELLENCE AND INNOVATION

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
<u>GOAL-1 ACADEMIC EXCELLENCE AND INNOVATION</u>			
<i>Diversify our faculty and staff ranks while supporting existing faculty and staff to ensure all employees are well positioned to support SSU's multicultural student population.</i>	<i>Hiring practices:</i> Align our hiring policies with our inclusivity and diversification goals (e.g., how hiring committees are constituted, what information can and should appear on an application form, what compensation packages and professional development support are offered, articulating employee benefits more robustly, etc.). Share findings broadly so all faculty and staff are aware of our current gaps in diversity and we can improve our unconscious bias training and other efforts to improve hiring practices.	High touch practices to support hiring plans Share the CO recruitment statistics to use data Work with search committees on strategic composition. Update POA regularly to attract candidates Norm setting as a standard for committee work Explicit bias discussions and solutions as best practices Customized training on unconscious bias for schools and departments	Phase 1
<i>Diversify our faculty and staff ranks while supporting existing faculty and staff to ensure all employees are well positioned to support SSU's multicultural student population.</i>	<i>Climate:</i> Work in concert with the other divisions to create a change in climate to reduce unconscious bias and promote a sense of belonging and inclusive excellence. This may involve developing a more explicit shared definition of diversity and inclusive excellence at the campus level.	Cohort celebrations after first year Research benefits of cluster hires, template, hiring Develop training for all new faculty hires as part of orientation regarding unconscious bias to create positive climate among new hires to supplement programming for schools and departments.	Phase 1
<u>GOAL 2- ACADEMIC EXCELLENCE AND INNOVATION</u>			
<i>Deliver innovative, high-quality academic programs that prepare students for the regional and global workforce and to contribute meaningfully to twenty-first century society.</i>	Create mechanisms to support and enhance students' intellectual growth throughout their experience at SSU.	Promote practices of deeper learning and faculty self-reflection in support of their teaching as part of faculty learning community model for programming developed and led through the Faculty Center.	Phase 1

GOAL	TACTICS	METRICS	PHASE 1-3
<i>Deliver innovative, high-quality academic programs that prepare students for the regional and global workforce and to contribute meaningfully to twenty-first century society.</i>	Integrate global awareness and preparedness into our curricular and co-curricular programming to ensure students are prepared to work effectively and knowledgeably in an increasingly global economy.	Increase the number of Faculty In Residence (FIR) that focus on deeper learning and alignment with academics.	Phase 2
<i>Deliver innovative, high-quality academic programs that prepare students for the regional and global workforce and to contribute meaningfully to twenty-first century society.</i>	Ensure that all programs and/or schools for which accreditation exists are pursuing and maintaining accreditation.	Review release time for program review and offer peer-to-peer sharing of expertise on effective program review practice to be coordinated with Academic Programs.	Phase 2
<i>Deliver innovative, high-quality academic programs that prepare students for the regional and global workforce and to contribute meaningfully to twenty-first century society.</i>	Identify (e.g., through a study and existing data) programs and skills development SSU could offer to better align with regional workforce needs and projected needs. This may involve: developing and launching new degree or certificate programs; working with employers to understand desirable skills for their employees; support for more project-based learning and community-based research; and/or integrating career readiness into GE and our majors so students know the skills they are gaining throughout their careers at SSU.	Support efforts on campus to assist with programs and support training on project-based learning (PBL). Several Faculty Center programs, including the Makerspace FLC and STEM FLP, explicitly utilize PBL as a model to promote student success and skill development. The Faculty Center working in partnership with Extended Education is working to develop a new certificate program in 3D programming for virtual and augmented reality in connection with regional workforce demand. This would be provided as both a revenue generation strategy, and a co-curricular certificate option in support of the local software development industry. There is potential to realize development of a new game development degree program in the next few years in connection with these efforts.	Phase 2

GOAL	TACTICS	METRICS	PHASE 1-3
	Develop more internships and corporate partnerships to ensure strong employment opportunities for our students after they graduate.	Support and promote to campus faculty the efforts of CCE to ensure trainings, polices, and procedures for strong partnerships and internships.	Phase 1 (ongoing)
GOAL 3- ACADEMIC EXCELLENCE AND INNOVATION			
<i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i>	Devise support mechanisms to enable cross-disciplinary and inter-disciplinary collaborations in service of new programs, certificates, especially around our core values (sustainability, social justice, community engagement, adaptability).	Explore joint department appointments to illustrate the inter-disciplinary collaborations.	Phase 2
<i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i>	Develop and implement a meaningful, distinctive GE program.	Faculty Center to partner with Academic Program on offering workshops for GE Signature Assignment criteria.	Phase 1 (ongoing)
		Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	
<i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i>	Support asset mapping across curricular and co-curricular activities to enable more coherence of purpose and more cross-fertilization across programs, schools, and areas.	The Faculty Center will offer workshops on course design and aligning outcomes to measures of learning, particularly with use of the Canvas LMS to for course-level assessment. Provide individual consultation for faculty to create and map outcomes to class activities and assessments. Advise Academic Program in support of assessment activities for program review and campus/degree reaccreditation,	Phase 1 (ongoing)
<i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i>	Identify and address barriers to innovation and interdisciplinarity.	Qualtrics survey to assess perceived barriers.	Phase 2

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
<p><i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i></p>	<p>Encourage and support faculty and staff to engage in new approaches to enhancing student learning.</p>	<p>The Faculty Center, in partnership with the Office of Faculty Affairs, develops and provides: New Faculty Orientation New Faculty Monthly Series Special-Topic Faculty Learning Communities (e.g., UDL, advising/early warning systems, Makerspace/VR, Active Learning in STEM, etc.) School focused workshops and trainings 1:1 Faculty consultations</p>	<p>Phase 1 (ongoing)</p>
<p><i>Amplify and support the expression of SSU's core values and strategic priorities in our curricula.</i></p>	<p>Simplify the curriculum approval process to enable easier experimentation with possible innovations in programs and courses.</p>	<p>Digitize forms and approval processes</p> <p>Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.</p>	<p>Phase 1</p>

PRIORITY #3: LEADERSHIP CULTIVATION

GOAL	TACTICS	METRICS	PHASE 1-3
GOAL 1- LEADERSHIP CULTIVATION			
<i>Amplify integration of leadership into the curriculum and into co-curricular programming to make this a distinctive feature of SSU educational culture.</i>	Use service-learning, project-based learning, and leadership specific courses at SSU to help create a continuous leadership cultivation opportunity for students at SSU.	Provide information and opportunities for departments and programs to hire and compensate students. The Faculty Center is developing a campus-wide orientation for Fall 2019 for all incoming graduate student teaching assistants and associates to provide professional development for teaching and classroom management in coordination with Academic Programs and Faculty Affairs.	Phase 2
<i>Amplify integration of leadership into the curriculum and into co-curricular programming to make this a distinctive feature of SSU educational culture.</i>	Make more explicit connections between service and leadership in curricular and co-curricular programming.	Provide useful training to faculty in infusing leadership outcomes into pedagogy. Employ campus level experts to train other faculty in leadership outcomes and skill building.	Phase 2
<i>Amplify integration of leadership into the curriculum and into co-curricular programming to make this a distinctive feature of SSU educational culture.</i>	Identify mechanisms to highlight leadership among current students, faculty, and staff so we can build a broader reputation around SSU as a leadership-driven institution.	Explore what other campuses do to publish and celebrate faculty accomplishments. Work with a cross campus teams to explore quarterly assemblies to celebrate. Faculty Center supports the Professional Development Subcommittee in support of its agenda to develop an effective campus-wide Teaching Symposium to recognize excellence in faculty teaching across campus.	Phase 2
<i>Amplify integration of leadership into the curriculum and into co-</i>	Expand emphasis on preparing students for leadership roles in graduate and	The Faculty Center provides opportunities for graduate student	Phase 3

<i>curricular programming to make this a distinctive feature of SSU educational culture.</i>	post-baccalaureate programs (e.g., teacher preparation) and ensure expanded access to such programs.	assistants to provide leadership in support of faculty development and educational technology across campus.	
<i>Amplify integration of leadership into the curriculum and into co-curricular programming to make this a distinctive feature of SSU educational culture.</i>	Develop communication plans in collaboration with strategic communications to highlight leadership accomplishments of students, faculty, and staff.	Work with commencement team to explore ways to celebrate student accomplishments.	Phase 2
GOAL 2- Leadership Cultivation			
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Develop and implement sustainable professional development and RSCA support plans.	Identify faculty and staff and campus that are model leaders in the community and their disciplines. Consider expanding team of Faculty Fellows at the Faculty Center, beyond current Teaching and Learning Fellow, which could provide sustainable support for particular topics and/or schools across campus to enhance RSCA and PD activities pertinent to the priorities of each school.	Phase 2
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Create mechanisms for faculty to share their research with local and global communities on a broader scale. This could include, for example, an institutional repository, an Open Access policy/program, more community-based lectures or programming.	Explore Faculty Affairs web page design that highlights faculty accomplishments inside and outside the university. "Faculty in Focus" blog posts to be developed and published on Faculty Center website	Phase 2
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Consider encouraging academic departments to examine how they evaluate and/or support emerging forms of community- and web-based scholarship.	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 3
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Enhance support of graduate programs that emphasize the preparation of tomorrow's leaders.	The Faculty Center is developing a campus-wide orientation for Fall 2019 for all incoming graduate student teaching assistants and associates to provide professional development for	Phase 2

		teaching and classroom management in coordination with Academic Programs and Faculty Affairs.	
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Encourage staff to engage in professional development opportunities and to take on leadership positions.	<p>Represent SSU in a number of regional, systemwide, and national gatherings and organizations.</p> <p>Faculty Affairs and Faculty Center teams continue professional development in support of campus faculty provides a “train-the-trainer” model to ensure SSU maintains access to leading-edge pedagogy and instructional innovation initiatives, particularly regarding the pending CSU-wide ATI Remediation Project.</p>	Phase 1 (ongoing)
<i>Support SSU faculty and staff in their professional development and RSCA so they can be leaders in the community and their disciplines.</i>	Develop plans for supporting leadership succession at school and/or department level to ensure stability in leadership over time.	<p>Resources to support mentoring</p> <p>Examine the Chair models on campus</p> <p>Identify barriers to leadership stability at the structural level</p> <p>Re-evaluate system process that create undo stressors for leaders</p> <p>Evaluate the Chair assignment time for each Department in the AY and summer months.</p> <p>Provide required leadership training for Chairs</p>	Phase 2

PRIORITY #4: TRANSFORMATIVE IMPACT

<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
GOAL 1- TRANSFORMATIVE IMPACT			
<i>Deploy SSU talent (faculty, staff, and students) for high-impact and/or community-based service, research, and engagement.</i>	Promote high-impact and/or community-based research, service, and community engagement related to local issues and the local economy (such as water quality, wine research, fire ecology, resilience, etc.). This may also include assessing the possibility of using research crowdfunding, such as experiment.com.	Assess the SSU faculty for engagement with community-based service, research, and engagement.	Phase 3
<i>Deploy SSU talent (faculty, staff, and students) for high-impact and/or community-based service, research, and engagement.</i>	Devise sustainable means of more intentionally integrating our environmental and cultural resources (e.g., the preserves, the campus, the Green Music Center) into teaching, learning, and RSCA opportunities.	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 3
<u>GOAL</u>	<u>TACTICS</u>	<u>METRICS</u>	<u>PHASE 1-3</u>
GOAL 2- TRANSFORMATIVE IMPACT			
<i>Amplify and augment SSU's impacts on our regional communities and on the regional and statewide economies.</i>	Assess and find ways to incentive more volunteerism of SSU staff and faculty.	Assess volunteerism and include RTP and other evaluations for acknowledging these types of activities. Work with Professional Development Subcommittee on strategies to incentivize volunteerism among faculty.	Phase 2
<i>Amplify and augment SSU's impacts on our regional communities and on the regional and statewide economies.</i>	Create an ongoing communication plan (in partnership with Strategic Communications) to capture and communicate SSU impacts on families, communities, region, and state.	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 1 (ongoing)
<i>Amplify and augment SSU's impacts on our regional communities and on the regional and statewide economies.</i>	Support SSU involvement and presence at key community events and on key community organizations (e.g., Sonoma County Science Fair, local leadership councils, etc.).	Faculty Affairs supports these efforts through support of faculty professional development in these areas in partnership with campus units as appropriate.	Phase 1 (ongoing)

GOAL 3- TRANSFORMATIVE IMPACT-ADDED

<p><i>NEW: Foster, support, and expand SSU's impact in instructional and pedagogical innovation</i></p>	<p>Sustain current and develop new programs, initiatives, and services in the Faculty Center for faculty in support of providing cutting-edge, evidence-based practices to enhance teaching and learning at SSU.</p>	<p>Provide sustainable budget for enhanced Faculty Center projects and services.</p> <p>Rebrand and Relaunch Faculty Center as an example of Faculty Center for Teaching Innovation or Innovative Teaching. FCTI or FCIT with new mission statement and strategic plan in alignment with Academic Affairs Strategic Plan to coincide with location in new permanent home in Salazar in January 2020.</p>	<p>Phase 1 (ongoing)</p>
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