

COLLEGE OF DUPAGE FACULTY DEVELOPMENT STRATEGIC PLAN 2019

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EXECUTIVE SUMMARY

Faculty development programs are uniquely situated to directly impact institutional concerns: value-added education, learning-centered teaching, equality and inclusiveness in the classroom. Yet teaching and learning centers frequently “operate at the margins of academic affairs.”¹

What is good teaching?

Good college teaching requires three forms of pedagogical knowledge: subject matter knowledge (deep understanding of the content), general pedagogical knowledge (the ability to plan, teach and assess learning outcomes) and pedagogical content knowledge (the complex interplay between teaching and learning that develops over time, through experience and ultimately leads to student learning).

“Good college teachers are able to combine the presentation of distinctive disciplinary ideas with knowledge of what students already know and believe. They are likely to know who among their students holds knowledge bearing on the core ideas of the course, and they may leverage this knowledge in their teaching. They may also know what kinds of misconceptions about the topic might hold students back in their learning.”²

While subject matter experts, many instructors have little to no formal pedagogical training. Instructors learn general pedagogical knowledge - classroom management, effective teaching methods, classroom assessment - on the job. While training in these areas may improve individual teaching practices, studies (Pallas, Neumann, & Campbell, 2017; Fraser, 2016; Lawrie, Bailey, Darganville & Shultz, 2017; Shulman, 1986; van Driel & Verloop, 1998) argue that pedagogical content knowledge - a largely undeveloped area of faculty training - lies at the center of good teaching.

The challenge of faculty development

In contrast to many faculty development programs, the mainstays of which are “one-shot” workshops and webinars, research suggests that effective faculty development (that which supports pedagogical content knowledge and has the greatest impact on both teaching and student learning) share the following design elements:

- Is content focused
- Incorporates active learning
- Supports collaboration

¹ Haras, Taylor, Sorcinelli & von Hoene. “Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development.”

² Pallas, Neumann, & Campbell. “Policies and Practices to Support Undergraduate Teaching Improvement.” www.amacad.org/content/publications/publication.aspx?d=42943

- Uses models of effective practice
- Provides coaching and expert support
- Offers feedback and reflection
- Is of sustained duration³

Specific institutional initiatives at College of DuPage require a robust faculty development program with the aforementioned characteristics. Guided Pathways, for example, requires professional development of College faculty in support the of the fourth pillar: *Ensure Learning*. After a review of the literature, the Professional Development Research Group identified the following faculty professional development needs associated with the pathways initiative:

- Advising⁴
- Authentic assessment⁵
- Use of assessment to improve teaching and learning⁶
- Ensure students are learning⁷
 - Program-specific learning outcomes
 - project -based collaborative learning
 - Applied learning experiences
 - Faculty-led improvement of teaching practices
 - Systems/procedures for the college and students to track mastery of learning outcomes

Additionally, teaching and learning topics highlighted by the Higher Learning Commission, Noel-Levitz Student Satisfaction Inventory Survey and CCSSE indicate a need for authentic professional practice through sustained programming, communities of practice, and peer observation.⁸

A fully developed faculty development program that can support such effective professional development must, according to best practices, have a full-time, mid- to high-level administrative leader; a generous ratio of staff to FTE that can meet the needs of

³ Darling-Hammond, Hyley & Gardner. “Effective Teacher Professional Development.” https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

⁴ Johnstone, R. “Guided Pathways Demystified.” National Center for Inquiry and Improvement www.irsc.edu/uploadedFiles/FacultyStaff/Pathways-Demystified.pdf

⁵ *ibid.*

⁶ *ibid.*

⁷ AACC Pathways Planning Implementation, Evaluation www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf, and Guided Pathways 5-Year Implementation Work Plan <http://collegespark.org/wp-content/uploads/2017/08/Guided-Pathways-Work-Plan-Revised-2017.docx>

⁸Haras, C. “Faculty Development as an Authentic Professional Practice.” www.higheredtoday.org/2018/01/17/faculty-development-authentic-professional-practice

both full-time and adjunct faculty members; and a direct reporting line as high as possible within academic affairs⁹.

Under the current faculty professional development structure, the coordinator receives just three hours of release time over four semesters (plus two summers) to provide programs and services intended to cultivate a community of inquiry around teaching and learning; support faculty throughout their careers as educators, scholars and professionals; and foster interdisciplinary collaboration. The part-time, rotating nature of the position prevents a coordinator from fully engaging in the work necessary to support, cultivate, and retain faculty dedicated to exemplary instructional practices that enhance student learning.

Faculty members are not engaged. According to the Teaching and Learning Center (TLC), only a small percentage of the College's 1438 teaching faculty members attend professional development offerings provided through or promoted by the TLC. Of those, many are the "usual suspects" - a small group of dedicated instructors who regularly seek out FPD opportunities. Additionally, despite the availability of professional development funds for both full-time and adjunct faculty, the TLC, OAFS and Faculty Senate acknowledge that a significant amount of FPD money goes unused.

The result? Instructors without opportunities to fully develop general pedagogical knowledge or pedagogical content knowledge - key aspects of effective teaching practices with direct implications for student learning. Numerous studies have indicated that faculty development has measurable impacts on teaching and student learning. Canrinus et al. found that positive changes in teacher motivation contribute to teachers' occupational commitment, which is directly connected to job satisfaction and self-efficacy (2011). A 2015 Washington State study examined how student learning is affected by faculty members' efforts to become better teachers and found that development resulted in better teaching with a correlation to improved student learning (Condon, 2016).

A full-time faculty coordinator

A dedicated full-time position supporting faculty professional development will:

- Collaborate with key stakeholders across campus to develop a robust faculty development program that supports College of DuPage's mission and vision
- Create and support a structure of professional development that meets the needs of full-time and adjunct faculty throughout their careers at College of DuPage
- Assess and evaluate the faculty development program in order to meet outcomes and make changes based on analysis of collected evidence.

Without this extended-term, dedicated position, College of DuPage will continue to struggle in its efforts to meet its mission to be a center for excellence in teaching and learning. An investment in faculty professional development is an investment in shifting the focus of

⁹ ACE Faculty Development Center Matrix
www.acenet.edu/news-room/Documents/The-Faculty-Development-Center-Matrix.pdf

instruction from the teacher to the student; in expanding the availability and use of professional development funds for all employees; in supporting cross-departmental knowledge exchange for all constituencies; in fostering an innovative culture and climate; and in providing professional development opportunities to promote innovative ideas and solutions College-wide.

A strategic plan for faculty development at College of DuPage

The College of DuPage Faculty Development Strategic Plan proposes a cultural shift in faculty development and outlines the direction of the College's comprehensive faculty development program for the next two years and supports the learning-centered practices on which student success is built.

The following plan has been designed by faculty for faculty and represents the commitment on the part of College of DuPage to foster dynamic, learning-centered, comprehensive, and accessible development opportunities that address the diverse needs of the campus faculty community.

In order to foster teaching excellence at a learning-centered College, a faculty development program must be based on strategic plans, be able to respond to the needs of faculty, and be flexible to include innovative programs/presentations that may not be reflected in a needs assessment because they are new to our educational community. Additionally, the institution must provide faculty with time and/or resources to develop skills or curriculum that correspond to the instructional needs and initiatives of the College. Offerings must be widely accessible to all faculty, attentive to learning centered principles, and tied closely to the College's strategic plan.

Faculty Development at COD will:

- be content focused
- incorporate active learning
- support collaboration
- use models and modeling of effective practice
- provide coaching and expert support
- offer opportunities for feedback and reflection
- be of sustained duration

COD's Faculty Development Plan provides the overarching philosophical base that includes the value of faculty development, how and when it will be accomplished, and why it is critical to the success of the College. It directs the Faculty Development Team to:

1. Formulate the College's faculty development activities in conjunction with the College mission and sensitive to the College culture

2. Direct the College's faculty development through research, needs assessments and evaluations
3. Establish goals and objectives for faculty development as derived from the philosophical base and needs assessment results
4. Encourage broad-based ownership of faculty development by involving full-time and adjunct faculty members
5. Integrate faculty development into the College structure by including responsive programs and recognition of success
6. Support the priorities established in College of DuPage's strategic plan and annual goals.

SECTION I | INTRODUCTION AND OVERVIEW

College of DuPage

Since its inception in 1967, College of DuPage has matured into something very special. It's a community college with far-reaching impact. We're firmly rooted in the community that provides our mandate, yet committed to reflecting the needs and demands of an ever-changing world.

Beyond all other considerations, though, we are educators, devoted to the idea that knowledge is transformative. We believe there are few things more powerful than a mind engaged. We are excited by the possibilities ignited when knowledge is imparted through meaningful discourse, in the service of realizing each and every one of our community member's full potential.

COD Mission

The mission of College of DuPage is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.

COD Vision

College of DuPage will be the primary college district residents choose for high quality education

COD Strategic Goals

1. Accountability Being transparent, answerable and responsible to all stakeholders.
2. Value-Added Education Going beyond the standard expectations and providing something more to the students and communities we serve.
3. Student Centeredness College of DuPage is committed to methods of teaching that shift the focus of instruction from the teacher to the student.
4. Equality and Inclusiveness College of DuPage is committed to ensuring that all stakeholders are involved in setting institutional direction; that their perspectives are heard and valued, and their needs are understood and addressed.
5. Relationships College of DuPage is committed to cooperating and collaborating with all stakeholders in order to advance mutual interests.
6. Innovativeness College of DuPage is committed to making meaningful change that enhances organizational effectiveness and adds new value for stakeholders.
7. Financial Stewardship College of DuPage is committed to the careful and responsible management of the resources entrusted to its care.

8. Infrastructure College of DuPage is committed to maintaining, improving and developing structures, systems, and facilities necessary for the delivery of high quality education and meaningful cultural events.

FACULTY DEVELOPMENT AT COLLEGE OF DUPAGE

Faculty Development Vision:

The Faculty Professional Development Program envisions a faculty that is engaged in the art and science of teaching; reflective in its practice; dedicated to creating an inclusive community of learners; and collaborative across disciplines, departments and divisions.

Faculty Development Mission:

In support of College of DuPage's mission to be a center for excellence in teaching, learning and cultural experiences, the Faculty Development Program is dedicated to providing programs and services that cultivate a community of inquiry around teaching and learning; support faculty throughout their careers; and foster interdisciplinary collaboration.

Faculty Development Framework:

Learning-Centered Teaching: Faculty Professional Development is committed to helping COD faculty adopt diverse teaching and learning strategies that promote both acquisition and application of knowledge and understanding.

Community of Learners: Faculty Professional Development is committed to helping COD faculty develop learning environments that create an atmosphere of diversity and inclusion, respect and understanding.

Inquiry-Based Practice: Faculty Professional Development is committed to assisting COD faculty in the ongoing process of identifying and investigating questions about student learning, informed by evidence of student learning, and undertaken in a collaborative setting.

Professional Commitment: Faculty Professional Development is committed to helping COD faculty to stay current in both their pedagogical and disciplinary knowledge through activities such as attending professional conferences, participating in research, and sharing insights with the college community..

Reflective Practice: Faculty Professional Development is committed to supporting COD faculty as they use the metacognitive process of reflecting and learning from teaching experience.

Faculty Development Team

Associate Vice President of Academic Affairs

Provide research, vision and strategic direction for faculty development needs

Act as liaison with Provost team

Oversee continuous improvement/accreditation

Faculty Development Chair (FT release)

Provide direction for instructional and curriculum development needs and opportunities to foster excellence in teaching
Facilitate innovative research development
Coordinate the Faculty In-Service Days
Oversee New Faculty Institute

Professional Development Assistant

Assist with day-to-day faculty development operations of workshop scheduling, registration, preparation, paperwork and tracking

PROPOSED TEAM/DEPARTMENT STRUCTURE #1

Faculty Development

Associate Vice President of Academic Affairs
Faculty Development Chair (FT release)
Faculty Development Liaison (course release)

Instructional Technologies

Manager of Learning Technologies
Instructional Designer (2)
Web Content Editor
Instructional Technologists (2)
Faculty Development Liaison (course release)

Adjunct Faculty Support

Assistant Dean of Adjunct Faculty
Manager of Adjunct Faculty Support (2 ?)
Adj. Faculty Development Liaison (course release)

Employee Development

Manager Learning and Organizational Development
Employee Development Specialist
Instructional Designer and Facilitator

Fiscal Resources

The Faculty Development Department’s annual budget supports faculty development activities. Events include In-Service Days as well as speakers/ consultants, webinars, group specific workshop series and cross curricular development activities. Fiscal resources may be supplemented with grant funding and could fluctuate annually based on the College’s availability of funds.

Evaluation of Professional Development Programming

Several mechanisms are necessary in order to evaluate COD’s faculty development programming. Annually, a Faculty Development summary report focuses on the following:

- Attendance, participation and completion of all training venues: face-to-face and online options

- A brief discussion of the goals that guided the faculty development planning for the current year
- A description and summary of the evaluations of each of the faculty, staff and organizational development activities conducted during the year
- A budget analysis that includes the amount spent for each of the faculty development activities during the current year as well as a qualitative analysis that includes cost of activity, how many attended, and evaluation results

Working Assumptions

The Faculty Development Team has adopted several working assumptions regarding the culture of COD and the development needs of college faculty, which will influence the direction and inform the action plans of the Faculty Development Team's Strategic Plan:

1. Faculty development programs, activities, and services must be **inclusive**. The planning of any faculty development program must be attentive to the similarities and differences of the needs of both full time and adjunct faculty. Planners and presenters need to make information widely available across the college, and seek input to build consensus so that faculty development initiatives are the cornerstone of a learning-centered environment.
2. Faculty development programs, activities, and services need to be **accessible**. Programs need to be scheduled as resources allow and mechanisms for maximum participation need to be built into the planning using online options, webinars and independent resource materials in addition to face-to-face training. A variety of opportunities and means for learning should be planned in keeping with the goal of providing faculty learning any way, any place and any time (O'Banion, 1995).
3. All faculty development programs, activities and services need to be **evaluated**. Formative and summative evaluations are needed on a regular basis to ensure that the goals of the program are being met. The cost-effectiveness of programming is an important consideration in planning. New programs and services must be based on verified individual and institutional needs. Recurring programs and services need to be continuously improved through review, taking into account thoughtful feedback from participants. The Faculty Development Team and Advisory Committee must meet regularly to analyze collected data from evaluations and help determine future training options. Faculty development should be nurturing to the individual but ultimately must meet the needs of the institution (Troller, 2002).

SECTION 2

FACULTY DEVELOPMENT STRATEGIC OBJECTIVES AND GOALS

Long Term Strategic Objectives (3-5 years)

1. Mission Objectives - strategy, implementation, and execution of our mission
 - To establish a fully developed faculty development program with explicit access to central academic administration and a direct reporting line
 - To reach a minimum of 20% of all faculty with our programming
2. Faculty Objectives
 - Develop and implement a robust, inclusive, and accessible faculty development program that supports the implementation of effective learning activities and assignment; assessment of student learning; development of inclusive and ethical learning environments; and instructor reflection, growth, improvement and evaluation.
3. Internal Processes/Operational Objectives
 - Improve/clarify organizational structure re: Learning Technologies, Adjunct Faculty Support and TLC
 - Improve internal (LT, TLC, OAFS) and external (faculty and administrators) communication processes
4. People & Learning Objectives
 - Create a full-time faculty development coordinator position

1-Year Goals and Measures

1. Mission Goals
 - Develop a faculty development strategic plan for adoption by 2019-2020 AY
 - Increase participation rate by 10% over the next 12 months.
 - Begin planning faculty development consortium with area community colleges (i.e. Waubensee, Harper) to share programming development and offerings across institutions (including external training opportunities)
2. Faculty Goals
 - For Fall Semester 2019, design a New Faculty Institute that: includes a 2-day orientation/onboarding, efficiently and effectively balances the practical and the pedagogical; and is of a manageable scope for faculty carrying a full teaching load.
 - Collaborate with the FPD Advisory Committee to plan and implement faculty development for Fall 2019 In-Service Days.
 - Increase number of faculty development courses designed and deliverable by end of AY 2019-2020 (Goal: minimum of courses/mini-courses)

3. Internal/Operational Goals
 - Collaborate with Managers of TLC, OAFS and LT
 - Collaborate with marketing to design and launch a single-source webpage for faculty support (including TLC, LT, OAFS and FPD) by the end of AY 2019-2020.
4. People & Learning Goals
 - Develop a proposal for full-time release for faculty professional development coordinator and put position in place by start of 2019-2020 AY

KPIs

1. Mission
 - Faculty participation rate in faculty development programs
 - Establishment of peer FPD consortium team
2. Faculty
 - Faculty reporting change in practice after participation
 - NFI participation rate; formative and summative assessment; evaluation feedback
 - Number of faculty designing and delivering FPD courses
 - Satisfaction and participation in in-service programming
3. Internal/Operational
 - Number of visits to the website
 - Positive evaluative feedback from faculty using aligned FPD-LT-TLC-OAFS services
4. People/Learning
 - A full-time faculty professional development coordinator is in place for AY 2019-2020

SECTION 3 | STRATEGIES AND PROCESS

The success of a faculty development program is defined by individual faculty member initiative, acceptance of opportunity and commitment of appropriate financial and staff resources. Executive and administrator responsibilities associated with this faculty development plan include a commitment to the program, allocation of resources to support the plan, flexibility to allow time for professional training, demonstration of sincere interest and support for individuals undergoing training and encouragement for those who are hesitant to expand their individual growth and development.

Training Development Areas

In order to achieve our mission providing programs and services that cultivate a community of inquiry around teaching and learning; support faculty throughout their careers; and foster interdisciplinary collaboration, the following six development areas (based on essential development areas identified in the American Council on Education's whitepaper [*Institutional Commitment to Teaching Excellence*](#)) provide a framework for focusing of training opportunities. Faculty development opportunities (whether developed and delivered in-house, or provided by external sources) are mapped to meet one these focus areas:

1. Course design

- Enhancing Online Learning
- Hybrid Learning
- Course development and Blackboard
- Creating SMART Outcomes
- Inclusive Course Design

2. Curriculum design

- Globalizing the Curriculum
- Service Learning Across the Curriculum
- Learning Communities
- Curriculum Mapping

3. Implementation of effective learning activities & assignments

- New Faculty Institute and Adjunct Faculty Orientation
- Collaborative Learning
- Applied Learning
- Engaging Lectures
- Socratic Questioning
- Flipped Classroom
- Writing Across Disciplines/Academic Writing
- Academic Integrity
- Hi-stakes/Low-stakes assessment
- Authentic Assignments and Assessments

4. Assessment of student learning

- Assessment as, for and of Learning
- Classroom Assessment Techniques
- Understanding and Designing Rubrics
- Authentic Assessment

5. Development of inclusive & ethical learning environments

- Inclusion and Diversity
- Working with Conflict
- Creating a Safe Space for Dialogue
- Mindfulness Tools for Educators
- Cultural Humility
- Grades and Grading
- Effective Feedback

6. Instructor reflection, growth, improvement & evaluation

- Faculty Mentorship
- Scholarly research, writing and publishing
- Developing Effective Surveys
- Collecting and incorporating formative feedback
- Teaching Squares
- Learning Communities
- Classroom-level inquiry

PROFESSIONAL DEVELOPMENT PROCEDURES

Needs Assessment

Training Needs Assessments will be conducted each year to determine the professional development needs and goals of faculty, as well as when, where and how these needs can best be met. These assessments will be used in conjunction with COD strategic planning activities and annual faculty development programming. The Faculty Development Advisory Committee will work in collaboration with the Office of Research and Analytics to plan and conduct these needs assessments and analyze the results. The FPDAC will then confer with specific leadership on campus to plan the annual calendar of faculty development opportunities and events. Following all planned activities on campus, participants fill out evaluation forms which solicit ideas for future training ideas.

Departmental Goals and Needs Assessment

Annually, the faculty chair of each department will develop goals and priorities for that year, and also identify the faculty development needs required to support these goals. This process should be a collaborative effort between chairs, administrators and their respective faculty.

Faculty Development Advisory Committee

The role of the FPD Advisory Committee is to support and inform the Faculty Professional Development Coordinators in defining, meeting and assessing the goals of the FPD program. Membership consists of a faculty member from each division to ensure that the needs of each are represented. The Committee meets once a month on Fridays from 1:30-2:30 p.m. Appointments are for a two year term, beginning in January.

Responsibilities of the Committee include, but are not limited to:

- Providing input on the development of in-service day programming
- Reviewing and evaluating FPD course proposals
- Developing and reviewing annual faculty development needs assessments
- Communicating the development needs of their respective divisions

EVALUATIONS/DATA COLLECTION

Participant Development Evaluations

Current workshop and event evaluations only measure participant satisfaction. Future assessments need to include:

- Participant satisfaction
- Participant learning and skill acquisition
- Participant use of knowledge or skill (portfolio, use, research, development of curriculum or program)
- Impact on student learning and student success
- Completion of department or individual goals

Program Assessment

Assessment of professional development activities is a necessary feature that ensures existing programs and practices are meeting the goals and objectives of the faculty development plan. A strong evaluation and assessment component will also help administrators of this program to stay in tune and responsive to the changing needs of stakeholders, such as: individual faculty members, department chairpersons, administrators, and academic departments.

For assessment activities to yield useful results, a blend of formative and summative evaluations that seek to gather data from four levels of program outcomes are recommended:

Level One	<i>Reaction Data</i> – measures participants' satisfaction with program
Level Two	<i>Cognitive Data</i> - measures program influences on changes in knowledge and attitudes of participants
Level Three	<i>Behavioral/Performance Data</i> – measures the activities conducted by the participant after the training that can be attributed to the development program

Level Four

Outcome Data – measures the influence of the program on the participant's career

Methodology

1. Pre-Test, Post-Test, Delayed Post-Test

Session instructors will be asked to administer a brief pre-test and post-test immediately before and after the session is conducted. The pre-test instrument will prompt participants to self-assess their existing knowledge of the topic, perceived utility (walk-away value) of the content in their daily teaching activities, perceived long-term benefits of workshop content, and their personal objective(s) for taking the session. The post-test instrument will prompt participants to rate their satisfaction with the workshop based on what content was presented, the immediate value of the content in their teaching, the long-term value of the content to their teaching, how the content fit with their personal objectives, and any perceived gain in teaching efficacy.

A delayed post-test will be sent out at the end of each semester to gather the same data as the immediate post-test for comparison purposes.

The instruments will be designed with 7-point Likert Scale ratings, with space for open-ended comments.

2. End of Session Evaluation Forms

The current form used to evaluate the session and instructor will continue to be employed at the end of each session.

3. Faculty Professional Development Advisory Committee

The advisory committee will guide future strategic planning efforts. This group will also be charged with evaluating the current and future goals of the faculty development program, and making recommendations for future directions of the faculty development offerings.

4. Faculty Focus Groups

Workshop participants will be invited to participate in focus groups during the fall and spring semesters. These focus groups will be evaluative in nature, offering participants an opportunity to suggest improvements to the offerings, and programs for future semesters.

ACADEMIC YEAR TRAINING CALENDAR

August

New Faculty Institute (through May)
New Faculty Mentor Meet & Greet
Adjunct Faculty Orientation
In-Service

September

Finalize October In-Service Day
Plan: January In-Service

October

In-Service Day

November

Full-Time Faculty Workshop Series
Learning Community proposals due
Alternative Credit applications due
POD Network Conference

December

Deadline for next-AY Course Proposals
Finalize January In-Service

January

In-Service

February

FPD goal setting, professional
development planning/budget
Plan August In-Service

Annual Illinois Community College
Assessment Fair

March

April

Higher Learning Commission Conference

May

NISOD International Conference on
Teaching and Leadership Excellence
Conduct training needs assessment

June

Annual faculty development summary
report
Faculty development planning (based on
needs assessment)

July

Finalize August In-Service
Plan October In-Service

Ongoing Activities

- Monthly Newsletter
- Mentoring
- Department-specific training as needed
- Consultations

PLAN REVIEW

The Professional Development Plan will be reviewed on a quarterly basis during implementation, with an annual review that will take place as a part of the annual report—and as part of the Program Review process every five years.

Reviewers:

Associate Vice President of Academic Affairs
Faculty Development Team/Department
Faculty Development Advisory Committee

APPENDIX A. REFERENCES

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APPENDIX B. SOAR ANALYSIS

<p>STRENGTHS - <i>what are our best assets?</i></p> <ul style="list-style-type: none"> ● Commitment to teaching and learning via Pathways ● Good models at peer institutions ● Past successes ● Enthusiasm ● Passionate individuals interested in faculty development ● Engaged faculty from every division ● High-level administrative support 	<p>OPPORTUNITIES - <i>What can we improve or innovate?</i></p> <ul style="list-style-type: none"> ● Full-time faculty development leadership ● Support communities of practice and inquiry ● Expand our reach ● Provide inclusive, accessible, relevant programming ● Clarify identity and develop reputation ● Improve collaboration with IT and LT ● Continual formative and summative assessment ● Improved budget ● Stable and responsive web presence with up-to-date information
<p>ASPIRATIONS - <i>What is our ideal future?</i></p> <ul style="list-style-type: none"> ● Faculty development is seamlessly connected with OAFS and LT ● All faculty are motivated and engaged around faculty development ● We collaborate with other CC faculty development programs ● FPD is aligned with COD strategic initiatives ● FPD is the center of teaching and learning at COD ● NFI is a robust pedagogical learning and acculturation experience ● In-Service supports faculty development 	<p>RESULTS - <i>How do we know we've achieved our aspirations?</i></p> <ul style="list-style-type: none"> ● Reach a minimum of 20% of all faculty ● Data reflects increased learning-focused teaching ● Programming is aligned with strategic plan and is based on needs assessment

APPENDIX C. ACTION PLAN

	Actions In Progress	Planned Actions	Actions Requiring Support	Support
Develop a faculty development strategic plan for adoption by 2019-2020 AY	<ul style="list-style-type: none"> Draft plan 90% complete 	<ul style="list-style-type: none"> Send to AVPAA for review Review with FPDAC 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Increase participation rate by 10% over the next 12 months	<ul style="list-style-type: none"> Currently collecting data via TLC 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Build up marketing and communication Collect and analyze data 	<ul style="list-style-type: none"> Marketing Research & Analytics
Begin planning faculty development consortium with area community colleges (i.e. Waubensee, Harper) to share programming development and offerings across institutions (including external training opportunities)	<ul style="list-style-type: none"> Discussion with AVPAA and Dean of Faculty Development at WCC 	<ul style="list-style-type: none"> Nov. 30 meeting scheduled w. HC at WCC 	<ul style="list-style-type: none"> Drawing up the program - what will it look like 	<ul style="list-style-type: none">
For Fall Semester 2019, design a New Faculty Institute that: includes a 2-day orientation/onboarding, efficiently and effectively balances the practical and the pedagogical; and is of a manageable scope for faculty carrying a full teaching load.	<ul style="list-style-type: none"> Feedback from NFI '19 	<ul style="list-style-type: none"> Identify best practices Draft programming 	<ul style="list-style-type: none"> Understand existing structures for onboarding for new employees Revise NFI course 	<ul style="list-style-type: none"> Gina Wheatley, TLC Police Dept. (keys & IDs) Deans & Chairs IT Mike Maxse, LT
Collaborate with the FPD Advisory Committee to plan and implement faculty development for In-Service Days.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Scope and structure of in-service days 	<ul style="list-style-type: none"> Provost Office AVPAA office
Increase number of faculty development courses designed and deliverable by end of AY 2019-2020 (Goal: minimum of courses/mini-courses)	<ul style="list-style-type: none"> CFP for 2019-2020 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Establish budget for FPD courses 	<ul style="list-style-type: none"> Judy Coates, TLC AVPAA
Collaborate with Managers of TLC, OAFS and LT	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Collaborate with marketing to design and launch a single-source webpage for faculty support (including TLC, LT, OAFS and FPD) by the end of AY 2019-2020.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Develop a proposal for full-time release for faculty professional development coordinator and put position in place by start of 2019-2020 AY	<ul style="list-style-type: none"> Initial draft created Discussion with WCC Model positions identified 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

APPENDIX D. COURSE PROPOSAL RUBRIC CRITERIA

Criteria are evaluated on a scale of one to three: Exemplary = 3; Good = 2; Marginal = 1

Criteria
Is instructionally-focused: Course allows immediate implementation of materials covered. Course has potential to a.) influence faculty instructional practice, b.) impact student learning or c.) increase engagement of diverse student population. Course is aligned with SLRP goals, FPD Program themes and reflects faculty needs and interests.
Incorporates active learning: Course provides opportunities for participants to design and try out teaching strategies. Course uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning.
Supports collaboration: Course creates space for participants to share ideas and collaborate in their learning.
Uses models of effective practice: Course uses curricular and/or instructional models in order to provide participants with a clear vision of what best practices look like.
Offers feedback and reflection: Course provides built-in time for participants to intentionally think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback.
Is of sustained duration: Course provides participants with adequate time to learn, practice, implement, and reflect upon new strategies in order to facilitate changes in their practice.