Grand Rapids Community College
Deans’ Council
14 March 2013
Teaching and Learning Quality Model
Report on Faculty Professional Development
Submitted by Jeremy Osborn, Director, Center for Teaching Excellence

Purpose
The purpose of this report is to provide an overview of the Faculty Professional Development activities developed and delivered through the Center for Teaching Excellence (CTE) at Grand Rapids Community College (GRCC).

Overview
Faculty professional development is an important element of a high quality education, as evidenced by Criterion 3.C.4 of the Criteria for Accreditation from the Higher Learning Commission (HLC). That criterion states “the institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.” At present, the primary source for faculty professional development at GRCC is the Center for Teaching Excellence (CTE). Engagement in faculty professional development has a long and rich history at GRCC. However, only in the past five years has it been given a firm foundation in Academic and Student Affairs, including a direct report to the Office of the Provost, administrative leadership, and a full-time Director (who began full-time in December 2012). In terms of the HLC criteria, development opportunities were provided in the past, but they were not as strategic, coordinated, and intentional as they can be now. As a result, this initial Teaching and Learning Quality Model Report on Faculty Professional Development is weighted toward process measures, with an eye toward the outcome measures of the future. Data that are provided will serve as baseline data. It is important to note that the processes and data reported here are limited to Winter 2013. This decision was made for two reasons. First, Winter term marks the first full semester during which CTE activities have been coordinated and tracked by the new full-time Director, and thus, January 2013 in many respects represents the true beginning of baseline data collection for the CTE’s strategic plan. Second, formal processes for tracking and reporting on particular aspects of professional development (individual consultations, for example) were not in place until late in Fall semester 2012 and were not fully implemented until January 2013.

Process Measures
A single, broad process measure is included in this report. That measure is:

“Curriculum is aligned and reflects the principles of practice described in the CTE Director’s Department Plan and criteria defined by HLC.”

The principles of practice referenced in this measure are the ten guiding principles for the establishment of faculty centers for teaching and learning developed by Sorcinelli (2002) and discussed at length in the CTE Department Action Plan (DAP) Update that was presented to and approved by Deans’ Council in
October 2012. In essence, these ten principles represent specific process measures that support the broad measure mentioned above, and therefore this section is organized around them. Once CTE processes and structures become more established, many of these will be refined or deleted. In this report, each principle is listed first, and is followed by both activities completed in that area, and next steps specific to that area. Quantitative data are provided where available and appropriate. This system was used in lieu of providing an undifferentiated list of next steps at the end of the report because it shows more clearly which process measure each next step addresses.

1. **Build stakeholders by listening to all perspectives.** As Sorcinelli discusses, one key element of this principle is performance of a comprehensive needs assessment that is informed by multiple constituents. That is one of the most pressing needs for the CTE at this point. Coordinating professional development and bringing intentionality to programming begins with understanding the exact needs of GRCC faculty, then determining the best ways to meet those needs. Needs are determined in part by several things, including: 1) College policies and upcoming policy changes that affect faculty, 2) external requirements (EG—Americans with Disabilities Act compliance), 3) criteria outlined in the Academic Standards for Faculty Members that were created and approved by Academic Governing Council (AGC), and 4) requirements outlined in the faculty evaluation system (pending).

   a. **ACTIVITIES:** The CTE Director has met with multiple faculty, including faculty being supported with Equated Overload (EOL) for assistance with faculty professional development through Instructional Support and Interdisciplinary Studies (ISIS). The Director has also met with the Associate Deans of Faculty Evaluation and Hiring for both the School of Arts and Sciences and the School of Workforce Development, as well as the Dean of Student Success and Retention and the Associate Dean of ISIS. In terms of faculty input, suggestions for future programming are solicited on every CTE session evaluation. While suggestions vary widely, consistencies do emerge. For example, results of the evaluations from Faculty Learning Day and the Adjunct Dinner collectively suggested two need areas that emerged consistently: assistance in making course materials accessible, and assistance with captioning. Sessions were delivered on both areas in Winter 2013.

   b. **NEXT STEPS:** The Director has reached out to some Academic Department Heads and will continue to reach out to them and to other faculty groups for input on perceived needs. Feedback from these meetings will be compiled into a single needs assessment. This assessment should be complete by June 30, 2013.

2. **Ensure effective program leadership and management**

   a. **ACTIVITIES:** The appointment of a full-time Director in Fall 2012 with reporting lines to the Office of the Provost

   b. **NEXT STEPS:** Build champions of professional development and leaders among the faculty, beginning with those faculty being supported with EOL for faculty professional development support.
3. Emphasize faculty ownership. One of the core values of the CTE is faculty-led professional development and it is recommended that this practice continue into the future.
   a. ACTIVITIES: This semester the Directors of the CTE, Department of Experiential Learning (DEL), and Distance Learning and Instructional Technologies (DLIT) began working toward centralized coordination of the work of EOL faculty assigned to provide faculty professional development support. This work has been proposed as a Department Action Plan (DAP) that is led by the Associate Dean, ISIS.
   b. NEXT STEPS: Beginning in Fall 2013, all EOL faculty assigned to faculty professional development support will work directly with the CTE Director to determine and develop professional development activities designed to meet the needs discussed previously.

4. Cultivate administrative commitment
   a. ACTIVITIES: The Director’s membership on Deans’ Council, collaborations with the other Directors of ISIS and Associate Deans, and Provost’s Office support for Faculty Learning Day.
   b. NEXT STEPS: The Director will continue to work collaboratively with the Directors, Deans and Associate Deans on identifying needs, and work to ensure that administrators continue to communicate the value of professional development to faculty in their respective areas.

5. Develop Guiding principles, clear goals, and assessment procedures
   a. ACTIVITIES: The Director has begun refining the CTE Mission Statement, and specific goals were outlined in the 2013-2014 CTE Department Plan. Assessment instruments for each session were refined to include both satisfaction measures and knowledge measures linked to specific session learning outcomes.
   b. NEXT STEPS: The Mission Statement revision will be completed and presented to Deans’ Council by September 2013. The Director will work closely during the 2013-2014 AY with the Dean of Institutional Research and Planning and the faculty to develop procedures and instruments designed to assess long-term impact of sessions on teaching practices as outlined in the CTE Department Plan.

6. Strategically place the Center within the organizational structure
   a. ACTIVITIES: As discussed in the DAP Update from October 2012, the CTE reports to the Office of the Provost, through the Associate Dean of ISIS.

7. Offer a range of opportunities, but lead with strengths
   a. ACTIVITIES: Faculty Learning Day and the New Faculty Program (including New Faculty Orientation and New Faculty Institute) are established, visible programs that can serve as anchor points. In addition, programming continues to be heavily driven by activities related to DLIT and DEL, where experienced faculty liaisons are assigned to aid in professional development.
b. DATA: The January 2013 Learning Day was received well, with 94% of the participants (N=123) who completed the evaluation survey responding “Agree” or “Strongly Agree” to the item: “I learned at least one thing I will use in my work,” and 86% responding similarly to the item “Faculty Learning Day was worth my time.” Learning Day was the “lead” event for a semester focused on accessibility, but also including technology sessions, sessions focused on GRCC services (EG—Academic Tutoring), and sessions focused on other aspects of teaching and pedagogy.

A total of 22 sessions have been planned and promoted through the CTE during Winter 2013 at the date of this report. It is important to note, however, that eight of the 22 sessions were cancelled due to low enrollments (0-2 participants registered). A breakdown of the general topics is provided in Table 1. Please note that some sessions span multiple categories (for example, a session on captioning would be both technology and accessibility-focused).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility/ADA Compliance</td>
<td>10</td>
</tr>
<tr>
<td>Technology</td>
<td>8</td>
</tr>
<tr>
<td>College Services</td>
<td>2</td>
</tr>
<tr>
<td>General Pedagogy/Other</td>
<td>4</td>
</tr>
</tbody>
</table>

c. NEXT STEPS: The New Faculty Program is a critical program that, similar to academic courses, needs to be regularly reviewed and revised as necessary. The CTE Director is discussing the learning outcomes of the program at the March 28 Associate Deans meeting. In addition, the CTE Department Plan for 2013-2014 includes a project centered on expanding the scope of CTE offerings to include additional modalities and topics.

8. Encourage collegiality and community
   a. ACTIVITIES: Consistent promotion in Winter 2013 has focused on the inclusion of all faculty (both adjunct and full-time) in CTE activities. The CTE also held an Open House on February 28 that allowed faculty from across departments to interact socially in a single space. The CTE also facilitated the nomination process for two GRCC faculty to receive awards at the 2013 League for Innovation in the Community College conference.
   b. NEXT STEPS: Continue to promote events across departments and work to develop activities that involve more interdisciplinary interactions. This is an area in which additional exploration is needed.
9. Create collaborative systems of support
   a. ACTIVITIES: Collaboration within ISIS among the CTE, DLIT, DEL, and the Library and Learning Commons (LLC) has increased in Winter 2013 with more joint planning of events. Outside GRCC, the CTE continues to foster relationships with other institutions through the West Michigan Collaborative for Faculty Professional Development. We are currently co-planning and co-hosting (With Grand Valley State University, Western Michigan University, and Ferris State University) the Scholarship of Teaching and Learning (SoTL) Academy in May 2013.
   b. NEXT STEPS: As part of the CTE Department Plan for 2013-2014, efforts will be directed toward centralizing faculty professional development at GRCC in the CTE. This will be evidenced primarily through academic departments working more closely with the CTE on scheduling, promoting, and tracking professional development that has been done departmentally, independent of the CTE in the past. Examples of this include Academic Foundations Program (AFP) Learning Day and the Professional Reading Groups led by the English Department.

   a. ACTIVITIES: The CTE sponsors the Excellence in Teaching by an Adjunct Faculty Award and facilitated the nominations for the League for Innovation awards discussed in #8.
   b. NEXT STEPS: Continue to explore additional opportunities for recognition and identify department-level recognitions that the CTE can work collaboratively to support and promote. This is another area where exploration and future growth are needed.

Outcome Measures
Four outcome measures pertaining to faculty professional development were identified in the original Teaching and Learning Quality Model. Each outcome is presented below, with accompanying evidence from Winter 2013.

1. Faculty professional development offerings have clearly stated goals and outcomes.
   a. EVIDENCE: Every session that is developed and delivered through the CTE must have an approved mini-CARP on file. The mini-CARP document contains a description and a set of learning outcomes. The mini-CARP must be approved by the CTE Director before a session will be added to the calendar and registration system. This process was followed for each session in Winter 2013, including every session on Faculty Learning Day. The only exceptions to this are webinars that originate outside GRCC. In the case of webinars, however, they will only be offered if the presenting organization provides clear information regarding the content and objectives.
   b. NEXT STEPS: Continue to ensure that offerings are accompanied by an approved mini-CARP.

2. Faculty member participates in faculty professional development annually.
   See discussion of Outcome 3.
3. Participation by full-time and adjunct is documented and presented on a dashboard.
   a. EVIDENCE: For the sake of efficiency, measures two and three are discussed together. Participation in faculty professional development can take several forms and three of these forms have been most prominent in Winter 2013\(^1\). First, faculty engage in professional development through the Adjunct Dinner and Faculty Learning Day prior to Winter term each year. On January 10, 2013 238 full-time faculty members participated in Faculty Learning Day. During that time, they attended a keynote address on ADA compliance, two breakout sessions on different aspects of accessibility, and a student Q&A panel. In addition, Irene Bowen, the keynote speaker at Faculty Learning Day delivered the same presentation at the Adjunct Dinner on January 9 and 275 adjunct faculty attended.

Second, faculty can attend formal workshops and sessions delivered through the CTE. To date, total faculty attendance at formal CTE sessions in Winter 2013 is 70 (31 full-time faculty and 39 adjunct). Those numbers do not include the Online Hybrid Certification Course (OHCC) January cohort, which included 12 participants (three full-time faculty, 8 adjunct faculty, and 1 staff member) or the New Faculty Institute 2012-2013 cohort, which includes three full-time faculty.

The third form that professional development can take through the CTE is through individual consultations. These consultations include technology consultations through DLIT and instructional support consultations through the DEL and CTE. To date, 135 (73 adjunct and 62 full-time) faculty have been assisted through technology consultations and 13 (6 adjunct and 7 full-time) faculty have been assisted through instructional support consultations.

Participation data for all development opportunities offered through the CTE during Winter 2013 are presented in Table 2.

b. NEXT STEPS:
The CTE Director will update these data on a continual basis and they will be used as baseline data for future monitoring of changes in participation levels.

4. Programmatic compliance with state and federal laws pertinent to educational programs and activities is documented.
   a. EVIDENCE: As Table 2 indicates, ADA compliance was, and continues to be a major focus during Winter term. As the data in both Table 1 and Table 2 indicate, the CTE has

\(^1\) The information presented here is specific to faculty professional development developed and delivered through the Center for Teaching Excellence. Faculty may also engage in professional development through attendance at events and conferences outside of GRCC. There are also activities developed and delivered by individual, academic departments. Improved tracking of those activities is part of the 2013-2014 CTE Department Plan.
provided multiple opportunities for both adjunct and full-time faculty to engage in training around ADA compliance and accessibility.

b. NEXT STEPS: The CTE will continue to monitor needs in areas associated with programmatic compliance and will work with relevant constituents on developing programming to respond to those needs.

Table 2: Faculty Professional Development Participation Data for Winter 2013 (to date)

<table>
<thead>
<tr>
<th>Development Type</th>
<th>Full-Time Faculty Participation</th>
<th>Adjunct Faculty Participation</th>
<th>Staff Participation</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Learning Day (ADA/Accessibility)</td>
<td>238</td>
<td>1</td>
<td>41</td>
<td>280</td>
</tr>
<tr>
<td>Adjunct Faculty Dinner (ADA/Accessibility)</td>
<td>9</td>
<td>275</td>
<td>23</td>
<td>307</td>
</tr>
<tr>
<td>Instructional Support Consultation</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Technology Support Consultation</td>
<td>62</td>
<td>73</td>
<td>0</td>
<td>135</td>
</tr>
<tr>
<td>ADA/Accessibility Sessions</td>
<td>10</td>
<td>14</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>ADA/Accessibility Webinars</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>General Pedagogy/Technology Sessions</td>
<td>17</td>
<td>23</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Online Hybrid Certification Course</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>New Faculty Institute</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>353</td>
<td>402</td>
<td>84</td>
<td>839</td>
</tr>
</tbody>
</table>

Proposed Future Measures

As the structure, processes, and curriculum of the CTE all become more established, additional outcomes consistent with the CTE Department Plan should be adopted and assessed. Specifically, the following two measures are proposed, with baseline data reported in the one-year update to this report (March 2014). The first measure is a proposed process measure and the second is a proposed outcome measure.

1. The programming of the CTE is designed to explicitly address identified professional development needs (as determined using the criteria delineated under principle one in the present report).

2. The programming of the CTE produces measurable, positive, short- and long-term impacts on teaching.
References