



FACULTY PROFESSIONAL DEVELOPMENT AT COMMUNITY COLLEGES: ORGANIZATION, IMPLEMENTATION AND INCREASING PARTICIPATION

**Results from the Education Advisory Board's
Community College Leadership Forum Research on
Professional Development**

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BACKGROUND

- Education Advisory Board (EAB, January 2012)
 - Access to over 1,000 best practice studies
 - Ability to request custom research projects
 - Custom Research Projects
 - Higher education research topics
 - EAB (AKA the Community College Research Forum) interviews approximately seven institutions with questions generated by SBCCD
 - Can request projects one after the other
- SBCCD Professional Development Study in Fall 2010





PLANNING AND PROFESSIONAL DEVELOPMENT

- SBCCD District Plans with focus on Professional Development
 - SBCCD District Strategic Plan
 - Crafton Educational Master Plan
 - Objective 3.1.2 in Crafton's Educational Master Plan seeks to develop best practices for teaching and learning through professional development
 - Crafton Enrollment and Management Plan
 - Valley Strategic Plan
 - Valley Educational Master Plan



QUESTIONS POSED BY SBCCD TO THE COMMUNITY COLLEGE LEADERSHIP FORUM

- What are the best practices for...
 - ... teaching and learning?
 - ... implementing professional development?
 - ... getting teachers, staff, and managers to implement what they learn through professional development?
 - ... implementing professional development?
 - ... staffing and paying for professional development?
 - ... successfully integrating professional development with faculty (full-time and part-time), staff, and managers across an entire campus or District?
 - ...assessing the effectiveness of professional development?
- How can technology be used to effectively implement professional development?
- How does professional development relate to student success?



QUESTIONS WERE ORGANIZED INTO THE FOLLOWING FOCUS AREAS BY THE FORUM

- Models of Professional Development for Faculty Teaching
- Encouraging Participation and Implementation
- Incorporating Technology
- Impact of Professional Development on Student Success



COLLEGES INTERVIEWED

Institution	Location	Total Enrollment	Classification
Chabot College	Pacific West	15,000	Associate's--Public Suburban-serving Multi-campus
Kirkwood Community College	Midwest	18,000	Associate's—Public Rural-serving Large
St. Louis Community College District	Midwest	29,000	Associate's—Public Urban-serving Multi-campus
Tallahassee Community College	South	15,000	Associate's—Public Rural-serving Large
Truckee Meadows Community College	Mountain West	13,000	Associate's—Public Rural-serving Large



MODELS OF PROFESSIONAL DEVELOPMENT FOR FACULTY TEACHING

- All colleges have a Center for Teaching and Learning
- All institutions employ a central, full-time professional development coordinator
- 4 of the 5 institutions have a professional development committee
- Coordinators and/or committees collect feedback and organize activities based on needs of campus
- Coordinators also form District Wide Council to discuss common needs across campuses



MODELS OF PROFESSIONAL DEVELOPMENT FOR FACULTY TEACHING

- The following primary Faculty professional development offerings were included across all institutions
 - New faculty orientation
 - Adjunct faculty development
 - Campus/District-Wide professional development days
 - Campus or Faculty Cohort specific workshops (e.g.: Faculty Inquiry Groups)



MODELS OF PROFESSIONAL DEVELOPMENT FOR FACULTY TEACHING

- Best Times for Workshops
 - Full-day events on faculty-contracted days in which no classes are scheduled
 - Shorter workshops between third and eighth week of the semester
- Worst Times for Workshops
 - First and final two weeks of the semester



MODELS OF PROFESSIONAL DEVELOPMENT FOR FACULTY TEACHING

- Most expensive items in professional development budgets
 1. Development days and faculty workgroups
 2. Professional development staff salaries and conference travel
 3. Occasional professional speakers



MODELS OF PROFESSIONAL DEVELOPMENT FOR FACULTY TEACHING

○ Examples of Individual Session Topics

Understanding Accreditation	Managing Disruptive Students
Art Therapy	Introduction to Prezi
Software Drop-in Sessions	Mind Mapping
Building a Faculty Website	Poll Everywhere
Teaching with Case Studies	Problem Based Learning Forum
Connectivity with Students	Clickers Student Response System
Creating Classroom Jeopardy Games	Strategies for Winning Grants
Creating Writing Assignments	Teaching Online
Maintaining a Paperless Classroom with Google Docs	Classroom Assessment Techniques
Heartmath Resiliency Training	Incorporating Cooperative Learning
Teaching Mistakes to Avoid	



ENCOURAGING PARTICIPATION AND IMPLEMENTATION

- Identified Strategies to Increase Faculty Participation
 - Promote events in-person and via e-mail
 - Leverage established relationships with faculty members across the institution
 - Targeting individual faculty groups with sessions specific to their interests
 - Ongoing sessions increase faculty participation through tailored topics and continuous engagement
 - Offer a monetary incentive (e.g.: stipend, pay increases upon completion or hours)



ENCOURAGING PARTICIPATION AND IMPLEMENTATION

- Example of “Ongoing Session” – Faculty Inquiry Groups (FIGs) at Chabot College
 - FIGs – Small workshops for faculty with common interests
 - Report great success and higher participation with this model
 - Approximately 6 – 10 FIGs each semester
 - Led by a faculty member who manages logistics and organization
 - FIG Example – Reading Apprenticeship Mentorship where faculty learn about applying reading apprenticeship in classroom



ENCOURAGING PARTICIPATION AND IMPLEMENTATION

- Increase Faculty Implementation of Strategies Provided in Training Sessions
 - Administer follow-up assignments or surveys to participants
 - Provide practical and immediate replicable content during sessions
 - More success with sessions that require little preparation for faculty to implement in class (e.g.: Poll Everywhere vs. clickers)



INCORPORATING TECHNOLOGY

- Programs track online or over the phone
- Track all professional development participation online and can generate reports to analyze session attendance
- Faculty and staff can access personal records of professional development at any time
- Faculty may be more likely to attend training on new technology or about topics that are immediately essential to the classroom



INCORPORATING TECHNOLOGY

○ Technology Training

- Provided as requested by faculty within a department
- Training sessions organized by committee (e.g.: Planning and Program Review training on web tool)
- Organized, but not conducted by professional development office
- Managed by other offices



IMPACT OF PROFESSIONAL DEVELOPMENT ON STUDENT SUCCESS

- Difficult to measure
- Chabot conducts ongoing classroom engagement surveys of those who participate in FIGs
- Chabot noticed change in higher grade averages but not in success rates



LIMITATIONS EAB RESEARCH

- Focus of research is on Faculty only
- Smallest college had an enrollment of 13,000 students



FALL 2010 SBCCD PROFESSIONAL DEVELOPMENT SURVEY RESULTS

RRN 208



Office of
Research and Planning

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Research Brief: Fall 2010 Professional Development Survey Results

Overview: At the request of the Crafton Hills College (CHC) and San Bernardino Valley College (SBVC) Professional Development Committees (PDC), the Offices of Research and Planning (ORP) from both campuses worked with committee representatives to create a comprehensive needs-assessment survey designed to guide the development of a long-range professional development plan. The survey sought to identify professional development activities that District employees perceive to be the most valuable to the achievement of their individual professional development goals. This brief illustrates the findings for CHC employees.

Summary of Findings:

- The most common scheduling combination is a 1-2 hour workshop offered on Friday afternoon
- Three out of the top ten personal and professional development training opportunities in all constituencies relate to dealing with negativity, burnout, stress, and difficult people.
- Full-time and part-time faculty identified an interest in receiving discipline specific training (53%) and best practices for teaching and learning (51%) training.
- Over half of the managers (53%) and full-time faculty (56%) identified legal rights, responsibilities, and protections as a topic they would appreciate further training in.
- Three of the constituencies identified motivating others and evaluation methods as two of their top ten choices for personal and professional development training.
- 60% of management respondents recommend ethics and personal safety training for the staff they work with.
- Classified staff recommended that their supervisor receive training on how to inspire and motivate team members (34%), and managers identified motivating others (60%) as their first choice in receiving training in the personal and professional growth training topics.
- Technology Skills training at the advanced level in MS-Excel was requested by classified staff (59%) and managers (53%).
- Part-time faculty indicated an interest in instructional skills training for motivational strategies for the classroom (67%), working with underprepared students (58%), building better exams and assessment instruments (58%), and student retention methods (58%).
- Human resources training related to serving on a hiring or evaluation committee were the most commonly indicated professional development topics across all four constituencies.



BRIEF SUMMARY OF FALL 2010 DISTRICT WIDE PROFESSIONAL DEVELOPMENT SURVEY

- **Workshops** identified as most popular delivery method for staff, managers, and PT/FT Faculty
- **1-2 Hour workshops** identified as most popular scheduling option for all four groups
- Staff, managers, and FT Faculty identified **Friday** as preferred day of the week, PT Faculty identified Monday
- All four groups identified as **12-4 as best time** to hold workshops



TOP TWO PROFESSIONAL TRAINING TOPICS FOR EACH CHC GROUP IN FALL 2010

- Staff
 - Negativity in the workplace
 - Stress Management
- Managers
 - Motivating others
 - Negativity in the workplace, legal rights, responsibilities, and protections, and evaluation methods
- PT Faculty
 - Dealing with difficult people
 - Discipline specific training, best practices for teaching/learning, motivating others, coping with job burnout, evaluation methods, personal goal setting
- FT Faculty
 - Dealing with difficult people, program review processes, retirement planning
 - Legal rights, responsibilities, and protections, and discipline specific training



INSTRUCTIONAL SKILLS TRAINING NEEDS IDENTIFIED BY FACULTY IN FALL 2010

○ PT Faculty

- Motivational strategies for the classroom
- Student retention methods, working with underprepared students, and building better exams and assessments
- Preparing to teach online

○ FT Faculty

- Developing alternative programming and curriculum development



21st Century Implications



for Teaching and Learning



POSSIBLE IMPLICATIONS FOR CRAFTON

- Develop the Center for Teaching and Learning at Crafton
- Collect Feedback from Campus on regular bases to inform Professional Development at CHC and communicate to campus about how the feedback was responded to by the PDC
- Develop new faculty orientation program
- Develop professional development activities for adjunct faculty
 - Strategies for engaging Adjunct Faculty:
<http://www.rpgroup.org/resources/faculty-inquiry-group-proposal-engage-adjunct-faculty>



POSSIBLE IMPLICATIONS FOR CRAFTON

- Develop and implement Faculty Inquiry Groups (e.g.: Reading Apprenticeship FIG)
 - Link to Tool Kit at Carnegie Foundation
 - <http://specctoolkit.carnegiefoundation.org/how-figs-work/>
 - Link to Chabot Reading Apprenticeship FIG
 - <http://www.rpgroup.org/resources/reading-thinking-learning-chabot-colleges-reading-apprenticeship-fig>
- Strategically plan and implement full-day workshops on Flex
- Provide 1-2 hour workshops in the 3rd and 8th weeks of the semester
- Focus on providing and developing workshops that require little preparation by faculty (e.g.: Poll Everywhere vs. clickers)
- Develop approach for measuring student engagement for Faculty who participate in professional development



REFERENCES

- Petrucelli, M., & Moore, S. (2012). Faculty professional development at community colleges: Organization, implementation and increasing participation. *Education Advisory Board: Community College Leadership Forum*.
- Riggs, M. (Fall 2010). Fall 2010 Professional Develop Survey Results. *CHC Office of Institutional Effectiveness, Research & Planning*. Retrieved September 20, 2013 from http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Other%20Research%20Studies/1011_PDSurvey_SP10.pdf

