

Faculty Development Center

Report AY 2020-2021

This report documents the priorities and accomplishments of the Faculty Development Center (FDC) during the 2020 – 2021 academic year under COVID contingencies. It marks progress on several stated goals and looks forward to providing enhanced services and resources to academic and professional faculty. This year, we centered on collaborative workshops with the Office of Instructional Technology (OIT), pedagogy presentations by our own faculty members, and on keeping in touch with early career faculty. Intensive online teaching due to global pandemic restrictions created many challenges. The report comments on efforts to foster the general well-being of faculty and students through training and other means, including mentoring, community-building events, and the provision of student support resources. The report also describes the FDC's participation in the SUNY-wide Community of Practice (CPD) devoted to system-wide professional development, the pilot Peer Instructional Design Mentors group, COIL (Collaborative Online International Learning), and Online Education Resource (OER) outreach and education on our campus. The FDC continued its close partnership with the Sustainability Learning Community, the first cohort of Diversity, Equity and Inclusion Fellows, the Futures Committee of Early Career Faculty, and the new Eddy initiative, dedicated to rethinking teaching & learning as well as ways of being in relationship within our institutional structures. Finally, the report presents an overview of the results of the spring 2021 campus-wide survey on Faculty Teaching, Research and Creative Projects under COVID.

Overview

The Faculty Development Center consistently advocates for faculty needs and concerns as it builds partnerships across campus. This year, the FDC focused on supporting faculty in their (mainly) online teaching and with challenges particular to living through a global pandemic. Before the March 12, 2020 lockdown, 25% of our faculty had never used Blackboard or any LMS (according to Kate Bohan); the online teaching learning curve was steep for most. Beyond the logistics and challenges of learning new technology tools, recording lectures, re-working curriculum, interfacing with students in a new way (for many), faculty needed to manage their personal pandemic challenges and address the increased fragility of their students. It was impossible to measure losses in our community: transitioning from a normal way of academic life; losing social support networks; coronavirus illness and death; managing online schooling for children; increased caretaking for older dependents; decreased family income or extra employment burdens, etc. We sensed these impacts in the mental health crises of community members. The Advisory Board worked to refine and deploy an *Academic Faculty Survey on Research Productivity, Creative Practice and Teaching 2021*, initiated by the Executive Committee of faculty governance and based on a fall 2020 survey created by the University of Oregon, cited in the *New York Times* Oct 6 article, "[The Virus Moved Female Faculty to the Brink. Will Universities Help?](#)" Our version of the survey was adapted for the SUNY New Paltz campus in consultation with the Futures Committee of early career faculty, the People of Color Network, the Women's Rights & Concerns committee, and Instructional Technology. The goal of the survey was to gather information about COVID impacts on academic faculty professional activity and work-life balance in order to understand this historical moment and identify areas of

challenge and success. The preliminary reading of the results is included at the end of this document. The complete results of this survey are published in a separate document.

FDC website

This website provides resources, event information, professional development information, and news for the campus community.

FDC Instagram

This social media site celebrates faculty accomplishments, announces upcoming events, and shares brief videos including “student voices” and “faculty reflections.”

Teaching Training and Support

In collaboration with the Office of Instructional Technology, the FDC continued to offer virtual programming throughout the year, including summer 2020, to support faculty in their teaching development. As far as resources for our sudden switch online (March 2020), the website offers brief videos created by our Peer Instructional Design Teacher Mentors and a “teaching toolbox” of pedagogy best practices and ways to foster community-building and communication in the virtual environment. We also provide curricular resources for teaching inter-cultural competency, diversity, equity and inclusion, and anti-racist pedagogies. We offered six teaching workshops, led by our own faculty peer mentors and other expert educators. The director and members of the advisory board were available for teaching observations and consultations. Teaching squares and circles were also available however, faculty were so burdened with responsibilities that this program was not formally deployed. These structured, low-stakes peer observations and reflections will be a priority for next year.

During the spring 2021 semester, the FDC, OIT, Office of Graduate and Extended Learning and the DASH lab began monthly meetings to improve communication and coordination. Since OIT and FDC were no longer sharing a physical space (College Hall 113) due to telecommuting, we missed the natural collaborations established in past years. We know that an intentional, united front when it comes to professional development including online/hybrid training is most efficient and beneficial for our faculty.

Events

The FDC met an eager desire on the part of many faculty members to improve their teaching, so most of our events revolved around pedagogical forums. Our online teaching panels and RTP training were particularly successful. A large proportion of those who attended our RTP prep workshop were in their first or second year; the culture is shifting, and early career faculty are planning ahead. We began recording and posting these workshops so those who missed could still experience them later on. We are proud of our community-wide events, including two iterations of *Continuing the Conversation: Antiracism in the Classroom and Beyond*, a student/faculty panel that takes place each semester and is coordinated by Carolyn Corrado (Sociology). The February panel, in collaboration with the Black Lives Matter at School week of action, drew over 120 participants (online). This spring, we launched our *Disability Studies Series* initiated by Diversity, Equity & Inclusion faculty fellow April Coughlin (Teaching & Learning), with a keynote address by Dr. Simi Linton (March 31), followed by a student panel, *Student Voices: The Impact of a Disability Studies Framework* (April 19). Both events were fully

accessible with closed captioning financed by FDC and American Sign Language interpreters. FDC Student Assistant Melissa Paniagua (class of 2021), moderated our first *International Mother Language Day & Asian Lunar Festival*, where 18 students and faculty read poetry or prose in their first language. Jessica Smeeks' (Anthropology PRODiG) panel discussion, *What is it Like to be a Service Member in the Modern World?* drew a large crowd. Our spring collaboration with Mohonk Consultations, *Listening to Black Farmers*, a panel discussion also moderated partly by FDC student assistant Melissa Paniagua, drew 400+ registrants and 162+ participants. Some scheduled events had to be postponed because faculty and even administrators (in the case of assessment training) were overburdened with teaching and other responsibilities. Fac/staff Adventure Group outings throughout the year were highly successful and drew participants from many sectors of the institution, including their families and dogs.

Fall 2020 semester events

- Fac-Staff Adventure Group outing to Peterskill in Minnewaska State Park, August 17
- Fac-Staff Adventure Group to Twin Orchards with Aziza & the Cure, August 21
- Fac-Staff Adventure Group Rosendale Romp to Widow Jane Mine and trestle bridge, Sept 4
- Fac-Staff Adventure Group outing to The Falcon, Marlboro to hear The Big Takeover reggae & ska band, September 11.
- *Continuing the Conversation: Antiracism in the Classroom and Beyond*, September 23
- Inclusive Online Teaching, ACUE webinar group watch, October 2
- Scholars Mentorship Program students walk & roll to the Wallkill River rail trail, October 2
- *Introduction to Human Subjects Research* (HREB), October 8
- Open Access & Repository (OAR) Forums: *Increase the Visibility of your Scholarly Research & Creative Projects*, Oct 12; Oct 14; Oct 16 with the OAR Committee
- *New Paltz Student Veterans and Military Personnel: What Should you Know?* with OVMS Director Jason Gilliland & Students, Nov 12
- Drescher Leave Workshop, Nov 18
- *New Paltz LGBTQ+ Allies Training: Topics in the Classroom* with Emma Morcone and Catherine Herne, Dec 2
- Mentoring Workshop with Ginger Jurecka Blake, Dec 9
- *Building Community and Connection in the Online Classroom* with Andrea Kantrowitz, Dec 14
- RTP and Annual Report training with Alex Bartholomew and Lou Roper, Dec 15
- Open Education Resources (OER) forum, Dec 16
- *Connection and Community Building in the Online/Hybrid Classroom* Dec 14th; Dec 15th; Dec 17th with Caroline Hopenwasser, Rachel Rigolino, Andrea Kantrowitz, Helena Costakis and others
- Faculty / Staff Adventure group walk & roll on the River to Ridge R2R trail, Dec 22

Spring 2020 semester events

- Annual Report Jam Session, co-hosted by Catherine Herne, January 13

- Open Education Resources (OER) Workshop: *What SUNY New Paltz Faculty Need to Know About Adopting, Adapting, or Creating Open Education Resources*, co-hosted by Chrissy O’Grady and Rachel Rigolino, January 14
- *Substantive Interaction in the Online Classroom*, January 15
- *Continuing the Conversation: Antiracism in the Classroom*, February 2 (120+ attendees)
- NP LGBTQ+ Allies Training: *Topics in the Classroom*, Emma Morcone & Taijah Pink, February 3
- *Building Connection, Presence and Substantive Interaction in the Online Classroom* workshop with Rich McElrath, Kate Bohan, and Sarah Wyman, February 8
- *Diversity, Equity & Inclusion & COIL*, webinar with Sarah Wyman, February 17
- *Listening In: International Mother Language Day / Lunar New Year*, an Eddy event, February 19 (18 students and faculty members read poems or prose in their first language; 57 attendees; 42 for lunar new year)
- *Supporting Students Studying Online* – Jessica Delaney, Center for Student Success, March 1.
- Fac-Staff Adventure Group outing to Nyquist Wildlife Sanctuary, March 3
- *Regular & Substantive Interaction in the Online Classroom* with SUNY Online Ambassador/Peer Instructional Design Mentor, Rachel Rigolino, March 4
- *United Nations Academic Impact Dialogue Series: Countering Racism Through Education*, watch party, March 18
- *Providing Feedback on Writing*, with Jackie George, Nikki Wilson Clasby, and Rachel Rigolino, March 19
- *Embracing Stuck: An Eddy Workshop* with Andrea Frank and Michael Asbill, March 23.
- *Disability Studies Series* keynote by Prof. Simi Linton, Hunter College, March 31
- *Using Student Questions to Increase Engagement in the Classroom* – Rennie Scott-Childress, April 5.
- Fac-staff Adventure Group outing to the Mill Brook Preserve, New Paltz, April 7.
- *Thinking Through Drawing Together*, April 8 with Andrea Kantrowitz & Samuel Dorsky Museum of Art
- *Supporting Distressed Students* with Dr. Gweneth Lloyd, April 13
- *Student Voices: The Impact of a Disability Studies Framework*, April 19, (99 attendees)
- *The Story of Plastics*, film showing and Q&A with Director Deia Schlosberg, in connection with the Environmental Task Force, April 21
- *Conducting Peer Review Virtually*, with Nicole Short, Brianna Castagnozzi and Sophia Field, April 23
- Fac-Staff Adventure Group outing to West Trapps in Mohonk Preserve, April 30
- *Listening to Black Farmers*, in collaboration with Mohonk Consultations, June 2 (162 participants)
- *Spiritual Life, Collective Care and Social Justice* with Rabbi Lori Wynters, June 9
- Fac-Staff Adventure Group outing to Overlook Mt. and abandoned hotel, Woodstock, NY, June 17 (weather permitting)

Early Career and Contingent Faculty Support

A priority for the FDC is providing support to our early career faculty as they begin their professional lives at SUNY New Paltz and acclimate to the region. We aim to learn from the knowledge and experience they bring to campus and to promote their success in teaching, scholarship and developing a sense of belonging and purpose.

Under the leadership of Ellie Mellon (Teaching & Learning) and Christiana Fortune-Reader (Music), the Futures Committee was reconfigured as the *Futures Committee of Early Career Faculty* (to designate those in their first five years/pre-tenure) and made great progress. Throughout the year, they ran independently and kept in close communication with both the Executive Committee of faculty governance and the FDC to discuss topics of importance to their constituents. They requested that the grading deadline be delayed for the wellbeing of both faculty and students during both fall and spring semesters, and this change was made. They also weighed in on the revisions to the Reappointment, Promotion and Tenure Structures & Procedures document as well as the proposed College Faculty Criteria and consulted on the creation of the faculty survey on productivity and morale under COVID. They continue to monitor advising loads across the disciplines and have decided to create their own virtual container to gather information on RTP and other policies and procedures relevant to their professional success. The group met with representatives from the Student Association and with President Donald Christian in the spring.

Terrance Dewsnap, the faculty Senator for contingent faculty, established a separate Contingent Faculty Concerns Committee for part-time faculty. Presiding Officer Reynolds Scott-Childress and Sarah Wyman were invited to the first meeting on April 14, 2021. The main topics of discussion included insufficient wages and problems with plagiarism. Jessica Delaney (Center for Student Success) and Sarah followed up with one faculty member on strategies to support faculty and to train students to understand and comply with academic honesty protocols.

We need to check that those faculty members who do not fit either of these committees (such as Lecturers and Instructors without continuing appointment) have the opportunity to organize into a committee or classify themselves as contingent, as they like.

FDC Advisory Board

The Advisory Board is a key component on our campus that helps identify needs in many areas; this was crucial under the new world of COVID contingencies. Jean Vizvary reported on how online learning was going for Disability Resource Center students and addressed the challenges of providing appropriate testing mentoring and student support. All members agreed that the stress level for students had increased remarkably, as it had for our faculty and staff colleagues who had to adapt lesson plans and programming to the online environment. Jennifer Waldo kept us updated on grant opportunities relevant to improving our DEI efforts on campus. Jason Gilliland reported on the extra pressure on OVMS students involving service in COVID treatment centers, including morgues. Devon Duhaney served as our Senator and suggested alternative end-of-semester assessments in which students could report on what they had learned. Kate Bohan, Rich McElrath, and Shala Mills kept us abreast of online teaching training and support including the phenomenal increase in service tickets. Additional members identified the many ways our workloads and life challenges increased due to the global pandemic. A goal for

the upcoming year is to define responsibilities for the board members, particularly in the realms of teaching observations, grant-writing, and general mentoring.

Mentoring

23 new faculty members began in August 2020, some of whom never set foot on our campus this year. Although New Faculty Orientation went smoothly, with the addition of a wonderful *What I Wish I Knew* session coordinated by FDC advisory board member Martine Greene-Rogers, it was more difficult than ever to provide consistent support and communication. Sarah regularly emailed the faculty hired in the last 4 years to update them on events, opportunities and resources. The Wednesday and Thursday writing groups and off-campus outings provided opportunities where mentoring relationships could evolve naturally. We would like to increase participation in the writing/work groups. We continued to offer English language editing services for curricular materials and scholarly manuscripts. We foster a culture of communication and belonging as we reach out to our colleagues across campus to listen, create opportunities for interdisciplinary conversation, and provide resources. Apart from one attempt, we suspended our Faculty Tea and Coffee meetings, initiated by Helena Costakis (Business). Still, we would like to improve our mentoring techniques and clarify our goals for the program. We also need to recruit faculty mentors more widely.

The FDC continues to improve its mentorship capacity and work for increased recognition for faculty who are involved in mentoring (as mentor or mentee). In October, 2020, Sarah met with Ginger Jurecka-Blake (Human Resources, Diversity and Inclusion) to discuss possibilities for increasing our mentoring activities, including a training with our advisory board members and additional interested faculty. Ginger held an exclusive meeting on mentoring best practices with the FDC advisory board on November 19th. She also offered a workshop to the campus community in December and shared her slides for our FDC website. Ginger emphasized keeping the focus on the mentee's needs and concerns rather than delivering vast amounts of information or personal opinion. She recommended listening closely and trying to determine the mentee's vision and nurture it, and that we set reasonable expectations for the relationship.

We improved our partnership with Mark Rumnit and the Scholars' Mentorship Program (SMP) by encouraging faculty to mentor students in the SMP program. These efforts could be increased as one way to promote student-faculty conversation outside of class and to improve networks and connections across campus. Mark, who consulted with faculty recruited to his program, also advised that we *listen to* the SMP students we mentor and let them determine the schedule and location of meetings.

Sarah met with Deans Laura Barrett, Jeni Mokren and Kristin Backhaus on May 18, 2021 to discuss mentoring with an emphasis, as always, on faculty retention. We are still working on creating new reciprocal mentoring initiatives. The FDC is also partnering with a LA & S division initiative to increase grant-finding and writing efforts by offering training opportunities and establishing mentoring work cohorts. The Sustainability Learning Community (including 70 faculty fellows) and the Diversity, Equity & Inclusion Faculty Fellows first cohort of ten, are excellent examples of reciprocal mentoring frameworks that intend to extend their reach throughout the community. We are working on ways to sustain these relationships and networks after they are established.

Campus-wide Community-building

The FDC is especially proud of several highly successful community-wide events discussed above.

The FDC deepened key partnerships with the Sustainability Learning Community and the Black Lives Matter at School coalition that held more 2020 events than any other such group in higher education in the nation. The FDC was also involved in the creation of the new Eddy initiative: A cohort of six faculty members (Frank, Asbill, Puthoff, Korenblat, Wyman, Dandridge) completed the M.I.T. ULab 2x MOOC and worked on prototyping new ways of thinking about teaching and learning. The FDC co-facilitates the new Diversity, Equity and Inclusion faculty cohort, established by Michelle Woods and Sarah, and helped articulate their focus on Disability Studies as the main theme of the year. The FDC also coordinates with the Center for International Programs to promote COIL projects and Study Abroad. Beth Vargas, Ilgu Ozler, and Sarah have determined to create a coalition to promote *Global Learning for All* (a SUNY priority) during the next academic year.

Student Support

Faculty tend to be concerned about understanding and supporting New Paltz students. The Center for Student Success offered a workshop on Starfish and more general advising. Dr. Gwen Lloyd held her workshop *Getting to the Finish Line Together: Supporting Distressed Students* in the spring. Faculty appreciate understanding their students' pedagogical and emotional needs and how to provide resources. Jason Gilliland, Director of Veteran and Military Services, also brought students to speak with faculty and staff at a brown bag lunch: *New Paltz Veterans, What Should We Know?* The FDC website offers additional resources to support students in need, including information on the Student Crisis Fund and mental health guidance through the Psychological Counseling Center. The FDC coordinated with Wendy Leone at Twice Blessed Boutique, 92 Huguenot St. to arrange clothing vouchers for students & employees in need and helped publicize the food pantry which was entirely online.

Sarah communicated regularly with the President of the Student Association Haley Hershenson and with Tiana Concepcion on topics of importance to students, especially ways faculty might improve the learning experience under COVID during the spring 2021 semester.

Faculty Morale

The FDC Advisory Board is concerned with faculty morale after an extremely challenging year of COVID contingencies including remote learning, increased financial uncertainties, and the mental health impacts of pandemic losses. Faculty retention, particularly for new faculty of color, continues to be difficult, especially with an increase in caregiving responsibilities, rising real estate prices, and deteriorating mental health and exhaustion. The survey results below illustrate this problem.

Student Assistants

Miranda Cooper (English 2020; M.A. English 2021) continued to provide English writing editing services and maintained our Instagram site. She carried out research on available OER materials,

so we were able to deliver curricular options for critique to 21 departments and programs. Melissa Paniagua (Black Studies/Business-Finance 2021) moderated our *Mother Language Day* and our *Listening to Black Farmers* events. She trained with Lucy Walker in Qualtrics to edit the *Faculty Survey on Research Productivity, Creative Activity & Teaching* and then to interpret the results. She also acted as liaison to the Black Lives Matter at School Coalition and continued research on OER materials use, particularly as it impacts students and faculty of color. Kristin Phillips (Art-Graphic Design) helped create the Eddy website as a forum for innovation and a community event hub.

SUNY Community of Practice - Center for Professional Development

Sarah served as a member of the planning & review committee for the online SUNY Cortland professional development conference in October. Five New Paltz faculty members or groups presented. Sarah also participated in the SUNY *Faculty Development Community of Practice* Conversations within SUNY Sectors about Engaging Faculty in Professional Development (Comprehensive and Technology Colleges) May 21, 2021. She helped coordinate additional meetings throughout the year.

COIL (Collaborative Online International Learning)

There were 3 COIL projects on our campus this year, one with Universitat Rovira I Virgili in Tarragona, Spain, one with UNIBE in the Dominican Republic, and one with the Universidad de Sonora, Mexico. The latter project resulted in a pending publication: "Comics para crises: uma metodologia pedagógica e terapêutica" [Comics for Crisis - A Pedagogical and Therapeutic Methodology] in a Portuguese pedagogy publication *Literatura e docenca*. 10 faculty members completed COIL training by December 2020 and plan to execute collaborations:

Rachmadian Wulandana

Mathew Swerdloff

Jack L. Harris Jr.

Will Hong

Kathleen Murphy

Lori Wynters

Felicia Hodges

Alex Peh

Javier Gastón-Greenberg (completed project fall 2020)

Sarah Wyman (completed projects fall 2020 and spring 2021)

Sarah served spring and summer 2020 on the steering committee that developed the summer COIL Global Commons program, as an alternative to study abroad and an answer to the SUNY Chancellor's call for *global learning for all*, now part of the SUNY strategic plan. The program adopted the United Nations Goals for Sustainable Development sustainability framework, and our campus hosted SDG #11 Sustainable Cities & Communities and SDG #13 Climate Action. Two of our faculty members, Ken Nystrom, (Anthropology) and Javier Gaston-Greenberg (LLC-adjunct), developed OER (Open Education Resource) curriculum for the program and a third faculty member, Lori Wynters (Ed Studies-adjunct) taught as a *storytelling* facilitator. Students completed storytelling projects in collaboration with international community-based

organizations or non-government organizations. During the summer of 2021, our campus will host #13 Climate Action.

Open Education Resources

Faculty governance established an Open Education Resources committee, fall 2020. This was just in time, as our OER guidelines were due November 4, 2020. Chrissy O’Grady (STL) and Rachel Rigolino (English) did the bulk of the work for our OER cohort #2, as we completed an intensive training with rpk Consultants hired by SUNY Central. Chrissy was the lead author for the New Paltz *guidelines* and created our campus financial plan and OER pitch deck for our June meeting with Interim Provost Barbara Lyman.

FDC Website

Rich McElrath (OIT) reports that our website has a # 1 ranking. Some of the factors that affect ranking are accessible layout and design, including alt text and headings; credibility of content; relevancy and updated information. He has updated the site with a new mentoring section that highlights our mentoring offerings including bios of our Instructional Design Mentors and example videos.

FDC Academic Faculty Survey on Research Productivity, Creative Activity and Teaching

Preliminary report

approximately 124 people completed the survey

I. Greatest impacts on faculty professional productivity (ranked):

- (1) Level of student stress and anxiety in teaching and advising situations
- (2) Teaching/mentoring burden
- (3) Requirement to learn online teaching technologies and methods quickly.

II. Professional responsibility: 60/20/20 ratio

Many faculty members (61.32%) have not been able to maintain the 60 / 20 / 20 ratio for professional responsibilities specified in the *Faculty Handbook* for academic instruction (60) / scholarship & creative activity (20) / service (20)

16.04% said they were able to maintain this ratio

III. Mentoring

Faculty said *providing information* (23.5%) and *listening* (23.3%) were most important aspects of the mentoring relationship.

At the FDC, we want to develop the idea of “solidifying and articulating an existing vision” as a primary goal for the collaboration between mentor and mentee.

IV. Teaching Effectiveness

Most important support for faculty to teach online effectively is **reassigned time**: 17.11%

V. Impacts on Faculty of Color

51% said they perceive that faculty of color have been disproportionately impacted by COVID this year. 9% said no. 27% said maybe

VI. Caregiving Responsibilities

25% faculty care for dependents aged 65 or older

20% have extended family members who help with caregiving

41% have extended family members in the area for whom they have cared this year.

Who does the caregiving in the household?

Self and partner	38.95%
Self	27.3%
Remote schooling k-12	17.89%
Not applicable	43%

Primary caregiver

For those involved in caregiving, about ½ have sole responsibility

Self as solo primary caregiver	26.73%
Co-equal caregiver	29.70
Not the primary caregiver	4.95%
Not applicable	38.6 %

VII. Survey Respondents

LA & S	41.35%
FP& Arts	24.04%
Sch Ed	12.5%
Sch Sci & Engineering	9.62%
Business	5.77%
Prefer not to answer	3.85%
Library	2.88%

Numbers of years on campus

1-3 years	28.85%	our newest faculty were most motivated to respond
4-7	16.35%	
8-12	23.08%	

13 or more 31.73%

Academic rank

Assoc. Prof	36.27%
Assoc. Prof	24.51%
Full Prof	11.76%
Lecturer	11.76%
Adjunct	8.82%
Instructor	4.09%
Senior Assistant Librarian	1.96%

Ability status

6% have a disability
1% has an impairment

Race/ethnicity

White	67.57%
Prefer not to answer	15.32
Hispanic/ Latinx	6.31%
Other	2.7%
Person of color	1.8%
Black / African American	1.8%
Biracial	1.8%
Asian	1.8%
American Indian / Alaska native	0.9%

Gender

Female	62.5%
Male	25%
Non-binary	2.88%
Prefer not to answer	8.65%
Not listed	.96%

Comment: Request that this was a checkbox not a radio button to provide the option for overlapping identities.