Report on the HEAL Fellowship - *Servingness in Practice: Faculty Leading Change*

Prepared for: Provost Junius Gonzalez, Associate Vice Provost Emily Isaacs, Associate Provost Katia Paz Goldfarb, Associate Vice President Ashante S. Connor

Prepared by: Dr. Blanca Elizabeth Vega
Associate Professor of Higher Education
HEAL Fellow
Date: July 15, 2025
Montclair State University

Introduction

This report merges findings from the "Faculty Development in New Jersey" environmental scan and workshops with faculty about HSIs and concepts of servingness. Data from these analyses will inform a "Strong Faculty Campaign" at Montclair State University, developed by Dr. Vega through her HEAL (Higher Education Academic Leadership) Fellowship. Drawing on data from 56 institutions and guided by the Servingness Pedagogy framework (a concept also developed by Dr. Vega) this report aims to inform institutional leadership on the strategic role faculty play in advancing equity, excellence, and student success at Hispanic-Serving Institutions (HSIs) and Minority-Serving Institutions (MSIs).

Section I: Environmental Scan of Faculty Development Practices in New Jersey

1.1 Overall Summary

Total Institutions Listed: 56

Faculty Development Programs Described: 53

1.2 Institution Type

Public Institutions: 34

Private Institutions: 22

1.3 Common Faculty Development Components

- Teaching & Learning Centers or Hubs: 34+
- Adjunct-Specific Development Programs: 16+
- DEI or Cultural Competency Themes: 10+
- New Faculty Orientation: 10+
- Research/Scholarship Support: 12+
- Instructional Technology/Online Learning Focus: 20+
- Workshops & Seminar Series: 40+
- Mentoring/Coaching Programs: 8–10
- Faculty Mini-Grants/Research Fellowships: 6–8
- Partnerships with National Faculty Orgs (e.g., NCFDD): 3–4

1.4 Standout Institutional Models

Montclair State University: Inclusive, multicultural focus and dual faculty development structures.
Rutgers–New Brunswick: Structured programs across career stages.
Princeton University: NCFDD membership and faculty innovation fellowships.
Rider University: Comprehensive program list including leadership development and writing retreats.

Hudson Community College: Teaching and Learning Symposium on Social Justice in Higher Education, Paula Roberson, proberson@hccc.edu

1.5 Notable Gaps

- Smaller or religious colleges lack development programs or focus on external training.
- Few programs assess development impact.
- Limited attention to HSI and servingness.

Section II: Strategic Recommendations

1. Create institutional feature maps.
2. Highlight exemplar models.
3. Advocate for servingness-centered development.
4. Encourage inter-campus collaboration.
5. Assess and share outcomes.

Section III: Key Use Cases for Institutional Planning

Benchmarking & Gap Analysis

Institutions can benchmark their faculty development infrastructure and identify service gaps.

Strategic Investment in Faculty Excellence

Align resources with instructional and equity priorities. Model after Rutgers or Rider.

Evidence for Grant Applications and Accreditation

Use development efforts as documentation for grants, accreditation, and policy initiatives.

HSI-Servingness Alignment

Advance inclusive pedagogy and mentorship aligned with HSI missions.

Cross-Institutional Collaborations

Mentorship and shared training opportunities across institutions.

Adjunct Faculty Support Models

Examples from Bergen, Middlesex, and Camden County Colleges.

Data-Informed Decision Making

Evaluate faculty development's impact on pedagogy and student outcomes.

Section IV: Recommendation - "Strong Faculty Campaign"

The "Strong Faculty" Campaign is a strategic initiative designed to complement existing student success efforts such as Montclair State University's Strong Student campaign by positioning faculty as key agents of equity, engagement, and transformation within Hispanic-Serving Institutions (HSIs). This campaign is grounded in the concept of Servingness Pedagogy, which centers inclusive, culturally sustaining teaching and leadership practices as essential to fulfilling the HSI mission.

4.1 Goals of the Campaign

Advance Equity-Centered Teaching
Equip faculty with tools and reflective practices that acknowledge and respond to the racial, cultural, linguistic, and socioeconomic diversity of HSI student populations.

Build Institutional Capacity for Servingness
Promote professional development experiences that align with HSI identity and purpose, emphasizing the relationship between instructional practices, student success, and cultural validation.

Elevate Faculty as Change Agents
Recognize and support faculty leadership in implementing inclusive curriculum design, mentorship models, and equity-minded assessment practices.

Foster Community and Collaboration
Create structured opportunities for interdisciplinary collaboration, peer learning, and shared reflection on what it means to teach at an HSI/Public Serving Institution within and beyond Montclair.

4.2 Implementation Highlights

Montclair State University
Servingness-Centered Pedagogy
- Continue to lead workshops and reflection sessions on Servingness and Inclusive Pedagogy during the Teaching Showcase and New Faculty Orientation.
- Develop HSI Faculty Learning Circles and a Servingness Pedagogy Rubric for course redesigns.
- Create an internal resource site featuring inclusive and servingness centered syllabi templates, case studies, and faculty testimonials.

New Faculty Engagement
- Collect data on professional development activities (e.g., new faculty orientation).
- Launch an annual survey for new tenure-track and teaching faculty to assess onboarding experiences and faculty belonging.
- Implement focus groups for pre-tenure faculty to explore departmental support, mentoring, and institutional climate.

Adjunct Faculty Development
- Distribute an adjunct faculty development needs survey to identify preferred workshop topics, structural challenges, and interest in long-term engagement.

Mid-Career Faculty Support
- Initiate mid-career faculty focus groups to identify leadership development needs, service burden concerns, and pathways for scholarly renewal.
- Add a mid-career module to the annual faculty development survey to track engagement, satisfaction, and aspirations for growth.

Departmental and Institutional Alignment
- Conduct department chair interviews to triangulate faculty development needs and inform targeted support strategies.

4.3 Integration with Faculty Development Infrastructure

The campaign intersects with existing faculty development ecosystems and is most effective when integrated into:
- OFE
- New faculty orientation programs
- Adjunct onboarding
- Inclusive excellence and Offie of Hispanic Initiatives strategic planning and data collection
- Academic department leadership development

4.4 Alignment with Seal of Excelencia Framework

The Strong Faculty Campaign directly contributes to the Practice and Leadership components of the Seal of Excelencia framework by:
- Encouraging intentional, data-informed teaching practices that promote Latine student success.
- Building leadership among faculty to shape inclusive academic environments and advocate for institutional change.

Conclusion

Faculty are central to realizing the mission of public-serving institutions. Through a deliberate focus on equity, inclusive pedagogy, and cultural responsiveness, the Strong Faculty Campaign offers Montclair State University a strategic framework for strengthening faculty development while advancing institutional goals around student success and servingness. As institutions continue to evolve in an increasingly diverse higher education landscape, this integrated approach to faculty development, grounded in the data from peer institutions and the unique pedagogical framework of Servingness, positions Montclair as a national leader in faculty-led transformation at MSIs and HSIs.