

Creating the Climate for Faculty Engagement

Achieving the Dream

Tampa, Florida

January 25, 2005

Overview/Building Blocks for Learning

- Collaborative Planning Process
- Teaching/Learning Center Collaborative Projects
 - Statement of Values for Teaching Excellence
 - Critical Skills Across the Curriculum
 - Institutional Credentialing and Professional Development
 - Faculty Appraisal Plan

Teaching/Learning Center

- Established in 1990
 - Guided by a Faculty Advisory Committee
 - 1990—one half-time faculty release/1998—staff of 5
 - Mini Grant Program
 - Awarded by faculty committee
 - Tied to College priorities
 - Results shared and showcased

Values for Teaching and Learning

- Identified by faculty
- Congruent competencies from Advisory Committee
- Validated by students
- Integrated into faculty evaluation and appraisal
 - Student evaluation of faculty
 - Classroom observation

Values for Teaching and Learning

- Enables students to become independent learners
- Demonstrates a commitment to student outcomes (job readiness, computer literacy, skill levels, mastery of subject matter)
- Provides an opportunity for critical thinking and problem solving

Values for Teaching and Learning

- Demonstrates an excitement about teaching and learning
- Maintains high but realistic expectations
- Demonstrates an appreciation of a diverse student population
- Practices an individualized approach to encourage growth in students' self-esteem

Critical Skills Across the Curriculum

- Faculty Focus Groups developed a model for integrating the following areas across the curriculum:
 - Reading
 - Writing
 - Computational Skills (math)
 - Speaking/Listening
 - Valuing Diversity
 - Computer Literacy

Critical Skills Across the Curriculum

- Model includes 3 levels of skills proficiency
 - Level I—Acquire and Understand Information
 - Level II—Apply and Share Information
 - Level III—Interpret, Analyze, and/or Evaluate Information (critical thinking)
- program adapt

Critical Skills Across the Curriculum

- Each program adapts and integrates the level appropriate to the program for each critical skill
 - Reflected in curriculum content guides with measurable outcomes
 - Critical Skills Handbook developed as a resource

Credentialing Plan/Faculty Professional Development

- In-house credentialing of faculty
 - 30 hours per year for probationary faculty (1-year credential)
 - 90 hours over 5 years for non-probationary faculty (5-year credential)
 - Part of the annual appraisal process

Credentialing Plan/Faculty Professional Development

- Inservice in support of teaching and learning
 - Teaching/Learning Center workshops
 - Instructional designers and technical training and support
 - Multimedia training center for faculty
 - Technology mini-grants
 - Web site training

Faculty Performance Appraisal

- Collaborative effort between all full-time faculty and administration
 - Led by Vice President for Learning & Academic Affairs and Chair of Faculty Council
 - Built on a creative cycle of engagement-reflection-innovation
 - Self evaluation
 - Student evaluation
 - Classroom observation
 - Annual faculty performance report and end-of-year conference

Teaching/Learning Center Support

- Instructional design/technology training
 - Instructional designers/support for instructional technology
 - Multimedia Training Center for faculty (open to adjunct faculty use)
 - Technology mini-grants

Teaching/Learning Center Support

- New Faculty Orientation
- Monthly Newsletter
- Workshop Schedule
- Resource Library
- Curriculum Development Assistance

Implementation/Results

- In 2001-01, the T/LC provided more than 168 classes, workshops and seminars
- Total participation of faculty, staff and students was 1304 (duplicated headcount)
- In all, the duplicated headcount was 527 full-time faculty 129 part-time faculty, 274 administrators, 174 classified staff, 146 technical professionals and 53 students/other

Implementation/Results

- From 1991 to 2001, T/LC annual funding grew from \$35,000 to \$332,000
- Staffing grew from .6 to 4.7 FTE
- A state-of-the-art computer classroom/training lab is provided for delivery of classes and workshops
- Commitment to the T/LC is college-wide

Impact on the College Community

- The "Values for Teaching and Learning" are a powerful evolution of faculty attitude and philosophy
- Collaborative learning, learner-centered instruction and learning communities are now common in the thinking, planning, development and implementation of CCD programs

Impact on the College Community

- The T/LC is faculty/staff guided, evaluated and supported; mini-grants are an accepted process among faculty/staff
- The First Generation Student Success program is a grant-funded “best practices” approach to student learning. FGSS and the Teaching/Learning Center work together to replicate elements of this model of transformational change in other programs.
 - Learning Communities
 - Critical Skills
 - Diversity
 - Technology
 - Case Management

Implementation/Results

- T/LC uses human resources from the college
 - Expert faculty developed and retained as a collegiate force for training and change
 - College funds support mini-grants to encourage faculty to develop new and innovative instructional products or processes
 - Practices require relatively few dollars, produce large yield and are easily replicated